

**New York State Education Department  
LEA School Improvement Grant Application, FY 2010  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**School Improvement Grants  
Application**

**Section 1003(g) of the  
Elementary and Secondary Education Act**

Cover Page

LEA BEDS Code

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District: <b>New York City Department of Education</b>	
Address: <b>52 Chambers Street, New York, NY 10007</b>	
Contact Person: <b>Edward Hui, Executive Director, Office of School Development, Division of Portfolio Planning</b>	Telephone: <b>(212) 374 -5757</b>
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I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, Appendix A, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature of Chief School Officer (in blue ink)



Typed Name: <b>Marc Sternberg, Deputy Chancellor, Division of Portfolio Plann</b>	Date: <b>April 5, 2012</b>
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LEA School Improvement Grant Application, FY 2010  
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## **General Information**

### **Eligible Applicants**

This grant is open to Local Education Agencies (LEAs) receiving Title I, Part A serving one or more of the 67 identified Tier I and II persistently lowest-achieving schools in the State. Although LEAs are required to identify Tier III schools that they commit to serve within this application, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully. Priority will be given to LEAs that commit to serve all identified Tier I and Tier II schools, and that demonstrate through their application the strongest commitment and capacity to fully implement the four intervention models and raise student achievement. Please see Commissioner Steiner's Press Release regarding Persistently Lowest-Achieving Schools, at <http://www.oms.nysed.gov/press/PersistentlyLowestAchievingAndSURRDec2010.html> for the complete list of schools.

### **Funds Available and Award Amounts**

LEAs with Tier I and II schools will be able to receive up to \$2 million per school annually to implement a model selected by the LEA and approved by the New York State Education Department (NYSED). SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully. This funding is contingent on the LEA's capacity to implement the selected models and an approved application and budget that includes sufficient funds to implement the selected intervention model fully and effectively in each school. Each grant will be renewable based upon demonstrated success in at least one of the following areas:

- Progress towards meeting achievement goals;
- Progress shown through leading indicators; and/or
- Fidelity of implementation of required model actions.

### **Funding Period**

The proposed funding period is anticipated to be July 1, 2011 through September 30, 2014. Based on USED guidance, awards must be made before July 31, 2011.

### **Expectations**

Through the SIG program, the USED requires State educational agencies (SEAs) to prioritize funding to local educational agencies (LEAs) with the lowest-achieving schools that have the greatest need and demonstrate the strongest commitment to use the funds to significantly raise the achievement of their students. It is USDE's expectation that SIG funds are used for the implementation of one of four rigorous school intervention models—turnaround, restart, school closure, and transformation—in each persistently lowest-achieving school.

### **Models**

The New York State Education Department will provide LEAs with SIG grants under 1003(g) to facilitate implementation of one of the following four school intervention models in Tier I and Tier II schools:

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- **Turnaround:** Phase out and replace the school with a new school(s) or completely redesign the school, including replacing the principal and at least half the staff.
- **Restart Model:** Either convert a school to a charter school or replace a public school with a new charter school that will serve the students who would have attended the public school. Under certain circumstances, districts may also enter into contracts with the City University of New York or the State University of New York for them to manage public schools.
- **Transformation:** Similar to the turnaround model, but with a requirement for an evaluation of staff effectiveness developed by the LEA in collaboration with teachers and principals that takes into account data on student growth, multiple observation-based assessments, and portfolios of professional activities. Evaluations would serve as the basis for rewarding effective teachers and removing ineffective teachers after ample professional development opportunities. A school that opts for a transformation model does not close but rather remains identified as persistently lowest-achieving until it demonstrates improved academic results.
- **School closure:** Close the school and enroll the students who attended the school in higher achieving schools in the LEA.

For the USDOE description of each of the models, please see:

<http://www.oms.nysed.gov/press/ATTAUSDOETurnaroundModels.2010.htm>

### **Definitions**

**LEA** - Local Education Agency, typically a public school district or charter school.

**SEA** - State Education Agency

**Tier I, II and III schools** - The USED requires each SEA to identify three tiers of schools:

- **Tier I** schools: any Title I that has been identified as persistently lowest-achieving;
- **Tier II** schools: any secondary school that is eligible for but does not receive Title I, Part A funds that has been identified as persistently lowest-achieving;
- **Tier III** schools: any Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

**Leading Indicators**- detailed in section III of the final requirements, these are the school-level data that must be annually reported to the SEA:

- (1) Number of minutes within the school year;
- (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- (3) Dropout rate;
- (4) Student attendance rate;
- (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
- (6) Discipline incidents;
- (7) Truants;

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- (8) Distribution of teachers by performance level on an LEA's teacher evaluation system; and
- (9) Teacher attendance rate.

**Increased learning time-** (A-18 & 19, Guidance on School Improvement Grants):  
“Increased learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition, although the Department encourages LEAs to closely integrate and coordinate academic work between in school and out of school. To satisfy the requirements in Section I.A.2(a)(1)(viii) of the turnaround model and Section I.A.2(d)(3)(i)(A) of the transformation model for providing increased learning time, a before- or after-school instructional program must be available to all students in the school.

**Job-embedded professional development-** professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded professional development is usually characterized by the following:

- It occurs on a regular basis (e.g., daily or weekly);
- It is aligned with academic standards, school curricula, and school improvement goals;
- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
- It requires active engagement rather than passive learning by participants; and
- It focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.

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**Pre-implementation activities** - activities that an LEA may carry out using SIG funds in the spring or summer prior to full implementation. Funds for activities that are designed to prepare for full implementation in the 2011-2012 school year come from the LEA's first year SIG grant, which may be no more than \$2 million per school being served with SIG funds. Therefore, the LEA needs to be thoughtful and deliberate when developing its budget. Some examples of possible pre-implementation activities include activities focused on family and community engagement, a rigorous review of external providers, recruitment of staff, selection and implementation of instructional programs, professional development and support for staff, and activities that increase school and district capacity in the areas of data gathering and analysis. As with all SIG funds, funds used for pre-implementation activities may not be used to supplant non-Federal funds. An LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds.

**Rule of 9-** An LEA with nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and schools that are eligible to receive FY 2010 SIG funds, may not implement the transformation model in more than 50 percent of those schools. See section II.A.2(b) of the final requirements. Given that the cap only applies to an LEA with nine or more Tier I and Tier II schools, an LEA with, for example, four Tier I schools and four Tier II schools, for a total of eight Tier I and Tier II schools, would not be impacted by the cap. However, an LEA with, for example, seven Tier I schools and two Tier II schools, for a total of nine Tier I and Tier II schools, would be impacted by the cap. Thus, continuing the prior example, the LEA with seven Tier I schools and two Tier II schools would be able to implement the transformation model in no more than four of those schools. For example, for FY 2009, LEA 1 had seven Tier I schools and two Tier II schools, so it was impacted by the cap. Using FY 2009 SIG funds, it implemented the transformation model in four of those schools. For FY 2010, LEA 1 has two additional Tier I schools and two additional Tier II schools, so it now has a total of 13 Tier I and Tier II schools, which means it may implement the transformation model in a total of six schools, or two schools in addition to those that are being served with FY 2009 funds.

**Additional Information or Assistance**

For additional information or assistance, please see:

- New York Education Department Field Guidance Memorandum regarding School Improvement Grants 1003(g), posted at : <http://www.p12.nysed.gov/accountability/memos.html>
- New York State Education Department's Race to the Top Application, posted at: <http://usny.nysed.gov/rttt/>
- USDOE Guidance on School Improvement Grants, at: <http://www2.ed.gov/programs/sif/faq.html>.

If you have any questions regarding the application, please contact:

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518-473-0295**

**Application Format**

Directions for completion of the application materials should be carefully read and followed. The Application has 9 sections:

1. Application Cover Sheet
2. Assurances and Waivers Form
3. Section A: Schools to be served list
4. Section B: Descriptive Information
5. Appendix A: Baseline Data- This must be completed for each school the LEA commits to serve
6. Appendix B: Model Implementation Form- This must be completed for each school the LEA commits to serve
7. Appendix C: Consultation and Collaboration Form
8. Appendix D: Suggested Language for Commitment Letter regarding Education Law 3012-c
9. Budget Narrative: School Level Activities
10. Budget Narrative: LEA Level Activities
11. Budget, FS-10

Applicants should use the attached rubrics (Overall LEA Application Rubric and Model Implementation Plan Rubric) to complete the application, and ensure that the quality of the application meets expectations.

**Application Submission Due Date**

Grant applications are due to the New York State Education Department by **April 30<sup>th</sup>, 2011.**

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Assurances (specific to School Improvement Grant)

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements:
  - a. Number of minutes within the school year;
  - b. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
  - c. Dropout rate;
  - d. Student attendance rate;
  - e. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
  - f. Discipline incidents;
  - g. Truants;
  - h. Distribution of teachers by performance level on an LEA’s teacher evaluation system; and
  - i. Teacher attendance rate.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ✓ Extending the period of availability of school improvement funds.
- ✓ “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ✓ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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**Section A: Schools to be Served:**

An LEA must identify each Tier I, II, and III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and II school. SED has no preference in regards to the models chosen by the LEAs for identified schools. Applications will only be reviewed based on the quality of the plan submitted.

School Name	NCES #:	Tier I	Tier II	Tier III*	Turnaround	Restart	Closure	Transformation
Washington Irving High School	02885	✓			Turnaround Phase Out, to be replaced by Academy for Software Engineering and Union Square High School for Health Sciences			
Grace H. Dodge Career and Tech High School	01958	✓			Turnaround Phase Out to be replaced by High School for Energy and Technology			
Jane Addams High School for Academic Careers	02011	✓			Turnaround Phase Out to be replaced by School for Tourism and Hospitality			
JHS 296 Anna Gonzalez Community School	02803	✓			Turnaround Phase Out to be replaced by Evergreen Middle School for Urban Exploration			
Samuel Gompers Career/Tech Ed High School	02866	✓			Turnaround Phase Out to be replaced by Mott Haven Community High School			
HS 560 Bronx Academy HS	05565	✓			Turnaround Phase Out, To be replaced by Bronx Arena Academy			
Paul Robeson High School	01908	✓			Turnaround Phase Out, To be replaced by Pathways in Technology Early College HS (P-TECH)			
Sch-Community Research & Learning	05507	✓			Turnaround Phase Out, To be replaced by Bronx Bridges High School			
Jamaica High School	02008	✓			Turnaround Phase Out, To be replaced by HS for Community Leadership; Hillside			

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					Arts and Letters Academy; and Jamaica Gateway to the Sciences			
Monroe Academy for Business & Law	01339	✓			Turnaround Phase Out, To be replaced by Metropolitan Soundview High School			
Norman Thomas High School	02039	✓			Turnaround Phase Out, to be replaced by Murray Hill Academy			
IS 195 Roberto Clemente	01993	✓			Turnaround Phase Out, To be replaced by New Design Middle School			
John F. Kennedy High School	02016	✓			Turnaround Phase Out, To be replaced by New Visions Charter School for the Humanities; and New Visions Charter School for Advanced Math & Science			
Christopher Columbus High School	01935	✓			Turnaround Phase Out, To be replaced by Pelham HS for Language and Innovation; and Bronxdale High School			
Beach Channel High School	01918	✓			Turnaround Phase Out, To be replaced by Rockaway Park HS for Environmental Sustainability; and Rockaway Collegiate HS			

\*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

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**Section B: Descriptive Information**

**Directions:** When completing this section, LEAs should refer to the Overall LEA SIG Application Rubric, to ensure quality responses.

- 1. Describe the capacity of the LEA to implement one of the four models in each Tier I and Tier II school that the LEA has committed to serve. In order to demonstrate capacity, LEAs must provide a letter signed by union and district representatives committing to the creation of a teacher evaluation system as required by New York State Education Law 3012-c, with 20% of the evaluation based upon student growth on state assessments, and 20% based upon locally determined student achievement assessments (see Appendix D for suggested language). In addition, LEAs may also demonstrate capacity to fully implement the four models through taking the following actions :**
  - Submission of any revised collective bargaining agreements that support full implementation of models or a jointly signed letter indicating the status of discussions.
  - Hiring a fulltime School Implementation Manager (SIM) for each PLA school. A SIM will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.
  - Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models.
  - Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED.
  - Adding at least one period of instructional time per day and/or extending school year for each PLA school.
  - Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities.
  - Providing at least 10 days of site-based training each school year for all teachers in PLA schools.
  - Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three year grant period.
  - Identifying partner organizations and the role that they will play in supporting implementation of a model.

**In addition, the LEA should indicate that it has the ability to get the basic elements of its selected models up and running by the beginning of the school year. If the LEA asserts that it does not have the capacity to implement one of the four models in each Tier I and II school that has been identified , the LEA must submit in this section a detailed explanation of the specific reasons that it lacks capacity.**

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**THE NEXT PHASE OF CHILDREN FIRST REFORM**

Since 2002, the New York City Department of Education (NYCDOE) has implemented a bold education reform plan called Children First to prepare all students for success in the 21<sup>st</sup> Century. The plan is focused on the only outcome that really matters: student success. This has meant putting the needs of children above everything else. Today, our work to provide every child in New York City with a high-quality education – no matter their zip code or background – is more important than ever.

There are 4 objectives in the next phase of NYCDOE’s Children First work:

- 1) Great Schools: Schools that are high-performing and held to the highest standards
- 2) Great Teachers: Talent that can deliver high-quality instruction
- 3) Great Classrooms: Classrooms that embrace instructional innovation and prepare students for success
- 4) High Standards: Expectations that ensure every child receives the best possible education

1. Great Schools: Schools that are high-performing and held to the highest standards

Children attend schools, not school systems. So our job since day one has been to develop a city full of high-performing schools. To this end, we have phased out/closed dozens of failing schools which were not serving the needs of students, and opened hundreds of new schools that better serve our diverse student population. By continuing this important work to create a system of great schools, we hold ourselves accountable to our most important stakeholder: public school families.

2. Great Teachers: Talent that can deliver high-quality instruction

Every parent intuitively understands that nothing has a greater impact on student learning than his or her teacher. Countless studies support this fact: the more effective the teacher, the more students learn. Developing school and classroom leaders has always been a critical component of our work; we know that it’s our staff on the front lines who are ultimately responsible for helping our students do their best. If we want to prepare students for success in the 21<sup>st</sup> Century– then we need to provide our students with better teachers. The next phase of our work will help us manage the process of making sure every classroom in New York City has an effective teacher.

3. Great Classrooms: Classrooms that embrace instructional innovation and prepare students for success

Most classrooms today look the same as they did a few decades ago; but that doesn’t make much sense given that today’s job market is so drastically different. For our schools to prepare students for success in the 21<sup>st</sup> Century, we need to expand how teachers teach, students learn, and update our classrooms with the latest technology. Our work ahead is rethink the standard model of a classroom – teacher at the front, desks in rows – and develop a plan to teach 21<sup>st</sup> Century skills in innovative, effective, and engaging ways.

4. High Standards: Expectations that ensure every child receives the best possible education

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High standards send a clear message about what we expect of students. In New York City, we have begun to set these expectations by introducing the Common Core Learning Standards. These new standards provide teachers and parents citywide with a common understanding of what all students are expected to learn. In New York City, we have a lot of work to do to prepare our 1,700+ schools to work with these new standards. This work includes preparing teachers to teach new skills and content, developing new measures of student progress, and ensuring that schools have the tools and supports they need to have high expectations that will encourage student achievement.

**SCHOOL IMPROVEMENT GRANTS AS A CATALYST FOR REFORM**

Through the School Improvement Grant (SIG) program, NYCDOE has an unprecedented opportunity to advance its Children First reform plan. SIG funding will enable NYCDOE to devise creative solutions and offer individualized learning that will dramatically improve student achievement, particularly at our persistently-lowest achieving (PLA) schools, which are the schools that need it the most.

This SIG application proposes funding for initiatives that are high-potential, high-impact, and high-priority for New York City's 54 PLA schools. NYCDOE has developed a coherent action plan to improve student achievement and prepare students for success in college and careers. SIG will allow NYCDOE to tackle this mandate more dynamically and aggressively than otherwise would have been possible.

Specifically, SIG will allow NYCDOE to build on and advance its core reform strategy of developing new schools that will serve the needs of students at a greater level than our existing PLA schools. By doing this, the district is expanding upon its proven new schools strategy, while also committing to new strategies (such as the Turnaround model) that have the potential to transform the learning experience for our highest-need students. In support of this work, NYCDOE will alter its practices at all levels – systemwide, network, school, and classroom – to ensure that every action performed by managers and educators is a catalyst for sustainable student progress.

**CREATION OF NEW SCHOOLS AS A KEY LEVER FOR CHANGE**

The central goal of the Children First reforms has always been a simple one: to create a system of great schools. Every child in New York City deserves the best possible education. This starts with a great school – led by a dedicated leader with a vision for student success. Over the Mayor's nine years in office, our graduation rate has steadily increased to an all time high of 65 percent in 2010. When today's ninth graders were entering Kindergarten, 16,000 New York City high school graduates enrolled at CUNY schools. Last fall more than 25,000 City graduates enrolled at CUNY, an increase of over 50%.

To ensure that as many students as possible have access to the best possible education, under this

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Administration New York City has replaced 117 of our lowest-performing schools with better options and opened 535 new schools: 396 districts schools and 139 public charter schools. As a result, we've created more high-quality choices for families. The MDRC study that analyzes the effect of new schools created since 2002 finds that the new schools created under this Administration have helped students graduate, be better prepared for college, complete required Regents exams, and earn +credits at a higher rate than schools created before 2002—not to mention schools we've closed schools with graduation rates that were below 50, and sometimes 40, percent.

In June 2010, MDRC issued another report on NYC's new small schools strategy. MDRC concluded: "it is possible, in a relatively short span of time, to replace a large number of underperforming public high schools in a poor urban community and, in the process, achieve significant gains in students' academic achievement and attainment. And those gains are seen among a large and diverse group of students — including students who entered the ninth grade far below grade level and male students of color, for whom such gains have been stubbornly elusive." (MDRC, "Transforming the High School Experience," June 2010.) New findings released in January 2012 from MDRC showed that these schools are having a sustained effect on graduation rates with positive impacts for virtually every subgroup. In addition, the small high schools show positive impacts on five-year graduation rates and on a measure of college readiness.

When you compare the student demographics of the high schools we've phased out to the small schools we've created in their place, you'll find they're very similar in terms of the percentages of black and Latino students, English language learners, and students with disabilities.

	<b>Black or Hispanic</b>	<b>English Language Learner</b>	<b>Special Education (w/IEP)</b>
<b>Phase out school</b>	92.7%	16.2%	13.3%
<b>New school</b>	93.1%	16.9%	13.9%

Yet with comparable student populations these new small schools are significantly outperforming NYC high schools that were phased out. Below are a few examples:

Manhattan

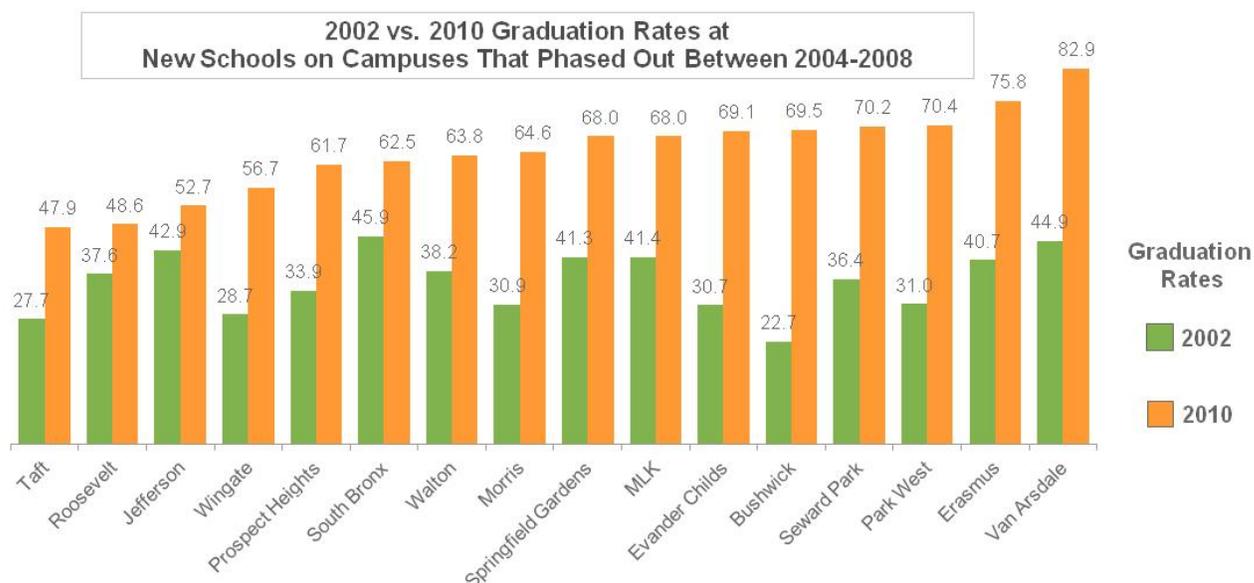
- The new schools located on the Seward Park Campus in lower Manhattan had a graduation rate of 70.2% in 2010, compared to Seward Park High School's graduation rate in 2002 of 36.4% (Seward Park HS phased out in 2006).
- The new schools located on the Park West Campus in Manhattan had a graduation rate of 70.4% in 2010, compared to Park West High School's graduation rate in 2002 of 31.0% (Park West HS phased out in 2006).

Brooklyn

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- In 2010, the schools on the Van Arsdale campus in Brooklyn had a graduation rate of 82.9%—nearly 40 points higher than the former Harry Van Arsdale High School’s graduation rate of only 44.9% in 2002.
- The Erasmus Hall Campus graduated only 40.7% of student in 2002. The new schools on the Erasmus campus are getting tremendous results, graduating 75.8% of students in 2010.

In every case, new schools on campuses of phasing out schools had higher graduation rates in 2010 than the 2002 graduation rates of the high schools they replaced.



**ALIGNING SIG RESOURCES TO OUR CORE STRATEGY: PHASE OUT PHASE IN**

We have demonstrated that in New York City we can dramatically improve student achievement across the City when we open new schools in traditionally underserved communities that need high-quality educational options. Consistent with this strategy, in our 2011-2012 SIG application, NYCDOE applied and was approved to implement the Turnaround Phase Out Phase In model with 11 PLA schools, replacing them with 16 new small schools. For the 2012-2013 cycle, NYCDOE intends to continue implementation of this model with these 11 PLA schools in its forthcoming Year 2 Update application. This application proposes for new funding to support the phase out and replacement of an additional five (5) PLA schools.

NYCDOE has an extremely detailed and rigorous process for creating new schools. Our top priority is ensuring that the new schools we open have strong leaders with clear and visionary plans, and that these leaders are supported as they get their new schools up and running.

Our new schools process is based on three core principles:

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1. A great school starts with a great principal.

Over the past nine years we have learned the powerful role a principal can play as change agent. Through our new schools process, we seek principals who demonstrate the qualities of visionary and effective leadership and who are poised for the privilege and challenge of opening a new school.

2. We need community partners to help us develop great schools.

We have worked with local and national intermediary organizations to help us develop and scale new schools. These partners provide critical start-up support and help push the thinking of our new school leaders. We have also attracted high-performing public charter schools to New York City to bring an even greater breadth of quality options to public school families.

3. There isn't one "recipe" for what makes a great school.

Certainly there are conditions that contribute to an effective school – a mission; leadership; and great teachers devoted to student success – but there are different ways of organizing a school to create these conditions, especially given the need to serve diverse student populations. We encourage leaders to be entrepreneurial, to leverage their expertise to develop innovative models.

The new schools process is designed to gauge a candidate's readiness to weather and master the challenges of running a school. It is staged in four phases. At each stage candidates are evaluated, and only the strongest candidates proceed to the next phase.

In Phase One, candidates form planning teams to develop their school blueprint. Candidates are also evaluated on their "elevator pitch"– how they would explain their school model to potential students and families. Throughout the process there is an emphasis on connecting the proposed new school to its future community.

In Phase Two, applicants flesh out the school blueprint, deepening the vision for the school, the instructional model, and the professional development plan. During targeted feedback sessions, leadership coaches review the candidate's school blueprint and assess the candidate's leadership capacity.

In Phase Three, our coaches conduct a school visit to observe the applicant at work. This is an opportunity to see candidate in his or her "element." At the visit, coaches will talk with the candidate about his or her observations of the school, discuss instruction, and take time to speak with the candidate's colleagues and students.

Finally, the strongest candidates are invited to submit full proposals. These proposals are then vetted and the strongest applicants are invited to interviews. Panel interviews are conducted with multiple representatives from across the Department of Education. After the interviews, recommendations are made to the Chancellor regarding which school leaders should be approved.

For schools that opened in September 2011, we approved 26 of 246 applicants who submitted letters of

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intent. Through this thoughtful and objective process we selected only the best – about one in ten of original new school applications. Our 16 PLA replacements were among those schools that were ultimately selected through this process, and we have observed this year through our New School Quality Review, joint SED-DOE visits, and periodic assessments that these schools are beginning to make progress with their student populations at a rate that in many cases is greater than the PLA school prior to phase out. Based on this track record, we have strong belief that the new schools that will be replacing our 5 PLA phaseouts this year will be similarly poised to make dramatic gains with its students.

In order to supporting our new small schools work, NYCDOE is seeking funding from SED to fund the start-up work of our new school leaders and intermediaries (See FS-10 for additional details). This funding source will allow NYCDOE to provide critical start-up funds to new school leaders and intermediaries who work with us to develop proposals that meet the specific needs of our most challenging school populations.

Through this proposal, NYCDOE is applying for 1003(g) SIG funding for the Turnaround model via phase-out of **fifteen** schools to be replaced by six new schools beginning in the 2012-2013 school year. Two of these schools, Grace H. Dodge Career and Technical High School and Washington Irving High School, began SIG intervention support during the 2011-2012 school year under the Transformation model. As each school's plan (in Appendix B) explains, a review of more recent data drew concern and led to the decision to phase-down these two schools and ensure that more viable educational options are rapidly put in place via new replacement schools. Thus, this application seeks to convert the two schools from the Transformation to Turnaround-via-phase-out model. In addition, this application includes ten schools that have already begun phase-out as part of the Turnaround model and are now eligible for SIG consideration, and three schools that will begin phasing out starting in the 2012-2013 school year.

As described above, NYCDOE has the capacity to fully implement this Turnaround-through-phase-out intervention. Below is a summary to demonstrate the DOE's capacity to fully implement these three models:

**(1) SYSTEMWIDE TURNAROUND INITIATIVES**

**(1a) New School Intensive**

*Suggested NYSED SIG Action: Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models*

Our new small schools places heavy emphasis on preparing principals of new schools with extensive training and support on how to implement effective school leadership practices well before the school is even opened. Within the Division for Portfolio Planning, the Office of School Development (OSD) is charged with SIG implementation in DOE. OSD works in close collaboration with the Office of New Schools which oversees the development of new schools to strengthen the range of school options

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available to New York City students. The Office of New Schools is the structure that solicits and reviews (along with Senior Leadership) proposals for new schools, evaluates résumés and experience of potential new leaders, works with the NYC Leadership Academy and the Aspiring Principals' Program, conducts new school fairs, provides training for new principals, and continues to support new schools for a period of three years after its initial creation. With fifteen schools identified for Turnaround-via-phase-out, where six new replacement schools will open alongside the fourteen replacement schools that will enter Year 2 of their SIG activities, the Office of New Schools' staff is an integral part of informing and building the cadre of school leaders who will take on the work needed to provide more effective replacement options at PLA schools. New principals who are opening new schools at PLA school sites are undergoing a residency from January through June 2012 which involve weekly trainings on their schools' start-up. This preparation allows sufficient time to hire staff, prepare timelines and schedules, align curriculum, and all other aspects of preparation for a new school opening, in order to implement a comprehensive approach to improve student achievement outcomes and increase high school graduation rates.

Topics covered in the trainings:

Week 1 – Orientation

Week 2 & 3 – Community Engagement

Weeks 4 – Student Recruitment & Enrollment

Week 5 – Team Leadership Part 1

Week 6, 7, 8, & 9 – Community, Culture, and Climate

Week 10 – Facilities, Space, Building Council

Week 11, 12, & 13 – Instructional leadership

Week 14 & 15 – Hiring

Week 16 – Team Leadership Part 2

Week 17 – Best Practices for School-wide Literacy Instruction

Week 18 – Common Core Learning Standards & Grading Policies

Week 19 – Team Leadership Part 3

Week 20, 21 & 22 – Student Support – Social/Emotional

Week 23 & 24 – Student Support - Academic

Week 25 & 26 – Data – School and Classroom Levels

Week 27 – School Community Engagement

Week 28 – Scheduling and Summer PD

Week 29 – Operations

Week 30 – Team Leadership Part 4

First-time principals will receive weekly on-site coaching from a coach from Leadership Academy.

**(1b) Streamlining Accountability and Interventions for PLA Schools**

*Suggested NYSED SIG Action: Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED*

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In summer 2010, NYCDOE created the Division of Portfolio Planning to encompass the Department's work on managing school portfolio decisions, school interventions, and new school development. By creating this Division, the Department was able to streamline its organization and accountability structures for all of its work related to managing its lowest-performing schools.

Within the Division of Portfolio Planning, two offices – each with a specific charge – jointly serve to coordinate and manage the School Improvement Grant work for the Turnaround-via-phase-out model. First, the Office of School Development oversees the completion of the SIG application, manages school-level implementation of the intervention models, and coordinates with NYSED on all SIG policy matters. Second, the Office of New Schools (as described earlier) executes the new school design and development process and the New Schools Intensive training noted above for our PLA phase in replacements. Staffing for these respective offices are described in NYCDOE's application for the Turnaround model at 26 schools submitted to NYSED in March 2012.

**(1d) Creating a Network-based approach to supporting low-performing schools**

*Suggested NYSED SIG Action: Hiring a fulltime School Implementation Manager (SIM) for each PLA school.*

Though the initial support and development that each new Turnaround schools will receive from the Division of Portfolio Planning and Division of Talent and Labor is crucial, the success of these schools once they open their doors can only happen predicated on a wide and deep support structure that expands beyond "central office" support.

Since 2010, NYCDOE has implemented a citywide Network-based structure to serve as the primary support team for all schools. Networks are cross-functional teams that deliver operational and instructional support directly to schools. The goal of Networks is to devolve as much decision-making power as possible to the people who know their schools best – principals, teachers, and school staff. Schools self-affiliate with Networks of their choosing, and Networks are organized to serve the unique needs and priorities of their schools. These Networks are themselves organized into one of 5 Clusters that support all schools citywide.

The theory behind this organizational structure is as follows:

- If operational and instructional service providers are integrated in a small, non-geographically based team that is tightly aligned with the schools' educational goals, then this team of service providers can be empowered to solve problems for schools.
- These teams can then be held accountable to principals for their performance ratings.
- This structure leads to innovation since schools will select teams that better meet their needs, which improves quality and efficiency of service and drives down costs.

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- Principals will spend less time and funds solving operational problems, and have more time and financial resources for instruction and supervision which results in a school support structure that is efficient and cost-effective, and focused on increasing student achievement.

All of the new Turnaround schools will leverage the Network structure in order to ensure that their reform work is thoughtfully and coherently embedded in schools. Because Networks deliver tailored supports to schools based on a deep understanding of an individual school's needs, they are uniquely positioned to introduce reforms in a way that is meaningful and relevant to ensure uptake.

One of the core functions that Networks play are to help schools to implement a diverse range of classroom-level supports during the school day that are targeted and specific to each school's needs and improvement plan, including individual instruction, small-group work, team teaching, targeted and well-planned after-school tutoring during extended day time. Networks also play a key role in training and supporting principals and teachers as they integrate the new national Common Core standards into school curricula and teaching practice, and will also be a vital resource with preparing schools for the state-mandated teacher evaluation system beginning in 2012-2013.

In order to ensure that Networks are able to meet the wide needs of their schools, each Network team is staffed with various instructional personnel, including Achievement Coaches, Special Education and ELL specialists, that work intensively with principals and teachers to ensure that each school implements and strengthens curriculum and teacher practice in ways that will meet the needs of struggling students. These staff members help schools to identify best practices, target strategies for specific students in need of extra help, and prioritize competing demands on resources and time.

The PLA schools identified for phase-out will be supported through a dedicated Network to address the unique needs of a phase-down site. This includes helping school administrators to manage annual downsizing of student enrollment and staff, determine resources and effective strategies to get students to graduation, finding alternative pathways for students who are not going to graduate before the phase-out, and coordinating resources with the phase-in to offer a full array of course offerings across the campus.

**(1e) Developing and managing a pipeline of lead partners**

*Suggested NYSED SIG Action: Identifying partner organizations and the role that they will play in supporting implementation of a model.*

Partner organizations play a key role in all of the intervention models being implemented by NYCDOE. Informally, school and principal empowerment allows any PLA school to work with external partners that it believes will help implement its SIG model. The Office of School Development and Office of New Schools, with the Department's contract office, have identified a variety of external partner organizations

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that will be instrumental in the success of implementation of the models. These partners (identified where relevant in the school-specific plans) have been selected through review and evaluation of over hundreds of potential partners (e.g.: intermediaries/school development organizations, whole school reform organizations, Community Based Organizations (CBO), not-for-profit agencies, vendors).

The roles that these partners play depend on the particular organization, but can include a wide range of services, both to the Department and directly to school leaders and staff, such as:

- Principal and teacher development
  - identifying, hiring, and supporting new school leaders
  - developing rigorous, transparent, and equitable evaluation systems
  - providing staff with high quality, job-embedded professional development
- Use of data to drive instruction
  - using data to identify and implement an instructional program that is research-based
  - promoting the continuous use of student data from formative, interim, and summative assessments
  - using data to identify and implement an instructional program that is research-based and vertically-aligned
- Revamp instructional programs
  - using and integrating technology-based supports and interventions as part of the instructional program
  - increasing rigor by offering opportunities for students to enroll in advanced coursework
  - improving student transition from middle to high school
  - conducting periodic reviews to insure that the curriculum is being implemented with fidelity and is modified if ineffective
- Increase learning time opportunities
  - assisting schools in establishing schedules and strategies that increase learning time
  - extending the school day and/or school year
- Supporting parent involvement
  - promoting ongoing mechanisms for family and community engagement
  - partnering with parents and parent organizations and/or faith or community based organizations, health clinics and others to meet students' social, emotional and health needs
- Supporting schools in other facets of school life

More formally, the respective school plans in Appendix B describes how external partners are key collaborators in the intervention model. Prospective external partners that schools have identified thus far (subject to their approval through the DOE's contracting process) are named and described in the individual school plans.

**(2) SCHOOL-BASED TURNAROUND INITIATIVES**

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Given the unique needs of schools, the respective plans in Appendix B will provide the most insight into each school's specific Turnaround plans. However, certain school-based initiatives will be implemented in most if not all of six new replacement schools and as such will be heavily supported centrally. They are described below.

**(2a) Conducting a rigorous screening and rehiring process**

*Required NYSED SIG Action: Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. Screen all existing staff and rehire no more than 50 percent and select new staff.*

As a key lever of change, the Turnaround model provides the new replacement schools with the opportunity to build a professional teaching community that is committed and prepared to undertake the challenges that the PLA school phasing out has faced over the years. The Principals identified to lead our new schools will be given ongoing guidance and support to carry out the steps necessary to identify qualified teachers and staff who shares their vision while also strictly adhering to the relevant collective bargaining agreements. The New School Intensive will provide training on the components of the intervention model and the elements that principals and their teaching staff would need to implement in their school. This, along with information on the closing PLA school, will shape the list of teacher qualifications that new school leaders will use in their recruitment and screening of teaching staff to ensure that only staff that are prepared to overcome the challenges of teaching in the new replacement school are hired.

The process by which these new schools will seek to staff their teachers is articulated in Article 18D of the DOE's collective bargaining agreement with the United Federation of Teachers (UFT). This process, which applies to new schools that are created to replace a school that is being phased out or closed, allows the new school principal to develop and implement rigorous school-based criteria for hiring their teaching staff. Then, a Personnel Committee is created to screen the teaching applicants for the new school using these criteria. Personnel committee membership consists of the principal, two representatives appointed by the UFT President, and two by the Chancellor.

Teachers in current school will have the right to apply and be considered for positions in the new school. If sufficient numbers of displaced staff apply, at least fifty percent of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the current school, who meet the new turnaround school's qualifications. Any remaining teacher vacancies will then be filled by the Personnel Committee from applicants from the existing teacher pool, or as with all new district schools, if the school is unable to find sufficiently qualified applicants from within the existing teacher pool, the school will be provided an exception to hire up to 40% of their teaching positions from outside of the current teacher pool. This process will be repeated each year for three years until the PLA school has phased down.

Consistent with the DOE's contract with the Council of School Supervisors & Administrators (CSA)

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regarding rights of Assistant Principals, APs from the closing school may apply to be administrators at the new school; however they do not have rights to administrative positions that are created at the new school.

Furthermore, in order to meet the staff turnover requirement, federal and NYSED SIG guidance provides for a number of flexibilities that we believe will enable Turnaround schools to more easily meet the turnover threshold. These flexibilities include:

- Ability to include in the definition of “new teachers” staff who have been recently hired into the school prior to the implementation of the Turnaround model
- Counting turnover of positions as opposed to actual headcount
- Flexibility in determining the definition of staff (e.g.: instructional staff vs. non-instructional staff)

Nothing described in this plan shall supersede the existing collective bargaining rights of teachers and administrators, respectively; however, within the flexibilities allowed for in the state and federal SIG guidance, and based on past history, the Department believes it will be able to meet this requirement to screen all existing staff and rehire no more than 50 percent at its schools applying for the Turnaround model.

Teachers from the current school who are not hired or who decide not to apply for a position at the new Turnaround school will have access to support from our division of Human Resources for guidance on searching for a new position. They will be encouraged to apply for positions through the citywide Open Market Hiring System to be considered for positions at other schools (or Excess Staff Selection System if they have been placed in excess).

**(2b) Increasing student learning time**

*Suggested NYSED SIG Action: Adding at least one period of instructional time per day and/or extending school year for each PLA school.*

In NYC, schools are empowered to drive key decisions on budgets, instruction, sources of support, and programming. As such, we invited each of the proposed new school leaders who will phase-in a new school at the PLA school site to prepare improvement plans with attention toward building in levers of change that have shown success in moving the needle on student achievement. This included ensuring that creating additional learning time opportunities for students is a critical component of all Turnaround school plans. Schools have articulated a variety of ways to do this in their school-based plans, including paying teachers for additional instructional per session, creating Saturday and vacation break sessions, contracting with an extended learning time partner, working with virtual/distance learning programs.

One process that many PLA schools are utilizing to ensure there are opportunities to provide students with increased learning time is the Department’s existing school-based option (SBO). The SBO process allows individual schools to modify provisions in the collective bargaining agreement related to class size,

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rotation of assignments or classes, teacher schedules and/or rotation of paid coverage for the school year. Rather than enforcing a one-size-fits-all model for how all schools must extend its day, structure schedules, or set faculty meeting times, the SBO process allows each school to determine how these elements may be most effectively implemented for its own situation and needs, based on approval by staff and the principal. The principal and union chapter leader must agree to the proposed modification which will then be presented to school union members for vote. Fifty-five percent of the voting members must affirm the proposed SBO in order for it to pass.

**(2c) Providing professional support and development opportunities to staff.**

*Suggested NYSED SIG Action: Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities; Providing at least 10 days of site-based training each school year for all teachers in PLA schools; Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three year grant period.*

DOE ensures that every teacher in the PLA schools will have at least 90 minutes of time each week (the equivalent of two 45-minute periods) dedicated to professional learning communities and that each teacher is offered at least 10 days of site-based training each school year (please note the SBO process described above). New teachers that join PLA schools after implementation has begun will receive training focused on the strategies of the chosen model, and will continue to receive training throughout the three-year period. Furthermore, each of the replacement new school phasing into the PLA site have professional development plans that prepare and enable the staff to carry out the instructional vision and philosophy of the school. Descriptions of each school's plans are provided in Appendix B.

Finally, along with these opportunities, NYCDOE has a locally-developed program that assists schools with hiring highly effective educators to support their school improvement efforts. The Lead Teacher program is open to NYC schools seeking to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. Selection takes place in a two-stage process. First, selections are made by a personnel committee comprised of NYCDOE and UFT representatives. The central personnel committee screens applications according to qualifications and create the pool from which school committees can select. In the second stage, each participating school establishes its own personnel committee made up of the principal, administration representatives, staff representatives and parent representatives with a majority of teachers. This committee makes selections from the pool established by the central personnel committee. There are no SIG-funded central costs associated with the Lead Teacher program, though as evidence by the school-based plans, most Turnaround schools are seeking to utilize Lead Teachers to take on teacher leadership roles in their new schools.

NYCDOE shall engage relevant collective bargaining units to the extent required.

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**Section B: Descriptive Information (cont.)**

- 2. Describe any obstacles (ex: collective bargaining, lack of professional staff, etc.) the LEA faces in implementing the four models in identified schools. Describe the LEA’s plan for addressing these obstacles, including specific activities, responsible personnel and expected timeline for overcoming the obstacles.**

NYCDOE does not foresee obstacles in implementing the Turnaround-via-phase-out model, for the schools for which this application seeks 1003(g) School Improvement Grant support. Where district- or school-specific issues emerge, NYCDOE will coordinate within its divisions as well as engage external stakeholders as applicable so that policies and practices in place will

- 3. Describe any LEA level activities or services (including establishing operating conditions, planning, implementation, and monitoring) that will support the implementation of the four models in identified schools. Provide a timeline of**

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**these activities that extends over the three year grant period, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.**

**LEA level Activities for Tier I and II Schools**

NOTE: Costs associated with Central DOE personnel or activities for the Turnaround-via-phase-out model are included as part of the SIG Turnaround application submitted to NYSED in March 2012.

<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
Conduct Call for Letters of Intent to prospective new school leaders	Early Fall 2011	Office of New School	Applicant teams interested in opening new schools submit a concept paper briefly describing their new school focus and instructional mission.
Conduct New School Design and Development sessions to groups of prospective new school leaders selected to build out proposed school plans	Fall-Winter 2011	Office of New School	Over a series of professional development workshops, Office of New Schools and coaches provides feedback and works with individual applicant teams to strengthen their new school plans. Based on assessment of their progress, school visits, and feedback from coaches, select applicant teams with strong potential are invited to continue the workshops and ultimately submit a formal application for consideration.
Analyze school performance data from 2010-2011 based on city and state accountability metrics.	Fall-Winter 2011	Division of Portfolio Planning; Division of Academics, Performance and Support	Review 2010-2011 data for low-performing schools to assess their progress, potential supports needed, or other forms of intervention needed.
Hold meetings with school leadership team, teachers, and parents of PLA schools to gather school community feedback on schools' performance, strengths, and	Fall 2011	Division of Portfolio Planning; Division of Academics, Performance and Support	District superintendents lead community engagement discussions to ensure school community receives clear guidance on what led the school to becoming PLA and to hear from the school itself about what is working and what needs improvement. To support them in providing the school communities with information on the school's PLA status, fact sheets, letter to the school community, meeting flyer, and information-gathering document provided for each school.

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
areas requiring improvement and support.(Cohort II)			
Proposed interventions for schools identified to be in need of further support announced through Educational Impact Statements; conduct Joint Public Hearings for public feedback	December 2011-February 2012	Division of Portfolio Planning;	Formal announcement to communities on proposed plans for schools, explaining rationale to carry out Turnaround model as mechanism to drive necessary changes. Education Impact Statements posted on NYCDOE website pursuant to Chancellor’s Regulation A-190 (“Significant Changes in School Utilization”), related to any facilities needs and changes, zoning changes, supports for schools, possible interventions for PLA schools, etc., in anticipation of implementation in fall 2012.
“New School Intensive” program provided to principals identified to lead phase-in schools as part of the Turnaround model -Hold weekly all-day training sessions for new principals of schools that will replace Turnaround Model phase-out schools in fall of 2012	Every week January through June 2012	Office of New Schools: Division of Portfolio Planning	Semester-long intensive provided to cohort of new principals whose new schools have been carefully aligned to phase-in at PLA schools that are slated to phase-out beginning in fall 2012. Weekly sessions provided on school staffing, student recruitment, operations, Central resources, instructional planning, community engagement, and all other aspects of managing a school.
Proposed plans for school intervention and improvement	February 2012	Panel for Educational Policy (Board of Education)	Decide on educational impact statements for proposals for changes to PLA schools identified for Turnaround model.

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
presented to NYCDOE's Panel for Educational Policy for vote.			
City-wide teacher recruitment activities launch	Spring 2012	Division of Talent, Labor and Innovation	Annual open market and job application period for teachers citywide. Teacher recruitment activities also include for current teachers interested in becoming lead teachers as well as for prospective teachers for the residency training. (Cost indicated below under Central staff)
Carry out teacher recruitment, screening and hiring for new turnaround schools according to Article 18D of the United Federation of Teachers' contract	May 2012 and onwards for 2012-2013 school year	Principal, School Personnel Committee (including teachers, parents, and UFT representatives; Superintendents and Cluster Leaders; Division of Portfolio Planning, Division of Talent, Labor and Innovation	Ensure that staff from a Turnaround phase-out PLA school has the right to apply to the replacement school if they so desire and that all other aspects of the collective bargaining stipulations are met with compliance.
Coordinate vetting process to contract potential support partners for schools.	Spring 2012; year-round for 2012-14	Division of Portfolio Planning; Division of Contracts and Purchasing	Oversee process to obtain external service providers with capacity to support Turnaround schools. (Local funding)
Coordination and training for Networks and Clusters for supporting Turnaround schools, as well as aligning	Spring-Summer 2012	Division of Portfolio Planning; Division of Accountability, Performance and Support; Cluster and	Meetings with various Cluster and Network leaders to gauge capacity and specific support needed to carry out Turnaround activities. (Costs indicated previously)

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
necessary technical assistance for EPOs		CFN	
School buildings prepared for opening	July-September 2012	Division of School Facilities, in collaboration with Division of Portfolio Planning and Division of Academics, Performance and Support	Renovations, painting, repair work; classroom preparation, library preparation; parent room preparation, as necessary.
New Schools open under Turnaround-via-phase-out model	September 2012	Schools with Cluster and Networks	New schools open under new name and school administration beginning with one grade level. PLA schools slated for phase-out open, no incoming first-years accepted from this point forward.
School-directed support is provided to all schools via Children First Networks and Central DOE staff	Ongoing throughout school year	Division of Portfolio Planning; Division of Academics, Performance and Support	Follow-up support for PLA schools in the implementation of all required model activities; support for implementation of Joint Intervention Team recommendations; support for schools before, during and after NYSED site visits on SIG-funded activities, respond to school needs in other areas of need to remove barriers and obstacles
Central planning on status of schools, ensure capacity to sustain support to Turnaround schools, check with schools on planning for next school year.	Winter/Spring 2013	Division of Portfolio Planning, Division of Academics, Performance and Support	Review of school performance and monitoring data, determine progress in school's improvement. Coordinate with School Implementation Managers, Clusters and CFNs, and Central staff on recommendations for schools' next steps for following year.
Have schools report on year's implementation	Spring 2013	Division of Portfolio Planning;	Poise schools to engage school community and parents to share out year's 'big wins' and progress, as well as discussion on planning for

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
of SIG-funded activities and plans. Include any other data collection process needed for NYCDOE SIG activities evaluation.		Cluster and Networks, SIMs, and EPOs	following year.
NYCDOE prepares and submits reports on schools for NYSED.	Spring 2013	Division of Portfolio Planning	Report activities, actions, results, academic performance, etc., as required by law.
NYCDOE conducts preparation for following year's implementation of Central activities.	Spring 2013	Division of Portfolio Planning; Academics, Performance and Supports; and Human Resources	Revise Central operations, staffing structure and activities, as needed, based on evaluation recommendations.
Open application process for candidates interested in applying for the vacancies, Lead Teacher program	April-May of 2013 and 2014	Division of Human Resources; Division of Portfolio Planning	Ongoing process as described above
Principals of Turnaround new replacement schools conduct staff hiring, including Lead Teachers	May-June in 2013 and 2014	Principals; Division of Talent, Labor and Innovation	Ongoing processes as above; continue to follow 18D procedures.
Remove staff who, after ample opportunities, have not improved their professional practice	June-July of 2013, 2014	Office of Labor Relations; United Federation of Teachers Chapter Leaders	(N.B.: All applicable legal and contractual mandates will be followed when a decision to remove staff has been made) Evaluation using locally adopted competencies.

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
Ensure schools are prepared for continuing implementation of Turnaround activities	Late summer/fall of 2013 and 2014	Portfolio Planning; Division of Human Resources; Charter school Office; School Planning Office; Office of New Schools; Division of Finance	Cross-divisional follow-up to address pending issues related to school facilities, SIG funding, external partner contracting, staffing, student enrollment, etc.
Schools continue implementation of their improvement activities.	September 2013-June 2014; September 2014-June 2015	Portfolio Planning; Division of Human Resources; Charter school Office; School Planning Office; Office of New Schools; Division of Finance	Support from Central staff, EPOs, Cluster and Networks, external partners. School Implementation Managers continue to help project manage and monitor execution of schools' plans and progress as appropriate.
Reporting by school on yearly activities to ensure progress being made toward meeting and surpassing grant goals	Winter/Spring 2014, 2015	School Principals; EPOs; Division of Portfolio Planning	Report school activities, actions, results, academic performance, evaluations, etc., as required by law.
NYCDOE prepares progress report (or final reporting) on school implementation of SIG-funded activities to NYSED.	Spring of 2014, 2015	Division of Portfolio Planning	Report all school and Central activities, actions, results, academic performance, evaluations, etc., as required by law.

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**Section B: Descriptive Information (cont.)**

- 4. For each Tier I and Tier II school that the LEA commits to serve, please complete the baseline data chart (Appendix A) and appropriate LEA Model Implementation Plan (Appendix B). When completing the LEA Model Implementation Plan, LEAs should refer to the Model Implementation Plan Rubric, to ensure quality responses.**

See related information in Appendices A and B

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**Section B: Descriptive Information (cont.)**

5. Describe the annual goals the LEA has established for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier I and II schools that receive school improvement funds. Additionally, please include annual goals for the leading indicators listed on page 18. Describe the LEA's plan for assessing school progress on meeting those goals, and for monitoring the implementation of the four models.

An LEA's annual ELA, math and graduation goals should be designed so that a school that achieves them each year will no longer be persistently lowest achieving within three years. Please see NYSED guidance on setting goals for persistently lowest achieving schools at <http://www.p12.nysed.gov/accountability/memos.html>.

Note that the determination of whether a school meets the goals for student achievement established by the LEA is in addition to the determination of whether the school makes AYP as required by section 1111(b)(2) of the ESEA. In other words, each LEA receiving SIG funds must monitor the Tier I and Tier II schools it is serving to determine whether they have met the LEA's annual goals for student achievement and must also comply with its obligations for making accountability determinations under section 1111(b)(2) of the ESEA.

In addition to regular performance and participation requirements for demonstrating adequate yearly progress under section 1111(b)(2) of the ESEA, each NYC PLA school implementing a model beginning in 2012-13 is expected to achieve the following annual improvement goals:

- For all schools: reduce the percentage of students in the All Students subgroup who are performing below the Proficient level (Levels 1 and 2) on NYSED ELA and Math assessments by 10% or more from the previous year;

NOTE: DOE is aware of the changes pertaining to resetting of the Annual Measurable Objectives (AMO) in Grades 3-8 English language arts (ELA) and mathematics beginning with the 2010-11 school year for purposes of making Adequate Yearly Progress (AYP) determinations. The approved amendment by USDE permits NYS to adjust the 2009-10 Safe Harbor baselines, so that accountability groups that have achieved a 10 percent gap reduction between 2009-10 and 2010-11 based on the new achievement standards may be credited with making AYP.

- For high schools; attain a minimum Total Cohort graduation rate of 60% after one year of implementation; (or) annually reduce the gap by a minimum of 20% between the school's Total Cohort graduation rate and the State's 80% graduation rate standard.

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Below are our proposed benchmarks for leading indicators for SIG schools in 2012-2013.

- (1) Number of minutes within the school year
  - 100% of schools meeting the mandated number of instructional minutes
- (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
  - At least 95% of all students and all subgroups participating in math and English state assessments.
- (3) Dropout rate
  - Decrease from last year by 5 percentage points.
- (4) Student attendance rate
  - Reach or maintain an attendance rate above 85%.
- (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes
  - Increase percentage of students completing advanced coursework from last year by 5 percentage points as defined by NYC progress report college prep course index.
- (6) Discipline incidents
  - For 2012-2013, we prefer not to set a benchmark for this indicator as we believe it will create a disincentive for schools to openly report suspensions. We will continue to monitor discipline incidents and work with SED to determine an appropriate internal metric moving forward.
- (7) Truants
  - Reduce by 1% the rate of students attending less than 50% of the time, measured by interval attendance report.
- (8) Distribution of teachers by performance level on an LEA's teacher evaluation system
  - To be determined on a school by school basis
- (9) Teacher attendance rate
  - Reach or maintain an attendance rate above 95%.

Additionally, each PLA school implementing an intervention model will be expected to demonstrate improvement on NYC Progress Report metrics, as evidenced by the achievement of a higher overall grade or by showing positive trends on each of the three Progress Report grading measures (school environment, student performance, student progress). School Progress Report grades are based on three elements:

- *School Environment* constitutes 15% of a school's overall score. This category consists

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of attendance and the results of parent, student, and teacher surveys.

- *Student Performance* constitutes 25% of a school's overall score. For elementary and middle schools, student performance is measured by students' scores each year on the New York State tests in English Language Arts and Mathematics. For high schools, student performance is measured by diplomas and graduation rates.
- *Student Progress* constitutes 60% of a school's overall score. For elementary and middle schools, student progress measures average student improvement from last year to this year on the New York State tests in English Language Arts and Mathematics. For high schools, student progress is measured by credit accumulation along with Regents completion and pass rates.

A school's results on each of the three Progress Report elements are compared to results of all schools serving the same grades throughout the City. Results are also compared to a peer group of up to 40 similar schools. Schools can earn additional credit when they help special education students, English Language Learners, and other high-need students make exemplary progress.

Interim progress measures and leading indicator data for each implementing school will be regularly monitored by central staff to ensure that implementation of the model is on-track and leading to the achievement of annual improvement goals. For example, periodic and predictive assessments administered three to five times a year in schools will provide interim data on the school's progress toward meeting the stated goal of "reducing the percentage of students in the All Students subgroup who are performing below the Proficient level (Levels 1 and 2) on NYSED ELA and Math assessments by 10% or more from the previous year." Ongoing monitoring of students' credit accumulation and progress toward meeting graduation requirements will support the school in tracking progress toward meeting the stated goal of "attaining a minimum Total Cohort graduation rate of 60% after one year of implementation; (or) annually reduce the gap by a minimum of 20% between the school's Total Cohort graduation rate and the State's 80% graduation rate standard. Monitoring of these interim progress measures will also inform the school's improvement on Progress Report metrics.

PLA implementing schools and network teams will have access to robust tools and technology to analyze student learning and other data on a regular basis – weekly, monthly, and quarterly (following periodic assessments administered 3-5 times a year) to enable ongoing monitoring of student performance and the overall implementation effort. Frequent analysis of this data will enable principals and teachers to make rapid changes based on what is and isn't working.

Across all SIG-funded schools, regardless of intervention model, NYCDOE is using a school

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performance dashboard that compiles data points on NYSED ELA and Math assessment, graduation rates, and NYCDOE Progress Reports, to ascertain the progress toward set goals. NYCDOE also looks at leading indicators as proxies for various aspects of the school's improvement work as it impacts school culture and environment, student participation and credit accumulation, and professional climate and capacity. All NYCDOE offices that play a key role in supporting schools, including EPOs, will have access to these dashboards along with school CEPs, Quality Review reports, State (and Federal) monitoring reports as applicable, and SIG plans to ensure that data is not being interpreted in isolation from important context of the school itself.

The central Division of Portfolio Planning, working with the Division of Academics, Performance and Support, will use data analytics tools to regularly monitor the performance trends of each school implementing an intervention model, based on student outcome and leading indicator data. The results of these interim analyses will be regularly communicated to the school, network, SIM, and DTTS to inform the progress of the SIG-funded effort and enable prompt and appropriate intervention when leading indicator data show the intervention model effort is potentially off-track.

An annual evaluation report for each school, focused on student outcomes, will be developed to inform key stakeholders of the progress being made as a result of the model implementation effort.

The reports from site visits by the NYSED at the schools will continue to inform schools and the DOE as to ways to improve implementation, both at the school and district level.

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**Section B: Descriptive Information (cont.)**

- 6. Describe how the LEA has consulted with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and II schools. Identify stakeholders, and describe any relevant outcomes from the consultations. Complete Appendix C: Collaboration and Consultation Form with signatures from consulted stakeholders. Consultation must be consistent with the State School Governance Law for New York City, Commissioner’s Regulations Part 100.11 and each LEA’s Title I Parent Involvement Policy.**

The Department’s efforts to ensure consultation with all of the stakeholders who are affected by Turnaround are extensive. As a matter of State Education Law and NYCDOE’s Chancellor’s Regulation A-190, there is an explicit and detailed process set forth for proposing and implementing significant changes in school utilization in New York City schools, which includes consultation with numerous parties, both at a central level and at the school level. Because Turnaround constitutes a significant change in school utilization according to these guidelines, NYCDOE will go through a rigorous public review process to implement Turnaround. Through this process NYCDOE aims to:

- Engage a broad range of community partners early and often—before, during, and after proposals are made;
- Use public feedback to inform proposals and gain a deeper understanding of the schools and communities these changes affect;
- Keep the public informed with more and improved communications;
- Share documents that are informative and parent-friendly;
- Be responsive to individual questions and concerns;

For schools identified as PLA, DOE first engages the school, along with families, on the school’s performance and collects feedback on the status of the school. After considering community input along with the historical information on the school’s progress, a decision is made about an intervention model to best address the school’s challenges. In this case, NYCDOE has determined that the Turnaround model under SIG is the intervention strategy that can best address the needs of these schools.

During fall 2011, NYCDOE held school-based meetings at schools proposed for Turnaround. Meetings were held with SLTs, Teachers, and Parents at each school. The purpose of these meetings was to provide additional information about the Turnaround model and address questions and concerns from the question before a formal proposal is issued. See Appendix G

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for a schedule of the engagement meetings held with the stakeholders at each of these schools.

As part of A-190, NYCDOE is required to develop and issue formal proposals for significant changes in school utilization. These Educational Impact Statements (EISs) outline the proposed plan for the school and its impact on the community. In the EIS, NYCDOE describes the key information that has led to its decision that the school should implement Turnaround, including the school's historical performance, learning environment, enrollment figures, as well as improvement efforts made. A description of DOE's full analysis on the potential impact of the Turnaround model on the school site is provided, including projected student enrollment, potential ramifications on the community, impact on current and affected students as well as personnel and school services, any potential use of the building for other educational or administrative services, as well as impact on surrounding schools in the community.

The EIS is posted, both at the school and also on DOE's website, at least six months prior to the first day of the school year in which the proposed change will take effect. The EIS is also shared with key constituents such as the Panel for Educational Policy (PEP), the impacted Community Educational Council (CEC), community boards and superintendents, the Citywide Council on English Language Learners and Citywide Council on Special Education, the Citywide Council on High Schools (if applicable), and the District 75 Council (if applicable). The community is informed by the appropriate superintendent or community school district on the EIS or amendments to the EIS. The EIS for schools proposed for Turnaround were posted in December 2011. Community members will be able to provide direct feedback on these EISs via the DOE's website.

Furthermore, a Joint Public Hearing is held for each proposed school change with the appropriate CEC as well as the Leadership Team at the impacted school. The hearing is scheduled on a date that is at least thirty (30) days after the EIS is posted publicly; it must be held no later than forty-five (45) days after its release. The date is proposed either by mutual agreement by the school principal and representatives from the above-mentioned councils, or by a Chancellor's designee in accordance to the indicated timeframe. The date is publicly notified both on DOE's website along with the applicable community boards. Based on the public comments received from the joint public hearing, DOE may revise or make amendments to the EIS. Joint public hearings for proposed Turnaround-via-phase-out schools were held January-February 2012.

Any proposal by the Chancellor for significant changes in school utilization requires approval from the PEP. An analysis of the public comments received on the proposed plan are posted twenty-four (24) hours prior before the PEP meeting, which includes an explanation of what, if any, revisions were made to the school proposal or why any significant alternatives were not incorporated. The PEP meeting is open to the public and is invited to provide comments to the

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governing board on the proposed school plan prior to the voting by members.

If a proposed plan is approved by the PEP, DOE begins to move forward with the necessary planning and activities to implement the Turnaround model for the school, which will require the closure of the current PLA school and opening a new Turnaround school with a new mission and vision. The PEP meetings for the schools proposed for Turnaround were held on February 9, 2012.

Members from the principals' and teachers union are welcome to – and have historically provided – their input about our SIG proposals through the EIS feedback form and the Joint Public Hearings. In addition, the DOE will provide additional consultation and collaboration opportunities to the CSA and UFT consistent with past practice. The Department is in the process of scheduling meetings with the leaders of the UFT and CSA respectively to review this application with them in order to ensure that they are informed of our district plan and our plan for each school, and to provide them with a targeted opportunity to provide additional input.

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**Section B: Descriptive Information (cont.)**

7. Describe for each Tier III school that the LEA commits to serve, the services the school will receive or the activities the school will implement (including establishing operating conditions, planning, implementation, and monitoring) that will support an increase in student achievement in identified Tier III schools. Provide a timeline of these activities that extends over the three year grant period, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.\*

NOTE: NYCDOE is not committing any SIG 1003(g) funding to any Tier III schools. The activities shown below are part of the ongoing supports that are provided to all Schools in Need of Improvement (Tier III schools), using local funds, Title I SIG 1003(a) funds, and other fund sources.

**LEA level Activities for Tier III Schools**

<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of duties</b>
Ongoing support for all Schools identified as in Need of Improvement, including Tier I, II and III	Years 1, 2 and 3	Office of School Development	<p>A primary function of the Office of School Development is to work with districts and schools through all aspects of the school improvement process from identification, which includes changes in comprehensive planning for schools identified as being in need of improvement, corrective action and restructuring, supporting the implementation of proposed strategies, identifying and working to eliminate hindrances to effective implementation, and monitoring the implementation. As a key component of the office's activities, the Senior School Improvement Liaison (SIL) positions have been established to set forth and codify many of the activities already in place. Two responsibilities of the SIL are to assist in technical assistance for planning, and to support and conduct monitoring processes.</p> <p>When a school is first identified as being a School in Need of Improvement, the SIL works with the principal and key stakeholders at the school level and with the Network leader to demystify NCLB Accountability Rules and NYSED Differentiated Accountability rules, insure that parent notification is implemented, explain School Choice Options and Supplemental Educational Services to the</p>

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		<p>school community, and insure that all other aspects of NCLB and NYSED laws are in compliance, including Principal Attestations, HQ Teacher Attestations and notifications. The SIL is in constant contact with a SINI School (Tier I, II or III) when new initiatives are reported by NYSED; when required reporting documents are due to DOE or SED; when meetings, conference calls and web casts are conducted to benefit the school improvement reform efforts, and to assist the school in any other way, working alongside other partners to support the school and improve student academic achievement.</p> <p>Such technical assistance and support for educational planning is provided to schools that are planning for school improvement efforts in their Comprehensive Education Plan (CEP); their School in Need of Improvement Grant applications; assisting in the self-assessment document for the School Quality Review; participating and assisting in planning and implementation of Curriculum Audits; participating and supporting through the Joint Intervention Team process and reporting requirements, and follow-up implementation of recommendations.</p> <p>These processes are informed by student achievement data and by best instructional and leadership practices. The processes attempt to support schools through a continuous improvement approach to educational planning.</p> <p>The steps in the process include:</p> <ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Determination of causal factors</li> <li>• Identification of goals and objectives</li> <li>• Determination of appropriate strategies to address identified needs</li> <li>• Action planning</li> <li>• Preparation for implementation</li> </ul> <p>Support visits to schools with approved CEP's and School in Need of Improvement grants are scheduled on a regular basis.</p>
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			<p>The process of monitoring plan implementation starts with questions:</p> <ol style="list-style-type: none"> <li>1. What focused interventions are being implemented?</li> <li>2. What professional development was planned for the staff to be delivered prior to the school year, for staff new to the school and/or assignment, and for supervisors and administrators?</li> <li>3. What changes in budget/resource allocations were anticipated for the current school year?</li> <li>4. What changes in student support services, parent involvement and use of technology were planned?</li> <li>5. What were other key elements of the plan?</li> </ol> <p>The monitoring process then continues as team members conduct conversations with key staff, network and cluster personnel; parents, students; review documents such as professional development schedules and budgets; and participate in instructional walkthroughs (plan specific, focusing on specific changes, i.e. changes in instructional methodologies to English Language Learners) to gather evidence of plan implementation. Members of the team (central/district) debrief their observations and findings and prepare to share with school leadership. The focus of conversation is to determine the extent to which the school has been able to implement a plan and their identification of hindrances, if any. The SIL, Network Leader, Network personnel and Central support personnel provide support to remove hindrances.</p> <p>The monitoring process focuses on the extent of implementation of the Comprehensive Educational Plan/Restructuring Plan/Redesign Plan and to provide technical assistance. As a result of the monitoring process, useful information is incorporated into midcourse adjustments during the school year, consistent with school improvement processes for continual improvement.</p>
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	Years 1, 2 and 3	Central DOE	<p>All schools receive support and assistance from their superintendent and Children First Network team, a group of educators who work directly with schools. This team helps schools identify best practices, target strategies for specific students in need of extra help, and prioritize competing demands on resources and time. Each school community chooses the network whose support best meets its needs, and each network works to improve student achievement in all of its schools.</p> <p>To ensure that all schools are fully supported, the DOE has added instructional staff to each network team, including a Coordinator of Early Intervention Services, who are working intensively with principals and teachers to strengthen curriculum and teaching in ways that will meet the needs of struggling students.</p> <p>Additionally, networks are helping schools implement a diverse range of classroom-level supports during the school day, including individual instruction, small-group work, team teaching, targeted and well-planned after-school tutoring during extended day time, and training and supporting principals and teachers as they integrate the new national Common Core standards into school curricula and teaching.</p>
	Years 1, 2 and 3	Central DOE	<p>To identify the kind of action that will be best for this school and its students, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback. The DOE considers:</p> <ul style="list-style-type: none"> <li>• Improvement strategies already in place that are showing promising results;</li> <li>• Student performance data over time, including previous years' performance;</li> <li>• Demand and enrollment trends;</li> <li>• School leadership;</li> <li>• Teacher effectiveness;</li> <li>• School culture;</li> </ul>

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			<ul style="list-style-type: none"> <li>• Local district needs.</li> </ul> <p>The DOE uses a wide range of data and information to identify schools that are struggling. Schools that receive a grade of D, F, or a third consecutive C on the Progress Report and schools that receive a "below proficient" rating on the Quality Review are considered for intensive support or intervention.</p> <p>The Department of Education works closely with struggling schools to help them improve by offering resources such as professional development and teacher training, and additional funding for specialized programs. In some cases, the DOE decides more aggressive interventions are necessary to ensure that all students are being prepared for future success. These interventions include:</p> <p>Keep the school open and continue to support it, but even more intensively through:</p> <ul style="list-style-type: none"> <li>• Staff replacement;</li> <li>• Leadership change;</li> <li>• Bring in mentor teachers at higher salaries;</li> <li>• Introduce new programs to attract additional families;</li> <li>• Grade reconfigurations (for example, transforming a 6-12 school to a 9-12 school)</li> </ul>
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\*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

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**Section B: Descriptive Information (cont.)**

- 8. Describe the annual goals the LEA has established for monitoring student achievement on the State’s assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier III schools that receive school improvement funds.\***

**According to the USED Guidance on School Improvement Grants under Section 1003(g), “An LEA must establish, and the SEA must approve, goals to hold accountable the Tier III schools it serves with SIG funds (see section II.C(a) of the final requirements), although the LEA has discretion in establishing those goals. For example, the LEA might establish for its Tier III schools the same student achievement goals that it establishes for its Tier I and Tier II schools, or it might establish for its Tier III schools goals that align with the already existing AYP requirements, such as meeting the State’s annual measurable objectives or making AYP through safe harbor. Note that the goals that the LEA establishes must be approved by the SEA.”**

Tier III schools are held accountable to goals that align with the regular performance and participation requirements for demonstrating adequate yearly progress under section 1111(b)(2) of the ESEA and all NYSED Accountability rules under the Differentiated Accountability system in New York State.

\*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.



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**APPENDIX D: SUGGESTED LANGUAGE FOR COMMITMENT LETTER**

**Please provide a document signed by the Superintendent and the Local Teachers Union Leader, and where applicable a document signed by the Superintendent and the Leader of the Union representing building principals, committing to the following:**

By no later than the end of the 2010-11 school year, any existing collective bargaining agreement shall be amended as necessary to require that teachers (or building principals where applicable) assigned to schools for which the district is receiving §1003(g) funds to implement a transformation model will be evaluated using a system that fully implements all of the provisions of Education Law section 3012-c that will be applicable in the 2011-12 school year and thereafter, including those provisions that must be implemented in accordance with locally developed procedures negotiated pursuant to the requirements of Article 14 of the Civil Service Law.

*The Turnaround Model does not require revision of existing bargaining agreements with the United Federation of Teachers (UFT) or the Council of School Supervisors & Administrators (CSA) since implementation of 3012-c is not required as part of the Turnaround model.*

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**Statement of Assurances**

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with state and federal laws, regulations, and grants management requirements and certifying that you have read and will comply with the following assurances and certifications.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate):

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

**General Federal Assurances**

1. The program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
2. Each LEA shall assure its compliance with all supplement not supplant requirements;
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
4. The applicant will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the

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correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
7. The applicant agrees to comply with the following civil rights authorities, their implementing regulations, and appropriate federal and State guidelines: Title VI of the Civil Rights Act of 1964, Title IX of the Federal Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

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**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

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As the duly authorized representative of the applicant, and by signing the application cover page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other

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nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction sub agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

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14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department**

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**CERTIFICATIONS REGARDING LOBBYING**

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Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

**1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
  
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and
  
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

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**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY  
AND  
VOLUNTARY EXCLUSION — LOWER TIER COVERED TRANSACTIONS**

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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

**Instructions for Certification**

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without

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modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

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**Certification**

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

***ED 80-0014, as amended by the New York State Education Department***

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**GENERAL EDUCATION PROVISIONS ACT ASSURANCES**

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These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education.

As the authorized representative of the applicant, by signing the application cover page, I certify that:

- (1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section [1232f](#) of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
- (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) that in the case of any project involving construction –
  - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
  - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section [794](#) of title [29](#) in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

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(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

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NO CHILD LEFT BEHIND ACT ASSURANCES**

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These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

(2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and  
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will

administer the funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such program, including—  
(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and  
(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

(6) the applicant will—  
(A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and  
(B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;

(8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;

(9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);

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(10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;

(11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

(12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and

(13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

## **SCHOOL PRAYER CERTIFICATION**

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Washington Irving High School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education **NCES#:** 3600077

**School:** Washington Irving High School **NCES#:** 02885

**Grades Served:** 9-12

**Number of students:** 1032

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**Needs Assessment Process**

NYCDOE (School, School Leadership Team, Network Team, Superintendent, Division of Portfolio Planning, and Division of Academics, Performance and Support) conducted a comprehensive review of Washington Irving High School's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Included in the needs assessment was an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, , as well as results of Inquiry Team action research, and surveys along with any additional measures to determine the effectiveness of educational programs. Under the DOE's accountability framework, schools that receive an overall grade of D or F on the Progress Report are subject to school improvement measures. If no significant progress is made over time, a leadership change (subject to contractual obligations), restructuring, or closure is possible. The same is true for schools receiving a C for three years in a row and for schools that the Chancellor has determined lack the necessary capacity to improve student performance. Decisions about the consequences a school will face are based on the school's Progress Report grades, Quality Review scores, and a variety of

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other factors such as the demand for the school's services, structural factors such as principal tenure and special population concentration, comparative quality of existing options, and potential replacement options. Under the mandates of Differentiated Accountability, Restructuring and PLA schools undergo a JIT visit which examines all critical areas which have impact upon student achievement, including Curriculum; Teaching and Learning; School Leadership; Infrastructure and School Success; Collection, Analysis, and Utilization of Data; Professional Development; and District Support. Ongoing new reviews for the school occur annually, both by the DOE and the State, to ensure that the school plan and implementation continue to be revised and improved upon.

**List Data Analyzed**

- Total Cohort Graduation rates
- High School Credit Accumulation
- Regents Exam Scores
- College Preparation and College Readiness Index
- DOE Progress Report grades and growth metrics in Math, ELA
- Learning Environment Surveys (LES)
- DOE Quality Review scores and QR self-evaluation form (SSEF) documents
- Student enrollment and demographic statistics and trends
- Student attendance data
- Report of the Joint intervention Team (JIT)
- School Accountability Status and subgroup performance data for the school on NYSED Accountability Overview Reports (AOR)
- Performance data for the school on NYSED Comprehensive Information Report (CIR)

**Major Findings**

As revealed in the school data, Washington Irving High School ("Washington Irving") has consistently struggled to provide an environment conducive to academic success over the past few years. While Washington Irving's 2009-2010 performance was poor and declining in a number of areas, there were some indicators of the potential for improved performance. This led the DOE to determine that the Transformation model, which along with Transformation is a relatively less intensive intervention, had the potential to provide the school with adequate support to improve student outcomes.

However, recent performance at Washington Irving, as demonstrated in the school's most recent Progress Report released at the end of October 2011, suggested the need to further investigate Washington Irving to determine if Transformation is still the best model for the school and is enough

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to enable the school to turn around quickly, or if a more significant intervention might be required to increase student performance. For example, the school's Overall Progress Report letter grade was consistent between 2008-2009 and 2009-2010 at a C, but declined to an F in 2010-2011. Similarly, the school's graduation rate in 2009-2010 rose to 55% (including August graduates), but declined in 2010-2011 by 7 percentage points to a graduation rate of 48%. The dramatic decline in these metrics during the 2010-2011 school year, including key findings outlined below, suggests that the core supports in the Transformation model will not have a quick enough impact to meaningfully improve student outcomes.

- Graduation rates at Washington Irving have remained at or below 55% for the last ten years. Last year, Washington Irving High School's four-year graduation rate (including August graduates) was 48%— well below the Citywide average of 65% and in the bottom 7% of high schools Citywide.<sup>1</sup>
- If Regents diplomas alone counted toward graduation—as will be the case next school year—the four-year graduation rate at Washington Irving would drop to just 41%, in the bottom 18% of high schools Citywide.
- First-year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2010-2011, 72% of first-year students at Washington Irving High School earned at least 10 credits, which puts Washington Irving in the bottom 29% of high schools Citywide. (The Progress Report defines students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Math, English, Science, and/or Social Studies.)
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. Washington Irving earned an overall F grade on its 2010-2011 annual Progress Report, with D grades on Student Progress and School Environment, and an F grade on Student Performance.
- Additionally, in 2009-2010 and 2010-2011 the school was designated by the State as

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<sup>1</sup> The 2011 graduation rate cited for Washington Irving represents the City's calculation of the four-year graduation rate on the 2010-2011 Progress Reports. Like the State calculated Citywide graduation rate, it includes August graduates, and typically there is only modest deviation between our calculation and the State calculated rate. State calculated graduation rates for the Washington Irving Class of 2011 are still being audited by the State and will not likely be available until Spring 2012, at which time the State calculated Citywide graduation rate for 2011 will also be released by the New York State Education Department. The most recent available State calculated Citywide average four-year graduation rate (including August graduates) was 65% for the Class of 2010.

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Persistently Low Achieving and is currently implementing the Transformation federal SIG model.

- Only 30% of students in the Class of 2010 (students who entered high school four years earlier) enrolled in a two- or four-year college by December 31, 2010, 20 percentage points below the Citywide average of 50%, putting Washington Irving in the bottom 15% of high schools Citywide.
- The school's attendance rate remains below most other high schools. The 2010-2011 attendance rate was 74%, compared with the Citywide high school average of 86%, putting Washington Irving in the bottom 3% of all high schools Citywide in terms of attendance.
- Demand for Washington Irving has fallen steadily over the past few years. Washington Irving High School has four Educational Option programs and two Screened programs to which students apply as part of the High School Admissions Process. Between 2009-2010 and 2010-2011, demand for its Educational Option programs decreased significantly from 3.3 applications per seat to 1.5 applications per seat and remains well below the Citywide average of 8.5 applications per seat across all school programs.

As a result, after this year's investigation, the DOE no longer believes that the Transformation model will be an adequate intervention to assist Washington Irving to improve quickly enough to support current students to graduate and to support new students to progress to graduation. The Transformation model is the least aggressive of the available SIG models. The DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of Washington Irving—will address the school's longstanding and declining performance struggles and allow for new school options to develop in the school building that will better serve future students and the broader community. Given Washington Irving's declining performance, the DOE has proposed to phase out the school and implement the Turnaround model in which Washington Irving will be replaced by a new school over time.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

As we considered possible options for the future of Washington Irving High School, DOE analyzed past strategic improvement efforts at the school to help us identify what has been working and what has not. This information guided our thinking about how best to support students and the community going forward. The DOE has determined that to ensure the community of students served by this

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school has better opportunities for student achievement, it will phase out Washington Irving and replace it with two new schools, as permitted under the Turnaround Model guidelines.

Academy for Software Engineering (02M546) and Union Square High School for Health Sciences (02M533) will replace Washington Irving High School and will enable all students to reach high levels of academic achievement, graduate, and become productive and successful citizens.

The Academy for Software Engineering (AFSE) is committed to preparing every one of its students to become tomorrow's inquisitive problem-solvers, collaborative leaders, and innovative entrepreneurs. Combining rigorous academic coursework with hands-on experience in the computer science industry, the school's diverse graduates will earn the credentials necessary to have competitive prospects for both college and careers. They will, in essence, create for themselves a personalized pathway to have an influential role in this world.

Academy for Software Engineering (02M546) will open for the first time in September 2012. The school would begin phasing in with grades 9, eventually growing to serve a full complement of high school grades 9-12. The Academy for Software Engineering (AFSE) is a Career and Technical Education high school that prepares students to design and create the next generation of software and applications. Through real-world instruction directly connected to New York City's technology and entrepreneurial community, students will gain computing skills that will lead to innovations in science, art, business, and academia. The emphasis is on individualized academic support and extensive career mentoring which ensures that every student has a personalized pathway to competitive prospects for college and careers. The hands-on experience in software engineering combined with a rigorous academic program puts students in the position to make a difference by connecting technology to their community and to the world.

AFSE will become known as a school that embodies:

Small academic classes integrating industry internships, team projects, and other real-world, problem-based experiences

Software engineering and computer science coursework including the use of online opportunities to connect to state of the art curricula and experts around the globe

Opportunities to earn industry-recognized certifications

Individualized student support from teachers and staff to cultivate successful habits in preparation for college and careers

Development of Academic, College and Career Pathway Plans customized for each student.

AFSE students will be able to:

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Explore different pathways to college and careers through a combination of academic courses and hands-on experiences in the high-tech industry

Develop innovative, cutting edge skills and knowledge in the field of software engineering and computer science

Partner with and learn from leading experts in the technology industry during mentoring, job shadowing, and internships

Select from computing courses focused on web design, user experience, entrepreneurship, mobile application development, programming, and advanced computer science.

The second new school that will be part of the Turnaround Model of Intervention at Washington Irving, Union Square High School for Health Sciences (02M533), will be a Career and Technical Education School that will prepare students for a career certification as well as for a high school diploma with college preparatory work. Students will major in either dentistry or pharmaceutical studies which will lead to industry certifications and a high school diploma. This is a limited unscreened school in which students must show interest in a health related career in either dentistry or pharmaceutical studies. Students will take Advanced Placement classes in Biology, Chemistry, Physics, Calculus and meet the requirements for an advanced Regents diploma. They will be required to prepare for college during all of their four years at Union Square HS for Health Sciences. The school will use technology (biotechnology, robotics, laptops, and Smart boards) in a blended teaching model to prepare students for the real world of work. Focus will be to support each student emotional, and academically to meet this challenge. Teachers will work in teams to reach out to parents to build a village that will support each student, and the school will also reach out to the community to provide students with internships in health related fields, dental offices, pharmacies, colleges and hospitals. Students will collect a portfolio of their work and present it to the school community to show mastery and proficiency.

Union Square HS for Health Sciences will inspire students to think outside the box to find solutions, test ideas and find innovative mechanisms to achieve success within the diverse teams needed in the 21st Century workplace and in life. The focus will be for students to increase the quality of their work with constant and immediate feedback from the adults and fellow students in our community.

Experiential Learning and project based instruction will be focus of the school's action plan. Students learn best by doing. The focus will be to develop student capacity by teaching and modeling for students how to solve problems, look for various solutions, make good decisions, set and achieve high goals, and become independent learners. Students will work in groups to solve challenging problems that are authentic, curriculum based, and often interdisciplinary. All students would be aligned to internships in their junior and senior years to culminate their high school experience. All

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students would be exposed to various STEM careers and teaching over the four years at Union Square HS for Health Sciences via external and internal mechanisms and partners.

Technology integration will be the key communication device in all content areas as well as electives. Students will learn to present their ideas and argue their innovative nature using various modes of technology (Skype, virtual teams, conference calls, webinars, etc.) for industry partners and teachers to test their ideas and analyze critically their hypotheses. They will need to create a robot to demonstrate their innovative ideas to address a thesis question to solve a medical problem in biotechnology, medical imaging, or pharmaceutical issues. Students will learn to use technology in all their classes as a tool to communicate and present their ideas.

Redesigned classroom spaces focused on collaborative team work, and engaging the learner with flexible furniture for group and team work around tables and technology systems. Smart boards, wikis, blogs and other systems will be used a tool to communicate in class and out of classroom. Laptops will be used in all classes by all students and teachers.

Local autonomy for teachers to create, analyze and work in teams to align all projects, instructional practices to resources as we monitor student progress and growth. Teacher evaluation would focus on how students accomplish S.M.A.R.T. goals in performance based assessments in each class. Teacher leadership would be developed and encouraged. Students would have a final portfolio project to present in senior year to demonstrate mastery of content and skills to make it beyond high school which they would develop over six year period at Union Square. Throughout this process, the teacher's role is to guide and advise, rather than to direct and manage, student work.

One school, one family will be the motto of Union Square HS for Health Sciences. The school will work on having positive relationships with our students where adults model excellent behavior and believe and coach students to reach higher expectations. All students would be focused on an Advanced Regents diploma with honors at U. S. A. Staff will build positive interpersonal relationships and interactions, that contain comfort and order, and in which students are valued and listened to.

The Turnaround model addresses the needs of the community that Washington Irving has underserved for years, by offering these and other new options for students and their families. At the same time, all current Washington Irving students would have the opportunity to graduate from Washington Irving, assuming that they continue to earn credits on schedule. As the school becomes smaller, students who do not earn credits on schedule would receive more individualized attention to ensure they receive the support they need to succeed. Students would also be encouraged to meet

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with their guidance counselor to review progress towards graduation and to consider applying to a transfer high school.

The DOE remains focused on helping Washington Irving students succeed by providing the school with targeted supports aimed at the unique needs of the school and its students to facilitate the phase-out process. This support would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment, including, but not limited to:

- Helping the school provide students with options that support their advancement and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

Washington Irving would continue offering athletics and other extra-curricular programs, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. The school will no longer admit new ninth grade students after the end of the 2012-2013 school year. Washington Irving will continue to serve students currently enrolled in the school until the school completes phasing out in June 2015. As the school becomes smaller, students need to receive more individualized attention through graduation to ensure they are receiving the support they need to succeed, and local funding will be used to insure that the school's efforts to make those support activities happen. Supplemental guidance services and other intensive student support services will be provided, including partnerships with professional services providers who provide student support services in attendance, enrichment, and other services that meet students' social, emotional and health needs.

A dedicated Children First Network has been established to serve and support schools that are phasing out. This network (funded under local funds at no cost to this SIG funding) will ensure that the recommendations to the most urgent of the key findings in the SURR report are implemented.

Central DOE and the Network will support the staff at Washington Irving during the phase-out period as Article 18D in the United Federation of Teachers (UFT) contract is implemented, in order that all staff from Washington Irving are afforded their rights under collective bargaining agreements during the excessing, screening and hiring processes while the school phases down.

In this way, the Turnaround model will allow the gradual phase-down of Washington Irving High School while the new schools, Academy for Software Engineering and Union Square High School for Health Sciences, phase in to provide students with access to higher-quality educational options.

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**Academy for Software Engineering**

**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**Action Required By Turnaround Model:**

**1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

**a. Description of how the action will be accomplished by LEA**

It is not required to replace the principal at Washington Irving High School under the guidelines of this version of the Turnaround model. As needed, NYCDOE will review and find a principal with the leadership and capacity to support the students at the school as it phases down.

The new principal for Academy for Software Engineering has been identified and will be installed for the opening of the new school year in September of 2012. The new leader is a graduate of the New York City Leadership Academy, a MetLife Fellow in the Teachers Network Leadership Institute (TNLI), and an alumni of the Peace Corps Fellows. Prior to working in New York City, he served as the Executive Director of the State Education Agency K-12 Service-Learning Network (SEANet) in Washington, D.C., where he played an integral role in the federal advocacy of long-term sustainability of K-12 school-based service-learning and also has extensive experience in the non-profit sector.

As with all NYCDOE public schools, the principal and the school leadership team will have broad discretion over allocating resources, choosing their staffs (subject to hiring freeze), planning the school's professional development, identifying curriculum and make purchasing decisions, creating programming for their students, and managing their school's schedule and operations. NYCDOE does not make requirements on how the school leader must allocate the School Improvement Grant

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funds; the principal has sole discretion on this, in alignment with any restrictions tied to the funding source.

The school remains subject to the policies of the Department of Education and other applicable rules and regulations. Schools will continue to adhere to DOE student placement policies, fiscal reporting regulations, special education requirements, labor contracts, Chancellor's Regulations, and accountability standards, among other things, as determined by the Department of Education. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.

**Advisory Initiative**

This initiative will have each AFSE staff member responsible for approximately 12 – 15 students tracking their academic and social and emotional development. Advisory will meet 4 days a week focusing on building the AFSE community. Students will develop critical relationships with their classmates and their adult advisor through the active participation in a variety of activities specifically focused on the following themes:

- Academic achievement through the development of study skills, organization, and time management
- Team-building activities to develop collaboration, teamwork, and leadership
- Service projects that are student derived and community based
- Work based learning that prepares students for college and career

**Afterschool Tutoring**

Students who are struggling academically will be targeted for afterschool tutoring opportunities. Students will be identified according to their initial diagnostics (literacy and math using Scholastic Reading Inventory and Carnegie Learning Math Tutor) and 8<sup>th</sup> grade state scores to participate in tutoring. This process of identifying students will continue through the tracking of grades and teacher recommendations using Datacation as a source for academic progress. Additionally, during after school students will have opportunities to work with volunteers from the technology industry further develop their interest in computer science and software engineering.

**Mentoring**

Students during their first year will have a professional mentor to help motivate and engage them in school and career. AFSE is working with its Advisory Board of volunteers to explore various mentoring programs including iMentor, which aims to improve the lives of high school students from low-income communities through evidence-based, technology-enabled mentoring.

**Summer Bridge – Student Orientation**

Students entering the first year at AFSE will have a 3-day summer bridge session in late August (every year) to cultivate the transition from middle to high school. Students will take a tour of the

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building and local community, create their AFSENYC accounts, participate in teambuilding and problem-solving activities, and complete literacy and math diagnostics.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

The new principal and the new school will phase into this school site during fall 2012. The Office of New Schools led the extensive New School Application and Interview process for identifying successful educational leaders for phase-in new schools during fall 2010 and fall 2011.

Under this process, applicants attend a series of professional development workshops for teams interested in applying to open a new school. These sessions support the application process by facilitating critical discussion of school design in the context of the core principles of Children First: Leadership, Empowerment and Accountability. These workshops are designed to challenge new school planning teams to create schools that will meet the needs of all students and leverage their small size in ways that will dramatically improve the student learning experience as well as student achievement. Applicants also participate in mandatory Targeted Feedback sessions with a coach from the New Schools team during which coaches review a section of the applicant's proposal and have a chance for an initial assessment of leadership capacity. Over the course of the workshops and feedback sessions, ONS will assess each applicant team with coaches and invite those applicants deemed to have a good chance of having their proposal approved. ONS will also conduct school visits at applicant team leader's school sites to observe classes with the proposed principal, and take time to speak with the applicant's colleagues, students who have had extensive experience with the applicant, and the applicant's current Principal. After the School Visit, there is another round of cuts, and strongest applicants are invited to submit complete proposals by a set deadline. Complete proposals are vetted and the strongest applicants are invited to interviews. Panel interviews are conducted with multiple DOE representatives including staffers from the New Schools Team, the office of ELLs & Special Education, Portfolio Planning, the Arts and Enrollment. After the interviews, recommendations are made to the Chancellor, and the Office of New Schools works with school planners to determine siting.

The Office of New Schools operates the New School Intensive (NSI) for new school leaders whose applications have been approved. NSI generally begins in January and continues weekly through June each year. This preparation allows sufficient time to hire staff, prepare timelines and schedules, align curriculum, and all other aspects of preparation for a new school opening, in order to implement a comprehensive approach to improve student achievement outcomes and increase high school graduation rates. Topics covered in NSI include community engagement; student recruitment

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and enrollment; team leadership; building school community, culture and climate; instructional leadership; facilities and space planning; teacher hiring and the 18-D process for phase-in schools at phase-out sites; academic and socio-emotional supports for students including supports for Special Education, ELL and overage students; data use; summer planning; and school operations.

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Described above	No additional cost to grant; local funds.

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**Action Required By Turnaround Model:**

**2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,**

**(A) Screen all existing staff and rehire no more than 50 percent; and**

**(B) Select new staff**

**a. Description of how the action will be accomplished by LEA**

In order to identify appropriate teacher qualifications for the Turnaround replacement school, new school leaders were provided training on the requirements of the Turnaround model and the elements that they and their teaching staff would need to implement as a Turnaround school. In addition, new school principals were provided information about the phase out school, including the JIT report, to inform them of the challenges being faced by the PLA school that the new school is replacing, since the new school will naturally face many of these same challenges. This information shaped the list of teacher qualifications that new school leaders would use in their recruitment and screening of teaching staff to ensure that only staff who are prepared to overcome the challenges of teaching in a Turnaround school are hired.

With the implementation of the Turnaround Model and phase-out of Washington Irving, the new school will adhere to Article 18D of the UFT Contract. One section of the contract provides that teachers from the closing school have the right to apply and be considered for positions in a new school. As AFSE's population grows by grade, new teachers will be hired each year, and as Washington Irving phases out, the process of Article 18D will be part of the selection criteria.

In addition to the standard United Federation of Teachers (UFT) criteria for teacher selection, school-specific criteria include: Evidence of working in or being familiarity and understanding of teaching in an extended or block format; Evidence of working collaboratively to design and implement curriculum that teaches the common core standards, enduring themes/concepts and challenges related to ESL/Special education students; Evidence of working in or familiarity and understanding of the co-teaching environment; Evidence of previous participation with in-house school committees and/or serving as faculty advisor to student clubs or coordinator special programs; Willingness to implement alternative grading systems; Evidence of commitment to the focus of technology and the many ways this focus could be implemented in all areas of the school's curriculum; Willingness to developing an individual growth plan in collaboration with the principal or grade team leader that will monitor progress and assess his/her effectiveness in enhancing student achievement; and Ability to use differentiation to motivate, stimulate and challenge students toward achievement of a high level of performance through rigorous academic standards.

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In addition, the responsibilities of a candidate teacher include: Demonstrated experience or willingness to engage in a community where teaching is public (i.e. engaging in classroom visits, publication/critique of units, interim assessments, and curricula maps, sharing of dilemmas in formal/informal settings; Work within a non-traditional school schedule and organizational structure that meets the needs of all students including English Language Learners and Students with Disabilities which includes teaching classes in 85-minute long blocks or longer where appropriate; Teach content area in a general education setting as well as in a true ICT environment for ELL students (w/ESL teacher) and for Students with Disabilities (w/Sp. Ed. Teacher); Working collaboratively with peers to develop interdisciplinary units  
Serving as a staff advisor to group of advisory of students; Building a staff that collaborates and develops an integrated curriculum committed to technology and engagement of students; and Participate in at least one in-house school committee and/or serve as faculty advisor to student clubs or coordinate special programs, among others.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

New staff will be selected in the spring and summer of 2012. Annual hiring of staff will also occur in spring and summer of each year.

NYCDOE will share the New York State Education Department a list of staff members at the PLA school as of June 30, 2012. A similar list of staff members will be provided to NYSED at the beginning of the 2013-2014 school year. Comparison of the two charts should ensure that 50 percent of the staff has been removed and replaced.

**a. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

Action Item	Associated Cost
Described above	No additional cost to grant.

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**Action Required By Turnaround Model:**

**3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school**

**a. Description of how the action will be accomplished by LEA**

The school will be able to take advantage of NYCDOE’s Teachers for Tomorrow program. The Teachers of Tomorrow (TOT) program is designed to recruit and sustain well-prepared, highly motivated certified classroom teachers who serve in schools which have been designated as high-need and/or persistently low achieving. The TOT incentive program provides tax-free grants to teachers who teach in these schools. Eligible teachers can qualify for awards of up to \$3,400 annually for a maximum of four (4) years.

Teachers must be a newly hired (no prior employment as a teacher with NYC public schools prior to the 2011-12 school year) certified classroom teacher and hold transitional, provisional, conditional initial, initial, professional or permanent NYS certification in the area for which they are teaching. Participants in programs where the DOE provides financial assistance in obtaining certification, including the Success Via Apprenticeship program, the scholarship program and some alternative certification and teacher residency programs, are not eligible to participate in the Teachers of Tomorrow recruitment incentive program.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Hiring for potential teachers eligible for TOT will take place during regular teacher recruitment and hiring periods in spring each year.

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

Description of Action	Timeframe and Rationale	Associated Cost
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<p>In order to recruit and retain staff who possess and can develop the skills necessary to meet the needs of its students, AFSE will incorporate the Teachers for Tomorrow – TOT1 Recruitment Incentive and TOT2 Tuition Reimbursement – to recruit new teachers and retain experienced ones. The TOT will provide both recruitment incentives and tuition reimbursement to teachers.</p>	<p>Year 1 (2012 – 2013)  Year 2 (2013 – 2014)</p>	<p>No cost to grant.</p>
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**Action Required By Turnaround Model:**

**4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

**a. Description of how the action will be accomplished by LEA**

**Summer Professional Development and Training – Planning Curriculum Maps, Unit Plans, and Problem-Based Learning Approach Training:** Teachers will use Understanding by Design framework to develop full year's curriculum map and at least two units in preparation for each school year. Teachers will also conduct and receive training in problem-based and model-elicited activities to be used as the primary instructional approach in the classroom.

**Computer Science Training and Workshops:** All staff and specifically the Computer Science teachers will receive trainings and participate in workshops related to computer science. All teachers will become members of the Computer Science Teachers Association – a resource that provides online information and workshops across the country focused on computer science. Teachers will also participate in monthly workshops with AFSE's Computer Science consultant who will deliver the following to the staff:

- Design a set of core concepts and skills for AFSE teachers across all disciplines that include 1) CS concept knowledge; and 2) pedagogical knowledge of the use of CS in respective disciplines
- Design and deliver a CS-focused training series starting in Year 1 for AFSE staff to integrate CS core concepts and principles across all disciplines in both coursework and instructional practices and provide weekly CS activities for teachers to engage in to grow/sharpen their skills
- Mentor CS teachers for the duration of Year 1 by meeting one on one and recommending instructional strategies and practices that optimize the learning of CS concepts, principles, and skills among students

**Instructional Rounds:** Staff will participate year round in this explicit process to improve instruction by observing, analyzing, and developing best practices to improve student learning. Staff release time for observing colleagues' classes will be necessary along with iPads to input low inference data in a system-wide school database during class observations and/or video record various aspects of the lesson. The information and video recordings will be available for the entire staff to share and discuss practices

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**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Summer professional development will be offered each year, even after the valid SIG period. Each summer will be used to develop, evaluate, and adjust curriculum maps and units for each grade in the school. Additionally, the instructional approaches will also be introduced and adjusted accordingly to meet the academic needs of the students.

Computer Science trainings and workshops will occur starting in the summer of Year 1 and during the school year September – June each year of the grant and beyond.

Instructional rounds will occur during the school year September-June each year of the grant and beyond.

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

Description of Action	Associated Cost
Summer Professional Development and Training – Planning Curriculum Maps, Unit Plans, and Problem-Based Learning Approach Training	Total Year 1 (2013): \$12,600 + fringe PS = 25 hours x 12 teachers x \$42/hr  Total Year 2 (2014): \$15,750 + fringe PS = 25 hours x 15 teachers x \$42/hr
Year-round Instructional Rounds:	Total Years 1 – 2: \$18,900 + fringe (per yr.) PS = 30 hours x 15 teachers x \$42/hr  Year 1: \$2420 OTPS = 5 iPads x \$484

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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

**a. Description of how the action will be accomplished by LEA**

**Literacy Workshops and Classroom Libraries of informational and non-fiction texts:** Teachers in all subject areas will implement and reinforce effective literacy strategies in their classes that will help achieve learning targets of the Common Core Standards. Teachers in collaboration with colleagues and administration will determine the multiple level texts to be used to strengthen students' comprehension, decoding, and writing skills focusing specifically on informational and non-fiction texts.

**Instructional Consultants:** AFSE will consult with outside experts (i.e. Teachers College) in its first two years to analyze its instructional approach in order to strengthen and adjust teacher practices. Additionally, these experts will lead sessions specific to strategies to improve students' literacy, math, and computer science skills.

**The courses that students will have during their first year will emphasize the use of problem-solving skills, literacy strategies, and conceptual understanding of key content-related concepts and ideas. All courses will embed Computer Science principles and topics through interdisciplinary connections and projects.**

**Building Your Toolbox – Computer Science Introductory Course**

This foundational course will introduce students to the core principles and content areas of Computer Science including programming and languages, data structures, encoding, networks, and hardware/software. Students will have hands-on experiences using software programs such as *Alice*, *Greenfoot*, and *Scratch* to begin learning basic coding concepts and procedures. Additionally, students will have an opportunity individually and in groups to work on CS-related projects as designed by industry experts and volunteers from both the CS and software engineering fields.

**Reading and Writing of Informational (Science focused) Texts**

This supplementary English course will push students to read and comprehend nonfiction related texts focused on science (specifically in Living Environment and Computer Science). Additionally, students will develop their writing skills emphasizing argument papers and reports. Moreover, students will be introduced to computer programming languages and syntax with interdisciplinary connections to their CS foundational course. This course will provide the necessary literacy support to prepare students for the Living Environment Regents, which all students will take in June 2013.

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**English Literature 1 – Reading and Composition**

This first year high school English reading and composition course will focus on literature from all genres with an emphasis on understanding and use of literary elements to convey key themes and the human experience. Students will analyze popular works of literature and write expository and critical essays to demonstrate their interpretation of the texts.

**Mathematics – Integrated Algebra**

Students will learn the key principles and problem-solving skills needed to apply math to real-world problems. This course will introduce students to the fundamental concepts of Algebra including all types of expressions and equations: linear, rational, and radical as well as topics such as exponents, functions and factoring. The course will prepare students to pass the Integrated Algebra Regents, which all students will take in June 2013, with the goal of a score of 80 or above, and to tackle the more in-depth Computer Science elective courses that will be offered during the second year.

**Living Environment**

This first year science course will introduce students to the understanding and application of scientific concepts, principles, and theories related to the living environment. Students will participate in hands-on learning in both their class and during lab to develop their skills and knowledge in science. This course will culminate with students prepared to take the Living Environment Regents in June 2013.

**Physical Education**

This course will introduce students to health related topics and physical fitness. Students will participate in activities that promote active participation, teamwork, organization, and sportsmanship. In addition, students will be participating in the learning process by problem solving, questioning, and developing strategy to complete tasks.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Literacy workshops – September-June of each school year and continue beyond grant period

Instructional consultants: October-March for 2012-2013 and 2013-2014

Internal staff will take over these sessions beyond the grant period.

Instructional Program – September-June of each school year and continue beyond grant period

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**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Description of Action</b>	<b>Associated Cost</b>
Literacy Workshops and Classroom Libraries of informational and non-fiction texts	Total Year 1: \$8,000 OTPS = \$8,000 each year for texts  Total Year 2: \$5,000 OTPS = \$5,000 each year for texts
Instructional Consultants	Total Year 1: \$5,000 OTPS = \$5,000 each year for instructional consultants  Total Year 2: \$5,000 OTPS = \$5,000 each year for instructional consultants

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

**a. Description of how the action will be accomplished by LEA**

**Assistant Principal for Instruction:** AFSE will hire an AP to focus on instruction in order to strengthen teacher practices and pedagogy that builds a culture of high academic achievement. The AP will be responsible for the following:

- Work collaboratively with grade level and subject focused teams to align curriculum, differentiate instruction, and develop on-going assessments that meet CCLS
- Co-teach lessons with new and experienced teachers to help build lessons and unit plans
- Conduct walk-thrus and observations of staff focused on differentiation of instruction, development and use of assessments, and alignment of skills across subjects

Lead and develop the Professional Development of staff based on school focus and teacher and student needs

**Groupings for Special Education and ELL Students:** AFSE will provide the least restrictive environment for SPED and ELL students by subject and that is congruent with their needs and modifications. AFSE wants to ensure that with additional staff that all students will be supported, challenged, and motivated to achieve academically.

**Technology:** Implement and use technology regularly in classrooms to allow all students especially SPED and ELL multiple entries into content, blended learning opportunities, and to strengthen and reinforce skills development using free online software including “Alice” and “Codecademy”.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Implementation will occur from September through June in 2012-2013 and 2013-2014, and continue beyond the valid grant period.

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**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Description of Action</b>	<b>Associated Cost</b>
Assistant Principal for Instruction:	Total Year 1: \$0  Total Year 2: \$54,435 (50% from SIG) PS = \$108,869 BS x 50%
Groupings for Special Education and ELL Students	Total Year 1: \$130,000 (2 FTEs) PS = \$65,000 x 2 FTEs  Total Year 2: \$130,000 (2 FTEs) PS = \$65,000 x 2 FTEs
Implement and use technology regularly in classrooms to allow all students especially SPED and ELL multiple entries into content and blended learning opportunities	Year 1: \$78,405 OTPS = 65 Macbooks x \$1169  Year 2: \$11,690 OTPS = 10 Macbooks x \$1169
	Subtotal for Yr. 1: \$208,405 Subtotal for Yr. 2: \$196,125

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

**d. Description of how the action will be accomplished by LEA**

**Summer Bridge Program:** Incoming freshmen will attend a Summer Bridge program to ease the academic transition to high school from middle school. This program will focus on students building organizational skills, establishing online academic accounts, completing literacy and math diagnostics, and working on interdisciplinary and computer science related projects.

**e. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Implementation will occur each summer prior to the start of the school year, and continue beyond the SIG funding period.

**f. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

Description of Action	Associated Cost
Summer Bridge Program	Total Year 1 (2013): \$10,080 + fringe PS = 20 hours x 12 teachers x \$42/hr  Total Year 2 (2014): \$10,080 + fringe PS = 20 hours x 12 teachers x \$42/hr

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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

**a. Description of how the action will be accomplished by LEA**

**Community Outreach and Branding to Families:** AFSE is committed to reaching out to all students across the city to ensure diversity of each incoming cohort. Therefore, AFSE will implement a recruitment and community outreach plan to attract students in all five boroughs. Additionally, AFSE staff will work with community organizations and members for outreach and support to specific groups (i.e. female and minority students). These funds will be for supplies and branding materials in working with underrepresented groups.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Implementation during the school year September-June each year of the grant, and continue beyond the SIG funding period.

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

Description of Action	Associated Cost
Community Outreach and Branding to Families	Total Year 1: \$2,500 OTPS = \$2,500  Total Year 2: \$2,500 OTPS = \$2,500

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**Action Required By Turnaround Model:**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**a. Description of how the action will be accomplished by LEA**

Descriptions of activities with external partners are integrated throughout the application as appropriate. For the screening and selection of partners:

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Pre-Qualified Solicitation” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

The process for vetting and contracting proposed partners occurs throughout the calendar year. As schools identify prospective partners, NYCDOE will carry out the screening in accordance with the policies and procedures set forth by its Division of Contracts and Purchasing.

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

Action Item	Associated Cost
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<b>Action Item</b>	<b>Associated Cost</b>
The school will work with selected partners to implement applicable services in alignment with the school's plan.	No additional cost to grant.

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**Action Required By Turnaround Model:**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**a. Description of how the action will be accomplished by LEA**

Positions are established at the Central office of NYCDOE to support the Turnaround phase-in/replacement schools. These positions include staff in the Office of New Schools who oversees the selection and the training of new school leaders and the Office of School Development/School Turnaround to monitor the implementation of the school’s activities under the School Improvement Grant. This includes making site visits, monitoring progress on leading indicators and school goals, working with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school or in the phase-out site, and completing required reports and evaluations to the NYSED and/or federal agencies. While these positions are funded under the School Improvement Grant, costs for Central NYCDOE positions are not included in this specific application for the Turnaround model.

In addition, all PLA phase-out schools as well as new phase-in schools that are part of the Turnaround Model are also supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

**a. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Support for the phase-out school will be provided year round until it closes. Support for the replacement new school will occur concurrently and continue beyond the three-year grant period.

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**b. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Described above.	No additional cost to this grant.

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<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$2,617,970</b>	<b>\$600,000</b>	<b>\$ 2,017,970</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

Local funds” is defined as those funds available to the District and/or school that are not associated with SIG funding provided under 1003(g) of the Elementary and Secondary Education Act. These local funds are used to support school improvement efforts in PLA schools, such as those indicated in the application. Fund sources shown below are indicative of the local funding provided.

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA Related Service IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grants Federal Competitive Grant: Smaller Learning Communities Grant State Competitive Grant: Learning Technology Grant	Federal Competitive Grant: MAGNET SCHOOL Federal Competitive Grant: Your School Your Choice Program Private Grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV Drug Free ROTC 14 Self Sustaining Grants State Competitive Grant: Extended School Day Violence Prevention Grant
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

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NYCDOE does not foresee any obstacles to implementing this Turnaround plan.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

NYCDOE does not foresee the need to modify existing policies or practices for the school to implement the Turnaround model fully and effectively at this school.

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**LEA Implementation Plan for the Turnaround Model**

**JHS 296 The Halsey/The Anna Gonzalez Community School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education **NCES#:** 3600097

**School:** JHS 296 The Halsey/Anna Gonzalez Community School **NCES#:** 02803

**Grades Served:** 6-8

**Number of students:** 412

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**Needs Assessment Process**

NYCDOE (School, School Leadership Team, Network Team, Superintendent, Division of Portfolio Planning, and Division of Academics, Performance and Support) conducted a comprehensive review of JHS 296's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Included in the needs assessment was an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, , as well as results of Inquiry Team action research, and surveys along with any additional measures to determine the effectiveness of educational programs. Under the DOE's accountability framework, schools that receive an overall grade of D or F on the Progress Report are subject to school improvement measures. If no significant progress is made over time, a leadership change (subject to contractual obligations), restructuring, or closure is possible. The same is true for schools receiving a C for three years in a row and for schools that the Chancellor has determined lack the necessary capacity to improve student performance. Decisions about the consequences a school

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will face are based on the school's Progress Report grades, Quality Review scores, and a variety of other factors such as the demand for the school's services, structural factors such as principal tenure and special population concentration, comparative quality of existing options, and potential replacement options. Under the mandates of Differentiated Accountability, Restructuring and PLA schools undergo a JIT visit which examines all critical areas which have impact upon student achievement, including Curriculum; Teaching and Learning; School Leadership; Infrastructure and School Success; Collection, Analysis, and Utilization of Data; Professional Development; and District Support. Ongoing new reviews for the school occur annually, both by the DOE and the State, to ensure that the school plan and implementation continue to be revised and improved upon.

**List Data Analyzed**

- Total Cohort Graduation rates
- High School Credit Accumulation
- Regents Exam Scores
- College Preparation and College Readiness Index
- DOE Progress Report grades and growth metrics in Math, ELA
- Learning Environment Surveys (LES)
- DOE Quality Review scores and QR self-evaluation form (SSEF) documents
- Student enrollment and demographic statistics and trends
- Student attendance data
- Report of the Joint intervention Team (JIT)
- School Accountability Status and subgroup performance data for the school on NYSED Accountability Overview Reports (AOR)
- Performance data for the school on NYSED Comprehensive Information Report (CIR)

**Major Findings**

As revealed in the school data, JHS 296 The Halsey/The Anna Gonzalez Community School ("The Anna Gonzalez Community School") has consistently struggled to provide an environment conducive to academic success over the past few years. Upon completion of the review in fall 2010, the DOE believed that, at the time, phase-out was not the appropriate intervention model for the school. However, in light of the fact that performance at The Anna Gonzalez Community School has continued to decline, the DOE believes that The Anna Gonzalez Community School does not have the capacity to quickly improve to support student learning. The school's performance during the 2010-2011 school year, including findings from reviews conducted in 2011-2012 listed below,

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confirmed the DOE's assessment that the school lacks capacity to turn around quickly to better support student needs.

- The Anna Gonzalez Community School has struggled to improve, and its performance during the last few years confirms the DOE's assessment that the school lacks the capacity to turn around quickly to better support student needs.
- The majority of students at The Anna Gonzalez Community School remain below grade level in English and Math. Last year, only 14% of students were performing on grade level in English, putting the school in the bottom 14% of middle schools Citywide in terms of English proficiency. Only 20% of students were performing on grade level in Math, putting the school in the bottom 6% of middle schools Citywide in terms of Math proficiency. In 2009-2010, the school scored in the bottom 12% of schools Citywide in English Language Arts proficiency and the bottom 9% in Math proficiency.
- The Anna Gonzalez Community School is not helping students to make adequate progress. The school is in the bottom 1% of middle schools Citywide in terms of learning growth in English and the bottom 9% of middle schools Citywide in terms of learning growth in Math. Learning growth measures annual student growth on State ELA and Math tests relative to similar students. If those outcomes persist, students will fall further behind their peers in other schools.
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. On the 2010-2011 Progress Report, The Anna Gonzalez Community School received an overall grade of F, including F grades for Student Progress, Student Performance, and School Environment. The Anna Gonzalez Community School was the only middle school in the district to earn an F grade on its 2010-2011 Progress Report.<sup>2</sup> Additionally, in 2010-2011 the school was designated by the State as Persistently Lowest Achieving, which means that The Anna Gonzalez Community School was in the bottom 5% of Title I schools in the State in terms of student performance.
- The school's attendance rate remains below most middle schools. The 2010-2011 attendance rate at the school was 88%, compared to the Citywide middle school average of 92.6%, putting the school in the bottom 11% of all middle schools Citywide in terms of attendance.

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<sup>2</sup> P.S. 377 Alejandrina B. De Gautier (32K377), which serves students in grades kindergarten through eight, also received an overall Progress Report score of F in 2010-2011.

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- The Quality Review uses a four-tiered rubric (well-developed, proficient, developing, underdeveloped) to measure how well a school is organized to support student achievement.<sup>3</sup> The Anna Gonzalez Community School was rated “Developing” on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning.
- Safety issues have been a concern at the school. On the 2011 New York City School Survey, only 22% of teacher respondents believed that order and discipline are maintained at the school and only 50% of student respondents believed that they were safe in the hallways, bathrooms, and locker rooms.
- Demand for seats at The Anna Gonzalez Community School is low. Only 30% of students in grades 6-8 who were zoned to the school chose to attend the school in 2011-12. Additionally, during the 2010-2011 school year, only 11% of students who applied to The Anna Gonzalez Community School ranked the school as their top choice.<sup>4</sup>

The Joint Intervention Report issued by the New York State Education Department included the following areas of concern:

- The Principal saw no viable solution to the school’s current academic crisis. The Principal communicated that current staff will be unable to achieve Adequate Yearly Progress with current resources. Ambitious school goals were recently adopted, but the Principal reported that these goals are unattainable without the addition of a literacy coach to the school.
- Leadership had ineffectively engaged the school staff in goal setting. The Principal had not conveyed the school’s dire accountability status to the School Leadership Team (SLT) and the members reported being surprised by the Persistently Lowest Achievement (PLA) status. The goals set by the team did not reflect the need for dramatic improvement. The school leadership had not effectively developed and shared a vision for success, and reported that external factors, rather than instruction or curriculum, were the cause of low student achievement.
- Administrators held low expectations for the achievement of students. In teacher and leader focus groups it was consistently stated that external community factors are an insurmountable

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<sup>3</sup> <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricwheader.pdf>

<sup>4</sup> 2010-2011 fifth grade applicants applying to middle school for the 2011-2012 school year.

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barrier to high academic achievement. The staff did not view itself as having the capacity to compensate for perceived low student motivation.

- The school leadership was not providing proper supervisory oversight of the staff. There was no effective monitoring and evaluation of the quality of teaching and thus no support system to enable them to continuously improve their instruction. The Principal had not provided clear expectations for the productivity of teacher collaboration time. Common planning time was not effectively used to improve instructional plans or to increase student achievement as there were no clear directives as to the expectations or outcomes of these meetings. There are no feedback mechanisms in place for teachers to help school leaders plan and implement PD offerings that are well matched to the needs of teachers and students.
- The school leaders did not sufficiently involve parents in decision-making processes. Parents were unable to fully participate in the SLT due to a lack each month of a quorum.
- The written curriculum was minimally developed, had not been modified to address the academic needs of middle school students and was not engaging for the students. The written curriculum lacked customization by academy or content area to fully develop units of study, long and short-term projects, and a variety of assessment options. The written curriculum was inadequate in providing a quality educational program.
- Classroom observations and teacher and leader interviews revealed that the school's use of data to group students for instruction was ineffective and inappropriate. The placement of students into low, medium and high skill-based seating arrangements had not been systemically accompanied by specific targeted instruction for each group. Placement in these instructional groupings was too inflexible and did not change frequently enough to best use assessment data. Student groups were not skill-based and did not change as needed for each lesson or when skills have been mastered.

The quality of instruction was poor and without rigor. Teaching points were not consistently standards based. Much of the work is worksheet or textbook based only. The majority of instruction was whole class and teacher directed rather than student centered.

The school did not provide a coordinated set of activities to meet the needs of students identified for Academic Intervention Services (AIS) or to address other social/emotional issues. Staff who were in student and family support positions did not meet together regularly with classroom teachers to coordinate their efforts. The lack of collaboration between the support services and instructional staff resulted in fragmented services and poor communication.

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The school had not effectively examined the root causes of the school's PLA status and had not communicated the school's status to staff and the SLT. As a result, it was not adequately responding to the academic issues that have contributed to this status. Without this kind of examination and analysis, the school community cannot appropriately address the issues impacting student achievement.

Given the school's declining performance, the DOE now believes that only the most serious intervention—the gradual phase-out and eventual closure of The Anna Gonzalez Community School—will address the school's declining performance and longstanding struggles, and allow for new school options to develop in the school building that will better serve future students and the broader community.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Intensive review of all data sources, as described above confirmed that JHS 296 The Halsey/Anna Gonzalez Community School is highly unlikely to reach and exceed the goals of academic performance and graduation rate needed to demonstrate student success to the degree that satisfies State, NCLB and City requirements. Thus, NYCDOE is closing this school (in a phase-out period lasting three school years) while opening a new school that will serve the community that has underserved for many years. As a result of detailed analysis of enrollment patterns, building utilization rates, student attendance rates, parent surveys, environmental surveys, parent meetings, and student and teacher satisfaction surveys, NYCDOE determined that a new school, The Evergreen Middle School for Urban Exploration (32K562), will phase-in to the school site to offer middle school students and their families a sound educational option.

The Evergreen Middle School for Urban Exploration (HMS) is a place where students understand the purpose of what they are learning and how their education affects their present and future. The school stresses fieldwork - conducted throughout New York City - so that children can immediately apply what they learn to the world outside the classroom. Projects designed by students and staff reflect the school's commitment to interdisciplinary learning and to the independence that is expected from students.

The school believes that a child's social and emotional well-being is critical to their academic success. The school emphasizes the behaviors of autonomy with responsible choice, reflection, perseverance and fun in all it does. Collaboration between all members of the community - parents, neighbors, teachers and students - makes the school prosper. The school expects graduates to have the academic skills and personal strengths to succeed in high school and beyond.

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Hands-on learning is a focus at Evergreen. Bi-weekly fieldwork, experimentation, and classroom instruction centered on group projects, allow students to make meaning for themselves. End of unit presentations give students opportunities to showcase their work and to develop oration and organizational skills. Instruction is based upon assessment, to all allow teachers to provide individualized and small group instruction as well as track individual growth. A child's social and emotional development is as important as their academic growth, therefore daily advisory's will take place, after-school clubs will be formed, and enrichment classes will allow students to develop leadership skills, independence, and healthy relationships with adults and peers.

The three core values of The Evergreen Middle School for Urban Exploration are: Purpose, Collaboration, and Character Development. The school will collaborate and support each other to fulfill its purpose; it will plan together, share best practices, and open up classrooms for observation and feedback; it will collaborate with parents so that the school can support what they do at home, and they can support what the staff does in school. Children, too, must collaborate with peers. They will be expected to demonstrate the skills that go with teamwork: preparedness, problem solving, responsibility, and thoughtful reflection. Students will be graded on their collaborative abilities. A community's social and emotional growth is as important as its academic growth. Together, students will learn the skills of building relationships, making responsible decisions, communicating respectfully, and having fun as a group. The Evergreen Middle School for Urban Exploration models those behaviors in all that staff and students will do, and will hold all members of the community – staff, and children – accountable for being positive role models.

By phasing in this school, the Turnaround model addresses the needs of the community that The Anna Gonzalez Community School has underserved for years, and offers a new option for students and their families.

The DOE sought and received feedback from The Anna Gonzalez Community School community regarding strategies to better support students and improve outcomes at the school. The DOE held meetings with the Parent Teacher Association (“PTA”) and the School Leadership Team (“SLT”) and also solicited community feedback via telephone and e-mail and created a dedicated website to provide information to the public. While parents had some positive comments about recent programs and initiatives designed to improve school culture, they also expressed concerns about student discipline and a lack of communication with the school staff and leadership. Parents also expressed dissatisfaction with general parental involvement, and stated their opinion that the school would benefit from the support and cooperation of strong family engagement. The SLT expressed similar concerns and discussed difficulties regarding school culture, student achievement, and parent involvement.

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The core values of the Evergreen Middle School for Urban Exploration indicates how the new school will respond to the concerns that the community expressed ; through collaboration, purpose and character development, students and families and school staff will together create a successful and thriving middle school experience and education.

The DOE remains focused on helping The Anna Gonzalez Community School students succeed. The Anna Gonzalez Community School would be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students to facilitate the phase-out process. This support would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment, including, but not limited to:

- Helping the school provide students with options that support their advancement and fully prepare students for their next transition point to high school;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

The Anna Gonzalez Community School will no longer admit new sixth grade students after the end of the 2011-2012 school year. The Anna Gonzalez Community School will continue to serve students currently enrolled in the school until the school completes phasing out in June 2015. As the school becomes smaller, students need to receive more individualized attention to ensure they are receiving the support they need to succeed, and local funding will be used to insure that the school's efforts to make those support activities happen. Supplemental guidance services and other intensive student support services will be provided, including partnerships with professional services providers who provide student support services in attendance, enrichment, and other services that meet students' social, emotional and health needs.

A dedicated Children First Network has been established to serve and support schools that are phasing out. This network (funded under local funds at no cost to this SIG funding) will ensure that the recommendations to the most urgent of the key findings in the JIT report are implemented, shown below:

- A strong investment in engaging parents in the school improvement process to ensure that they have a meaningful role in goal setting.
- Create and communicate to all classroom teachers a structure and schedule for sharing information that leads to the identification of at-risk students for AIS.

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- Consistently and regularly use data for instructional planning and targeting individual student performance outcomes and to monitor this work for effectiveness.
- Develop a curriculum in core areas that is designed to meet the academic and social needs of middle school students. The curriculum should outline the skills and competencies to be developed through units of study and project based learning.
- Co-teachers should be given time to cooperatively plan their instruction so that students benefit from the increased student/teacher ratio.
- Develop a common set of classroom routines and expectations that are consistently applied across the school.
- Expand and enhance student use of technology and ensure more comprehensive integration of technology into daily instruction.
- Develop and enforce a consistent grading policy that requires students to submit all work

Central DOE and the Network will support the staff at The Anna Gonzalez Community School during the phase-out period as Article 18D in the United Federation of Teachers (UFT) contract is implemented, in order that all staff from The Anna Gonzalez Community School are afforded their rights under collective bargaining agreements during the excessing, screening and hiring processes while the school phases down.

In this way, the Turnaround model will allow the gradual phase-down of The Anna Gonzalez Community School while a new school phases in to provide students with access to a higher-quality educational option.

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**Evergreen Middle School for Urban Exploration**

**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**Action Required By Turnaround Model:**

**1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

**a. Description of how the action will be accomplished by LEA**

There are no plans to replace the principal at The Anna Gonzalez Community School, nor is it required to replace the principal, under the guidelines of this version of the Turnaround model.

The new principal for the new school has been identified, and will be installed for the opening of the new school year in September of 2012. The new leader is an experienced educator who has worked in public education for nearly 25 years. She has experience as Literacy Coach, running a school's UFT Teacher Center, and serving as Assistant Principal at a newly restructured school. Her teaching and leadership experiences as well as understanding of running a school that is restructured make her well positioned to lead Evergreen Middle School for Urban Exploration.

As with all NYCDOE public schools, the principal and the school leadership team will have broad discretion over allocating resources, choosing their staffs (subject to hiring freeze), planning the school's professional development, identifying curriculum and make purchasing decisions, creating programming for their students, and managing their school's schedule and operations. NYCDOE does not make requirements on how the school leader must allocate the School Improvement Grant funds; the principal has sole discretion on this, in alignment with any restrictions tied to the funding source.

The school remains subject to the policies of the Department of Education and other applicable rules and regulations. Schools will continue to adhere to DOE student placement policies, fiscal reporting

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regulations, special education requirements, labor contracts, Chancellor's Regulations, and accountability standards, among other things, as determined by the Department of Education. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.

**a. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

The new principal and the new school will phase into this school site during fall 2012. The Office of New Schools led the extensive New School Application and Interview process for identifying successful educational leaders for phase-in new schools during fall 2010 and fall 2011.

Under this process, applicants attend a series of professional development workshops for teams interested in applying to open a new school. These sessions support the application process by facilitating critical discussion of school design in the context of the core principles of Children First: Leadership, Empowerment and Accountability. These workshops are designed to challenge new school planning teams to create schools that will meet the needs of all students and leverage their small size in ways that will dramatically improve the student learning experience as well as student achievement. Applicants also participate in mandatory Targeted Feedback sessions with a coach from the New Schools team during which coaches review a section of the applicant's proposal and have a chance for an initial assessment of leadership capacity. Over the course of the workshops and feedback sessions, ONS will assess each applicant team with coaches and invite those applicants deemed to have a good chance of having their proposal approved. ONS will also conduct school visits at applicant team leader's school sites to observe classes with the proposed principal, and take time to speak with the applicant's colleagues, students who have had extensive experience with the applicant, and the applicant's current Principal. After the School Visit, there is another round of cuts, and strongest applicants are invited to submit complete proposals by a set deadline. Complete proposals are vetted and the strongest applicants are invited to interviews. Panel interviews are conducted with multiple DOE representatives including staffers from the New Schools Team, the office of ELLs & Special Education, Portfolio Planning, the Arts and Enrollment. After the interviews, recommendations are made to the Chancellor, and the Office of New Schools works with school planners to determine siting.

The Office of New Schools operates the New School Intensive (NSI) for new school leaders whose applications have been approved. NSI generally begins in January and continues weekly through June each year. This preparation allows sufficient time to hire staff, prepare timelines and schedules, align curriculum, and all other aspects of preparation for a new school opening, in order to

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implement a comprehensive approach to improve student achievement outcomes and increase high school graduation rates. Topics covered in NSI include community engagement; student recruitment and enrollment; team leadership; building school community, culture and climate; instructional leadership; facilities and space planning; teacher hiring and the 18-D process for phase-in schools at phase-out sites; academic and socio-emotional supports for students including supports for Special Education, ELL and overage students; data use; summer planning; and school operations.

**b. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Described above	No additional cost to grant; local funds.

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**Action Required By Turnaround Model:**

**2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,**

**(A) Screen all existing staff and rehire no more than 50 percent; and**

**(B) Select new staff**

**a. Description of how the action will be accomplished by LEA**

In order to identify appropriate teacher qualifications for the Turnaround replacement school, new school leaders were provided training on the requirements of the Turnaround model and the elements that they and their teaching staff would need to implement as a Turnaround school. In addition, new school principals were provided information about the phase out school, including the JIT report, to inform them of the challenges being faced by the PLA school that the new school is replacing, since the new school will naturally face many of these same challenges. This information shaped the list of teacher qualifications that new school leaders would use in their recruitment and screening of teaching staff to ensure that only staff who are prepared to overcome the challenges of teaching in a Turnaround school are hired.

With the implementation of the Turnaround Model and phase-out of The Anna Gonzalez Community School, the new school will adhere to Article 18D of the UFT Contract. One section of the contract provides that teachers from the closing school have the right to apply and be considered for positions in a new school. As Evergreen Middle School's population grows by grade, new teachers will be hired each year, and as The Anna Gonzalez Community School phases out, the process of Article 18D will be part of the selection criteria.

Aside from the standard United Federation of Teachers (UFT) criteria for teacher selection, the following is also included:

The Evergreen Middle School is a new small school with a focus on interdisciplinary learning and inquiry. Literacy and Social Studies concepts are incorporated in all content areas. The school's three core values are: Collaboration (teachers co-teach, co-plan and most instruction is in small groups); Purpose (everything we do is geared toward the purpose of learning and character building); and Character (daily advisories focus on responsibility, reflection, relationships and fun). Duties and responsibilities for candidates would include the following: Create a safe and supportive learning environment with routines and structures that align with the school's core values; Lead a daily advisory and serve as point person for the students in the teacher's group; Collaborate with grade teams in year-long planning using the backward planning model and NYS standards; Open up the

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classroom for colleague visits and learning; Use the inquiry learning model to encourage multiple strategies for problem solving; Take on out of classroom responsibilities such as: scheduling, committee chair, enrichment clubs, parent workshops, etc. The candidate would also demonstrate success in collecting and using data to increase student achievement; use of differentiated instructional techniques, project based learning, hands-on and cooperative learning activities, and the Workshop Model; and familiarity with a variety of team-teaching models, among other criteria.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

New staff will be selected in the spring and summer of 2012. Annual hiring of staff will also occur in spring and summer of each year.

NYCDOE will share the New York State Education Department a list of staff members at the PLA school as of June 30, 2012. A similar list of staff members will be provided to NYSED at the beginning of the 2013-2014 school year. Comparison of the two charts should ensure that 50 percent of the staff has been removed and replaced.

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Described above	No additional cost to grant; local funds.

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**Action Required By Turnaround Model:**

**3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school**

**a. Description of how the action will be accomplished by LEA**

Evergreen Middle School for Urban Exploration provides an interdisciplinary approach to learning. Using Social Studies as the core of our curriculum, ELA, Science, Art, PE and Math teachers will be expected to integrate SS content and concepts into their teaching.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time.**

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

<b>Action Item</b>	<b>Associated Cost</b>
Described above.	No additional cost to grant.

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**Action Required By Turnaround Model:**

**4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

**a. Description of how the action will be accomplished by LEA**

**Summer Professional Development Planning:** Teachers will have one week to create a first semester curriculum map and specifically plan the first two units using the school's unit planning template that is based on Understanding By Design.

During the first Professional Development week (July 9-14), all teachers were introduced to the school's Expected Learning Outcomes for Graduates. This document focuses on 4 key outcomes: (1) Students will be able to design a research question/problem/experiment and use multiple strategies to solve it; (2) Students will revise their work using feedback, mentor pieces, data, reflection, and knowledge of audience; (3) Students will be able to communicate effectively through visual, oral, and written presentation; (4) Students will collaborate. Under each outcome are specific common core aligned skills that students must master. During our PD, the teachers identified the ELA, Math, Science and SS standards that were aligned with each skill.

When planning our first two units, teachers used the Expected Learning Outcomes for Graduates Document to backwards plan. They created rubrics and projects that require students to begin working towards meeting these goals.

In addition, 2 days of PD (July 17<sup>th</sup> and 18<sup>th</sup>) are being spent on learning the Teacher's College Reading Assessment inventory. All content area teachers are expected to know how to conduct running records, and to use information from these records to provide appropriately leveled reading materials for the children. During this introduction, teachers will be presented with a literacy continuum that shows them which skills students need to be taught to reach the next higher levels. In this way, all teachers (not just ELA), are expected to provide appropriately leveled reading matter to students, as well as teach the skills needed in order to improve instruction.

**(1) Two Day Unit Planning:** In January, teachers will have two days to create a second semester curriculum map. In addition, they will use Understanding by Design to plan two school-wide interdisciplinary units for the second semester, and the content specific units that will support this work.

**(2) ELA Staff Development of all Staff:**

We are approaching the training of staff in the school's literacy model in 5 ways:

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- Teachers will participate in 2 days of training on how to conduct running records and to use them for student goal setting (July 17<sup>th</sup> and 18<sup>th</sup>). This training is being provided by a senior literacy coach from PS 503 and an IS 562 ELA teacher;
- Teachers are using running records to assess incoming 6<sup>th</sup> graders during August under the guidance of the principal who was a Literacy/SS coach for 5 years;
- Teachers are participating in 10 in-house and 2 outside Professional Developments led by TC staff developers;
- All teachers are participating in the 10 day TC training on Content Area Literacy;
- Evergreen Middle School principal will provide on-going ELA training to teachers on an individual needs basis.

**(3)**

**Assistant Principal support of Science Teacher:** The Assistant Principal will co-plan, and co-teach two periods a day with Science team. All classes will be co-taught. However, the Science block will be co-taught by three instructors rather than two. We have one full-time licensed Science teacher. When teaching the ICT and self-contained/SETTS classes, he will be supported by our dually licensed PE/SPED teacher 10 periods a week. The remaining 10 periods will be co-taught with the school's Assistant Principal (I.A.) who has taught middle and high school science for 14 years. She will be planning with the other two teachers and modeling how to differentiate instruction to meet student need.

**(4) Math Teacher PD:** The school's math team will work with AUSSIE coach for 20 days with a focus on improving communication (spoken and written) in the math workshop, and using formal and informal assessments to create strategy groups for instruction.

**(5) Art Support:** Each group of teachers: Math/Science; Social Studies/Writing; ELA will have one cycle with BRIC artists creating content area projects. After two years, the school will hire an Art teacher.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Evergreen Middle School for Urban Exploration (EMS) has three systems in place to ensure that teachers are held accountable for higher standards for all students: the use of standards based curricula in Math, ELA and Content Area Reading and Writing; Essential Learning Outcomes for Graduates that are based upon common core standards; and a teacher evaluation system that ensures the delivery of a rigorous curriculum as well as high expectations for all students.

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When EMS was designed, the planning committee (made up of teachers, parents and administrators) established four Essential Learning Outcomes for Graduates that were designed around the NYS Common Core Standards. We made sure that these four outcomes were broad enough to address college and career readiness standards, yet specific enough to meet the needs of our student body. These four graduation outcomes are: (1) Students can design a research question/problem/experiment and use multiple strategies to solve it; (2) Students can revise work using feedback, mentor pieces, data, reflection, knowledge of audience; (3) Students can communicate effectively through visual, oral and written presentation, (4) Students can collaborate.

Under each outcome are specific common core aligned skills that students must master. These include skills such as: ability to draw conclusions after careful reading of non-fiction and fiction texts using text citations; analysis of craft and structure to determine author point of view; ability to present ideas in every content area through informational, narrative, persuasive, and statistical forms. As part of every outcome, students are expected to reflect on their own output as well as that of classmates and team members.

The Essential Learning Outcomes (ELOs), and the standards they are aligned with, serve as the foundation for all instruction. During our first summer PD, (July 9th – 13th ) teachers examined the correlation between our outcomes and the standards. Then, using this information and a backward planning template, teachers planned two units of instruction in their content areas.

All future unit planning follows this same format. Teachers submit plans two weeks before each new unit for administrative review. It is evaluated based on content goals, student need, learning outcomes and standards.

In ELA and Content Area Reading and Writing, EMS is using the Teachers College curriculum. This curriculum has been developed in alignment with the NYS standards. In addition, its sixth grade units are heavily focused on the standards selected by NYC: Writing Standard 1 – persuasive and argumentative writing; Reading Standards 1 and 10 – close reading of a variety of texts and developing ideas using text evidence; and Language Standard 1 – using standard English grammar when speaking and writing. In addition, academic language is stressed in all content areas.

Students are expected to read increasingly difficult texts under the new state standards. Again, we are using the reading levels designated by Teachers College to inform the degree of difficulty of texts students read. Children are formally assessed 4x a year using TC materials and informally assessed throughout the year.

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We are using the Pearson Connected Mathematics 2 Program. Again, this program is aligned with the common core. Our two math teachers will participate in bi-monthly professional development offered by Metamorphosis. Students will be assessed before each unit, so that teachers are clear on the skills and strategies that must be emphasized. Students will be given post-assessments to determine growth. This information will be entered in the school's data base so that student growth can be regularly measured. Teacher effectiveness will also be measured.

Our third measure for ensuring that teachers are accountable for holding higher standards for all students is our school wide use of the Danielson Framework. Our first year's focus is on Domain 1 – Planning and Preparation. Teachers will select one component in which they want to improve, determine steps they need to take to improve in that component, and design a time table for implementation. In individual meetings 3x a year with principal, progress will be evaluated and new steps/goals determined.

All classes at EMS are heterogeneously grouped. In order to meet the needs of our students, we have implemented the co-teaching model in all classrooms. Teachers with multiple licenses are paired together. For instance, our ELA team includes a SPED/ELA licensed teacher and an ESL/ELA licensed teacher. Our Math team is composed of a Math licensed teacher and a bilingual/SPED teacher.

All co-teaching partners are given a minimum of one common planning period a day. In addition, partners share the same lunch period. A school wide non-negotiable is that teachers must co-plan each day. During summer PD, all teachers participated in a half day of learning around co-teaching models. Together, teachers evaluated the different models, created activities using each model, and created structures for the classroom that both will adhere to. To further support co-teaching, we will use our sister-school, PS 503, for intervisitations. PS 503 has used co-teaching for two years and houses Teachers College ICT program. Finally, when conducting formal and informal observations, administration will evaluate the effectiveness of partnerships by focusing on differentiation of instruction, appropriateness of models used, and assessment methods partners are using.

Teaching pairs have been planning their first units all summer. Because of her prior experience as an ELA and SS coach, the principal has been an active participant in working with teachers on planning these first units. The Assistant Principal is a former Science department chair and has overseen Science unit planning. In addition to planning support, both administrators will support teachers in the classroom through co-teaching lessons, modeling, conferring with students, etc.

#### Implementation of Literacy Models

EMS is using a multi-pronged approach for implementing its literacy models.

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As mentioned above, we are using the standards based Teachers College Reading and Writing curriculum. All non-ELA teachers are required to incorporate the TC curriculum Reading and Writing in the Content Area into their daily lessons. During our summer planning, this group worked together to include the skills of note-taking into their units.

As part of our partnership with Teachers College, we receive 10 full days of on-site professional development from a trained TC coach. Focus for these ten days will be determined by administration based on school-wide need.

In addition to the 10 on site days, our two ELA teachers will participate in a 5 day TC specialty group offered to middle school teachers. Each teacher is also selected to participate in 1 or 2 full-day workshops focused on their particular expertise such as Teaching Reading to ESL students, Balanced Literacy for Strugglers, etc.

All teachers have been trained to conduct Reading Assessments of students. Training to 5 teachers was provided by a PS 503 literacy staff developer. Training for the other 5 teachers was provided through CFN 411. As a result, all teachers are familiar with assessing student fluency, syntax, context, and visual abilities.

Finally, CFN 411 has a full-time Literacy staff developer who will work with the ELA team on an as needed basis. Already she has met with these teachers about leveled libraries and book sets for units.

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
5 day summer curriculum planning	<p><b><u>Total Year 1 (2012-2013) = \$57,800 plus fringe</u></b>            Staff time: 8teachers x 35 hrs. x \$42 – <b>\$11,760</b>            24 sub days x \$155 = <b>\$3,720</b>            AUSSIE = <b>\$23,500</b>            Teachers College = <b>\$14,700</b>            BRIC = <b>\$ 6,000</b></p>
2 day winter planning	
AUSSIE coaching – 20 days x \$1175/pd	
12 TC Calendar days 75/pd	
10 days of in-house TC staff development	
\$1200/pd	
BRIC residencies	<p><b><u>Total Year 2 (2013-14) = \$75,470, plus fringe</u></b>            Staff time: 16 teachers x35 hrs. x \$42= <b>\$23,520</b>            50 sub days x \$155 = <b>\$7,750</b>            AUSSIE x \$1,175/pd = <b>\$23,500</b></p>
In 2013-14 and 2015-16, TC staff developer will divide time evenly between the grades being served. AUSSIE coach will distribute	

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<p>time depending on teacher need. # of TC Calendar Days will double in Year 2 and Year 3.</p>	<p>Teachers College x \$1,175/pd = <b>\$14,700</b> BRIC = 6,000</p> <p><b><u>Total Year 3(2014-15) = \$84,640 plus fringe</u></b> Staff time: 24 teachers x 35 hrs. x \$42 = <b>\$35,280</b> 72 sub days x \$155 = <b>\$11,160</b> AUSSIE x \$1,175/pd = <b>\$23,500</b> Teachers College x \$1,175/pd = <b>\$14,700</b></p>
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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

**a. Description of how the action will be accomplished by LEA**

Evergreen Middle School is following the Teachers College Reading and Writing Project's curriculum to implement its Balanced Literacy program for all its students. Balanced Literacy is a proven approach that meets the needs of all types of learners. Affiliation with Teachers College gives the school staff access to TC Assessment Pro, a program that measures a student's reading level, oral reading rate, knowledge of high frequency words, reading fluency progress, narrative writing progress. The project also informs teachers of next steps to take to ensure student progress. Formal assessments are inputted into Assessment Pro four times a year. Teachers will be required to regularly assess students. TC Assessment Pro Data can be broken up into subgroups. Teachers college curriculum is aligned with the Common Core Standards.

EMS will be using the DOE report card but will supplement it with rubrics that we have designed for each content area unit. For instance, the rubric for our first Social Studies topic includes categories from common core aligned Essential Learning Outcomes: (1) Student was able to make inferences about Bushwick using photographs, maps, newspaper articles and secondary source short texts; (2) Student was able to formulate open ended questions on a topic of interest and develop a plan for research; (3) Student was able to integrate information from different media to develop a theory about a topic; (4) Student was able to present information in a clear and coherent way using diagrams, timelines, and oral/written information; (5) Student was able to revise work using feedback from partners and teacher; (6) Student was able to reflect on finished product and set goals for next product.

Each content area has similar unit rubrics that assess student ability and make clear expectations. These will be provided in both English and native language for parents.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

In order to effectively implement TC Balanced Literacy, the school will: (1) Train teachers on how to deliver formal TC assessments (running records, writing on demand, spelling and sight word inventories) (July of each year) ; (2) Train teachers to evaluate formal assessments (July of each year plus evaluation 3x a year) (3) Train teachers to input data into TC assessment pro (September, when

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portal opens) ; (4) Purchase libraries for every classroom (July of each year). Substitute teachers will be hired three times a year so that teachers have time to evaluate student work. Since all teachers teach literacy in their content areas, all teachers will be trained on this process.

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

<b>Action Item</b>	<b>Associated Cost</b>
Two days of summer professional development to train teachers on administering and assessing TC assessments; sub coverage 3X a year for teachers to evaluate formal assessments.	<p><b><u>Total Year 1 (2012-2013) = \$23,577 plus fringe</u></b>            Staff time: 8 teachers x 20 hrs x \$42 = <b>\$6,720</b>            8 subs x \$155 = <b>\$1,240</b>            BOOKSOURCE: <b>\$15,617</b></p>
TC Assessment Pro training	<p><b><u>Total Year 2 (2013-2014) = \$17,960 plus fringe</u></b>            Staff time: 8teachers x 20 hrs x \$42 = <b>\$6,720</b>            8 subs x \$155 = <b>\$1240</b>            BOOKSOURCE: <b>\$10,000</b></p>
Purchase of 5 Classroom libraries for the first year. The amount will diminish in the second year as the phase out school hands over its classroom libraries. We will receive all books from the phase out school by year 4.	<p><b><u>Total Year 3 (2014-2015) = \$7960 plus fringe</u></b>            Staff time: 8 teachers x 20 hrs x \$42 = <b>\$6720</b>            8 subs x \$155 = <b>\$1240</b></p>

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

**a. Description of how the action will be accomplished by LEA**

All instructional planning follows the models of UDL and Understanding by Design. Teachers begin first with identifying learning outcomes, planning pre and post unit assessments, rubrics and mentor pieces so that all are clear on expected outcomes, and how teachers will make instruction accessible to all. Teachers confer with students daily and provide immediate feedback on classwork and homework. All summative assessments will be recorded on TC Assessment Pro, Acuity, and rubrics and will be looked at in terms of the individual, the class/teacher, and school wide. These summative assessments will determine what intervention programs the teacher will put into place with students, and the interventions admin will implement for teacher and school. RTI will be maintained and monitored through a googledoc maintained by Pupil Personnel Team.

55 minutes a week is set aside for school-wide inquiry period using the Assess/Teach/Assess model. School specific report cards and interim assessments will be given to parents 5x a year.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

A report card planning team (2 teachers and principal) will meet for a total of 40 hours to create a school-specific report card and interim assessment reporting tool focused on the school's expected outcomes for students.

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

<b>Action Item</b>	<b>Associated Cost</b>
2 teachers meeting for 20 hours after-school to create school specific report card and interim assessment reporting tool.	<b>Total Costs Year 1: \$1,680.00 plus fringe</b> 2 teachers x 20/hrs x \$ 42 = \$ <b>1,680</b>

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

**a. Description of how the action will be accomplished by LEA**

Approximately one-third of the school’s student body will require ESL or bilingual services. Approximately 30% of our student body enters Middle School at grade level. 15-20% of students are classified Special Education. The goal is to transition as many ELLs and SPED students into general education by the end of 8<sup>th</sup> grade. The school plans to achieve this goal in the following way: All instruction will be co-taught with a general education teacher paired with a bilingual, special education, or ESL instructor. All teachers will be trained in two content areas (Math/Science, Reading/Writing, Social Studies/Writing). Most instruction will be delivered in 110 minute blocks with teachers integrating both content areas into the block. A variety of co-teaching models will be used so that individual student learning needs are addressed. Each year will require the hiring of 2 additional teachers so that each class is taught using the co-teaching model.

The last period of each day is devoted to 55 minutes of ability-based instruction. Students in these small classes will receive extra instruction in ESL, native language arts, and reading/math enrichment or remediation.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Teachers will be working with their co-teachers planning instruction as of June, 2012. All activities will occur during September-June of each school year.

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

Action Item	Associated Cost
1 general education ELA teacher to co-teach the Social Studies/Writing class.	<b>Total Year 1: \$130,000.00</b>
1 bilingual Middle School teacher to Co-teach the Reading/Writing class.	Staff: \$65,000.00/yr x 2 teachers = <b>\$130,000.00</b> <b>Total Year 2: \$75,000.00/yr x 4 = \$200,000.00</b> (67% from SIG)
	<b>Total Year 3: \$75,000.00/yr x 6 = \$200,000.00</b> (33% from SIG)

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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

**a. Description of how the action will be accomplished by LEA**

Character Development Is one of EMS's three core values. In order to create a school culture of caring, empathy, cooperation, communication, assertion, responsibility, engagement and self control, we have adopted the Developmental Designs middle school curriculum from Origins. Our entire staff, including the school secretary, participated in a week long workshop (Aug. 6-10) on developing a successful advisory program. During this week teachers were trained on the structure of advisory, non-judgmental ways to talk to children, supportive behavioral structures with consequences, and strategies for providing an active learning environment for middle schoolers.

Each staff member has an advisory of 15 students. Advisory meets 20 minutes every morning and 10 minutes at the end of the day. After our Developmental Designs workshop, the staff planned out the first month of advisory. One lunch period a month will be devoted to planning subsequent activities. Because reflection is a large part of both DD's and EMS's belief system, teachers will be given opportunities throughout the year to reflect on the effectiveness of advisory.

Finally, EMS's Parent Coordinator will incorporate advisory activities and strategies in all of her workshops for parents. As a result, parents will become familiar with our techniques for developing a healthy approach to educating adolescents.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Support for the Advisory program is required all three years. Funding for the Parent Coordinator is just for year one, as s/he will automatically be funded by the DOE once we reach 200 students.

Teachers will participate in Advisory PD in August and implement the program in September. The parent coordinator will begin working as of July 1, 2012. Funding for the Parent coordinator is required just for year one as DOE will fund the position once the school reaches 200 students (by year 2).

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

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<b>Action Item</b>	<b>Associated Cost</b>
All staff members to participate in Developmental Designs week long workshops for middle school teachers. Parent Coordinator Position Developmental Designs Materials	<u><b>Year 1 Total: \$35,000 plus fringe</b></u> 1 PC x \$35,000.00 = \$35,000.00

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**Action Required By Turnaround Model:**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**a. Description of how the action will be accomplished by LEA**

Descriptions of activities with external partners are integrated throughout the application as appropriate. For the screening and selection of partners:

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Pre-Qualified Solicitation” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

The process for vetting and contracting proposed partners occurs throughout the calendar year. As schools identify prospective partners, NYCDOE will carry out the screening in accordance with the policies and procedures set forth by its Division of Contracts and Purchasing.

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

Action Item	Associated Cost
Applicable partners described throughout plan.	See associated cost as per plan above.

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**Action Required By Turnaround Model:**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**a. Description of how the action will be accomplished by LEA**

Positions are established at the Central office of NYCDOE to support the Turnaround phase-in/replacement schools. These positions include staff in the Office of New Schools who oversees the selection and the training of new school leaders and the Office of School Development/School Turnaround to monitor the implementation of the school’s activities under the School Improvement Grant. This includes making site visits, monitoring progress on leading indicators and school goals, working with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school or in the phase-out site, and completing required reports and evaluations to the NYSED and/or federal agencies. While these positions are funded under the School Improvement Grant, costs for Central NYCDOE positions are not included in this specific application for the Turnaround model.

In addition, all PLA phase-out schools as well as new phase-in schools that are part of the Turnaround Model are also supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Support for the phase-out school will be provided year round until it closes. Support for the replacement new school will occur concurrently and continue beyond the three-year grant period.

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

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Action Item	Associated Cost
Described above.	No additional cost to this grant.

Cost of Implementation of Model (over 3 years)	Amount of 1003(g) funds LEA will allocate to school	Amount of additional funds, to be provided by other sources, LEA will allocate to school
\$1,644,324	\$900,000	\$744,324

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

Local funds” is defined as those funds available to the District and/or school that are not associated with SIG funding provided under 1003(g) of the Elementary and Secondary Education Act. These local funds are used to support school improvement efforts in PLA schools, such as those indicated in the application. Fund sources shown below are indicative of the local funding provided.

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA Related Service IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grants Federal Competitive Grant: Smaller Learning Communities Grant State Competitive Grant: Learning Technology Grant	Federal Competitive Grant: MAGNET SCHOOL Federal Competitive Grant: Your School Your Choice Program Private Grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV Drug Free ROTC 14 Self Sustaining Grants State Competitive Grant: Extended School Day Violence Prevention Grant
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The Evergreen Middle School will seek funding to support its programming after Year III in a variety of ways: To apply for the Federal Competitive Grant that would allow us to become a Social Studies Magnet School, Smaller Learning Communities Grant, and through Title I funding. Title III money will be used to support our after-school and weekend programs. In addition, we may use teacher leaders to support our work in ELA and Math to replace funds being spent on outside PDs.

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

It is not always easy to find qualified middle school teachers with experience in two content areas, nor staff that is bilingual. Therefore the school will provide on-going professional development to teachers to strengthen their pedagogy in the content areas in which they will be teaching. The school will be developing partnerships with graduate programs in bilingual education to coordinate student teaching in the school, as well as a source for recruiting teachers.

Co-teaching can potentially be difficult as teachers need to be trained on different models, ways to resolve differences, and grouping students. Again, the school will provide PD to assist in that area.

One of the school's goals is to phase out a 12:1:1 class by mainstreaming students into the ICT class. If it is to be successful, the school may need to expand its ICT program to two classes on a grade and may need to hire additional paraprofessionals.

In order for the school curriculum to be successful, it need to set aside large amounts of planning time. One consideration is to have an SBO vote that would allow the staff to exchange full days for planning in exchange for a longer day.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

NYCDOE does not foresee the need to modify existing policies or practices for the school to implement the Turnaround model fully and effectively at this school.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Grace H. Dodge Career and Technical High School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education **NCES#:**3600086

**School:** Grace H. Dodge Career and Technical High School **NCES#:**01958

**Grades Served:** 9-12

**Number of students:** 1162

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**Needs Assessment Process**

NYCDOE (School, School Leadership Team, Network Team, Superintendent, Division of Portfolio Planning, and Division of Academics, Performance and Support) conducted a comprehensive review of Grace H. Dodge Career and Technical High School's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Included in the needs assessment was an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, , as well as results of Inquiry Team action research, and surveys along with any additional measures to determine the effectiveness of educational programs. Under the DOE's accountability framework, schools that receive an overall grade of D or F on the Progress Report are subject to school improvement measures. If no significant progress is made over time, a leadership change (subject to contractual obligations), restructuring, or closure is possible. The same is true for schools receiving a C for three years in a row and for schools that the Chancellor has determined lack the necessary capacity to improve student performance. Decisions about the consequences a school will face are based on the school's Progress Report

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grades, Quality Review scores, and a variety of other factors such as the demand for the school's services, structural factors such as principal tenure and special population concentration, comparative quality of existing options, and potential replacement options. Under the mandates of Differentiated Accountability, Restructuring and PLA schools undergo a JIT visit which examines all critical areas which have impact upon student achievement, including Curriculum; Teaching and Learning; School Leadership; Infrastructure and School Success; Collection, Analysis, and Utilization of Data; Professional Development; and District Support. Ongoing new reviews for the school occur annually, both by the DOE and the State, to ensure that the school plan and implementation continue to be revised and improved upon.

**List Data Analyzed**

- Total Cohort Graduation rates
- High School Credit Accumulation
- Regents Exam Scores
- College Preparation and College Readiness Index
- DOE Progress Report grades and growth metrics in Math, ELA
- Learning Environment Surveys (LES)
- DOE Quality Review scores and QR self-evaluation form (SSEF) documents
- Student enrollment and demographic statistics and trends
- Student attendance data
- Report of the Joint intervention Team (JIT)
- School Accountability Status and subgroup performance data for the school on NYSED Accountability Overview Reports (AOR)
- Performance data for the school on NYSED Comprehensive Information Report (CIR)

**Major Findings**

As revealed in the school data, Grace H. Dodge CTE High School ("Grace Dodge") has consistently struggled to provide an environment conducive to academic success over the past few years. While Grace Dodge's 2009-2010 performance was poor and declining in a number of areas, there were some indicators of the potential for improved performance. This led the DOE to determine that the Transformation model, which along with Transformation is a relatively less intensive intervention, had the potential to provide the school with adequate support to improve student outcomes. However, recent performance at Grace Dodge, as demonstrated in the school's most recent Progress Report released at the end of October 2011, suggested the need to further investigate Grace Dodge to

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determine if Transformation is still the best model for the school and is enough to enable the school to turn around quickly, or if a more significant intervention might be required to increase student performance. For example, the school's Overall Progress Report grade was consistent between 2008-2009 and 2009-2010 at a D, but declined to an F in 2010-2011. Similarly, the school's graduation rate was consistent between 2008-2009 and 2009-2010 at 46% (including August graduates), but declined by 11 percentage points to a graduation rate of 35% in 2010-2011. The dramatic decline in these metrics during the 2010-2011 school year suggests that the core supports in the Transformation model will not have a quick enough impact to meaningfully improve student outcomes.

- Graduation rates at Grace Dodge have been consistently low—46% or less—for over five years. In 2010-2011, Grace Dodge's four-year graduation rate (including August graduates) was 35%—well below the Citywide average of 65% and among the lowest Citywide.<sup>5</sup>
- If Regents diplomas alone counted toward graduation—as will be the case next school year—the four-year graduation rate at Grace Dodge would drop to just 25%, putting Grace Dodge in the bottom 3% of high schools Citywide.
- First year credit accumulation is a key predictor of student success because students who fall behind early on in high school often have trouble getting back on track to graduate. In 2010-2011, only 57% of first-year students at Grace Dodge earned at least 10 credits. This rate of credit accumulation puts Grace Dodge in the bottom 6% of high schools Citywide. (The Progress Report defines students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Math, English, Science, and/or Social Studies.)
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. Grace Dodge earned an overall F grade on its 2010-2011 annual Progress Report, with an F grade on Student Performance, a D grade on Student Progress, and a C grade on School Environment. Additionally, in 2009-2010 the school was designated by the State as Persistently Low Achieving, and in 2010-2011 was selected to implement the Federal SIG model, Transformation.
- The school's attendance rate remains below most other high schools. The 2010-2011 attendance rate was 77% compared to the Citywide high school average of 86%, putting Grace Dodge in the bottom 7% of all high schools Citywide in terms of attendance.

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<sup>5</sup> The 2011 graduation rate cited for Grace Dodge represents the City's calculation of the four-year graduation rate on the 2010-2011 Progress Reports. Like the State calculated Citywide graduation rate, it includes August graduates, and typically there is only modest deviation between our calculation and the State calculated rate. State calculated graduation rates for the Grace Dodge Class of 2011 are still being audited by the State and will not likely be available until Spring 2012, at which time the State calculated Citywide graduation rate for 2011 will also be released by the New York State Education Department. The most recent available State calculated Citywide average four-year graduation rate (including August graduates) was 65% for the Class of 2010.

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- Safety issues have been a concern at Grace Dodge in recent years. On the 2010-2011 New York City School Survey, 29% of students reported feeling unsafe in the hallways, bathrooms, and locker rooms. That same year, 24% of parents expressed concerns about their children's safety. In addition, 18% of teachers reported that discipline and order were not maintained at the school.
- Grace Dodge was rated "Developing" on its most recent Quality Review in 2010-2011. Quality Reviews evaluate how well schools are organized to support student learning. Grace Dodge's 2010-2011 Quality Review cited a number of serious concerns, including the need to develop a rigorous and engaging curriculum, inadequate differentiation of instruction to support individual student needs, and uneven levels among staff of analysis of student work and data to allow teachers to modify teaching practice to support students' individualized needs.

As a result, after this year's investigation, the DOE no longer believes that the Transformation model will be an adequate intervention to assist Grace Dodge to improve quickly enough to support current students to graduate and to support new students to progress to graduation. The Transformation model is the least aggressive of the available SIG models. The DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of Grace Dodge—will address the school's longstanding and declining performance struggles and allow for new school options to develop in the school building that will better serve future students and the broader community. Given Grace Dodge's declining performance, the DOE has proposed to phase out the school and implement the Turnaround model in which Grace Dodge will be replaced by a new school over time.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

As we considered possible options for the future of Grace Dodge, DOE analyzed past strategic improvement efforts at the school to help us identify what has been working and what has not. This information guided our thinking about how best to support students and the community going forward. The DOE has determined that to ensure the community of students served by this school has better opportunities for student achievement, it will phase out Grace Dodge and replace it with a new school, as permitted under the Turnaround Model guidelines.

The High School for Energy and Technology (10X565) will replace Grace Dodge Career and Technical High School and will enable all students to reach high levels of academic achievement to graduate and become productive and successful citizens. The High School for Energy and Technology is a grade 9-12 learning community that is committed to fostering a safe and nurturing culture of learning based on an understanding of our natural environment, economy, and society. Students are known and supported as they move through their years at the school completing a

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rigorous college and career preparatory sequence. Students graduate prepared for college and careers as committed responsible citizens who practice sustainability. The school provides opportunities through our partnerships for students to interact with professionals in their field, and acquire the skills to be college and career ready.

The new school, The High School for Energy and Technology, offers many exciting programs that focus on the theme of sustainability, focusing on the following:

- Sustainability creates and maintains the conditions under which humans and nature can exist in harmony.
- Sustainability is important to making sure that we have and will continue to have water, materials, and resources to protect human health and our environment.

The High School for Energy and Technology will operate a Career and Technical Education (CTE) Program in Maintenance and Operations that will prepare students for careers, through such units of study and programs as:

- Applying construction skills when repairing, or renovating structures like homes, buildings, and schools.
- Planning and practicing preventive maintenance activities to service structures like homes, buildings, and schools.
- Maintaining and inspecting operational systems, such as fire/alarm systems and heating and cooling systems, to provide for smooth operation of facilities.
- Identifying and exploring career opportunities in sustainable maintenance and operations.
- Examining licensing and certification of career opportunities in sustainable maintenance and operations careers.

Students at The High School for Energy and Technology will have the opportunity for new CTE programs not available at Grace Dodge. Some such learning opportunities are: obtaining skills in equipment and machinery assembly, installation, and maintenance; developing the knowledge to keeping the structure of an establishment in good repair; and preparing for college and careers in the exciting fields of sustainability and green facilities management. Students will be provided with

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opportunities through partnerships for students to interact with professionals in their field. By providing students with the opportunity to earn a New York State Career and Technical Education (CTE) endorsed diploma in the field of Maintenance and Operations, students will be prepared to enter a rigorous college program in the field or a career to put their acquired skills to work immediately.

Beginning in the ninth grade, students at The High School for Energy and Technology are encouraged to view themselves as future college students. The approach to preparing students begins with the commitment to inquiry based instruction. The school's approach develops critical thinking and habits of work that are aimed at producing rigorous intellectual productivity. This is accomplished by providing a challenging, hands-on educational experience based on sustainability principles, both inside and outside the classroom. The unique curriculum inspires students to excel and is adaptable to student needs.

The High School for Energy and Technology believes in building a safety net of support services across the school centering on the Institute for Student Achievement's (ISA) unique model of Distributed Counseling. All learning community members will have a role in making it a transparent, safe, and caring community. A rich Advisory Program that provides students with an advocate at school will be established. The school pledges to students and their families to provide a consistent, four year support network through grade level Support Teams. Each year, students work with a consistent core team of teachers and a counselor.

As the new school gradually replacing Grace H. Dodge CTE High School, the High School for Energy and Technology is designed to enable its students to reach high levels of academic achievement within a safe and nurturing culture of learning. The High School for Energy and Technology (HSET) has partnered with Institute for Student Achievement (ISA) to deliver seven principles to increase academic achievement and provide social/emotional support of our students. Collectively, they will address key instructional and programmatic concerns surfaced at Grace H. Dodge CTE High School.

**COLLEGE PREPARATORY INSTRUCTIONAL PROGRAM**

Beginning in the ninth grade, all ISA schools, including HSET encourage students to view themselves as future college students and, through their four years in high school, prepare them for admission to, and success in, college.

The HSET instructional program focuses on intellectual, social, and emotional development. Through an inquiry approach to curriculum and instruction, the ISA schools concentrate on rigorous intellectual development such as the development of critical thinking skills and the habits of work necessary for rigorous intellectual productivity such as time management skills. There is simultaneously an emphasis on embedding literacy and numeracy in content areas across the curriculum, to ensure that students develop strong comprehension skills in all subject areas. Student achievement is assessed using multiple measures to ensure that diverse students' learning and progress is captured.

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Coupled with the emphasis on intellectual rigor, HSET and ISA's post-secondary education preparation includes close faculty counseling, financial aid guidance, visits to college campuses, relationships with college admissions officers, parent information, courses at local colleges and regular assessment of student performance, as well as internships and community service.

**DISTRIBUTED COUNSELING**

HSET has made a commitment to install ISA's unique model of Distributed Counseling to ensure that all members of the school have a role in making it a caring community. All the adults in the school are responsible for knowing students well and providing a caring, safe and supportive environment for them. Students also take a proactive role in activities such as peer mediation and conflict resolution. Counselors collaborate closely with teachers to help them expand their role to include serving as an advisor to a group of students. This close student-teacher relationship helps promote higher levels of achievement and school affiliation and prevent students from falling through the cracks. Counselors support teachers in various ways to help them implement counseling strategies into their pedagogy. This includes conducting case management sessions with teacher teams to problem solve student issues. The result is that students have a caring adult who knows them well, teachers have collegial support in solving problems, and counselors have more time to focus on in depth counseling and guidance and pursuing community services that support students and their families.

**DEDICATED TEAM OF TEACHERS & COUNSELORS**

Throughout their four years of at HSET, students work with a consistent team of teachers and a counselor. This structure personalizes the school environment, creates strong, long-term connections between students and their teachers and counselor, and ensures that the support network is engaged and knowledgeable. The strong relationships generated by the team organization enable teachers to elicit higher levels of student performance.

**CONTINUOUS PROFESSIONAL DEVELOPMENT**

ISA provides HSET teachers and administration with continuous professional development opportunities including the ISA Summer and Winter Institutes and individualized coaching on issues ranging from classroom management strategies to the design and implementation of inquiry-based projects to performance and portfolio assessments.

The ISA Leadership Network provides principals and vice principals with a strong support network through interaction with other leaders of ISA small schools and small learning communities across the country. Additionally, teachers' content knowledge and pedagogical skills are strengthened through regularly scheduled common meeting time for curriculum planning, problem solving, and reviewing student work and progress.

The professional development principle intends to help schools develop standards of professional practice, build capacity as a professional community, and develop a sense of collective responsibility for student and school outcomes. ISA will also provide an ISA Coach to meet with teachers and administration on day a week for the entire academic year. Administration and the ISA Coach identify areas of focus for faculty members to working with the ISA Coach.

**EXTENDED SCHOOL DAY & SCHOOL YEAR**

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Recognizing that learning continues beyond the traditional school day and year, the extended day and extended school year enable staff to provide students with structured time, individual attention and other supports necessary for their success with the school's challenging, college preparatory curriculum. The extended time frame for learning provides additional opportunities for effective skill and talent development. Students have the time they need to get assistance with homework, test preparation, career-related activities, internships and community service projects.

**PARENT INVOLVEMENT**

ISA embraces and encourages parental involvement because of its positive impact on student achievement and satisfaction. Parents are encouraged to take an active role in school activities, to share their knowledge of their child with teachers and counselors, and to give staff feedback on their children's experience and progress. HSET teachers and counselors keep parents informed of student performance, and work together as a team to provide strong support.

**CONTINUOUS ORGANIZATIONAL IMPROVEMENT**

Striving for total quality management, HSET teams meet regularly to ensure that the program is aligned with the ISA Seven Principles and is fulfilling its goal to create and sustain an intellectually rigorous and caring, personalized learning environment. Schools use multiple mechanisms to assess their organizational and program effectiveness including: critical friends processes, peer observations, reviews of student work, analysis of student performance data such as course pass rates and attendance, and growth on ISA writing and math assessments, surveys of students' attitudes and expectations about school and their future, and documentation reports on the implementation of ISA principles.

The Turnaround model addresses the needs of the community that Grace Dodge has underserved for years, by offering these and other new options for students and their families. At the same time, all current Grace Dodge students would have the opportunity to graduate from Grace Dodge, assuming that they continue to earn credits on schedule. As the school becomes smaller, students who do not earn credits on schedule would receive more individualized attention to ensure they receive the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress towards graduation and to consider applying to a transfer high school.

The DOE remains focused on helping Grace Dodge students succeed by helping the school to provide targeted supports aimed at the unique needs of the school and its students to facilitate the phase-out process. This support would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment, including, but not limited to:

- Helping the school provide students with options that support their advancement and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a

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consistent and coherent school environment focused on student outcomes.

Grace Dodge would continue offering athletics and other extra-curricular programs, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. The school will no longer admit new ninth grade students after the end of the 2011-2012 school year. Grace Dodge will continue to serve students currently enrolled in the school until the school completes phasing out in June 2015. As the school becomes smaller, students need to receive more individualized attention through graduation to ensure they are receiving the support they need to succeed, and local funding will be used to insure that the school's efforts to make those support activities happen. Supplemental guidance services and other intensive student support services will be provided, including partnerships with professional services providers who provide student support services in attendance, enrichment, and other services that meet students' social, emotional and health needs.

An SED SURR visit was conducted at Grace Dodge during the 2009-2010 school year and a report issued in June 2010. Findings and recommendations from the SURR visit is being carefully reviewed by the Transition Support Network, in collaboration with school leadership, to prioritize and plan supports for the 2012-2013 school year.

The Transition Support Network provides a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

- **Resource Management:** The Network will work with Grace Dodge CTE High School to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management. Areas raised in the SURR visit report to be addressed include:
  - Review or rewrite the school Mission and Vision Statements to match the school-wide and instructional goals of the current administration, faculty members, and education community.

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- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extended learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in phase out schools will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners. Areas raised in the SURR visit report to be addressed include:
  - Expand the use of differentiated instruction to meet the needs of all students
  - Ensure that all ESL lessons effectively engage ELL students in the four linguistic modalities – reading, writing, listening, and speaking
  - Implement RTI programs to help reduce the number of special education referrals
  - Devise strategies to significantly improve all students’ Regents/RCT passing rates and graduation rates, especially SWD and ELL students.
  
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities. Areas raised in the SURR visit report to be addressed include:
  - Develop and implement effective strategies to address tardiness and increase student attendance
  - Develop appropriate advisory groups and mentor programs for students
  - Provide professional development to staff on how to work with parents to build a strong school community.
  
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards. Areas raised in the SURR visit report to be addressed include:
  - Formulate a comprehensive, standards-based professional development plan with the support of stakeholders
  - Assign supervisors the responsibility for professional development in the core subject areas.
  - Obtain state certification for all four theme and career-oriented CTE programs.
  - Continue implementing and integrating technology into the curriculum
  - Establish a common planning time for all content area staff in the school
  - Perform item analysis for each Regents examination. Identify key performance indicators and adjust curriculum maps and instruction accordingly for all students, especially SWD and ELL students.
  - Develop and implement lesson plans that utilize higher order thinking skills, actively engage students, and deliver rigorous content to better prepare students for the Regents exam.

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- Undergo a curriculum audit of the ELA and mathematics program.

Central DOE and the Network will support the staff at Grace Dodge during the phase-out period as Article 18D in the United Federation of Teachers (UFT) contract is implemented, in order that all staff from Grace Dodge are afforded their rights under collective bargaining agreements during the excessing, screening and hiring processes while the school phases down.

In this way, the Turnaround model will allow the gradual phase-down of Grace H. Dodge Career and Technical High School while a new school, High School of Energy and Technology, phases in to provide students with access to a higher-quality educational option.

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**The High School for Energy and Technology**

**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**Action Required By Turnaround Model:**

**1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

**b. Description of how the action will be accomplished by LEA**

There are no plans to replace the principal at Grace Dodge High School, nor is it required to replace the principal, under the guidelines of this version of the Turnaround model.

The new principal for the new school, The High School for Energy and Technology, has been identified, and will be installed for the opening of the new school year in September of 2012. The new leader has served the Department of Education and the students of New York City for the last 15 years as teacher and Assistant Principal as well as Director of Small Learning Community at a large comprehensive zoned high school in Queens, New York. As AP for Guidance, he has overseen the planning and management of the multiple pathways students require to achieve academic success, and entry into college and careers. The new school leader's experience in the social and emotional support of students is reflected in the plan for the new school.

As with all NYCDOE public schools, the principal and the school leadership team will have broad discretion over allocating resources, choosing their staffs (subject to hiring freeze), planning the school's professional development, identifying curriculum and make purchasing decisions, creating programming for their students, and managing their school's schedule and operations. NYCDOE does not make requirements on how the school leader must allocate the School Improvement Grant funds; the principal has sole discretion on this, in alignment with any restrictions tied to the funding source.

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The school remains subject to the policies of the Department of Education and other applicable rules and regulations. Schools will continue to adhere to DOE student placement policies, fiscal reporting regulations, special education requirements, labor contracts, Chancellor's Regulations, and accountability standards, among other things, as determined by the Department of Education. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.

**c. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

The new principal and the new school will phase into this school site during fall 2012. The Office of New Schools led the extensive New School Application and Interview process for identifying successful educational leaders for phase-in new schools during fall 2010 and fall 2011.

Under this process, applicants attend a series of professional development workshops for teams interested in applying to open a new school. These sessions support the application process by facilitating critical discussion of school design in the context of the core principles of Children First: Leadership, Empowerment and Accountability. These workshops are designed to challenge new school planning teams to create schools that will meet the needs of all students and leverage their small size in ways that will dramatically improve the student learning experience as well as student achievement. Applicants also participate in mandatory Targeted Feedback sessions with a coach from the New Schools team during which coaches review a section of the applicant's proposal and have a chance for an initial assessment of leadership capacity. Over the course of the workshops and feedback sessions, ONS will assess each applicant team with coaches and invite those applicants deemed to have a good chance of having their proposal approved. ONS will also conduct school visits at applicant team leader's school sites to observe classes with the proposed principal, and take time to speak with the applicant's colleagues, students who have had extensive experience with the applicant, and the applicant's current Principal. After the School Visit, there is another round of cuts, and strongest applicants are invited to submit complete proposals by a set deadline. Complete proposals are vetted and the strongest applicants are invited to interviews. Panel interviews are conducted with multiple DOE representatives including staffers from the New Schools Team, the office of ELLs & Special Education, Portfolio Planning, the Arts and Enrollment. After the interviews, recommendations are made to the Chancellor, and the Office of New Schools works with school planners to determine siting.

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The Office of New Schools operates the New School Intensive (NSI) for new school leaders whose applications have been approved. NSI generally begins in January and continues weekly through June each year. This preparation allows sufficient time to hire staff, prepare timelines and schedules, align curriculum, and all other aspects of preparation for a new school opening, in order to implement a comprehensive approach to improve student achievement outcomes and increase high school graduation rates. Topics covered in NSI include community engagement; student recruitment and enrollment; team leadership; building school community, culture and climate; instructional leadership; facilities and space planning; teacher hiring and the 18-D process for phase-in schools at phase-out sites; academic and socio-emotional supports for students including supports for Special Education, ELL and overage students; data use; summer planning; and school operations.

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Described above	No additional cost to grant; local funds.

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**Action Required By Turnaround Model:**

- 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,**  
**(A) Screen all existing staff and rehire no more than 50 percent; and**  
**(B) Select new staff**

**d. Description of how the action will be accomplished by LEA**

In order to identify appropriate teacher qualifications for the Turnaround replacement school, new school leaders were provided training on the requirements of the Turnaround model and the elements that they and their teaching staff would need to implement as a Turnaround school. In addition, new school principals were provided information about the phase out school, including the JIT report, to inform them of the challenges being faced by the PLA school that the new school is replacing, since the new school will naturally face many of these same challenges. This information shaped the list of teacher qualifications that new school leaders would use in their recruitment and screening of teaching staff to ensure that only staff who are prepared to overcome the challenges of teaching in a Turnaround school are hired.

With the implementation of the Turnaround Model and phase-out of Grace Dodge, the new school will adhere to Article 18D of the UFT Contract. One section of the contract provides that teachers from the closing school have the right to apply and be considered for positions in a new school. As High School for Energy and Technology's population grows by grade, new teachers will be hired each year, and as Grace Dodge phases out, the process of Article 18D will be part of the selection criteria.

The school places emphasis on supportive relationships using advisory, distributed counseling, rigorous academics, and a community in which staff is involved in collaborative decision making. The school therefore seeks results oriented teaching candidates who exhibit strong leadership, thorough content knowledge, a reflective nature, the commitment to and capacity for teamwork. School staff would be encouraged to attend summer planning and curriculum work sessions as well as participate in after school/Saturday tutoring and enrichment programs. School staff would also be encouraged to develop, lead, and recruit students for extracurricular activities such as clubs, sports, and teams, and engage in a limited number of evening/weekend student recruitment and parent outreach events. Among responsibilities, the school expects candidates with demonstrated willingness for: collaborating in an inter-disciplinary planning and teaching team with an emphasis on inquiry- based, sustainability infused differentiated course design using backwards planning models developed by Wiggins and McTighe; on-going communication and collaboration with

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colleagues to design and deliver and facilitate an effective advisory program that supports the diverse needs of every student, including leading a student advisory group that includes academic, college preparatory, community building, social development, career awareness and project based enrichment components; collaborating in a grade-level teacher inquiry team to case-conference and design interventions and modifications to support individual students; collaborating with CTE and sustainability partners to enhance school experiences and develop external learning experiences; and Working within a non-traditional school schedule and organization structure that meets the needs of students with diverse backgrounds, English Language learners and students requiring special education services.

Aside from the standard United Federation of Teachers (UFT) criteria for teacher selection, additional criteria include Demonstrated evidence of strong content knowledge, with a preferred emphasis on connections to sustainability; Demonstrated ability to develop hands-on, cooperative inquiry-based learning units that infuses sustainability; Experience and an understanding of student-centered instruction and performance assessments; Demonstrated ability to formulate higher-order, inquiry-style questions to lead students in scholarly conversation; Demonstrated ability to help students overcome conceptual difficulties in a specific content area; Demonstrated experience or willingness to learn how to effectively use technology in the classroom to improve student learning; Demonstrated experience or willingness to incorporate reading, writing, speaking for argument and reasoning into subject area; Demonstrated experience or willingness to participate in the multi-faceted activities of a new school community outside of classroom teaching responsibilities; Demonstrated experience or willingness to develop and implement an advisory curriculum and serve as an advisor to a group of students; Demonstrated experience or willingness to engage in a community where teaching is public (i.e. engaging in classroom visits, interim assessments, and curricula maps, classroom inter-visitations etc.), among others.

**e. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

New staff will be selected in the spring and summer of 2012. Annual hiring of staff will also occur in spring and summer of each year.

NYCDOE will share the New York State Education Department a list of staff members at the PLA school as of June 30, 2012. A similar list of staff members will be provided to NYSED at the beginning of the 2013-2014 school year. Comparison of the two charts should ensure that 50 percent of the staff has been removed and replaced.

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**f. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Described above	No additional cost to grant.

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**Action Required By Turnaround Model:**

**3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school**

**d. Description of how the action will be accomplished by LEA**

The school will attract high quality teaching talent to our school by participating in financial incentive programs that reward teachers that work in high needs school. The school will take advantage of the Teachers of Tomorrow (TOT) program, which is designed to recruit and sustain well-prepared, highly motivated certified classroom teachers who serve in schools which have been designated as high-need and/or persistently low achieving. The TOT incentive program provides tax-free grants to teachers who teach in these schools. Eligible teachers can qualify for awards of up to \$3,400 annually for a maximum of four (4) years.

Teachers must be a newly hired (no prior employment as a teacher with NYC public schools prior to the 2011-12 school year) certified classroom teacher and hold transitional, provisional, conditional initial, initial, professional or permanent NYS certification in the area for which they are teaching. Participants in programs where the DOE provides financial assistance in obtaining certification, including the Success via Apprenticeship program, the scholarship program and some alternative certification and teacher residency programs are not eligible to participate in the Teachers of Tomorrow recruitment incentive program.

**e. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Teacher recruitment will happen year round for the next three years of the grant period.

The High School for Energy and Technology believes in the idea of Distributed Leadership amongst teachers. Teachers on our staff will have various leadership opportunities based on their strengths as they pertain to the multi-faceted roles and responsibilities in a new, small, limited unscreened high school. All teachers will have the opportunity to assume leadership roles such as Support Team Leader (rotating leadership), sustainability coordinator, coordinator of student affairs, peer-visitation liaison (rotating leadership) as opposed to only one teacher designated as "Lead Teacher".

- Each year: Spring – begin teacher recruitment process
- Summer – conduct teacher hiring in accordance with 18D provisions

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- Late summer – conduct new teacher orientation and school-wide professional development and planning for new school year, discuss various leadership opportunities with teachers and confirm roles they would like to assume
- Fall/Winter/Spring – alongside teaching responsibilities, individual teachers oversee specific activities, collaborate across departments in inter-disciplinary support teams that track student academic and social/emotional growth, collaborate with our ISA Coach Terry Born on refining alignment to our Habits of Mind and Inquiry-based Instruction, have check-ins with school leader (or department chairs as school grows) on their leadership roles for feedback and continued growth.

**f. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Teachers of Tomorrow program	No additional cost to grant (2012-2013 and 2013-2014)

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**Action Required By Turnaround Model:**

**4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

**d. Description of how the action will be accomplished by LEA**

The school schedule and program is designed to provide teachers with a minimum of 55 minutes of common team time 2 days a week and a maximum of 55 minutes of common team time 3 days a week. Each team meeting will be teacher-led and focus on aligning our classroom instruction to our instructional goals, essential skills, and values. In addition, the Assistant Principal will be devoted to providing focused targeted supervision and support of teachers in developing inquiry based instruction and development the school’s Habits of Mind. The school’s partnership with ISA will include a coach one day per week for teachers to work with on inquiry-based instruction and differentiation. In addition, ISA will be able to provide discipline specific coaches to visit our school and work with teachers on an as-needed basis.

**e. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Implementation will occur from September through June in 2012-2013 and 2013-2014, and continue beyond the valid grant period.

- Summer Institute and Winter Institute training with ISA for staff
- Mid Summer (July) Late summer (late August) planning on school-wide PD
- Fall – check-in with individual teachers on professional goals and development planning
- Quarterly check-in with ISA through ISA Coach on review of teachers’ progresses and support plans
- Winter/early spring – revisit teachers’ professional goals and discuss progress

**f. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

<b>Action Item</b>	<b>Associated Cost</b>
Common Team Time 3/2 Days a week	No Associated Cost
Assistant Principal	\$50,000 per year (50% of 12 month salary)

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<b>Action Item</b>	<b>Associated Cost</b>
Institute for Student Achievement (ISA)	\$100,000 per year for all services described in this plan

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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

**d. Description of how the action will be accomplished by LEA**

The school will implement an inquiry-based instructional program that provides for the additional support of students by teachers of Special Education and English as a Second Language pushing in, and co-teaching in as many classrooms as possible. The goal of integrating special education students and students with limited English proficiency into the general education classroom can only be accomplished with active and sustained support of additional teachers. The strategy of adding the additional support teachers to classrooms will continue as the school adds grade levels each year of its phase-in. ISA coach and professional development session such as Winter and Summer Institutes will assist teachers in refining their inquiry-based instruction and distributed counseling.

For our student population we are required to have one special education teacher. Our plan calls for an additional special education teacher which again is not supplanting. The additional special education teacher will be critical in supporting teachers in differentiating their curriculum and providing universal access to CCLS-aligned tasks.

Our school will annually evaluate our partnership with ISA by developing a feedback rubric based on the seven ISA principals: college preparatory instructional program, distributed counseling, dedicated team of teachers and counselors, continuous professional development, extended school day and year, parent involvement, continuous organizational improvement. Faculty will design the rubric to include developing, proficient, and effective categories. In addition, the rubric will include areas where evidence and narratives may be recorded. The findings and rubric will be shared with ISA in order to plan next steps.

Our plan creates six marking periods in which progress of implementation may be checked. At the end of each marking period the following milestones will be examined: student credit accumulation, student passing percentage, student participation rate in extended day and weekend academy, and number of inquiry projects completed in each discipline.

**e. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Implementation will occur from September through June in 2012-2013 and 2013-2014, and continue beyond the valid grant period.

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Twice in the Fall Term and twice in the Spring Term we will review and assess our progress in our delivery of our instructional program based on inquiry based instruction and co-teaching:

- Assessment of student scholarship data that includes class passing percentages, credit accumulation, and attendance data.
- Formative feedback provided by classroom teachers on the progress of the student cohort with respect to the HSET Habits of Mind.
- Installation of interventions to address needs of students that were identified through an assessment of student data and teacher feedback.
- Establishment of timeline for implementation of the interventions such as extended day, or literacy/numeracy tutoring.

**f. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Institute for Student Achievement (ISA)	Cost described in Action #4
1 Additional Special Education Teacher	\$65,000 per year

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

**d. Description of how the action will be accomplished by LEA**

The school schedule and program is designed to provide teachers with a minimum of 55 minutes of common team time 2 days a week and a maximum of 55 minutes of common team time 3 days a week. Each team meeting will be teacher-led and focus on aligning our classroom instruction to our instructional goals, essential skills, and values. In addition, a portion of team time will be devoted sharing student data with the grade level team. Student data will include attendance records, progress on our DYOs assessments, Common Rubric on Writing scores, and individual teacher formative notes. Assistant Principal will serve as the coordinator of our data systems to continuously maintain and systematically distribute focused data. The DYOs will be developed with ISA. ISA will provide coaching on the design, scoring, and utilization of our DYOs. In addition, Assistant Principal will provide on-going professional development on reading and using data reports. Teachers collectively examine student work, discuss interventions and document progress on a common Google Doc. Principal and Assistant Principal will lead classroom inter-visitations in which specific intervention measures documented in our Google Doc can be observed in classroom practice.

An Assistant Principal (AP) is not required in any school, and therefore not supplanting. The partial AP salary as identified in this application will help the principal to provide targeted supervision and feedback on inquiry-based instruction and integration of our school's Habits of Mind and CCLS. In addition, the AP will assist the principal in the coordination, use, and distribution of student data from various NYC DOE data systems (ARIS, ATS, STARS, etc). In addition, on-going guidance and support will be provided by the AP on effectively using data to inform classroom practice. The AP will organize, maintain, and lead classroom peer-inter-visitations to observe data driven interventions.

**e. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Implementation will occur from September through June in 2012-2013 and 2013-2014, and continue beyond the valid grant period.

Support team meetings will be utilized to refine the process of using student data to support differentiation. Support Team meets every other day for 45 minutes. A major component of the task of

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the Support Team is to engage in Kid Talk were formative, summative, and interim data is shared about the student. Interventions are discussed and implemented across all classrooms. Advisors of students oversee the student interaction with the specific interventions and are able to liaison with the student and support team.

Once a month the support team will conduct a review to assess it own progress through an analysis of the number of students discussed by the support team and the level of success of the interventions. Student data such as number of discipline referrals, attendance, passing percentages are an integral part of the review. Interventions, protocols, and operations of the support team may be refined or adjusted due to the findings of the review.

**f. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Common Team Time 3/2 Days a week	No Associated Cost
Assistant Principal	Cost described in Action #4
Institute for Student Achievement (ISA)	Cost described in Action #4

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

**d. Description of how the action will be accomplished by LEA**

Through the implementation of a comprehensive extended day schedule as well as the incorporation of the UFT Contract 37.5 minutes per day extension, students will receive extended learning time that will address remediation as identified by multiple sources of student data, particularly performance on writing and math assessments, as well progress on essential skills rubric. In addition, extended learning time and day will have an enrichment component that will build upon student interest and increase in detail and rigor as school year continues. Working with ISA, the school will establish a three-pronged wraparound approach to extending learning time by offering Extended Day (Monday-Thursday), Weekend Academy (Saturday) and Summer Session.

The structure of our extended day program will be Monday through Thursday from 3:15-4:30pm running in the Fall Term from mid-September thru mid-January and in the Spring Term from mid-February thru mid-June.

The structure of our Weekend Academy will be Saturdays from 9am to 11am running in the Fall Term from mid-September thru mid-January and in the Spring Term from mid-February thru mid-June.

The structure of our Summer Session will be Monday thru Friday for 4 weeks in July from 9am to noon

**e. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Implementation will occur from September through June in 2012-2013 and 2013-2014, as well as during July and August Summer Session, and continue beyond the valid grant period.

After each marking period (3X per term) students will be assessed based on summative and formative data from core subject areas to determine which extended day/weekend interventions will suit their needs. We will maintain flexibility in programming our students for extended learning time program to efficiently address the needs of each student.

**f. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

Action Item	Associated Cost
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<b>Action Item</b>	<b>Associated Cost</b>
<p>Extended Day Program, Weekend Academy, and Summer Sessions</p> <p>37.5 Minute Learning time extension</p> <p>Institute for Student Achievement (ISA)</p>	<p>Teacher Per Session 962 hours x \$41.98 Supervisor Per Session 300 hours x 43.98</p> <p>No Associated Cost as per UFT Contract with NYC DOE</p> <p>Cost described in Action #4</p>

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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

**d. Description of how the action will be accomplished by LEA**

**Support Team:**

Central to our mission at HSET is that students are known, nurtured and supported as they move through our rigorous college preparatory sequence. To ensure that every student is known, in keeping with our commitment to the ISA Principle of Dedicated Team of Teachers and Counselors, we have developed a Support Team that is comprised of core grade level subject teachers, one guidance counselor, a special education teacher if applicable, ESL teacher if applicable, and school leaders, for each cohort of students at our school. Our support team structure provides a consistent support network as our students move through their four years at our school towards graduation. The goal of our support team is to create a more personalized learning environment for our students. The strong, long-term connections that are made between students and their teachers and counselor not only ensures an engaged and knowledgeable support team, but also enables teachers to elicit higher levels of student performance. Throughout my years of experience in education, it is clear to me that students will achieve at the highest levels and take the risks in asking critical questions that lead to enduring understandings, only when they feel safe and known.

**Advisory:**

When students are known and feel safe they can reach their maximum potential and be successful. Students will thrive in a school culture that is warm, caring, and positive. Our Advisory Program is the life blood of school culture at HSET. The curriculum for advisory will be produced collaboratively prior to opening during summer professional development using various resources from ISA as well the informational text, The Advisory Guide, by Poliner and Miller Lieber. The goal of the advisory program is to develop a trusting relationship between the teacher/ advisor and the students in their care. The advisor is involved in and knowledgeable about everything that touches a student at our school. The advisor is instrumental in working with core subject teachers to scaffold and guide students through portfolio projects. The advisor strives to be a listener, a fierce advocate, an ally, and a liaison to community and family. Advisors also work with guidance counselors and the school administration in our Support Teams to carefully monitor progress toward graduation of the students in their care. During advisory, students receive a spectrum of support from receiving and learning how to use personal agendas and calendars to planning for college, to coping with stressors in their lives and community. Our advisory curriculum will include components that are clearly linked to academic support. Students will participate in lessons and activities that will include topics such as: responsibility, awareness, goals, choices,

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organization, study skills, trust in self, team, community, and social skills. Advisors along with the support team will enroll and monitor students in credit recovery classes, as well as extended school day/extended school year. The unique relationship between student and advisor provides our school the most informed process to effectively plan a successful and personalized pathway to graduation, college, and beyond.

**Comprehensive Counseling Plan and Distributed Counseling:**

Through our proud partnership with ISA we have developed a Comprehensive Counseling Plan that includes the ISA Principle of Distributed Counseling to address the social and emotional needs of our students. Consistent with guidance counselor training and education, our counselor at the School for Community Awareness is to always extend unconditional positive regard for the students in their care. The guidance counselor is to be accessible and welcoming to all students. Although our guidance counselor will spearhead the social and emotional support of our students, they are not alone in this singularly important endeavor. The counselor will collaborate closely with teachers to help them expand their role to include serving as an advisor to a group of students. This close student-teacher relationship helps promote higher levels of achievement and school affiliation and prevent students from falling through the cracks. In addition, our counselor will work to support teachers to help them implement counseling strategies into their instruction. This includes conducting case management sessions with support teams during common planning time to problem solve student issues. The goal is three-fold: students have a caring adult who knows them well, teachers have collegial support in solving problems, and the counselor has more time to focus on in depth counseling and guidance and pursuing community services that support students and their families.

**e. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Implementation will occur from September through June in 2012-2013 and 2013-2014, and continue beyond the valid grant period.

Additionally, in the monthly support team review of academic interventions, support team members will also assess the progress of our advisory program. Formative data on school culture and tone will be shared as well as data on suspensions and discipline referrals of students. Curriculum, themes, projects, protocols, and operations of advisory may be refined or adjusted due to the findings of the review.

**f. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

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<b>Action Item</b>	<b>Associated Cost</b>
Advisory Program	No Associated Cost
Grade Level Support Team	No Associated Cost
Institute for Student Achievement (ISA)	Cost described in Action #4

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**Action Required By Turnaround Model:**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**d. Description of how the action will be accomplished by LEA**

Descriptions of activities with external partners are integrated throughout the application as appropriate. For the screening and selection of partners:

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Pre-Qualified Solicitation” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

**e. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

The process for vetting and contracting proposed partners occurs throughout the calendar year. As schools identify prospective partners, NYCDOE will carry out the screening in accordance with the policies and procedures set forth by its Division of Contracts and Purchasing.

**f. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

Action Item	Associated Cost
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<b>Action Item</b>	<b>Associated Cost</b>
Institute for Student Achievement (services described in plan above)	Cost described in Action #4

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**Action Required By Turnaround Model:**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**d. Description of how the action will be accomplished by LEA**

Positions are established at the Central office of NYCDOE to support the Turnaround phase-in/replacement schools. These positions include staff in the Office of New Schools who oversees the selection and the training of new school leaders and the Office of School Development/School Turnaround to monitor the implementation of the school’s activities under the School Improvement Grant. This includes making site visits, monitoring progress on leading indicators and school goals, working with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school or in the phase-out site, and completing required reports and evaluations to the NYSED and/or federal agencies. While these positions are funded under the School Improvement Grant, costs for Central NYCDOE positions are not included in this specific application for the Turnaround model.

In addition, all PLA phase-out schools as well as new phase-in schools that are part of the Turnaround Model are also supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

**c. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Support for the phase-out school will be provided year round until it closes. Support for the replacement new school will occur concurrently and continue beyond the three-year grant period.

**d. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

Action Item	Associated Cost
Described above.	No additional cost to this grant.

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<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$3,207,828</b>	<b>\$600,000</b>	<b>\$2,607,828</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

Local funds” is defined as those funds available to the District and/or school that are not associated with SIG funding provided under 1003(g) of the Elementary and Secondary Education Act. These local funds are used to support school improvement efforts in PLA schools, such as those indicated in the application. Fund sources shown below are indicative of the local funding provided.

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA Related Service IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grants Federal Competitive Grant: Smaller Learning Communities Grant State Competitive Grant: Learning Technology Grant	Federal Competitive Grant: MAGNET SCHOOL Federal Competitive Grant: Your School Your Choice Program Private Grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV Drug Free ROTC 14 Self Sustaining Grants State Competitive Grant: Extended School Day Violence Prevention Grant
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

NYCDOE does not foresee any obstacles to implementing this Turnaround plan.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

NYCDOE does not foresee the need to modify existing policies or practices for the school to implement the Turnaround model fully and effectively at this school.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Samuel Gompers Career and Technical High School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education **NCES#:** 3600084

**School:** Samuel Gompers Career and Technical High School **NCES#:** 02866

**Grades Served:** 9-12

**Number of students:** 663

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**Needs Assessment Process**

NYCDOE (School, School Leadership Team, Network Team, Superintendent, Division of Portfolio Planning, and Division of Academics, Performance and Support) conducted a comprehensive review of Samuel Gompers Career and Technical High School's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Included in the needs assessment was an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, , as well as results of Inquiry Team action research, and surveys along with any additional measures to determine the effectiveness of educational programs. Under the DOE's accountability framework, schools that receive an overall grade of D or F on the Progress Report are subject to school improvement measures. If no significant progress is made over time, a leadership change (subject to contractual obligations), restructuring, or closure is possible. The same is true for schools receiving a C for three years in a row and for schools that the Chancellor has determined lack the necessary capacity to improve student performance.

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Decisions about the consequences a school will face are based on the school's Progress Report grades, Quality Review scores, and a variety of other factors such as the demand for the school's services, structural factors such as principal tenure and special population concentration, comparative quality of existing options, and potential replacement options. Under the mandates of Differentiated Accountability, Restructuring and PLA schools undergo a JIT visit which examines all critical areas which have impact upon student achievement, including Curriculum; Teaching and Learning; School Leadership; Infrastructure and School Success; Collection, Analysis, and Utilization of Data; Professional Development; and District Support. Ongoing new reviews for the school occur annually, both by the DOE and the State, to ensure that the school plan and implementation continue to be revised and improved upon.

**List Data Analyzed**

- Total Cohort Graduation rates
- High School Credit Accumulation
- Regents Exam Scores
- College Preparation and College Readiness Index
- DOE Progress Report grades and growth metrics in Math, ELA
- Learning Environment Surveys (LES)
- DOE Quality Review scores and QR self-evaluation form (SSEF) documents
- Student enrollment and demographic statistics and trends
- Student attendance data
- Report of the Joint intervention Team (JIT)
- School Accountability Status and subgroup performance data for the school on NYSED Accountability Overview Reports (AOR)
- Performance data for the school on NYSED Comprehensive Information Report (CIR)

**Major Findings**

As revealed in the school data, Samuel Gompers Career and Technical High School ("Samuel Gompers") has consistently struggled to provide an environment conducive to academic success over the past few years. Upon completion of the review in fall 2010, the DOE believed that, at the time, phase-out was not the appropriate intervention model for the school. However, in light of the fact that performance at Samuel Gompers has continued to decline, the DOE believes that Samuel Gompers does not have the capacity to quickly improve to support student learning. The school's performance during the 2010-2011 school year, including findings from reviews conducted in 2011-2012 listed

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below, confirmed the DOE's assessment that the school lacks capacity to turn around quickly to better support student needs.

- Graduation rates at Samuel Gompers have remained in the 41-51% range for the last four years.
- Last year, Samuel Gompers' four-year graduation rate (including August graduates) was 41%—in the bottom 1% of high schools Citywide in terms of graduation rate and was well below the Citywide average of 65.1%.<sup>6</sup>
  - If Regents diplomas alone counted towards graduation—as will be the case next school year—the four-year graduation rate at Samuel Gompers would drop to just 29%.
  - The school's six-year graduation rate is not much better. In 2010-2011, Samuel Gompers achieved a 58% six-year graduation rate, still below the Citywide four-year average of 65.1%.
  - First-year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2010-2011, only 54% of first-year students at Samuel Gompers earned at least 10 credits. (The Progress Report defines students earning at least 10 credits as students who earn at least six of those 10 credits in three of the following four subject areas: Mathematics, English, Science, or Social Studies.) This rate of credit accumulation puts Samuel Gompers in the bottom 4% of high schools Citywide and in the bottom 9% of high schools with similar students.
  - The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. Samuel Gompers earned an overall F grade on its 2010-2011 annual Progress Report, with F grades on Student Progress and School Environment, and a D grade on Student Performance. Samuel Gompers' Progress Report score was in the

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<sup>6</sup> The 2011 graduation rate cited for Samuel Gompers represents the City's calculation of the four-year graduation rate on the 2010-2011 Progress Reports. Like the State calculated Citywide graduation rate, it includes August graduates, and typically there is only modest deviation between DOE calculations and the State calculated rate. State calculated graduation rates for the Samuel Gompers Class of 2011 are still being audited by the State and would not likely be available until Spring 2012, at which time the State calculated Citywide graduation rate for 2011 would also be released by SED. The most recent available State calculated Citywide average four-year graduation rate (including August graduates) was 65.1% for the Class of 2010.

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bottom 1% of high schools Citywide. Additionally, in 2010-2011, the school was designated by the State as PLA.

- Demand for Samuel Gompers has fallen steadily over the past few years. Between 2006-2007 and 2010-2011, student enrollment declined by approximately 700 students, or 46%. Samuel Gompers has four programs to which students apply as part of the High School Admissions Process: Information Technology, which received 2.1 applications per seat from students applying to ninth grade for September 2011; Pre-Engineering, which received 2.0 applications per seat; Desktop Publishing, which received 2.3 applications per seat; and Computer Aided Design, which received 1.1 applications per seat. All of these applications per seat are well below the Citywide average of 8.5 applications per seat across all school programs.
- The school's attendance remains below that of most other high schools. The 2010-2011 attendance rate at Samuel Gompers was 72%, which is well below the Citywide average of 86% for high schools. Samuel Gompers' attendance rate is in the bottom 2% of all high schools Citywide.
- Samuel Gompers was rated "Underdeveloped" on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning. The reviewer cited a number of serious concerns, including: the need to develop assessments that are aligned to the curriculum, to implement a rigorous and engaging curriculum across subjects in alignment with the Common Core State Standards, and to implement a structured teacher evaluation system that provides actionable feedback and promotes pedagogical growth.

The Joint Intervention Team report issued by the New York State Education Department included the following concerns:

- There was no plan to address how the school is going to raise the graduation rate. School leaders had not taken into account the changes in school demographics and had instead adopted a blame culture. The Comprehensive Educational Plan (CEP) did not reflect the areas for improvement identified by the Quality Review. The CEP did not have appropriate goals and the impact of the CEP on student achievement was not monitored and evaluated.
- The school leader had not revised achievement goals for two years. Not all school leaders had overall goals for their departments. The sense of urgency around school improvement was not evident. The school leader and most APs regarded the change in student population

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as the reason for the low graduation rate and had done little to evaluate the quality of instruction and make changes that take this into account.

- Many of the APs were ineffective in their roles, have low expectations for student academic performance and an inaccurate perception of why the graduation rate is low. The AP for special education had not ensured that the school is in compliance with regulations and has not observed teachers. The APs for guidance and attendance had not worked to analyze data to determine the reasons for low attendance. The AP for guidance had not ensured that Academic Intervention Services (AIS) are used to support students. The AP for humanities had not given a clear direction to staff or rigorously monitored the quality of instruction; therefore, teaching relies on the personal initiatives of staff. The AP for organization had not provided effective structures or administrative procedures to ensure the smooth running of the school.
- The curriculum was not rigorous, and school leaders had not monitored alignment with New York State (NYS) Standards. Curriculum maps had recently been introduced but were not yet having an impact on student achievement. This was a major factor that contributed to the low graduation rate.
- Resources to support learning across the school were lacking. Textbooks were outdated in some classrooms, and supplementary materials are limited. For example, in one global history class the textbook in use was published in 1998. Students stated that they cannot take textbooks home.
- Many mathematics and science teachers were resistant to change, despite guidance provided by a recently appointed AP, and demonstrated an unwillingness or inability to move from direct instruction to a wider range of instructional strategies. Teaching in special education classes was ineffective. Instruction was primarily whole class, despite the small numbers, and did not include targeted support, activities or practices to support the individual academic or social growth of the students. Regular education instruction was mainly teacher directed and does little to engage the students. In science, much of the teaching was lecture style. Many lessons in mathematics and science followed the textbook or use worksheets; therefore, there was little variety of activity to maintain the interest of students.
- There was no system by which support staff can plan with teachers, and collaborative team teachers had little opportunity to meet together and plan. There was little evidence in classes of the outcomes of work from common planning meetings. There was no comprehensive PD plan based upon the changed population of the school that focuses on meeting the different

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needs of teachers. There was little evidence that PD has changed instructional practices. The impact of the recently created Inquiry Teams and PLCs was not evident. There was no evidence of assigning teacher mentors or coaches to new teachers, teachers in need of improvement or teachers new to the grade.

- Strategies to involve parents in their children’s education were ineffective. The administrative team had recently introduced Skedula, an online system that provides teachers and parents with customized data reports on student progress. However, it was not having an impact because teachers do not have the confidence to use it, and many parents did not have access to computers. Ways to convey the information from Skedula to parents had not been explored. Parental response to the Department of Education’s (DOE) annual survey was low. School leaders did not use the Parent Teacher Association (PTA) or the community to give them ideas about how they can increase parent involvement.

Given the school’s declining performance, the DOE now believes that only the most serious intervention—the gradual phase-out and eventual closure of Samuel Gompers—will address the school’s declining performance and longstanding struggles, and allow for new school options to develop in the school building that will better serve future students and the broader community.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Intensive review of all data sources, as described above confirmed that Samuel Gompers High School was highly unlikely to reach and exceed the goals of academic performance and graduation rate needed to demonstrate student success to the degree that satisfies State, NCLB and City requirements. Thus, NYCDOE is closing this school (in a phase-out period lasting three school years) while opening a new school that will serve the community that Gompers has underserved for many years. As a result of detailed analysis of enrollment patterns, building utilization rates, student attendance rates, parent surveys, environmental surveys, parent meetings, and student and teacher satisfaction surveys, NYCDOE has determined that Mott Haven Community High School (07X557) can offer new pathways with varied course offerings, enhanced career and college-bound options in a rigorous educational setting with extensive student support services.

Mott Haven Community will replace Samuel Gompers and will enable all students to reach high levels of academic achievement to graduate and become productive and successful citizens. Mott

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Haven Community is a transfer school that will serve students who are 16 years old or older and have attended another high school for at least one year.

The school's mission is to provide a fresh start for students who have in the past had a difficult school experience. By creating a safe, supportive, learning environment, the school will empower students to move forward on a new path, one that leads to a high school diploma and post-secondary success in college or a career. The components that will help Mott Haven Community students move forward are the school's advisory program, supportive environment, and individualized education plans. The advisory program will assign each student to a small advisory group and an adult mentor with whom they will meet daily. Students will examine their own lives, explore and evaluate a wide range of education and career options, and make reasoned and researched goals for their future based on who they are, what do they want, and how can they attain their goals. Each student will create a five year plan that motivates them to envision a self-sufficient, productive life beyond high school which will include post-secondary education and/or careers.

At Mott Haven Community, learning will be student centered with each student working with an advisor to create an education plan based on his or her individual needs, credit requirements and post-secondary goals. The school's belief is that education lies in a partnership between the community, families, students and educators and that it is shared responsibility to prepare lifelong learners, who will become educated, self-disciplined, independent, creative, and confident individuals. Families will receive weekly reports of student progress, be invited to bi-monthly conferences and invited to participate in family activities. The school will also offer monthly family workshops on a variety of topics to help our families to support the emotional and academic needs of their children.

The school will do community outreach to secure internships for students within the community where they can apply the knowledge they are gaining in their academic classes and do community service in order to help students to make positive contributions to the community and become active responsible citizens.

The Turnaround model addresses the needs of the community that Samuel Gompers has underserved for years, by offering new options for students and their families. At the same time, all current Samuel Gompers students would have the opportunity to graduate from Samuel Gompers, assuming that they continue to earn credits on schedule. As the school becomes smaller, students who do not earn credits on schedule would receive more individualized attention to ensure they receive the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress towards graduation and to consider applying to a transfer high school.

The DOE remains focused on helping Samuel Gompers students succeed by providing Samuel

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Gompers with targeted supports aimed at the unique needs of the school and its students to facilitate the phase-out process. This support would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment, including, but not limited to:

- Helping the school provide students with options that support their advancement and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

Samuel Gompers would continue offering athletics and other extra-curricular programs, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.

Students who were in the ninth grade at Samuel Gompers for the first time during SY 2011-2012 can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Ninth-grade students at Samuel Gompers during SY2011-2012 who were interested in attending a different school for tenth grade may have already taken part in this process by submitting an application on or before December 2, 2011. Another admissions process round was available in spring 2012 for those students at Samuel Gompers, and students at other schools who have applied to Samuel Gompers. Those interested in applying to attend a different school as a tenth-grader in September 2012 would be able to meet with a guidance counselor. Students at Samuel Gompers CTE High School enrolled in CTE programs will continue to have access to necessary classes to support them as they work to meet graduation requirements and earn their high school diplomas. It is anticipated that Samuel Gompers will still have the appropriate staff and facilities to offer coursework necessary to the CTE course progression for all students, whether in approved programs or programs in development, throughout the phase-out period.

Samuel Gompers will no longer admit new ninth grade students after the end of the 2011-2012 school year. Samuel Gompers will continue to serve students currently enrolled in the school until the school completes phasing out in June 2015. As the school becomes smaller, students need to receive more individualized attention through graduation to ensure they are receiving the support they need to succeed, and local funding will be used to insure that the school's efforts to make those support activities happen. Supplemental guidance services and other intensive student support services will be provided, including partnerships with professional services providers who provide student support services in attendance, enrichment, and other services that meet students' social, emotional and health needs.

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As part of NYCDOE's Children First Network structure, a dedicated Transition Support Network is in place to support schools that are in the process of phasing out. The TSN provides supports to each phase-out focusing on resource management, individualized student support, school culture/youth development, leadership support, teacher development and instructional support, Students with Disabilities and English Language Learners/Special Populations, and family engagement and communication. The TSN will use their structured system of supports to help strengthen Samuel Gompers CTE High School's student graduation and attendance by:

- Helping the school use a comprehensive data tool to track individual student progress and monitor listing of classes and exams that students need to pass
- Creating individual student plans to follow in order to graduate that are shared with families to supplement transcripts and report cards and shows graduation metrics (credit accumulation and Regents exams) the student have fulfilled, close to fulfilling or where they need additional support
- Assisting in developing programs and supporting relationship development between CBOs and the schools to improve student engagement and reduce disciplinary incidents.
- Putting in place better outreach procedures to improve attendance and decrease negative discharges, including a designated attendance point person on the Network team who meets weekly with principals to analyze data, develop systems for tracking patterns, and utilize the school based attendance teachers more effectively to follow-up with students and their families.

In addition, NYCDOE and the Network will support the staff at Samuel Gompers during the phase-out period as Article 18D in the United Federation of Teachers (UFT) contract is implemented, in order that all staff from Gompers are afforded their rights under collective bargaining agreements during the excessing, screening and hiring processes while the school phases down.

In this way, the Turnaround model will allow the gradual phase-down of Samuel Gompers while a new school phases in to provide students with access to a higher-quality educational option.

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**Mott Haven Community High School**

**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**Action Required By Turnaround Model:**

**1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

**d. Description of how the action will be accomplished by LEA**

There are no plans to replace the principal at Samuel Gompers, nor is it required to replace the principal, under the guidelines of this version of the Turnaround model.

The new principal for the new school has been identified, and will be installed for the opening of the new school year in September of 2012. The principal has over twenty years of experience as an educator, including as dean and department head. She has worked extensively with overage students to support their academic and socio-emotional growth and is well poised to open a transfer school for overage students with goal of graduation and achievement of post-secondary success in college and/or career.

As with all NYCDOE public schools, the principal and the school leadership team will have broad discretion over allocating resources, choosing their staffs (subject to hiring freeze), planning the school's professional development, identifying curriculum and make purchasing decisions, creating programming for their students, and managing their school's schedule and operations. NYCDOE does not make requirements on how the school leader must allocate the School Improvement Grant funds; the principal has sole discretion on this, in alignment with any restrictions tied to the funding source.

The school remains subject to the policies of the Department of Education and other applicable rules and regulations. Schools will continue to adhere to DOE student placement policies, fiscal reporting

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regulations, special education requirements, labor contracts, Chancellor's Regulations, and accountability standards, among other things, as determined by the Department of Education. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.

**e. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

The new principal and the new school will phase into this school site during fall 2012. The Office of New Schools led the extensive New School Application and Interview process for identifying successful educational leaders for phase-in new schools during fall 2010 and fall 2011.

Under this process, applicants attend a series of professional development workshops for teams interested in applying to open a new school. These sessions support the application process by facilitating critical discussion of school design in the context of the core principles of Children First: Leadership, Empowerment and Accountability. These workshops are designed to challenge new school planning teams to create schools that will meet the needs of all students and leverage their small size in ways that will dramatically improve the student learning experience as well as student achievement. Applicants also participate in mandatory Targeted Feedback sessions with a coach from the New Schools team during which coaches review a section of the applicant's proposal and have a chance for an initial assessment of leadership capacity. Over the course of the workshops and feedback sessions, ONS will assess each applicant team with coaches and invite those applicants deemed to have a good chance of having their proposal approved. ONS will also conduct school visits at applicant team leader's school sites to observe classes with the proposed principal, and take time to speak with the applicant's colleagues, students who have had extensive experience with the applicant, and the applicant's current Principal. After the School Visit, there is another round of cuts, and strongest applicants are invited to submit complete proposals by a set deadline. Complete proposals are vetted and the strongest applicants are invited to interviews. Panel interviews are conducted with multiple DOE representatives including staffers from the New Schools Team, the office of ELLs & Special Education, Portfolio Planning, the Arts and Enrollment. After the interviews, recommendations are made to the Chancellor, and the Office of New Schools works with school planners to determine siting.

The Office of New Schools operates the New School Intensive (NSI) for new school leaders whose applications have been approved. NSI generally begins in January and continues weekly through June each year. This preparation allows sufficient time to hire staff, prepare timelines and schedules, align curriculum, and all other aspects of preparation for a new school opening, in order to

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implement a comprehensive approach to improve student achievement outcomes and increase high school graduation rates. Topics covered in NSI include community engagement; student recruitment and enrollment; team leadership; building school community, culture and climate; instructional leadership; facilities and space planning; teacher hiring and the 18-D process for phase-in schools at phase-out sites; academic and socio-emotional supports for students including supports for Special Education, ELL and overage students; data use; summer planning; and school operations.

**f. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Described above	No additional cost to grant; local funds.

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**Action Required By Turnaround Model:**

- 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,**  
**(A) Screen all existing staff and rehire no more than 50 percent; and**  
**(B) Select new staff**

**g. Description of how the action will be accomplished by LEA**

In order to identify appropriate teacher qualifications for the Turnaround replacement school, new school leaders were provided training on the requirements of the Turnaround model and the elements that they and their teaching staff would need to implement as a Turnaround school. In addition, new school principals were provided information about the phase out school, including the JIT report, to inform them of the challenges being faced by the PLA school that the new school is replacing, since the new school will naturally face many of these same challenges. This information shaped the list of teacher qualifications that new school leaders would use in their recruitment and screening of teaching staff to ensure that only staff who are prepared to overcome the challenges of teaching in a Turnaround school are hired.

With the implementation of the Turnaround Model and phase-out of Samuel Gompers, the new school will adhere to Article 18D of the UFT Contract. One section of the contract provides that teachers from the closing school have the right to apply and be considered for positions in a new school. As Mott Haven Community's population grows by grade, new teachers will be hired each year, and as Samuel Gompers phases out, the process of Article 18D will be part of the selection criteria.

Aside from the standard United Federation of Teachers (UFT) criteria for teacher selection, the following is also included: Ability to incorporate literacy and writing in daily routines and classroom instruction; Ability to incorporate hands on and cooperative learning activities, and develop and use project based learning units, utilizing backwards planning model; Experience in differentiating instruction for all students, including special education and English Language Learners; Demonstrated experience and/or an understanding of student-centered/experiential instruction and performance based assessments; Demonstrated success in working with overage students; Willingness to engage in a community where teaching, instruction, and learning are public (i.e, engaging in classroom visits, sharing/critique of lesson, unit, and curriculum maps, etc.), three references and if possible a written observation from supervisor or principal; among others.

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Included in the responsibilities of a candidate teacher are: Work within a non-traditional school schedule and organizational structure that meets the needs of all students including English Language learners and students requiring special education services; Work and conference with students and advocate counselors to create personalized learning plans to meet students' individual needs; Develop instruction, curriculum, and learning activities that are project-based/in nature, and align with the school's vision of student-centered learning and instruction; Willingness to work with content area team and grade team to create rubrics, lesson plans and unit plans following the UBD framework; Willingness to take on duties that support classroom teaching (i.e., frequent grade and planning meetings, designing and implementing schools policy, participating in the school decision-making and culture-building process); Willingness to provide students, parents and admin team with bi-weekly progress reports of student performance; and Commitment to developing an individual growth plan in collaboration with the Principal and/or Assistant Principal that will monitor progress and assess his/her effectiveness in enhancing student achievement.

**h. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

New staff will be selected in the spring and summer of 2012. Annual hiring of staff will also occur in spring and summer of each year.

NYCDOE will share the New York State Education Department a list of staff members at the PLA school as of June 30, 2012. A similar list of staff members will be provided to NYSED at the beginning of the 2013-2014 school year. Comparison of the two charts should ensure that 50 percent of the staff has been removed and replaced.

**i. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

Action Item	Associated Cost
Described above	No additional cost to grant.

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**Action Required By Turnaround Model:**

**3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school**

**g. Description of how the action will be accomplished by LEA**

The school will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

The school will hire one lead teacher for math/ science and one for ELA/SPED to provide ongoing professional development and support to those departments.

**h. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

The hiring process will occur in spring and summer of each year.

**i. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
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<p>2 Lead Teachers to provide ongoing professional development and support to content area teachers from September to June Lead teachers will be providing professional development, conducting learning walks and working with teachers on curriculum development. They will also work with teachers on data driven instruction, academic intervention and differentiated instruction. They will have a reduced teaching schedule to allow them to work side by side in classrooms with teachers and time to debrief with teachers they are fostering.</p>	<p>Year 1 \$21,420 Sept – June 2 lead teachers at 10,710 each Year 2 \$21,420 Sept – June 2 lead teachers at 10,710 each Year 3 \$21,420 Sept – June 2 lead teachers at 10,710 each</p>
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**Action Required By Turnaround Model:**

**4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

**g. Description of how the action will be accomplished by LEA**

The school will provide 5 days of professional development on curriculum development, backwards planning, individualized and differentiated learning plans and youth development.

**h. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Activities will take place during the third week of August each year to ensure teachers are ready and curriculum developed to ensure a strong start to the school year and maximum instructional effectiveness.

**i. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

<b>Action Item</b>	<b>Associated Cost</b>
Summer Professional Development – 2012 Planning Curriculum Maps, Unit Plans, and Foundation Assessments: Using Understanding by Design framework and resources - teachers will develop at least the full year’s curriculum map, units, and benchmark assessments over a 5 day period. Teachers will also receive professional development in Principles of Youth Development . Year 2- Summer Professional Development will expand to all staff how to use technology to individualize and differentiate instruction	Year 1 Summer 2012 \$23,912 12,594 for 10 teacher for 6 hours per day for 5 days- 1,318 for one Assistant Principal for 6 hrs per day for 5 days 10,000- 2 Aussie Consultants for 4 days at 1,11 75 per day each

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<p>for students in their content we will provide training with an outside consultant to develop unit plans and personalized learning modules for our struggling students as we move toward a blended model of instruction.</p> <p>Year 3- Summer Professional Development will focus on curriculum planning, content mapping and a technology based teaching approach as we move toward individualized learning modules for all students in all content areas.</p>	<p>Year 2 Summer 2013 \$23,912 12,594 for 10 teacher for 6 hours per day for 5 days- 1,318 for one Assistant Principal for 6 hrs per day for 5 days 10,000 -2 Aussie Consultants for 4 days at 1,11 75 per day each</p> <p>Year 3 Summer 2014 \$23,912 12,594 for 10 teacher for 6 hours per day for 5 days- 1,318 for one Assistant Principal for 6 hrs per day for 5 days 10,000 2 Aussie Consultants for 4 days at 1,11 75 per day each</p>
<p>Because Math is an area of needed focus, the school will pilot a Math Academy that would target its lower level students based on their TABE results. Funds would allow the school to hire a consultant to-Develop a curriculum for use in the classroom, afterschool and Saturdays.</p> <p>-Provide initial staff training to launch the curriculum.</p> <p>-Providing hands-on coaching for all teaching staff during implementation.</p> <p>Year 2 focus would be expanded to science Year 3 full implementation of math and science academy</p>	<p>Year 1 – 45,000 10,000 September to June consultant from Teachers College to provide year long professional development and support 30,000 for 50 laptops, printer, cart and 2 smartboards for use in math academy 5,000 for software and associated materials</p> <p>Year 2-45,000 10,000 September to June consultant from Teachers College to provide yearlong professional development support as we launch science academy \$30,000 for 50 laptops, printer, cart and 2 smartboards for use in science academy 5,000 for software and associated materials</p> <p>Year 3- 45,000 September to June 10,000 September to June consultant from Teachers College to provide year long professional development and support as we fully implement science and math technology based program , 30,000 for 50 laptops, printer, cart and 2 smartboards for use by math and science academy 5,000 for computers and associated materials</p>

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The school is participating in the district's pilot program on teacher effectiveness.	Year 1 and 2 - \$22,886 Administrative Assistant (0.5 FTE) for the district's Office of Teacher Effectiveness to provide operational and administrative support to the OTE team focusing on work specifically for the phase-in schools that are piloting the teacher evaluation system
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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

**g. Description of how the action will be accomplished by LEA**

Curriculum maps, unit plans and course outlines will be created during summer PD using the Understanding by Design framework. Teachers will receive ongoing professional development in UBD framework, content area and differentiation strategies to revise and build upon the units and curriculum maps created in the summer. They will also receive PD on the Gradual Release of Responsibility instructional model and Workshop Model throughout the year to support and strengthen pedagogy

**h. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Summer and ongoing PD will be provided throughout the year.

**i. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Summer and ongoing PD on the Understanding by Design framework, content area and differentiation strategies as well as Gradual Release of Responsibility instructional model and Workshop Model..	No additional cost to grant.  The cost of ongoing PD throughout the year in UBD and GRR are built into the school's operating budget

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

**g. Description of how the action will be accomplished by LEA**

Students will complete 3 benchmark assessments during each trimester. Benchmark assessments will include teacher designed formative and summative assessments, individual and group projects and presentations to assess progress in common core standards and course curriculum. Benchmark assessments will begin to be created during summer PD week and refined throughout the year during content specific common planning time. Teachers will meet during common planning time and after school to analyze data and create re-teaching plans for individual students when necessary. Each teacher will keep a data binder with information on each of their students progress and conference with students and advisors after each benchmark to discuss progress and set or revise academic goals. Students will have personalized learning plans based on credit needs, individual areas of strength and need and post-secondary aspirations.

**h. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Activities will occur throughout the school year, September-June, each year.

**i. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

<b>Action Item</b>	<b>Associated Cost</b>
Described above.	No additional cost to grant. Built into MHC's operating budget.

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

**g. Description of how the action will be accomplished by LEA**

The school will create extra instructional time in math and ELA, and more flexibility in programming by hiring extra teachers in those content areas, one in math and one in Special education to create more instructional time in math, as well as literacy, and extra team-teaching in ELA and math. This will ensure that high-needs students receive extra conferencing and targeted instruction and goal-setting related to their needs. This additional instructional time will be provided before and after school, and during the school day we will utilize these teachers to provide team teaching in math and ELA in order to provide a smaller student teacher ratio allowing for individual student needs to be addressed based on benchmark assessments.

**h. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Activities will occur September – June each year.

**i. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

<b>Action Item</b>	<b>Associated Cost</b>
Hiring extra teachers in math and Special education to create more instructional time in math, as well as literacy, and extra team-teaching in ELA and math. As a new transfer school the teachers funded through this grant will support our development by allowing us to reduce our class sizes, provide additional periods of remedial math and reading instruction in order to address the needs of our students who are	Year 1 – 2 teachers at 164,156 Year 2-2 teachers at 164,156 Year 3-2 teachers at 164,156

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<p>most at risk. Our Special Education teacher will create personalized reading intervention plans for students that fall in our lowest third and provide small group instruction to these students. Our additional math teacher will allow our math class sizes to be reduced in order to allow for more individualized instruction in the areas of skills and application. All teachers will use technology in their daily work to engage students , target real world applications of curriculum and ensure our students are college and career ready. Teachers will also utilize technology to individualize educational plans and lessons to meet the diverse needs of our population.</p>	
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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

**g. Description of how the action will be accomplished by LEA**

The school will focus on students' emotional and social growth through its advisory program that will include each student being assigned to a small advisory group and an adult mentor/advisor that they will meet with daily. A major aspect of the advisory will be the Career Choice Curriculum. Students will examine their own lives, explore and evaluate a wide range of education and career options, and make reasoned and researched goals for their future based on three fundamental questions: Who am I? What do I want? How do I get it?

The first year advisory curriculum culminates with each student creating a life plan that motivates them to envision a self-sufficient, productive life beyond high school which will include post-secondary education and/or careers. Students will revisit and update their individual plans in academic classes during the school year. Instructors will use the plans for advisory and academic coaching functions, particularly when a student's educational effort does not match their lifestyle expectations. The students will work with their teachers and advisor to map out and monitor an action plan of steps they must take place in order to achieve the goal they set.

**h. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Activities will be implemented throughout the school year, September – June each year.

**i. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

<b>Action Item</b>	<b>Associated Cost</b>
Advisory program as described above.	No additional cost to grant. Built into MHC's operating budget.

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Through partnership with a CBO and the school's Learning to Work model, Mott Haven Community will provide community internships and afterschool employment opportunities to students.	No additional cost to grant. Built into MHC's operating budget.
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**Action Required By Turnaround Model:**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**g. Description of how the action will be accomplished by LEA**

Descriptions of activities with external partners are integrated throughout the application as appropriate. For the screening and selection of partners:

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Pre-Qualified Solicitation” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

**h. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

The process for vetting and contracting proposed partners occurs throughout the calendar year. As schools identify prospective partners, NYCDOE will carry out the screening in accordance with the policies and procedures set forth by its Division of Contracts and Purchasing.

**i. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

Action Item	Associated Cost
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<b>Action Item</b>	<b>Associated Cost</b>
Applicable partners described above.	No additional cost to grant.

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**Action Required By Turnaround Model:**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**e. Description of how the action will be accomplished by LEA**

Positions are established at the Central office of NYCDOE to support the Turnaround phase-in/replacement schools. These positions include staff in the Office of New Schools who oversees the selection and the training of new school leaders and the Office of School Development/School Turnaround to monitor the implementation of the school’s activities under the School Improvement Grant. This includes making site visits, monitoring progress on leading indicators and school goals, working with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school or in the phase-out site, and completing required reports and evaluations to the NYSED and/or federal agencies. While these positions are funded under the School Improvement Grant, costs for Central NYCDOE positions are not included in this specific application for the Turnaround model.

In addition, all PLA phase-out schools as well as new phase-in schools that are part of the Turnaround Model are also supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

**a. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Support for the phase-out school will be provided year round until it closes. Support for the replacement new school will occur concurrently and continue beyond the three-year grant period.

**b. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

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<b>Action Item</b>	<b>Associated Cost</b>
Described above.	No additional cost to this grant.

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<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$2,849,168</b>	<b>\$900,000</b>	<b>\$ 1,949,168</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

Local funds” is defined as those funds available to the District and/or school that are not associated with SIG funding provided under 1003(g) of the Elementary and Secondary Education Act. These local funds are used to support school improvement efforts in PLA schools, such as those indicated in the application. Fund sources shown below are indicative of the local funding provided.

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA Related Service IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grants Federal Competitive Grant: Smaller Learning Communities Grant State Competitive Grant: Learning Technology Grant	Federal Competitive Grant: MAGNET SCHOOL Federal Competitive Grant: Your School Your Choice Program Private Grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV Drug Free ROTC 14 Self Sustaining Grants State Competitive Grant: Extended School Day Violence Prevention Grant
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

NYCDOE does not foresee any obstacles to implementing this Turnaround plan.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

NYCDOE does not foresee the need to modify existing policies or practices for the school to implement the Turnaround model fully and effectively at this school.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Jane Addams High School for Academic Careers**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education  
3600085

**NCES#:**

**School:** Jane Addams High School for Academic Careers  
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**NCES#:** 02011

**Grades Served:** 9-12

**Number of students:** 717

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**Needs Assessment Process**

NYCDOE (School, School Leadership Team, Network Team, Superintendent, Division of Portfolio Planning, and Division of Academics, Performance and Support) conducted a comprehensive review of Jane Addams High School for Academic Career’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Included in the needs assessment was an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, as well as results of Inquiry Team action research, and surveys along with any additional measures to determine the effectiveness of educational programs. Under the DOE’s accountability framework, schools that receive an overall grade of D or F on the Progress Report are subject to school improvement measures. If no significant progress is made over time, a leadership change (subject to contractual obligations), restructuring, or closure is possible. The same is true for schools receiving a C for three years in a row and for schools

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that the Chancellor has determined lack the necessary capacity to improve student performance. Decisions about the consequences a school will face are based on the school's Progress Report grades, Quality Review scores, and a variety of other factors such as the demand for the school's services, structural factors such as principal tenure and special population concentration, comparative quality of existing options, and potential replacement options. Under the mandates of Differentiated Accountability, Restructuring and PLA schools undergo a JIT visit which examines all critical areas which have impact upon student achievement, including Curriculum; Teaching and Learning; School Leadership; Infrastructure and School Success; Collection, Analysis, and Utilization of Data; Professional Development; and District Support. Ongoing new reviews for the school occur annually, both by the DOE and the State, to ensure that the school plan and implementation continue to be revised and improved upon.

**List Data Analyzed**

- Total Cohort Graduation rates
- High School Credit Accumulation
- Regents Exam Scores
- College Preparation and College Readiness Index
- DOE Progress Report grades and growth metrics in Math, ELA
- Learning Environment Surveys (LES)
- DOE Quality Review scores and QR self-evaluation form (SSEF) documents
- Student enrollment and demographic statistics and trends
- Student attendance data
- Report of the Joint intervention Team (JIT)
- School Accountability Status and subgroup performance data for the school on NYSED Accountability Overview Reports (AOR)
- Performance data for the school on NYSED Comprehensive Information Report (CIR)

**Major Findings**

As revealed in the school data, Jane Addams High School for Academic Careers ("Jane Addams") has consistently struggled to provide an environment conducive to academic success over the past few years. Upon completion of the review in fall 2010, the DOE believed that, at the time, phase-out was not the appropriate intervention model for the school. However, in light of the fact that performance at Jane Addams has continued to decline, the DOE believes that Jane Addams does not have the capacity to quickly improve to support student learning. Core findings include:

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- Jane Addams has struggled for over five years, and the school’s performance during the 2010-2011 school year confirmed the DOE’s assessment that the school lacks capacity to turn around quickly to better support student needs. Graduation rates at Jane Addams have remained low for the past five years. In 2005, Jane Addams’ graduation rate was 57.3%, and every subsequent year to date, the graduation rate has remained below 53%. Last year, Jane Addams’ four-year graduation rate (including August graduates) was 45% in 2011—well below the Citywide average of 65% and in the bottom 4% of high schools Citywide.<sup>7</sup>
- If Regents diplomas alone counted toward graduation—as will be the case next school year—the four-year graduation rate at Jane Addams would drop to just 38%, putting Jane Addams in the bottom 13% of high schools Citywide.
- First year credit accumulation is a key predictor of student success because students who fall behind early on in high school often have trouble getting back on track to graduate. In 2010-2011, only 57% of first-year students at Jane Addams earned at least 10 credits. This rate of credit accumulation puts Jane Addams in the bottom 6% of high schools Citywide. (The Progress Report defines students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Math, English, Science, and/or Social Studies.)
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. Jane Addams earned an overall F grade on its 2010-2011 annual Progress Report, with F grades on Student Progress, Student Performance, and School Environment. This Progress Report score puts Jane Addams in the bottom 4% of high schools Citywide. Additionally, January 2010 the school was designated by the State as Persistently Low Achieving.
- The school’s attendance rate remains below most other high schools. The 2010-2011 attendance rate was 78% compared to the Citywide high school average of 86%, putting Jane Addams, in the bottom 9% of all high schools Citywide in terms of attendance.
- Safety issues have been a concern at the school. On the 2011 New York City School Survey, only 67% of student respondents reported feeling safe in the hallways, bathrooms, and locker rooms at Jane Addams. In addition, only 13% of teacher respondents agreed that discipline and order were maintained at Jane Addams.

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<sup>7</sup> The 2011 graduation rate cited for Jane Addams represents the City’s calculation of the four-year graduation rate on the 2010-2011 Progress Reports. Like the State calculated Citywide graduation rate, it includes August graduates, and typically there is only modest deviation between our calculation and the State calculated rate. State calculated graduation rates for the Jane Addams Class of 2011 are still being audited by the State and will not likely be available until Spring 2012, at which time the State calculated Citywide graduation rate for 2011 will also be released by the New York State Education Department. The most recent available State calculated Citywide average four-year graduation rate (including August graduates) was 65% for the Class of 2010.

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In addition, the Joint Intervention Team report issued by the New York State Education Department noted the following areas of concern:

- After visiting 51 classes, the team determined that there was little evidence of learning taking place. Students were not actively engaged in meaningful instructional activities that promote higher order thinking skills. Lessons were dominated by “do now” activities and worksheets.
- While the school’s Comprehensive Educational Plan (CEP) identifies writing across the curriculum as a focus, there was no evidence of the effective teaching of writing skills or strategies in the various content areas.
- The school leadership has not developed a system for ongoing monitoring of instruction. The school does not use common formative assessments to measure progress toward learning outcomes and identify at - risk students prior to Regents exams or the end of marking periods. While the school implemented a grade 9 academy in the 2009 - 10 school year, the school failed to analyze data before implementing Small Learning Communities (SLC) schoolwide. While the administration worked on planning the academies, there is no evidence that feedback from all the constituencies was solicited. The implementation of SLCs has been haphazardly executed and constituencies have not been fully prepared for an effective transition.
- Parent participation is severely lacking at the school. The School Leadership Team (SLT) does not have a sufficient number of parents to function in conformity with State and City regulations. Parents participate in the school survey at a rate of 16 percent, far below the citywide average of 49 percent.
- There is no dedicated time for subject teachers to meet and plan. Teachers of students with disabilities are not programmed for common planning time with academies. There is no evidence of academic intervention services (AIS) during the school day to address the specific needs of students scoring at Levels 1 and 2, including ELLs and students with disabilities. Students with disabilities appear to work in isolation and do not participate fully in the newly created academies. Overage students are required to wear a different color uniform from other academies. Teachers are not trained in strategies for teaching students with disabilities and ELLs in regular classrooms.
- Some teachers did not demonstrate the knowledge and expertise necessary to deliver a high quality instructional program.

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- The transition to SLCs has highlighted the inability of the school's leadership and faculty to effectively provide continual improvement for students and teachers and has led to persistent academic failure and inability to increase its graduation rate. Non-graduating students in attendance at the school should have an opportunity to enroll in a high performing school.

Given the school's declining performance, the DOE now believes that only the most serious intervention—the gradual phase-out and eventual closure of Jane Addams—will address the school's declining performance and longstanding struggles, and allow for new school options to develop in the school building that will better serve future students and the broader community.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Intensive review of all data sources, as described above confirmed that Jane Addams High School was highly unlikely to reach and exceed the goals of academic performance and graduation rate needed to demonstrate student success to the degree that satisfies State, NCLB and City requirements. Thus, NYCDOE is closing this school (in a phase-out period lasting three school years) while opening a new school that will serve the community that Addams has underserved for many years. As a result of detailed analysis of enrollment patterns, building utilization rates, student attendance rates, parent surveys, environmental surveys, parent meetings, and student and teacher satisfaction surveys, NYCDOE has selected a new Career and Technical (CTE) school, The School for Tourism and Hospitality (08X559), to can offer new pathways with varied course offerings, enhanced career options, and preparation for college in a rigorous educational setting with extensive student support services.

The School for Tourism and Hospitality will replace Jane Addams and will enable all students to reach high levels of academic achievement to graduate and become productive and successful citizens. The School for Tourism and Hospitality will be a welcoming school where students are prepared to become leaders in the workplace. Teachers will reach students by connecting real-world problems to the skills students will need to succeed in college and career. These skills are: creating a theory, research, analysis, communication, self-monitoring, self-direction and working in teams. Using these skills as their foundation, students will continue their path to be becoming leaders in the workplace, by earning an industry recognized certification at the end of the 10<sup>th</sup> grade, followed by a second certification as a specialist at the end of the 12<sup>th</sup> grade. Students will also earn up to four college credits before they graduate high school. The school believes in teaching the “whole student” - without judgment - in an environment that supports their academic and social

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development. Graduates of School for Tourism and Hospitality will be prepared for careers in management; specifically, the supervision of:

- Facilities
- Human Resources
- Information Technology

Students will take Career and Technical Education classes in Tourism/Hospitality Law, Marketing, Food/Beverage Operations, Event Planning, Facilities Management, Information Technology Management, and Rooms Division Management. In addition to the career-focused elective curriculum, students will take rigorous academic classes that prepare them for college.

The Turnaround model addresses the needs of the community that Jane Addams has underserved for years, by offering new options for students and their families. At the same time, all current Jane Addams students would have the opportunity to graduate from Jane Addams, assuming that they continue to earn credits on schedule. As the school becomes smaller, students who do not earn credits on schedule would receive more individualized attention to ensure they receive the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress towards graduation and to consider applying to a transfer high school.

The DOE remains focused on helping Jane Addams students succeed by providing the school with intensive supports aimed at the unique needs of the school and its students to facilitate the phase-out process. This support would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment, including, but not limited to:

- Helping the school provide students with options that support their advancement and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

Jane Addams would continue offering athletics and other extra-curricular programs, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. The school will no longer admit new ninth grade students after the end of the 2011-2012 school year. Jane Addams will continue to serve students currently enrolled in the school until the school completes phasing out in June 2015. As the school becomes smaller, students need to receive more individualized attention through graduation to ensure they are receiving the support they need to succeed, and local funding will be used to insure that the school's efforts to make those

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support activities happen.

Supplemental guidance services and other intensive student support services will be provided, including partnerships with professional services providers who provide student support services in attendance, enrichment, and other services that meet students' social, emotional and health needs.

A dedicated Children First Network has been established to serve and support schools that are phasing out. This network (funded under local funds at no cost to this SIG funding) will ensure that the recommendations to the most urgent of the key findings in the JIT report are implemented, shown below:

- Identify and implement a research-based reading and writing program across the curriculum for at-risk students, students with disabilities, and English language learners.
- Provide professional development on developing and facilitating project-based learning. Develop partnerships with other schools successfully engaged in project-based learning to share and learn from their best practices.
- Adopt a uniform behavior management system. Provide professional development to all staff to ensure consistent and coherent implementation of the program.
- Provide professional development to all staff on the development and use of formative assessment data. Use common planning time to develop and/or modify standards-based, high quality formative assessments in each content area that are linked to the curriculum and pacing calendars.
- Develop a comprehensive professional development plan for all staff, including those who serve SWD and ELLs.

Central DOE and the Network will support the staff at Jane Addams during the phase-out period as Article 18D in the United Federation of Teachers (UFT) contract is implemented, in order that all staff from Addams are afforded their rights under collective bargaining agreements during the excessing, screening and hiring processes while the school phases down.

In this way, the Turnaround model will allow the gradual phase-down of Jane Addams High School for Academic Careers while a new school, School for Tourism and Hospitality, phases in to provide students with access to a higher-quality educational option.

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**School for Tourism and Hospitality**

**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**Action Required By Turnaround Model:**

**1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

**g. Description of how the action will be accomplished by LEA**

The new principal has been identified, and will be installed for the opening of the school in September of 2012. The new leader at School for Tourism and Hospitality has over a decade of experience in schools as teacher mentor, dean, and Assistant Principal for a Young Adult Borough Center. His work experiences have allowed him a unique perspective as it relates to creating a positive school culture, as well as effective systems for developing the skills of students, teachers and staff.

As with all NYCDOE public schools, the principal and the school leadership team will have broad discretion over allocating resources, choosing their staffs (subject to hiring freeze), planning the school's professional development, identifying curriculum and make purchasing decisions, creating programming for their students, and managing their school's schedule and operations. NYCDOE does not make requirements on how the school leader must allocate the School Improvement Grant funds; the principal has sole discretion on this, in alignment with any restrictions tied to the funding source.

The school remains subject to the policies of the Department of Education and other applicable rules and regulations. Schools will continue to adhere to DOE student placement policies, fiscal reporting regulations, special education requirements, labor contracts, Chancellor's Regulations, and accountability standards, among other things, as determined by the Department of Education. Where

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necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.

**h. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

The new principal and the new school will phase into this school site during fall 2012. The Office of New Schools led the extensive New School Application and Interview process for identifying successful educational leaders for phase-in new schools during fall 2010 and fall 2011.

Under this process, applicants attend a series of professional development workshops for teams interested in applying to open a new school. These sessions support the application process by facilitating critical discussion of school design in the context of the core principles of Children First: Leadership, Empowerment and Accountability. These workshops are designed to challenge new school planning teams to create schools that will meet the needs of all students and leverage their small size in ways that will dramatically improve the student learning experience as well as student achievement. Applicants also participate in mandatory Targeted Feedback sessions with a coach from the New Schools team during which coaches review a section of the applicant's proposal and have a chance for an initial assessment of leadership capacity. Over the course of the workshops and feedback sessions, ONS will assess each applicant team with coaches and invite those applicants deemed to have a good chance of having their proposal approved. ONS will also conduct school visits at applicant team leader's school sites to observe classes with the proposed principal, and take time to speak with the applicant's colleagues, students who have had extensive experience with the applicant, and the applicant's current Principal. After the School Visit, there is another round of cuts, and strongest applicants are invited to submit complete proposals by a set deadline. Complete proposals are vetted and the strongest applicants are invited to interviews. Panel interviews are conducted with multiple DOE representatives including staffers from the New Schools Team, the office of ELLs & Special Education, Portfolio Planning, the Arts and Enrollment. After the interviews, recommendations are made to the Chancellor, and the Office of New Schools works with school planners to determine siting.

The Office of New Schools operates the New School Intensive (NSI) for new school leaders whose applications have been approved. NSI generally begins in January and continues weekly through June each year. This preparation allows sufficient time to hire staff, prepare timelines and schedules, align curriculum, and all other aspects of preparation for a new school opening, in order to implement a comprehensive approach to improve student achievement outcomes and increase high school graduation rates. Topics covered in NSI include community engagement; student recruitment and enrollment; team leadership; building school community, culture and climate; instructional

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leadership; facilities and space planning; teacher hiring and the 18-D process for phase-in schools at phase-out sites; academic and socio-emotional supports for students including supports for Special Education, ELL and overage students; data use; summer planning; and school operations.

**i. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

Action Item	Associated Cost
Described above.	No additional cost to grant; local funds

**Action Required By Turnaround Model:**

**2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,**

**(A) Screen all existing staff and rehire no more than 50 percent; and**

**(B) Select new staff**

**j. Description of how the action will be accomplished by LEA**

In order to identify appropriate teacher qualifications for the Turnaround replacement school, new school leaders were provided with training on the requirements of the Turnaround model and the elements that they and their teaching staff would need to implement as a Turnaround school. In addition, new school principals were provided information about the phase-out school, including the JIT report, to inform them of the challenges being faced by the PLA school that the new school is replacing, since the new school will naturally face many of these same challenges. This information, plus the school-specific mission and instructional vision that will drive the overall school structure and operation, shaped the list of teacher qualifications that new school leaders used in their recruitment and screening of teaching staff to ensure that only staff who are prepared to overcome the challenges of teaching in a Turnaround school are hired.

With the implementation of the Turnaround Model and phase-out of Jane Addams, the new school will adhere to Article 18D of the UFT Contract. One section of the contract provides that teachers from the closing school have the right to apply and be considered for positions in a new school. As School of Tourism and Hospitality's population grows by grade, new teachers will be hired each year, and as Jane Addams phases out, the process of Article 18D will be part of the selection criteria.

Aside from the standard United Federation of Teachers (UFT) criteria for teacher selection, additional criteria include: Evidence of working in or being familiarity and understanding of teaching

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in an extended or block format; Evidence of working collaboratively to design and implement curriculum that teaches the common core standards, enduring themes/concepts and challenges related to ESL/Special education students; Evidence of working in or familiarity and understanding of the co-teaching environment; Evidence of previous participation with in-house school committees and/or serving as faculty advisor to student clubs or coordinator special programs; Willingness to implement alternative grading systems; Evidence of commitment to the focus of technology and the many ways this focus could be implemented in all areas of the school's curriculum; Willingness to developing an individual growth plan in collaboration with the principal or grade team leader that will monitor progress and assess his/her effectiveness in enhancing student achievement; Ability to use differentiation to motivate, stimulate and challenge students toward achievement of a high level of performance through rigorous academic standards; and Ability to integrate reading strategies and writing activities into the daily class routines including demonstrated ideas and strategies for students whose reading levels are far below grade level, and/or for whom English is a second language.

The responsibilities for a candidate teacher includes the following: Work within a non-traditional school schedule and organizational structure that meets the needs of all students including English Language Learners and Students with Disabilities including teaching classes in 85-minute long blocks or longer where appropriate; Teach content area in a general education setting as well as in a true ICT environment for ELL students (w/ESL teacher) and for Students with Disabilities (w/Sp. Ed. Teacher); Attaining and maintaining an expert knowledge of their subject area, differentiation, literacy strategies and assessments; Having a willingness and desire to seek/receive professional development to enhance current practice in any of these areas; Developing clear and published learning targets in curriculum; Serving as a staff advisor to group of advisory of students; Participate in at least one in-house school committee and/or serve as faculty advisor to student clubs or coordinate special programs; and Demonstrated experience or willingness to participate in teacher-led study groups and teacher led professional development, among others.

**k. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

New staff will be selected in the spring and summer of 2012. Annual hiring of staff will also occur in spring and summer of each year.

NYCDOE will share the New York State Education Department a list of staff members at the PLA school as of June 30, 2012. A similar list of staff members will be provided to NYSED at the

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beginning of the 2013-2014 school year. Comparison of the two charts should ensure that 50 percent of the staff has been removed and replaced.

**1. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Described above.	No additional cost to grant; local funds

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**Action Required By Turnaround Model:**

**3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school**

**j. Description of how the action will be accomplished by LEA**

The school will create leadership/mentor program for aspiring lead teachers and take advantage of the NYCDOE Teachers of Tomorrow program. The Teachers of Tomorrow (TOT) program is designed to recruit and sustain well-prepared, highly motivated certified classroom teachers who serve in schools which have been designated as high-need and/or persistently low achieving. The TOT incentive program provides tax-free grants to teachers who teach in these schools. Eligible teachers can qualify for awards of up to \$3,400 annually for a maximum of four (4) years.

Teachers must be a newly hired (no prior employment as a teacher with NYC public schools prior to the 2011-12 school year) certified classroom teacher and hold transitional, provisional, conditional initial, initial, professional or permanent NYS certification in the area for which they are teaching. Participants in programs where the DOE provides financial assistance in obtaining certification, including the Success via Apprenticeship program, the scholarship program and some alternative certification and teacher residency programs are not eligible to participate in the Teachers of Tomorrow recruitment incentive program.

- Goals of Leadership/mentor program:
  - #1 – recruit and develop enthusiastic and dedicated teachers
  - #2 – develop the skill sets of existing teachers who desire to be teacher leaders
  - #3 – create a culture of mentees becoming mentors where teacher leaders seek to develop others as they were developed once as mentees themselves
- Structure of Leadership/mentor program:
  - Recruitment
    - At least 1 teacher will be identified and chosen to participate as a mentee each year.
    - The individual will be selected by the school’s leadership team based on an open posting announcement, letter of interest submitted by applicant and an interview with the team. Teachers already working at the school will be encouraged to apply.
  - Schedule
    - Mentees who are not existing teachers at the school will be interviewed via the mandated 18-D hiring process for new schools. Once hired (as with existing teachers) they will meet with their mentor and the principal/designee

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- once per week for 85 minutes to set goals, develop actionable plans, chart progress and conduct classroom visits/inter-visitation.
- Mentees will also meet with colleagues to co-plan instruction:
  - With special education teacher – 85 minutes once per week
  - With English as a second language teacher – 85 minutes once per week
- Participants
  - Mentors – principal, children’s first network instructional coaches, existing teachers at the school with a track record of instructional excellence and a desire to support the development of others
  - Mentees – teachers who are not yet a part of the school and teachers assigned by the principal to be mentored as deemed appropriate based on observations and data outcomes
- Outcomes
  - Desired outcome #1 – newly hired teachers will remain in their instructional roles for at least 3 years (including their first year with the school)
  - Desired outcome #2 – existing teachers will become teacher leaders within 3 years of first being mentored
  - Desired outcome #3 – at least 50% of the teachers who are mentored will become mentors themselves after 3 years of first being mentored

This is a small school in its first year (2012-2013), serving 108 ninth grade students. The school does not have the human capital necessary to implement the incentive program for more than one teacher during the school's first year. We are certainly open to scaling up the implementation as we hire additional teachers during years 2-4 (years 2 and 3 relative to the SIG grant).

**k. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

By September 1, 2012: set up actions include creating a process of fielding interest, setting protocols for entry into the leadership/mentor program and clearly defined competencies, goals and assessment tool to gauge progress. Program will run on an ongoing basis with entry allowed for new candidates at start of each new term from September 1, 2012 through June 30, 2013 and continuing years 2-3.

- Quarterly milestone action dates are the last school day of November, January, March and May
  - Actions will be:
    - Collect and review data for the time elapsed since last action review date
    - Create action plan for improvement, citing specific issues that persist as well as the achievements that can be seen thus far

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- Assign school personnel responsibilities/roles for each actionable issue/intervention/resolution and discuss any next steps that have not already been instituted
- Check progress according to established timeline

**1. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Leadership/mentor program	No additional cost to grant.
Teachers of Tomorrow program	

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**Action Required By Turnaround Model:**

**4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

**j. Description of how the action will be accomplished by LEA**

1. Summer professional development targeting following knowledge/skills:
  - Problem-based learning methodology
  - Youth development principles
  - Learning standards/grading policy alignment
2. 85-minute professional development period programmed into each teacher's weekly schedule. Individualized goals developed with teacher and progress toward goal coached by principal.
3. Literacy coach works with teachers as guided by principal to provide coaching/resources/additional interventions and maintains model classroom for teacher visitation.
4. Expected outcomes and assessment of professional development
  - a. Expected outcome #1 – 50% of teachers will successfully adopt and integrate the problem-based learning approach into their lessons daily
    - i. Assessment - Content area unit maps and summative problem-based activities for units
  - b. Expected outcome #2 – 70% of students will successfully complete the first year CTE curriculum (Skills Tasks and Results Training) from the American Hotel and Lodging Educational Institute
    1. Assessment – START 1a and START 1b course scholarship/grade reports
  - c. Expected outcome #3 – 70% of students will successfully pass the Skills Tasks and Results Training industry certification exam from the American Hotel and Lodging Educational Institute
    - i. Assessment – START exam results
5. Professional development to support use and analysis of data
  - a. All teachers will receive individualized professional development and support from the principal, the children's first achievement/data specialist and or mentor during once weekly 85-minute PD coaching sessions
    - i. These sessions will include specific strategies (individualized by teacher) to create assessments aligned with standards, implement instruction that targets

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those standards and then follow a prescribed process to review the item analysis relative to students' strengths and weaknesses

- ii. The sessions will also include development around how best to individualize interventions for students based on the outcomes learned from the review of that data
- b. Creation of the new CTE focus
  - i. The CTE focus is Tourism and Hospitality. The skill set students will need to hone is problem-solving. In order to grow students' proficiency with solving problems, each teacher will adopt and integrate problem-based learning approaches into their daily instructional lessons. These lessons focus on the problem solving skills of: deconstruction, research, analysis and presentation. The sub skills students will hone are: communication, independence, self-monitoring and teamwork. These skills and sub skills will be embedded into each teacher's lesson plans and evident (as targets) in each unit assessment administered by teachers across all content areas.
  - ii. Teachers will hone their development of pedagogy in this area during the once weekly 85-minute professional development sessions with the principal, the children's first achievement/data specialist/instructional coaches and or mentor
  - iii. Teachers will attend at least 1 workshop/seminar per term to learn about the industry and how best to integrate real-world problems into their instruction

**k. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

- July 1, 2012 through August 31, 2012 - summer before year 1.
- Ongoing – September 1, 2012 through June 30, 2012 and continuing years 2-3.
- Ongoing – September 1, 2012 through June 30, 2012 and continuing years 2-3.
- Quarterly milestone action dates are the last school day of November, January, March and May
  - a. Actions will be:
    - i. Collect and review data for the time elapsed since last action review date
    - ii. Create action plan for improvement, citing specific issues that persist as well as the achievements that can be seen thus far
    - iii. Assign school personnel responsibilities/roles for each actionable issue/intervention/resolution and discuss any next steps that have not already been instituted
    - iv. Check progress according to established timeline

**l. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

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<b>Action Item</b>	<b>Associated Cost</b>
<p>1. Summer professional development</p> <p>2. Professional development period for teachers</p> <p>3. <del>Literacy coach role</del> Candidate has accepted another position; this role will not exist. Support intended to be provided by the literacy coach will now be provided by the principal and the Children's First Network Instructional/Achievement Coaches.</p> <p>4. Managing Difficult Behavior PD</p>	<p><del>None</del></p> <p>8 Teachers – 33 hours of per session @\$41.98 per hour = \$11,088</p> <p>1 Guidance counselor – 33 hours of per session \$42.14 per hour = \$1,389.63</p> <p>1 Social worker – 33 hours of per session \$42.14 per hour = \$1,389.63</p> <p>\$13,867.26 Total</p> <p>None</p> <p><del>\$82,078 per year plus fringe</del> No additional cost to grant</p> <p>\$650 for a half day workshop for teachers/staff</p>
<p>The school is participating in the district's pilot program on teacher effectiveness.</p>	<p>Year 1 and 2 - \$22,886 Administrative Assistant (0.5 FTE) for the district's Office of Teacher Effectiveness to provide operational and administrative support to the OTE team focusing on work specifically for the phase-in schools that are piloting the teacher evaluation system</p>

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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

**j. Description of how the action will be accomplished by LEA**

1. Three 85-minute common planning periods (with a specific focus for each as noted) programmed into each teacher’s weekly schedule: special education, English language learners and department/grade.
2. See next section Action #6 (Activity a.1 through 6)

**k. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

1. Scheduled weekly periods from September 1, 2012 through June 30, 2013 and continuing years 2-3.
2. See next section Action #6 (Activity b. 1 through 6)
3. Quarterly milestone action dates are the last school day of November, January, March and May
  - a. Actions will be:
    - i. Collect and review data for the time elapsed since last action review date
    - ii. Create action plan for improvement, citing specific issues that persist as well as the achievements that can be seen thus far
    - iii. Assign school personnel responsibilities/roles for each actionable issue/intervention/resolution and discuss any next steps that have not already been instituted
    - iv. Check progress according to established timeline

**l. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

<b>Action Item</b>	<b>Associated Cost</b>
1. Common planning time/data meetings/professional development period	None
2. See next section Action #6	None
3. Datacation/Skedula	\$12,500

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

**j. Description of how the action will be accomplished by LEA**

- a. Mandate pre, mid and post assessments in every class to be able to determine trends and track progress toward goals.
- b. Student data reviewed and discussed during weekly common planning periods and individualized professional development period to set/track progress toward goals.
- c. Students referred to extended-time tutoring based on formative, interim and summative assessment data. Progress and efficacy of interventions reviewed weekly via virtual portfolio – available to all staff and the student/parent.
- d. Student learning goals established/modified and tracked using Datacation software
- e. Teacher data, observations, support and interventions tracked using Datacation software.
- f. Focus of DOE professional development days limited strictly to the following strategies:
  - Year 1: Literacy, differentiation, problem-based skills and engagement
  - Year 2: Problem-based skills, engagement and TBA as determined by outcomes and needs as seen during year 1
  - Year 3: College/career readiness, problem-based skills, engagement and TBA as determined by outcomes and needs as seen during year 2

Assessment #1 description – Skills, Tasks and Results Training exam

- Assessment #1 created when and by whom: American Hotel and Lodging Educational Institute (existing)
- Teachers/administrators professional development how: Professional development once per term provided through American Hotel and Lodging Educational Institute

Assessment #2 description – Diagnostic, mid and post tests

- Assessment # 2 created when and by whom: Content area diagnostic, mid and post tests are administered at the start, mid-point and end of each term. They are created by teachers using item-identified Regents-based questions that exist in a bank that is available through Datacation/Skedula. The exam questions are the same as available on previous Regents exams and are similar to the periodic assessment questions available to schools from the central office. Teachers use the tool to create exams that specifically target

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content strands and skills that are frequented seen on the content area Regents exam. The tests are created two weeks prior to the start, mid-point and end of the semester.

- Teachers/administrators professional development how: Professional development is provided once per term through CaseNex Datacation. Additional support is provided at the school level by the principal/designee.

**k. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

1. Start, mid-point and ending of each term – September 1, 2012 through June 30, 2013 and continuing years 2-3.
2. Scheduled weekly periods – September 1, 2012 through June 30, 2013 and continuing years 2-3.
3. Ongoing – September 1, 2012 through June 30, 2013 and continuing years 2-3.
4. Ongoing – September 1, 2012 through June 30, 2013 and continuing years 2-3.
5. Ongoing – September 1, 2012 through June 30, 2013 and continuing years 2-3.
6. Pre-designated PD days – September 1, 2012 through June 30, 2013 and continuing years 2-3
7. Quarterly milestone action dates are the last school day of November, January, March and May
  - a. Actions will be:
    - i. Collect and review data for the time elapsed since last action review date
    - ii. Create action plan for improvement, citing specific issues that persist as well as the achievements that can be seen thus far
    - iii. Assign school personnel responsibilities/roles for each actionable issue/intervention/resolution and discuss any next steps that have not already been instituted
    - iv. Check progress according to established timeline

**l. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

<b>Action Item</b>	<b>Associated Cost</b>
Described above	No additional cost to grant.
See previous section Action #3	\$12,500

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

**j. Description of how the action will be accomplished by LEA**

1. Each class is 85-minutes long; four classes per day. Students programmed for core subjects in the morning and non-core subjects in the afternoon. Teachers use the increased learning time to implement lessons that cover more subject matter more deeply. Teachers work with students using problem-based methodologies to enhance engagement and depth of understanding.
2. Students referred to extended-time tutoring based on formative, interim and summative assessment data. Progress and efficacy of interventions reviewed weekly via virtual portfolio – available to all staff and the student/parent.
  - a. Extended time tutoring
    - i. Content – students will be referred to extended time tutoring by content area teachers. The referral process is managed by the guidance counselor and is ranked for priority by area of highest need (as determined by the most recent content specific diagnostic, mid or post test). Students who are referred to extended time tutoring meet with their referring teacher who will create a proficiency tool/exam that targets the student’s areas of deficiency. Students will then receive targeted tutoring from the teacher and all student work will be maintained in a virtual folder that is reviewed with the student and parent weekly to chart progress. Students will be allowed to test-out of extended time tutoring by taking and passing the proficiency assessment exam. Once a student has tested out, they are then referred for extended time tutoring in the area of next highest need (as determined by the most recent content specific diagnostic, mid or post test).
    - ii. Structure – students meet with their extended time tutoring teacher after school Mondays-Thursdays for 37 minutes each session. Students are referred into/out of tutoring on a two-week cycle. Students who do not successfully test out of extended time tutoring for a given content area, remain in that content area extended time tutoring area until they do successfully test out.
3. Provide students with additional learning opportunities to recover/gain additional credit.
  - a. Credit Recovery
    - i. Content – students will be allowed to participate in credit recovery sessions once per term (during the winter and spring breaks). The content covered during the credit recovery will be specific to each student – as represented by the students’ deficiency or lag in progress over the fall and spring term. Students will have an individualized set of objectives to cover and show proficiency around. The objectives and work will be directly aligned to the areas where the student has

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- shown lags as identified by failing grades (assignments, assessments and projects). Portions of the credit recovery may utilize the Plato Online Learning software as a technology engagement tool.
- ii. Structure – students will receive a “program” for credit recovery approximately two weeks before the start of the winter and spring breaks. The “program” will list the credit recovery area(s) the student should attend, the date(s) and time(s). Credit recovery will be taught by the same teacher/class for which the student has shown a lack of progress.
4. Provide students with an opportunity to attend a Saturday academy focusing on: the arts, physical education/sports and English language acquisition
- a. Saturday Academy
    - i. Content – students will be referred to Saturday academy by non-core subject area teachers. The referral process is managed by the guidance counselor and is ranked for priority by area of highest need (as determined by the most recent content specific diagnostic, mid or post test). Students who are referred to Saturday academy meet with their referring teacher who will create a proficiency tool/exam that targets the student’s areas of deficiency. Students will then receive targeted tutoring from the teacher and all student work will be maintained in a virtual folder that is reviewed with the student and parent weekly to chart progress. Students will be allowed to test-out of Saturday academy by taking and passing the proficiency assessment exam. Once a student has tested out, they are then referred for Saturday Academy in the area of next highest need (as determined by the most recent content specific diagnostic, mid or post test). Saturday academy seeks to develop student achievement through intensive academic tutoring and intriguing and engaging enrichment experiences.
    - ii. Structure – students meet with a teacher from the arts, physical education on Saturdays for 2.5 hours each session. Students are referred into/out of tutoring on a monthly cycle. Students who do not successfully test out of Saturday academy for a given area, remain in that area until they do successfully test out. Saturday academy is not mandatory but will be highly encouraged during conversations with parents and students.

**k. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

- 1. Daily – school days from September 1, 2012 to June 30, 2013 and continuing years 2-3.
- 2. Monday through Thursday for 37.5 minutes each day – school days from September 1, 2012 to June 30, 2013 and continuing years 2-3.
- 3. Ongoing basis as recommended (recover credit) by guidance counselor/advisor and or agreed to by parent/student (gain additional credit) from September 1, 2012 through August 31, 2012 and continuing years 2-3.

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4. Saturdays as scheduled throughout each term – starting in the month of September, 2012 through June 30, 2013 and continuing years 2-3.
5. Quarterly milestone action dates are the last school day of November, January, March and May
  - a. Actions will be:
    - i. Collect and review data for the time elapsed since last action review date
    - ii. Create action plan for improvement, citing specific issues that persist as well as the achievements that can be seen thus far
    - iii. Assign school personnel responsibilities/roles for each actionable issue/intervention/resolution and discuss any next steps that have not already been instituted
    - iv. Check progress according to established timeline

**1. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
1. Instructional schedule for all teachers/staff	None
2. Extended time mandate	None
3. PLATO INC. - Plato online/blended learning software	\$8,500 per year for 5 concurrent licenses plus \$2,500 professional development cost for training teachers for a total of \$11,000
4. Saturday academy	Staff time: 102 hours x 3 teachers x \$41.98/hr = \$12,846 + fringe 126 hours x 1 school aide x \$16.20/hr = \$2,041 + fringe 136 hours x 1 supervisor x \$43.93/hr = \$5,974 + fringe
5. Equipment and supplies <ul style="list-style-type: none"> <li>• iPads (150)</li> <li>• iPad cases (150)</li> <li>• iPad carts (7)</li> <li>• Desktop computers (57)</li> <li>• Printers (9)</li> </ul>	<ul style="list-style-type: none"> <li>• \$71,850</li> <li>• \$5,790</li> <li>• \$16,815.40</li> <li>• \$39,102</li> <li>• \$6,012.72</li> </ul>

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<ul style="list-style-type: none"><li>• Mimio teach - interactive projector technology (10)</li><li>• Mimio view - document camera (10)</li><li>• Whiteboards (20)</li><li>• LCD projector (10)</li><li>• General classroom supplies</li></ul>	<ul style="list-style-type: none"><li>• \$7,205</li><li>• \$5,841</li><li>• \$2,752.60</li><li>• \$10,895.70</li><li>• \$19,975.82</li></ul> <p>\$186,240.24 Total</p>
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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

**j. Description of how the action will be accomplished by LEA**

1. Hire social worker to work with students and families. This includes one-on-one assistance and referrals to agencies to help resolve issues with hardships like homelessness, bereavement, mental illness, applying for benefits (health insurance, public assistance), immigration, etc. Plan events collaboratively with advisors and other school staff – college trips, health fair, career day, holiday celebrations, etc.
2. Provide students with an opportunity to develop social/emotional awareness and skills by engaging them in an off-site retreat during the last week of the summer – before school begins. Students participate in a series of low ropes, high ropes, leadership and teambuilding experiences that challenge them to recognize their colleagues and staff as part of a community that is committed to their safety, respect and well-being. The retreat is a full day experience.

**k. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

1. September 1, 2012 – August 31, 2013 and continuing years 2-3.
2. September 1, 2012 – August 31, 2013 and continuing years 3-3.
3. Quarterly milestone action dates are the last school day of November, January, March and May
  - a. Actions will be:
    - i. Collect and review data for the time elapsed since last action review date
    - ii. Create action plan for improvement, citing specific issues that persist as well as the achievements that can be seen thus far
    - iii. Assign school personnel responsibilities/roles for each actionable issue/intervention/resolution and discuss any next steps that have not already been instituted
    - iv. Check progress according to established timeline

**l. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

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<b>Action Item</b>	<b>Associated Cost</b>
1. Social Worker (1) – has been hired with 50% of SIG funds and 50% of the school's regularly allocated funds	\$25,593 (\$51,186 x .50)
2. Ramapo Retreat	\$6,885 for 135 participants
3. SchoolMessenger outreach/messaging system	\$1,342.50

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**Action Required By Turnaround Model:**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**j. Description of how the action will be accomplished by LEA**

Descriptions of activities with external partners are integrated throughout the application as appropriate. For the screening and selection of partners:

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Pre-Qualified Solicitation” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

**k. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

The process for vetting and contracting proposed partners occurs throughout the calendar year. As schools identify prospective partners, NYCDOE will carry out the screening in accordance with the policies and procedures set forth by its Division of Contracts and Purchasing.

- Quarterly milestone action dates are the last school day of November, January, March and May
  - a. Actions will be:
    - i. Collect and review data for the time elapsed since last action review date
    - ii. Create action plan for improvement, citing specific issues that persist as well as the achievements that can be seen thus far

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- iii. Assign school personnel responsibilities/roles for each actionable issue/intervention/resolution and discuss any next steps that have not already been instituted
- iv. Check progress according to established timeline

**l. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Applicable partners described throughout plan.	No additional cost to grant.

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**Action Required By Turnaround Model:**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**f. Description of how the action will be accomplished by LEA**

Positions are established at the Central office of NYCDOE to support the Turnaround phase-in/replacement schools. These positions include staff in the Office of New Schools who oversees the selection and the training of new school leaders and the Office of School Development/School Turnaround to monitor the implementation of the school’s activities under the School Improvement Grant. This includes making site visits, monitoring progress on leading indicators and school goals, working with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school or in the phase-out site, and completing required reports and evaluations to the NYSED and/or federal agencies. While these positions are funded under the School Improvement Grant, costs for Central NYCDOE positions are not included in this specific application for the Turnaround model.

In addition, all PLA phase-out schools as well as new phase-in schools that are part of the Turnaround Model are also supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

**a. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Support for the phase-out school will be provided year round until it closes. Support for the replacement new school will occur concurrently and continue beyond the three-year grant period.

**b. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

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<b>Action Item</b>	<b>Associated Cost</b>
Described above.	No additional cost to this grant.

<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$2,981,474</b>	<b>\$900,000</b>	<b>\$ 2,081,474</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

Local funds” is defined as those funds available to the District and/or school that are not associated with SIG funding provided under 1003(g) of the Elementary and Secondary Education Act. These local funds are used to support school improvement efforts in PLA schools, such as those indicated in the application. Fund sources shown below are indicative of the local funding provided.

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA Related Service IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grants Federal Competitive Grant: Smaller Learning Communities Grant State Competitive Grant: Learning Technology Grant	Federal Competitive Grant: MAGNET SCHOOL Federal Competitive Grant: Your School Your Choice Program Private Grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV Drug Free ROTC 14 Self Sustaining Grants State Competitive Grant: Extended School Day Violence Prevention Grant
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

NYCDOE does not foresee any obstacles to implementing this Turnaround plan.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

NYCDOE does not foresee the need to modify existing policies or practices for the school to implement the Turnaround model fully and effectively at this school.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Washington Irving High School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education **NCES#:** 3600077

**School:** Washington Irving High School **NCES#:** 02885

**Grades Served:** 9-12

**Number of students:** 1032

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**Needs Assessment Process**

NYCDOE (School, School Leadership Team, Network Team, Superintendent, Division of Portfolio Planning, and Division of Academics, Performance and Support) conducted a comprehensive review of Washington Irving High School's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Included in the needs assessment was an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, , as well as results of Inquiry Team action research, and surveys along with any additional measures to determine the effectiveness of educational programs. Under the DOE's accountability framework, schools that receive an overall grade of D or F on the Progress Report are subject to school improvement measures. If no significant progress is made over time, a leadership change (subject to contractual obligations), restructuring, or closure is possible. The same is true for schools receiving a C for three years in a row and for schools that the Chancellor has determined lack the necessary capacity to improve student performance. Decisions about the consequences a school will face are based on the school's Progress Report grades, Quality Review scores, and a variety of

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other factors such as the demand for the school's services, structural factors such as principal tenure and special population concentration, comparative quality of existing options, and potential replacement options. Under the mandates of Differentiated Accountability, Restructuring and PLA schools undergo a JIT visit which examines all critical areas which have impact upon student achievement, including Curriculum; Teaching and Learning; School Leadership; Infrastructure and School Success; Collection, Analysis, and Utilization of Data; Professional Development; and District Support. Ongoing new reviews for the school occur annually, both by the DOE and the State, to ensure that the school plan and implementation continue to be revised and improved upon.

**List Data Analyzed**

- Total Cohort Graduation rates
- High School Credit Accumulation
- Regents Exam Scores
- College Preparation and College Readiness Index
- DOE Progress Report grades and growth metrics in Math, ELA
- Learning Environment Surveys (LES)
- DOE Quality Review scores and QR self-evaluation form (SSEF) documents
- Student enrollment and demographic statistics and trends
- Student attendance data
- Report of the Joint intervention Team (JIT)
- School Accountability Status and subgroup performance data for the school on NYSED Accountability Overview Reports (AOR)
- Performance data for the school on NYSED Comprehensive Information Report (CIR)

**Major Findings**

As revealed in the school data, Washington Irving High School ("Washington Irving") has consistently struggled to provide an environment conducive to academic success over the past few years. While Washington Irving's 2009-2010 performance was poor and declining in a number of areas, there were some indicators of the potential for improved performance. This led the DOE to determine that the Transformation model, which along with Transformation is a relatively less intensive intervention, had the potential to provide the school with adequate support to improve student outcomes.

However, recent performance at Washington Irving, as demonstrated in the school's most recent Progress Report released at the end of October 2011, suggested the need to further investigate

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Washington Irving to determine if Transformation is still the best model for the school and is enough to enable the school to turn around quickly, or if a more significant intervention might be required to increase student performance. For example, the school's Overall Progress Report letter grade was consistent between 2008-2009 and 2009-2010 at a C, but declined to an F in 2010-2011. Similarly, the school's graduation rate in 2009-2010 rose to 55% (including August graduates), but declined in 2010-2011 by 7 percentage points to a graduation rate of 48%. The dramatic decline in these metrics during the 2010-2011 school year, including key findings outlined below, suggests that the core supports in the Transformation model will not have a quick enough impact to meaningfully improve student outcomes.

- Graduation rates at Washington Irving have remained at or below 55% for the last ten years. Last year, Washington Irving High School's four-year graduation rate (including August graduates) was 48%— well below the Citywide average of 65% and in the bottom 7% of high schools Citywide.<sup>8</sup>
- If Regents diplomas alone counted toward graduation—as will be the case next school year—the four-year graduation rate at Washington Irving would drop to just 41%, in the bottom 18% of high schools Citywide.
- First-year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2010-2011, 72% of first-year students at Washington Irving High School earned at least 10 credits, which puts Washington Irving in the bottom 29% of high schools Citywide. (The Progress Report defines students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Math, English, Science, and/or Social Studies.)
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. Washington Irving earned an overall F grade on its 2010-2011 annual Progress Report, with D grades on Student Progress and School Environment, and an F grade on Student Performance.

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<sup>8</sup> The 2011 graduation rate cited for Washington Irving represents the City's calculation of the four-year graduation rate on the 2010-2011 Progress Reports. Like the State calculated Citywide graduation rate, it includes August graduates, and typically there is only modest deviation between our calculation and the State calculated rate. State calculated graduation rates for the Washington Irving Class of 2011 are still being audited by the State and will not likely be available until Spring 2012, at which time the State calculated Citywide graduation rate for 2011 will also be released by the New York State Education Department. The most recent available State calculated Citywide average four-year graduation rate (including August graduates) was 65% for the Class of 2010.

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- Additionally, in 2009-2010 and 2010-2011 the school was designated by the State as Persistently Low Achieving and is currently implementing the Transformation federal SIG model.
- Only 30% of students in the Class of 2010 (students who entered high school four years earlier) enrolled in a two- or four-year college by December 31, 2010, 20 percentage points below the Citywide average of 50%, putting Washington Irving in the bottom 15% of high schools Citywide.
- The school's attendance rate remains below most other high schools. The 2010-2011 attendance rate was 74%, compared with the Citywide high school average of 86%, putting Washington Irving in the bottom 3% of all high schools Citywide in terms of attendance.
- Demand for Washington Irving has fallen steadily over the past few years. Washington Irving High School has four Educational Option programs and two Screened programs to which students apply as part of the High School Admissions Process. Between 2009-2010 and 2010-2011, demand for its Educational Option programs decreased significantly from 3.3 applications per seat to 1.5 applications per seat and remains well below the Citywide average of 8.5 applications per seat across all school programs.

As a result, after this year's investigation, the DOE no longer believes that the Transformation model will be an adequate intervention to assist Washington Irving to improve quickly enough to support current students to graduate and to support new students to progress to graduation. The Transformation model is the least aggressive of the available SIG models. The DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of Washington Irving—will address the school's longstanding and declining performance struggles and allow for new school options to develop in the school building that will better serve future students and the broader community. Given Washington Irving's declining performance, the DOE has proposed to phase out the school and implement the Turnaround model in which Washington Irving will be replaced by two new schools over time.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

As we considered possible options for the future of Washington Irving High School, DOE analyzed past strategic improvement efforts at the school to help us identify what has been working and what has not. This information guided our thinking about how best to support students and the community going forward. The DOE has determined that to ensure the community of students served by this

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school has better opportunities for student achievement, it will phase out Washington Irving and replace it with two new schools, as permitted under the Turnaround Model guidelines.

Academy for Software Engineering (02M546) and Union Square Academy for Health Sciences (U. S. A.) (02M533) will replace Washington Irving High School and will enable all students to reach high levels of academic achievement, graduate, and become productive and successful citizens.

The Academy for Software Engineering (AFSE) is committed to preparing every one of its students to become tomorrow's inquisitive problem-solvers, collaborative leaders, and innovative entrepreneurs. Combining rigorous academic coursework with hands-on experience in the computer science industry, the school's diverse graduates will earn the credentials necessary to have competitive prospects for both college and careers. They will, in essence, create for themselves a personalized pathway to have an influential role in this world.

Academy for Software Engineering (02M546) will open for the first time in September 2012. The school would begin phasing in with grades 9, eventually growing to serve a full complement of high school grades 9-12. The Academy for Software Engineering (AFSE) is a Career and Technical Education high school that prepares students to design and create the next generation of software and applications. Through real-world instruction directly connected to New York City's technology and entrepreneurial community, students will gain computing skills that will lead to innovations in science, art, business, and academia. The emphasis is on individualized academic support and extensive career mentoring which ensures that every student has a personalized pathway to competitive prospects for college and careers. The hands-on experience in software engineering combined with a rigorous academic program puts students in the position to make a difference by connecting technology to their community and to the world.

AFSE will become known as a school that embodies:

Small academic classes integrating industry internships, team projects, and other real-world, problem-based experiences

Software engineering and computer science coursework including the use of online opportunities to connect to state of the art curricula and experts around the globe

Opportunities to earn industry-recognized certifications

Individualized student support from teachers and staff to cultivate successful habits in preparation for college and careers

Development of Academic, College and Career Pathway Plans customized for each student.

AFSE students will be able to:

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Explore different pathways to college and careers through a combination of academic courses and hands-on experiences in the high-tech industry

Develop innovative, cutting edge skills and knowledge in the field of software engineering and computer science

Partner with and learn from leading experts in the technology industry during mentoring, job shadowing, and internships

Select from computing courses focused on web design, user experience, entrepreneurship, mobile application development, programming, and advanced computer science.

**Union Square Academy for Health Sciences (U. S. A.)**

The second new school that will be part of the Turnaround Model of Intervention at Washington Irving, **Union Square Academy for Health Sciences (U. S. A.) (02M533)**, will be a Career and Technical Education School, serving approximately 450 students, led by Mr. Bernardo Ascona, that will prepare students for a career certifications as well as for a high school diploma with college preparatory work. Students will major in either dentistry or pharmaceutical studies which will lead to industry certifications and a high school diploma. This is a limited unscreened school in which students must show interest in a health related career with either dentistry (dental assist certification) or pharmaceutical studies (pharmacy technician certification). Students will take Advanced Placement classes in Biology, Chemistry, Physics, and Calculus to meet the requirements for an advanced Regents diploma. Advanced Placement classes will not start until second year of school. They will be required to prepare for college during all of their four years at Union Square Academy for Health Sciences (U. S. A.).

All teachers will use technology as a tool in our project based learning model. Students will get technical training from licensed teachers of dental laboratory or pharmacy. The dental laboratory teacher is Joseph Caputo who will teach the health core requirement to both dental assist and pharmacy technician students the first year. We will hire a pharmacy teacher the second year. Teachers will use online tools for pharmacy technician training programs from “PA+PassAssured, LLC” which has audio recordings, 2500 pictures and graphics, 27,000 Word Printable “Learn” files, 42 coaching segments, Automated Testing program with over 1,000 questions database., and educator control panels. It will be supplemented with Perkins funding. For dental assist, we will have online laboratories online created by our dental laboratory teacher in conjunction with New York University. Both career pathways will have manual and hands-on experiences with our industry partners. St. John’s will have our students visit hospitals and their Queens campus to learn via their College of Pharmacy program what students should be able to do to compete for spots in their six year doctoral program. New York University will use its dental headquarters at first avenue and twenty-four streets to show students the different dental fields the first year of our school. The New York University College of Dentistry will expose students to all dental fields as well as their dental

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assist program. We will use dental experiences in classroom and online to teach the new health core curriculum and prepare the dental assist students for the three year tract. The pharmacy technician students will work with the dental laboratory teacher to learn health core the first year and prepare with online pharmacy technician curriculum the basics in preparation for the three year pharmacy technician certification.

Teacher leadership would be developed and encouraged via common planning time, early release Wednesdays for professional development inquiry teams, and with lesson studies between teachers, with coaches or administrators, to improve pedagogy and infuse common core practices aligned to health industry standards. All teachers have met over the summer 2012 to create plans to implement the school's vision and health science mission. The dental laboratory teacher has the experience and knowledge to implement our health core curriculum and career pathways to students in year one and beyond. We will add two more career and technical education teachers in years two and three. All teachers received professional development with new web site, Datacation, the instructional uses of Smart boards and are in the ILearn project which will give them more professional development around the use of technology this year. They will be prepared for September 2012. We have developed curriculum maps and trained teachers in the use of formative data to inform instruction. They will continue to receive support from us and the network on Common Core (via Teachers' College teacher groups), technology (via ILearn central initiative), and career and technical requirements (via C. T. E. central office workshops and national conferences based on dental and pharmaceutical industries). We are also in the city's Danielson pilot, in collaboration with U. F. T., to develop rigorous teaching and learning in all our U. S. A. classrooms. Teachers already have received two full day trainings this summer which they have already turned keyed back to nine member staff and administration.

The school will use technology (biotechnology, robotics, laptops, and Smart boards) in a blended teaching model to prepare students for the real world of work. Mr. Miguel Gomez, will be trained the week of August 27th to run robotics program. He is a math teacher at Union Square Academy for Health Sciences. He will need the technology to run the program. We have Con Edison as our partner for the robotics program. They have donated the equipment and tools to run the program in conjunction with Washington Irving H.S. as they phase out. Our teacher will work to run robotics for both schools so all students are offered robotics after-school in initial years. All teachers will use technology as a tool in our project based learning model. Please reference William Bender's Project Based Learning model to see what we trained ourselves for this summer. This means teachers will help students' research topics online in order to support their thesis to answer the driving question. This means having students use their multi-media presentations, which fulfills common core, by organizing their ideas and collaborating with fellow students. Students will use oral presentations and web publishing tools to share their student work. Teachers will work with students to use multimedia

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presentation software and hardware to show the evidence for their thesis around driving questions developed by teachers and students. Students will get technical training from licensed teachers of dental laboratory or pharmacy via these online programs and teacher or industry partner feedback.

Students will be monitored via advisory in which parents and students will have a school liaison that will bridge all services for that student. The home visits and student report card conferences will take place on regular weekly basis to make sure students stay on track to graduate. Tutoring and Saturday Academy will help students who are struggling in one or two areas. Report card conferences will be conducted twice each trimester to make sure parents can help us reach a perfect graduation rate. We will have report card conferences, advisory “Rounds” each morning and retreats for students to make sure they build a strong social emotional bond with school as they work towards high school graduation. Attendance will be improved via the strong advisory bonds between advisor and advisee, home visits, telephone calls, buddy systems, the new guidance counselor at U. S. A., and the one to one conversation with community or industry partners. This mentoring will change lives for our students. Advisory will be four days a week for fifteen minutes a day as we begin bridging relationships with students. Advisory will be first thing in morning as we welcome students. An advisory map was created for students focused on college and career introductions. The advisory training took place this summer. Each teacher will have an advisory of 17-21 students this year. They will advise each student.

Focus will be to support each student emotional, and academically to meet this challenge. Teachers will work in teams to reach out to parents to build a village that will support each student, and the school will also reach out to the community to provide students with internships in health related fields, dental offices, pharmacies, colleges and hospitals. We have two dental offices already and St. John’s Beth Israel component already lined up. We will have report card conferences, advisory “Rounds” each morning and retreats for students to make sure they build a strong social emotional bond with school as they work towards high school graduation. Attendance will be improved via the strong advisory bonds between advisor and advisee, home visits, telephone calls, buddy systems, the new guidance counselor at U. S. A., and the one to one conversation with community or industry partners. This mentoring will change lives for our students. Students will collect a portfolio (using school web site to publish their e-portfolio) of their work and present it to the school community to show mastery and proficiency.

Students will take the following courses in ninth grade:

**Living Environment**

This course introduces major concepts of cell biology, including cell physiology and structure, molecular biology, genetics, and evolution. In addition students will study Ecology with an emphasis

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on human impact. This course will have a laboratory attached to the course; 1200 minutes are required to attempt the Living Environment Regents. Students will have to get a 75 or above in order to demonstrate mastery of key biological terms and the additional units that will be added to the traditional Living Environment curricula in this health science C. T. E. school.

### Health

This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

### Physical Education

The physical education program at Union Square Academy parallels the newly adopted state framework for physical education. It is based on the disciplines of motor learning, biomechanics, exercise physiology, human growth and development, sociology, and historical perspectives. It stresses physical education activities that help the student develop socially and emotionally as well as physically. Students will understand how to prepare their bodies for strenuous activities using safety, flexibility, strengths and speed as the core beliefs.

### English Language Arts

This course will provide a foundation for the rigorous level of study expected at Union Square Academy for Health Sciences. Throughout the year, students will study a variety of literary genres and develop skills such as critical thinking, literary analysis, argumentative writing, narrative writing, research, and oral presentation. Participants in this course will be encouraged to be active thinkers and autonomous learners. Assessment will be centered on project based curriculum that encourages students to make connections between the literature that they explore and the larger world around them. Students will be able to draw parallels between the resources that we explore in this class and the material that they examine in their other subject disciplines. Units will include utopian literature, mythology, Shakespearean drama, poetry, and analysis of non-fiction readings.

### Integrated Algebra

The Integrated Algebra course expands on their previous knowledge of Algebra from middle school. They will go further in depth of the importance and utilization of algebra in real life. Students will apply their skills in projects that will connect a number of units into one real-life situation. The course ends with the Integrated Algebra Regents in June. The course will prepare students to pass the

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Integrated Algebra Regents, which all students will take in June 2013, with the goal of a score of 80 or above, and to tackle the more in-depth Chemistry course that will be offered during the second year.

#### Geometry

The Geometry course requires logic and reasoning. Students will exercise their reasoning skills through proof and group discussions. Presentations are a routine procedure, where students must articulate understanding. The course uses the Geometer's Sketchpad Computer Program for discovery activities and for applying skills learned during lectures. Some units include: Triangles, Quadrilaterals, Surface Area vs. Volume, Circles, and Proof. Students will prepare for the Geometry Regents in June.

#### Health Core Requirement Course

Students will learn about careers in the health sciences, anatomy and physiology concepts, how to take temperature and blood pressure, how to establish disease control, and learn how to use specialized health related equipment and how to follow procedures around dentistry (example: dental imaging machines, computer dental imaging software) and pharmacy as detailed below: the use of physicians' prescription forms, computer terminals, order forms, syringes, needles, balance scales, measuring containers, counting trays, refrigerators (for storing drugs), mortar, pestle, drug containers, such as bottles, tubes and envelopes. Physicians' Desk Reference, facts, comparisons or other pharmacopeia (encyclopedias of drugs) will be used in order to prepare students for industry needs for both programs. Students will mix pharmaceutical preparations under the direction and supervision of the pharmacist, count stock and enter data in the computer to maintain inventory records, order supplies to maintain stock levels, receive and place supplies in stock, package and label drugs, chemicals, and other pharmaceutical preparations. They will learn to fill prescriptions with prepared drugs and compound sterile intravenous solutions under the supervision of the pharmacist, how to fill cups with the specified amount and type of drugs for distribution to hospital patients by the nursing staff, how to clean equipment and work areas in the pharmacy, sterilize bottles, beakers, and other glassware according to prescribed methods, and compute charges for drugs. This applies both to pharmacy technician and dental assist students. This is an introductory course in order to fulfill health core requirements.

Union Square Academy for Health Sciences (U. S. A.) will inspire students to think outside the box to find solutions, test ideas and find innovative mechanisms to achieve success within the diverse teams needed in the 21st Century workplace and in life. The focus will be for students to increase the quality of their work with constant and immediate feedback from the adults and fellow students in our community.

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Experiential Learning and project based instruction will be focus of the school's action plan. Students learn best by doing. The focus will be to develop student capacity by teaching and modeling for students how to solve problems, look for various solutions, make good decisions, set and achieve high goals, and become independent learners. Students will work in groups to solve challenging problems that are authentic, curriculum based, and often interdisciplinary. All students would be aligned to internships in their junior and senior years to culminate their high school experience. All students would be exposed to various STEM careers and teaching over the four years at Union Square Academy for Health Sciences (U. S. A.) via external and internal mechanisms and partners. Our students will prepare for careers in dentistry or pharmacy.

- Starting in 9th grade the dental assist students will be coupled with New York University (N. Y. U.) College of Dentistry's specialized departments on 1st Avenue and 24th Street where they will be introduced to the latest trends in the dental field. They will visit two and four year colleges to gain knowledge of the dental fields and the different options for careers in dentistry. Students will see what is needed to prepare for a chance in getting into New York University's College of Dentistry's Bachelor of Science program in dental hygiene, as an example. Professor Lisa DeStefanou will advise our dental program from her vast experience at New York University College of Dentistry.
- Students in our pharmacy program will begin their journey being mentored by St. John's University's College Of Pharmacy, led by a three member team of professors working in various areas of the college. For example, one group of pharmacy technician students will visit Beth Israel to see actual doctoral students being mentored by Clinical Professor Sharon See who oversees their work to see what they need to get ready for an opportunity at a six year doctoral program in pharmacy at St. John's University or other colleges.

All teachers will use technology as a tool in our project based learning model. Students will get technical training from licensed teachers of dental laboratory or pharmacy. Teachers will use online tools for pharmacy technician training programs from "PA+PassAssured, LLC" which has audio recordings, 2500 pictures and graphics, 27,000 Word Printable "Learn" files, 42 coaching segments, Automated Testing program with over 1,000 questions database., and educator control panels. It will be supplemented with Perkins funding. For dental assist, we will have online laboratories online created by our dental laboratory teacher in conjunction with New York University.

Technology integration will be the key communication device (blogs, wikis, web quests, podcasts etc.) in all content areas as well as electives. Students will learn to present their ideas via oral presentations that use multimedia devices and share sites and argue ideas to support their theses using various modes of technology (Skype, virtual teams, conference calls, webinars, etc.) for industry partners and teachers to test their ideas and analyze critically their hypotheses. They will need to create a robot to demonstrate their innovative ideas to address a thesis question to solve a medical problem in biotechnology, medical imaging, or pharmaceutical issues. Students will learn to use

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technology in all their classes as a tool to communicate and present their ideas. Students will use research databases, like Gale, and other sources of information in the city's new ILearn program (part of IZONE project), with Desire to Learn platform. Most of the C. T. E. work will be guided and taught by licensed teacher of dental laboratory and pharmacy.

Students will be monitored via advisory in which parents and students will have a school liaison that will bridge all services for that student. The home visits and student report card conferences will take place on regular weekly basis to make sure students stay on track to graduate in four years. Tutoring and Saturday Academy will help students who are struggling in one or two areas. Report card conferences will be conducted twice each trimester to make sure parents can help us reach a perfect graduation rate.

Redesigned classroom spaces focused on collaborative team work, and engaging the learner with flexible furniture for group and team work around tables and technology systems. Smart boards, wikis, blogs and other systems will be used a tool to communicate in class and out of classroom. Laptops will be used in all classes by all students and teachers.

The Turnaround model addresses the needs of the community that Washington Irving has underserved for years, by offering these and other new options for students and their families. At the same time, all current Washington Irving students would have the opportunity to graduate from Washington Irving, assuming that they continue to earn credits on schedule. As the school becomes smaller, students who do not earn credits on schedule would receive more individualized attention to ensure they receive the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress towards graduation and to consider applying to a transfer high school.

The DOE remains focused on helping Washington Irving students succeed by providing the school with targeted supports aimed at the unique needs of the school and its students to facilitate the phase-out process. This support would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment, including, but not limited to:

- Helping the school provide students with options that support their advancement and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

Washington Irving would continue offering athletics and other extra-curricular programs, but the

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number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. The school will no longer admit new ninth grade students after the end of the 2011-2012 school year. Washington Irving will continue to serve students currently enrolled in the school until the school completes phasing out in June 2015. As the school becomes smaller, students need to receive more individualized attention through graduation to ensure they are receiving the support they need to succeed, and local funding will be used to insure that the school's efforts to make those support activities happen. Supplemental guidance services and other intensive student support services will be provided, including partnerships with professional services providers who provide student support services in attendance, enrichment, and other services that meet students' social, emotional and health needs.

As part of NYCDOE's Children First Network structure, a dedicated Transition Support Network is in place to support schools that are in the process of phasing out. The TSN provides supports to each phase-out focusing on resource management, individualized student support, school culture/youth development, leadership support, teacher development and instructional support, Students with Disabilities and English Language Learners/Special Populations, and family engagement and communication. The TSN will use their structured system of supports to help strengthen Washington Irving High School's student graduation and attendance by:

- Helping the school use a comprehensive data tool to track individual student progress and monitor listing of classes and exams that students need to pass
- Creating individual student plans to follow in order to graduate that are shared with families to supplement transcripts and report cards and shows graduation metrics (credit accumulation and Regents exams) the student have fulfilled, close to fulfilling or where they need additional support
- Assisting in developing programs and supporting relationship development between CBOs and the schools to improve student engagement and reduce disciplinary incidents.
- Putting in place better outreach procedures to improve attendance and decrease negative discharges, including a designated attendance point person on the Network team who meets weekly with principals to analyze data, develop systems for tracking patterns, and utilize the school based attendance teachers more effectively to follow-up with students and their families.

Central DOE and the Network will support the staff at Washington Irving during the phase-out period as Article 18D in the United Federation of Teachers (UFT) contract is implemented, in order that all staff from Washington Irving are afforded their rights under collective bargaining agreements during the excessing, screening and hiring processes while the school phases down.

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In this way, the Turnaround model will allow the gradual phase-down of Washington Irving High School while the new schools, Academy for Software Engineering and Union Square Academy for Health Sciences (U. S. A.), phase in to provide students with access to higher-quality educational options.

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**Union Square Academy for Health Sciences (U. S. A.)**

**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**Action Required By Turnaround Model:**

**1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

**a. Description of how the action will be accomplished by LEA**

It is not required to replace the principal at Washington Irving High School under the guidelines of this version of the Turnaround model. As needed, NYCDOE will review and find a principal with the leadership and capacity to support the students at the school as it phases down.

The new principal for Union Square Academy for Health Sciences has been identified and will be installed for the opening of the new school year in September of 2012. Bernardo Ascona has been an educator for eighteen years in the New York City Department of Education. He has served as a high school social studies teacher, Assistant Principal, and Principal of two schools. His career has led him to leading an outstanding performing arts small school in the Bronx, and a successful leader of a large high school as well. Known as a highly effective manager and instructional leader, he was promoted to Principal of a New Century New Visions school, Renaissance High School for Musical Theater and Technology. He looks forward to the exciting challenge of leading Union Square Academy for Health Sciences (U. S. A.).

As with all NYCDOE public schools, the principal and the school leadership team will have broad discretion over allocating resources, choosing their staffs (subject to hiring freeze), planning the school's professional development, identifying curriculum and make purchasing decisions, creating programming for their students, and managing their school's schedule and operations. NYCDOE does not make requirements on how the school leader must allocate the School Improvement Grant

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funds; the principal has sole discretion on this, in alignment with any restrictions tied to the funding source.

The school remains subject to the policies of the Department of Education and other applicable rules and regulations. Schools will continue to adhere to DOE student placement policies, fiscal reporting regulations, special education requirements, labor contracts, Chancellor's Regulations, and accountability standards, among other things, as determined by the Department of Education. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.

**b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

The new principal, Mr. Bernardo Ascona, and the new school will phase into this school site during fall 2012. The Office of New Schools led the extensive New School Application and Interview process for identifying successful educational leaders for phase-in new schools during fall 2010 and fall 2011.

Under this process, applicants attend a series of professional development workshops for teams interested in applying to open a new school. These sessions support the application process by facilitating critical discussion of school design in the context of the core principles of Children First: Leadership, Empowerment and Accountability. These workshops are designed to challenge new school planning teams to create schools that will meet the needs of all students and leverage their small size in ways that will dramatically improve the student learning experience as well as student achievement. Applicants also participate in mandatory Targeted Feedback sessions with a coach from the New Schools team during which coaches review a section of the applicant's proposal and have a chance for an initial assessment of leadership capacity. Over the course of the workshops and feedback sessions, ONS will assess each applicant team with coaches and invite those applicants deemed to have a good chance of having their proposal approved. ONS will also conduct school visits at applicant team leader's school sites to observe classes with the proposed principal, and take time to speak with the applicant's colleagues, students who have had extensive experience with the applicant, and the applicant's current Principal. After the School Visit, there is another round of cuts, and strongest applicants are invited to submit complete proposals by a set deadline. Complete proposals are vetted and the strongest applicants are invited to interviews. Panel interviews are conducted with multiple DOE representatives including staffers from the New Schools Team, the office of ELLs & Special Education, Portfolio Planning, the Arts and Enrollment. After the

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interviews, recommendations are made to the Chancellor, and the Office of New Schools works with school planners to determine siting.

The Office of New Schools operates the New School Intensive (NSI) for new school leaders whose applications have been approved. NSI generally begins in January and continues weekly through June each year. This preparation allows sufficient time to hire staff, prepare timelines and schedules, align curriculum, and all other aspects of preparation for a new school opening, in order to implement a comprehensive approach to improve student achievement outcomes and increase high school graduation rates. Topics covered in NSI include community engagement; student recruitment and enrollment; team leadership; building school community, culture and climate; instructional leadership; facilities and space planning; teacher hiring and the 18-D process for phase-in schools at phase-out sites; academic and socio-emotional supports for students including supports for Special Education, ELL and overage students; data use; summer planning; and school operations.

**c. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Described above	No additional cost to grant; local funds.

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**Action Required By Turnaround Model:**

**2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,**

**(A) Screen all existing staff and rehire no more than 50 percent; and**

**(B) Select new staff**

**b. Description of how the action will be accomplished by LEA**

In order to identify appropriate teacher qualifications for the Turnaround replacement school, new school leaders were provided training on the requirements of the Turnaround model and the elements that they and their teaching staff would need to implement as a Turnaround school. In addition, new school principals were provided information about the phase out school, including the JIT report, to inform them of the challenges being faced by the PLA school that the new school is replacing, since the new school will naturally face many of these same challenges. This information shaped the list of teacher qualifications that new school leaders would use in their recruitment and screening of teaching staff to ensure that only staff who are prepared to overcome the challenges of teaching in a Turnaround school are hired.

With the implementation of the Turnaround Model and phase-out of Washington Irving, the new school will adhere to Article 18D of the UFT Contract. One section of the contract provides that teachers from the closing school have the right to apply and be considered for positions in a new school. As Union Square Academy's population grows by grade, new teachers will be hired each year, and as Washington Irving phases out, the process of Article 18D will be part of the selection criteria.

In addition to the criteria from the standard United Federation of Teachers (UFT) criteria for teacher selection, school-specific criteria include: Demonstrated evidence of the ability to reflect and articulate the lessons learned from past experiences and make changes to improve lessons based on critical feedback from coaches, colleagues and administrators; Familiarity with problem and project-based and experiential/exploratory learning approach; Experience with the use of Smart boards interactively to engage students to improve learning outcomes for students; Experience with the use of various modalities of communicating with students, parents, administrators and colleagues via email, wikis, blogs, Skype, Google applications and Datacation: Skedula as an online grade book, in addition to other particular technologies; Experience in and/or ability to provide a rigorous challenging, differentiated and motivating instructional program to illuminate the strength of the diversity of the students and their unique experiences; Willingness to be trained to teach Advanced Placement courses and create and implement Advanced Placement syllabi; Work in an inclusive non-

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tracked environment utilizing project based curricula, Workshop Model instruction, and Inquiry-based instruction as primary instructional models; Demonstrated experience or willingness to participate in teacher-led study groups and professional development; and Demonstrated experience or willingness to participate in the multi-faceted activities of a new school community outside of classroom teaching responsibilities.

Responsibilities expected in candidate teachers include: Participate in lesson studies and inter-visitations with other teachers; Participate in common planning with other teachers each Wednesday after-school; Effectively collaborate with colleagues to plan units, write interim assessments, share teaching strategies, visit peer classrooms, analyze student data, develop best practice pedagogy, and maintain and input curricula and daily student data in Datacation/Skedula, and Google Apps systems; Ability or willingness to take on duties that support classroom teaching (i.e. frequently meeting with departments and grade level teams, writing and implementing school policy, being an active part of the school decision making process, active and consistent communication with parents throughout the school year to support student achievement, etc.); Collaborating in an inter-disciplinary planning and teaching team with an emphasis on project based, experiential learning design using backwards planning models developed by Wiggins and McTighe; and Leading a student advisory “Rounds” group that includes academic, college preparatory, community building, social development, conflict resolution, mediation, and project based enrichment components, Working within a non-traditional trimester schedule and organizational structure that meets the needs of health sciences students; and Collaborating with all health science (C.T.E.) industries and organizations to enhance school experiences and develop external learning experiences, among others.

In addition to interview, teacher candidates would need to present a teaching portfolio, which include a cover letter, resume, samples of student work, lesson plans, evidence of curricula planned and implemented, teaching artifacts, student presentations or projects, and evidence of selection criteria.

**c. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

New staff will be selected in the spring and summer of 2012. Annual hiring of staff will also occur in spring and summer of each year.

NYCDOE will share the New York State Education Department a list of staff members at the PLA school as of June 30, 2012. A similar list of staff members will be provided to NYSED at the beginning of the 2013-2014 school year. Comparison of the two charts should ensure that 50 percent of the staff has been removed and replaced.

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- a. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Described above	No additional cost to grant.

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**Action Required By Turnaround Model:**

**3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school**

**d. Description of how the action will be accomplished by LEA**

New School will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement. Lead teacher will provide support for new and experienced teachers by having classroom as a lab for demonstration of best practices and modeling project based learning rubrics, common core performance tasks and activities aligned to new vision and mission of Union Square Academy for Health Sciences (U. S. A.)

Lead teacher will lead study groups around standards, assessments, and instruction, assist teachers in setting goals for their professional development, serve as a "critical friend" to colleagues by providing coaching and feedback, facilitating regular grade level or subject area planning meetings, lead action research projects via inquiry team with other teachers, and help build trust and collegiality among teachers.

**e. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Hiring for the Assistant Principal will occur during spring and summer of 2012 (and additional years as necessary). From September-June each year, an Assistant Principal will mentor and support new teachers, and model project based learning with rubrics for experienced teachers.

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**f. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

<b>Action Item</b>	<b>Associated Cost</b>
Assistant Principal for mentorship and modeling of project based learning for teachers.	<u>Total Year 1 (2012-2013):</u> see below  <u>Total Year 2(2013-2014):</u> see below

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**Action Required By Turnaround Model:**

**4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

**m. Description of how the action will be accomplished by LEA**

Using a professional development administrator (Assistant Principal) our school will work on developing and implementing project based learning model around common core tasks and New York State content and process standards

Assistant Principal of Instruction and Organization

They will help us implement weekly common planning by using interdisciplinary, content and grade teams to analyze student work and data, integrate technology (blended learning) to accelerate student achievement, provide total instructional alignments between curriculum, instruction and assessment with emphasis on student writing.

The Assistant Principal will work with building the capacity of staff to align instruction, curriculum, and assessments to student and school wide data to align curriculum maps and activities from grade to grade using our common language protocols (note taking, writing folders, reading response journals, and projects).

Teachers will be trained in use of online software databases, like PA+PassAssured Pharmacy Technician training program, so they can incorporate rich multi-media experiences into curricula for students that allow for hands-on learning experiences in each field of pharmacy. Our pharmacy teacher will attend national pharmacy conference in 2013-2014. For dentistry, our dental laboratory teacher has vast experience in the dental field to help students create dentures, learn about careers in dentistry. He will work on going to the annual national dental conferences to gain more knowledge for 2012-2013.

Teacher leadership would be developed and encouraged via common planning time, early release Wednesdays for professional development inquiry teams, and with lesson studies between teachers, with coaches or administrators, to improve pedagogy and infuse common core practices aligned to health industry standards. Teachers will incorporate dental and pharmaceutical terminology and skills into every fabric of the school.

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Teachers will begin with health core introductions and curriculum in 9th grade where they will explore careers in health related S. T. E. M. careers couples with introductions to the dental assist program and the pharmacy technician certification programs. Teachers will work with Career and Technical education office to build their capacity in integrating health core curriculum into their curriculum maps.

Teachers will develop a three year sequence for each student after being trained in how to incorporate dentistry and pharmacy terminology and skills with partner schools and industry partners, with N. Y. U. and St. John's University. Students will commence their three year sequences for Career and Technical Education certification as a dental assist and a pharmacy technician in sophomore year. Teachers will visit partner schools on Staten Island (Totenville High School) and Queens (Thomas Edison High School) to gain more knowledge on how successful programs should look and feel like for students. We have already done site visits to both schools and conducted curriculum conversations with each sister school.

Teachers will work with New York University to incorporate dental terminology and skills into their curriculum maps and align it to common core and state standards. Starting in 9<sup>th</sup> grade the dental assist students will be coupled with New York University (N. Y. U.) College of Dentistry's specialized departments on 1<sup>st</sup> Avenue and 24<sup>th</sup> Street where they will be introduced to the latest trends in the dental field. They will visit two and four year colleges to gain knowledge of the dental fields and the different options for careers in dentistry. Students will see what is needed to prepare for a chance in getting into New York University's College of Dentistry's Bachelor of Science program in dental hygiene, as an example. Professor Lisa DeStefanou will advise our dental program from her vast experience at New York University College of Dentistry.

Teachers in our pharmacy program will begin their journey being mentored by St. John's University's College Of Pharmacy, led by a three member team of professors working in various areas of the college. For example, one group of pharmacy technician students will visit Beth Israel to see actual doctoral students being mentored by Clinical Professor Sharon See who oversees their work to see what they need to get ready for an opportunity at a six year doctoral program in pharmacy at St. John's University or other colleges. Teachers will learn with students about industry standards and expectations.

Local autonomy for teachers to create, analyze and work in teams to align all projects, instructional practices to resources as we monitor student progress and growth. Teacher evaluation would focus on how students accomplish S.M.A.R.T. goals in performance based assessments in each class. Teacher leadership would be developed and encouraged via common planning time, early release Wednesdays for professional development inquiry teams, and with lesson studies between teachers,

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with coaches or administrators, to improve pedagogy and infuse common core practices aligned to health industry standards. Students would have a final portfolio project to present in senior year to demonstrate mastery of content and skills to make it beyond high school which they would develop over six year period at Union Square. Throughout this process, the teacher’s role is to guide and advise, rather than to direct and manage, student work.

One school, one family will be the motto of Union Square Academy for Health Sciences (U. S. A.). The school will work on having positive relationships with our students where adults model excellent behavior and believe and coach students to reach higher expectations. All students would be focused on an Advanced Regents diploma with honors at U. S. A. Staff will build positive interpersonal relationships and interactions, that contain comfort and order, and in which students are valued and listened to.

**n. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

September –August in 2012- 2013 and 2013-2014 school years

They will assist each Wednesday and Staff Development Days to build teacher capacity around how to work in teams, set norms, create and monitor team goals around student data and curriculum mapping.

**o. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

<b>Action Item</b>	<b>Associated Cost</b>
<p>Assistant Principal for Instruction – To ensure the school is instructionally stronger year one around project based learning model, college and career readiness- U. S.A. intends to have an AP that can focus on instruction so that the principal does not bear the load of the operational and instructional responsibilities alone. The AP will be tasked with</p> <ol style="list-style-type: none"> <li>1) Co-teaching lessons with teachers on a rotating basis to help with lesson and unit plan construction.</li> <li>2) Be the administrator present for the</li> </ol>	<p><u>Total Year 1 (2012-2013):</u> \$54,435 PS with 50% on SIG</p> <p><u>Total Year 2(2013-2014):</u> \$54,435 PS with 50% on SIG</p>

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<p>teacher grade level team time to drive the inquiry cycle for the grade level teams.</p> <ol style="list-style-type: none"><li>3) Be the lead administrative support for individual teachers</li><li>4) Serve on the school leadership team to assist the principal and other team members to build the PD strands for weekly meetings each Wednesday</li></ol> <p>Planning Student Orientation and Culture to Start School Year</p> <p>Planning Curriculum Maps, Unit Plans, and Assessments: Using Understanding By Design framework and resources- teachers will develop at least the full year of curriculum maps for each course in trimester over twelve month period</p>	
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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

**m. Description of how the action will be accomplished by LEA**

The school will use Achieve 3000 to help differentiate reading instruction focused on informational texts, and Apangea for problem solving to improve learning outcomes for students. The school will use data to incorporate leveled reading materials and interest based materials for students to read for silent sustained reading as well as completing online assignments for mathematics using Apangea.

**n. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

September-August each year

**o. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

<b>Action Item</b>	<b>Associated Cost</b>
Achieve 3000	<p><u>Costs Year 1: 2012-2013</u>  OTPS \$1900 (Achieve 3000 student licenses)  OTPS \$15,000 for classroom libraries and content rich magazines  OTPS Lenovo Think Pads \$723 X 108 = \$78,084</p> <p><u>Costs Year 2: 2013-2014</u>  OTPS \$1900 (Achieve 3000 student licenses)  OTPS \$15,000 for classroom libraries and content rich magazines  OTPS Lenovo Think Pads \$723 X 108 = \$78,084</p>

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

**m. Description of how the action will be accomplished by LEA**

Teachers will work on student data via inquiry teams after-school and on Saturdays to monitor student progress. Grade teams will use Acuity, Achieve 3000, N.Y.S.E.S.L.A.T., periodic assessments, common assessment created by teachers aligned to state standards, and standardized testing results to align instructional strategies to student deficiencies via teacher teams using S.M.A.R.T. student goals

Teachers will use Datacation Skedula as a school online grade book to communicate with parents, students and with other school staff about student progress by sharing different types of data on students.

**n. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

September-June each school year, help the new school develop a culture of communication.

**o. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

<b>Action Item</b>	<b>Associated Cost</b>
Casenex: Datacation Online Skedula system  Grade Inquiry Teams (Per Session)	<u>Total Year 1 (2012-2013):</u> \$7, 000 School Site License  September 2012-June 2012 (3 hours x 10 teachers x 40 weeks) = \$50, 376  <u>Total Year 2 (2013-2014):</u> \$7, 000 School Site License  September 2012-June 2012 (3 hours x 10 teachers x 40 weeks) = \$50, 376

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

**m. Description of how the action will be accomplished by LEA**

Alternative one hour block schedule organized into career and technical education classes, content areas, plus extended day classes, tutoring, and Saturday Academy for lab make-ups. Students will receive one hour periods of English and Math infused throughout all subjects that will allow for remediation, enrichment, and maximize additional learning time in each subject. As the staff members grow, it will be easier to stagger this schedule without using per session to supplement it, and simply stagger schedules.

All students will receive tutoring every Tuesday and Thursday to support them with the additional work that is required in this school. There will be a Saturday Academy for struggling students to help them reach higher expectations of an advanced diploma. Teachers have agreed to have systems in place to accomplish this in year one and beyond in our initial planning meetings as well as in our summer 2012 professional development sessions. We are starting this summer, 2012, with a three day Bridge to High School program to introduce students to these rigorous standards.

**n. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

September – June each school year (2012-2013 and 2013-2014) and continue beyond the grant period.

**o. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

Action Item	Associated Cost
P. M. School and Saturday Academy	<p><u>Total Year 1 (2012-2013):</u> \$33,584 (5 hours a week x 4 teachers x 40 weeks) September 2012-June 2012</p> <p>OTPS \$8,738 (\$68 x 129 online text/database)</p> <p><u>Total Year 2 (2013-2014):</u></p>

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	<p>\$33,584 (5 hours a week x 4 teachers x 40 weeks) September 2012-June 2012</p> <p>OTPS \$8,738 (\$68 x 129 online text/database)</p>
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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

**m. Description of how the action will be accomplished by LEA**

Students will begin day with advisory check-in “Rounds” to set daily goals and benchmarks. This will be included in extended day cost. This increase time is to provide emotional and academic support to build self-esteem and persistence in students. It will foster relationships of trust between faculty and students thus having one adult that students can use as a mentor. This will set good school climate. A family worker will become a vital member of this team to help us connect parents to school via home visits as well as host events at school to reach families about their child.

**n. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

September-June each school year (2012-2013 and 2013-2014) and beyond grant period. This will be vital in providing connections to homes and parents for the new school.

**o. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

<b>Action Item</b>	<b>Associated Cost</b>
Advisory  Family Paraprofessional	<u>Total Year 1 (2012-2013):</u> Cost included in extended day above for advisory.  \$12, 250 PS \$12, 250—(50% SIG) for family paraprofessional  <u>Total Year 2 (2013-2014):</u> Cost included in extended day above for advisory.  \$12, 250 PS \$12, 250—(50% SIG) for family paraprofessional

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**Action Required By Turnaround Model:**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**m. Description of how the action will be accomplished by LEA**

Descriptions of activities with external partners are integrated throughout the application as appropriate. For the screening and selection of partners:

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Pre-Qualified Solicitation” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

**n. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

The process for vetting and contracting proposed partners occurs throughout the calendar year. As schools identify prospective partners, NYCDOE will carry out the screening in accordance with the policies and procedures set forth by its Division of Contracts and Purchasing.

**o. Description of costs associated with the action (description should align with budget narrative and budget provided for grant)**

Action Item	Associated Cost
Applicable partners described in plan above.	Costs described throughout plan.

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**Action Required By Turnaround Model:**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**g. Description of how the action will be accomplished by LEA**

Positions are established at the Central office of NYCDOE to support the Turnaround phase-in/replacement schools. These positions include staff in the Office of New Schools who oversees the selection and the training of new school leaders and the Office of School Development/School Turnaround to monitor the implementation of the school’s activities under the School Improvement Grant. This includes making site visits, monitoring progress on leading indicators and school goals, working with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school or in the phase-out site, and completing required reports and evaluations to the NYSED and/or federal agencies. While these positions are funded under the School Improvement Grant, costs for Central NYCDOE positions are not included in this specific application for the Turnaround model.

In addition, all PLA phase-out schools as well as new phase-in schools that are part of the Turnaround Model are also supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

**a. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time**

Support for the phase-out school will be provided year round until it closes. Support for the replacement new school will occur concurrently and continue beyond the three-year grant period.

**b. Description of costs associated with the action (description should align with budget narrative and budget provided for grant**

Action Item	Associated Cost
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<b>Action Item</b>	<b>Associated Cost</b>
Described above.	No additional cost to this grant.

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<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$2,617,970</b>	<b>\$600,000</b>	<b>\$ 2,017,970</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

Local funds” is defined as those funds available to the District and/or school that are not associated with SIG funding provided under 1003(g) of the Elementary and Secondary Education Act. These local funds are used to support school improvement efforts in PLA schools, such as those indicated in the application. Fund sources shown below are indicative of the local funding provided.

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA Related Service IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grants Federal Competitive Grant: Smaller Learning Communities Grant State Competitive Grant: Learning Technology Grant	Federal Competitive Grant: MAGNET SCHOOL Federal Competitive Grant: Your School Your Choice Program Private Grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV Drug Free ROTC 14 Self Sustaining Grants State Competitive Grant: Extended School Day Violence Prevention Grant
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

NYCDOE does not foresee any obstacles to implementing this Turnaround plan.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

NYCDOE does not foresee the need to modify existing policies or practices for the school to implement the Turnaround model fully and effectively at this school.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Beach Channel High School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education                      **NCES#:** 3600100

**School:** Beach Channel High School                      **NCES#:** 01918

**Grades Served:** 9-12

**Number of students:** 336

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

The needs assessment for Beach Channel High School is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**DATA ANALYZED:**

The data analyzed for the school is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

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**MAJOR FINDINGS:**

Major findings, as well as NYCDOE's decision to pursue the Turnaround Phase-out and Replacement model for this school, is provided in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Description on the Turnaround model being implemented, whereby Beach Channel High School is phasing out and replaced by a new school, is provided in the approved SIG application from summer 2011.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

- 1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
The change in leadership at the school site is occurring through the phase-out of the current school and phasing-in of a new school which is led by a new principal with a new mission and instructional program. Please see the approved SIG application for the Turnaround Phase-in model from summer 2011.	The current school began to phase-out beginning in the 2011-2012 school year and will have graduated its last cohort of students in June 2014.	No additional cost to grant.

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**Action Required By Turnaround Model:**

- 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The SIG application submitted in summer 2011 explains the Article 18-D provision in the agreement with the union describing the process by which the new school will hire new staff. The description includes the local competencies that are being applied by the replacement new school as part of its hiring each year until the PLA school phases out completely.</p>	<p>Applicable hiring and participation in the 18-D process will occur in spring and summer of each year that the school is in operation.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

- 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

- a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position**

New School will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

**Teachers for Tomorrow**

The school will be able to utilize the Teachers of Tomorrow (TOT) program is designed to recruit and sustain well-prepared, highly motivated certified classroom teachers who serve in schools which have been designated as high-need and/or persistently low achieving. The TOT incentive program provides tax-free grants to teachers who teach in these schools. Eligible teachers can qualify for awards of up to \$3,400 annually for a maximum of four (4) years.

Teachers must be a newly hired (no prior employment as a teacher with NYC public schools prior to the 2011-12 school year) certified classroom teacher and hold transitional, provisional, conditional initial, initial, professional or permanent NYS certification in the area for which they are teaching. Participants in programs where the DOE provides financial assistance in obtaining certification, including the Success via Apprenticeship program, the scholarship program and some alternative

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certification and teacher residency programs are not eligible to participate in the Teachers of Tomorrow recruitment incentive program.

Beyond these specific incentive programs, the school will be given the financial and operational flexibility to determine locally whether there are additional financial incentives and career growth opportunities that can be made available for staff at the school, consistent with the new school's mission and vision. The school-based actions could include creating opportunities for additional pay incentives for after school instructional programs for students; participation in after school professional development opportunities; opportunities for out-of-classroom positions such as coaching, peer-mediation opportunities, etc.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The school will provide career growth opportunities for assistant principals overseeing Mathematics and or English to devote 25 per cent of their day overseeing and implementing the grant.</p> <p>Two assistant principals, one responsible for mathematics, and the other for ELA, will dedicate 25 per cent of their time to grant implementation. The scope of work will include interfacing with SREB-<i>High Schools That Work</i>, the partner responsible for providing pre-planned and job-embedded professional development for teachers and supervisors. They will work with the <i>HSTW</i> assigned coaches to develop goals around implementing the common core state standards in literacy and mathematics for teachers of these subjects as well as ensuring that the standards are embedded in the work in all disciplines, including ELL and Special education. They will also work with the <i>HSTW</i> provider to arrange professional development opportunities for teachers during and beyond the school day. These supervisors will also oversee the rewriting of existing curricula to reflect the common core and implementation of teaching strategies</p>	<p>September 2012- August 2013</p> <p>September 2013- August 2014</p>	<p>2012-2013 Cost for 25% of 2 assistant principal salaries = \$56, 816</p> <p>2013-2014 Cost of 12.5% of 2 assistant principals = \$29,267</p>

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<p>presented in the training. They will interface and monitor Classlink, provider of social emotional services to students. In addition, they will also arrange monitor the Kaplan provider of SAT preparation for college-bound students in the spring term of each year. This work will occur for the entire school year beginning in September and ending in June of each school year for 2 periods during the school day, and at least one hour after the regular school day in the extended session. These assistant principals will collect and analyze participation data, student achievement data for each student in each class, minutes and agendas of meeting with providers and professional development sessions, and evaluate teachers and programs. These assistant principals will synthesize these data to share with the school faculty and staff, parents, the CFN, and NYCDOE and NYSED staff in monitoring visits.</p>		
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**Action Required By Turnaround Model:**

- 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>After discussion with faculty and staff, it was decided to use SIG funding to continue and to extend our relationship with SREB-<i>High Schools That Work</i> as they have served the school for the last 6 years on our Small Learning Communities (SLC) initiative. We also felt that this provider would be most effective in helping us to graduate our remaining students and continue to train our teachers to provide high quality instruction for our struggling population of overage and under credited students. HSTW training will also help to strengthen teacher skills as they apply for opportunities in the replacement schools. Using HSTW also will allow us to continue the work that we had begun with them last year on common core mathematics and technology integration. This year we will add pre-planned and job embedded professional development in literacy as it relates to common core as well as data analysis for teachers. In the 2012-2013 school year HSTW will provide 16 days of on-site professional development for teachers and supervisors in moving the common core mathematics and literacy standards into the classrooms. HSTW will also send in their consultants to conduct 20 days of job-embedded professional development for teachers in classrooms</p>	<p>September 20 12-2013  September 2013-2014</p>	<p>SREB-HSTW Professional Development</p> <p>20 days of job embedded pd for teachers and supervisors working in classrooms to collect and analyze data to adjust instruction @ \$1,600 = \$32,000.</p> <p>8 days of moving the Common Core into math standards into classrooms @ \$2,000 = \$16,000</p> <p>8 days of moving the Common Core literacy standards into classrooms @ \$2,000 = \$16,000</p> <p>2013 HSTW Summer conference for 8 attendees</p>

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<p>to collect and analyze data to adjust instruction. 5 days will be devoted to each core content area, that is, ELA, math, science, and social studies. Finally, up to 8 supervisors and teachers will attend the High Schools That Work summer conference. This conference provides faculty and staff with 4 days of professional development in a range of critical areas of school improvement. Attendees will get the opportunity to share what is being accomplished at Beach Channel with attendees from all over the nation as well as attend several workshops that help us to achieve our instructional and student achievement goals. The total of 38 days of professional development will occur between September, 2012 until August 2013. This work will continue into the 2013-14 school year to support the students and teachers in the phase out process. HSTW will schedule the consultant visits throughout the year. Specific dates will be arranged. The principal, dedicated supervisors (25% of time), the CFN, along with the already established school improvement committee, will monitor and evaluate the work of the effectiveness of the professional development and coaches provided by <i>HSTW</i>. Data on the work, more specifically, teacher implementation and students achievement statistics, will be collected, analyzed, and synthesized for dissemination to faculty and staff, the CFN, NYCDOE and NYSED reviewers.</p> <p>Substitute teachers will be needed to cover the teachers as they attend all day on site pd.</p>	<p>September 2012-2013</p> <p>September 2013-2014 – Reduced by half to reflect projected costs in phase out year.</p>	<p>from the school @ 1,600 = \$12,800 SREB Organizational Costs (10%) = \$7,680 Total Contract = \$84,480 Total Contract_ = \$42,280</p> <p>2012-2013 Teacher Occasional Per Diem to allow teachers to attend PD = \$10,000 2013-2014= \$2712</p>
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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>See description in above section on job embedded pd on working with teachers in classrooms to collect and analyze data to adjust instruction.</p> <p>An F-status teacher will be hired as school programmer and data specialist to compile student achievement data from STARS and ARIS and disseminate to leadership, faculty, staff, parents, CFN, NYCDOE and NYSED monitors.</p>	<p>September 2012-August 2013</p> <p>September 2013-August 2014</p>	<p>See above narrative</p> <p>2012-2013- F-Status Teacher \$28, 827</p> <p>2013-2014 – F-Status Teacher \$12,267</p>

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
The school will purchase computer hardware to support existing online learning programs.	September 2012-August 2013	Computer Hardware: 2012-2013: \$100,003

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The school day will be extended by 108 hours each semester so that students will be able to take 2 additional courses toward their graduation. As a closing school this is critical since we are unable to offer some courses during the regular day schedule for students who are overage and under-credited. The school will also be able to hire teachers from outside of the school to teach these classes when special expertise is needed.</p> <p>Use the services of an Educational Para to assist students with disabilities so that they can participate in extended day.</p> <p>Use the Kaplan SAT preparation program for</p>	<p>September 2012-August 2013</p> <p>September 2013-August 2014</p> <p>September 2012-August 2013</p> <p>September 2013-August 2014</p>	<p>Teacher Per Session: 2012-2013: \$41.98 = \$196, 505</p> <p>Supervisor Per Session: 2012-2013 \$43.93 = \$51,837</p> <p>Teacher Per Session: 2013-2014: \$41.98 = \$70191</p> <p>Supervisor Per Session: 2013-2014: \$43.93 = \$31103</p> <p>Ed. Para Bulk (Per Session): 2012-2013: \$26.27 = \$11348 2013-2014: \$26.27 = \$5674</p> <p>Kaplan:</p>





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**Action Required By Turnaround Model**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**a. Description of how the action will be accomplished by LEA:**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<ul style="list-style-type: none"> <li>The principal and staff decided to switch providers from Houghton Mifflin and Pearson as stated in the original proposal to SREB-HSTW because of the long affiliation with the latter. HSTW has worked with the school on its Small Learning Community initiative for the past 6 years. It has also provided on-site professional development and consultants in school improvement,</li> </ul>	<p>The principal will identify prospective external partners as needed to meet the school’s needs. See description at left.</p>	<p>Applicable external partners and others described above.</p>

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<p>common core, and data analysis. HSTW also connects the school to a national network of schools and offsite professional development on a range of topics including common core, data analysis, and teacher evaluation systems.</p> <ul style="list-style-type: none"><li>• The school will use other partners such as Classlink. A consultant from this provider will work directly with students on social emotional issues relating to achievement. Support will be provided around goal setting, one-on-one counseling, and the development the skills necessary to be successful at school. This work will begin in September 2012 and conclude in June of 2014 on a reduced scale that year. For the first year Classlink, will conduct 24 sessions and at least 12 in the final year.</li><li>• Kaplan will provide SAT preparation classes for 25 college-blound students leading up to the administration of the SAT in May of 2013, and the following year of 2014. Kaplan will provide a teacher/consultant who will coach the students in preparation for all portions of the SAT. This work will ensure that our students have the same options as others in other schools that are not being phased out.</li></ul>		
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**Action Required By Turnaround Model**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**a. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, the Office of School Development has dedicated a School Turnaround team (including the Director for Turnaround; Deputy Director for Turnaround; and Turnaround Project Managers) to manage citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. In addition, all middle and high schools undergoing phase out will be served by the same Network, the Transition Support Network. The goal of creating this Network team is to provide a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

- **Resource Management:** The Network will work with schools to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained

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throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management.

- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extended learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in Kennedy as it phases out will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners.
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities.
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards

Finally, the assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround Phase-out school, and provide related professional development and/or accountability support to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
The school will continue to work with Cluster 6 and, more specifically, CFN 610, the transitional support network for schools that are being phased out. The CFN provides monthly professional development for the principal, supervisors, and teachers in all schools going through this process. Professional development has ranged from common core implementation, special education reform, budgeting and youth service. At the conclusion of each	September 2012-August 2013	Central positions funded from SIG are described in the SIG application submitted in March 2012. Ongoing supports through Children First Network provided through local funds.

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<p>professional development attendees are able to assess the quality of the workshops through surveys. A school improvement manager, an achievement coach, and other specialists in special education, ESL, budget, youth services, and attendance intervention have been assigned to the school. The school achievement coaches and specialists visit weekly. They meet with the principal, other supervisors, and teachers as they conduct walkthroughs at the school. Their evaluations are reported to the principal, the CFN, NYCDOE staff, as well as NYSED monitors. The CFN coaches work directly with the teachers in classrooms in support of our initiatives which include common core, teacher evaluation and improving classroom teaching in general.</p>		
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<b>Cost of Implementation of Model (over 2 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$ 3,108,809</b>	<b>\$ 950,000</b>	<b>\$ 2,158,809</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model so that it may continue provide much-needed support and resources to its students.

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As the PLA School is closed and the new Turnaround school opens, both schools will receive direct support from a dedicated Transition Support Network and key Central staff supporting schools undergoing Turnaround. These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grant Federal Competitive Grant: Smaller Learning Communities State Competitive Grant: Learning Technology Federal Competitive Grant: Magnet School	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14 SELF SUSTAINING Grants State Competitive Grant: Extended School Day Violence Prevention Student Assistance Program (City Council) THE GATEWAY DRUG PROGRAM TITLE I Title I SIG Restructuring Grant TITLE II D Allocative and funded tech Title IIB Math/Science Partnerships
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There are no major obstacles related to implementing this plan that NYCDOE anticipates. As needed, the Transition Support Network as well as key offices within NYCDOE will address emerging needs of the school as it phases down so that students have access to the necessary resources to complete their education and advance to post-secondary opportunities or find additional means to continue their education.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

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At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Bronx Academy High School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education                      **NCES#:** 3600085

**School:** Bronx Academy High School                                      **NCES#:** 05565

**Grades Served:** 10 - 12

**Number of students:** 141

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

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The needs assessment for Bronx Academy High School is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**DATA ANALYZED:**

The data analyzed for the school is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**MAJOR FINDINGS:**

Major findings, as well as NYCDOE's decision to pursue the Turnaround Phase-out and Replacement model for this school, is provided in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Description on the Turnaround model being implemented, whereby Bronx Academy High School is phasing out and replaced by a new school, is provided in the approved SIG application from summer 2011.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

- 5. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
The change in leadership at the school site is occurring through the phase-out of the current school and phasing-in of a new school which is led by a new principal with a new mission and instructional program. Please see the approved SIG application for the Turnaround Phase-in model from summer 2011.	The current school began to phase-out beginning in the 2011-2012 school year and will have graduated its last cohort of students in June 2013.	No additional cost to grant.

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**Action Required By Turnaround Model:**

- 6. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The SIG application submitted in summer 2011 explains the Article 18-D provision in the agreement with the union describing the process by which the new school will hire new staff. The description includes the local competencies that are being applied by the replacement new school as part of its hiring each year until the PLA school phases out completely.</p>	<p>Applicable hiring and participation in the 18-D process will occur in spring and summer of 2012.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**7. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

**a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position**

New School will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

**Teachers for Tomorrow**

The school will be able to utilize the Teachers of Tomorrow (TOT) program is designed to recruit and sustain well-prepared, highly motivated certified classroom teachers who serve in schools which have been designated as high-need and/or persistently low achieving. The TOT incentive program provides tax-free grants to teachers who teach in these schools. Eligible teachers can qualify for awards of up to \$3,400 annually for a maximum of four (4) years.

Teachers must be a newly hired (no prior employment as a teacher with NYC public schools prior to the 2011-12 school year) certified classroom teacher and hold transitional, provisional, conditional initial, initial, professional or permanent NYS certification in the area for which they are teaching. Participants in programs where the DOE provides financial assistance in obtaining certification, including the Success via Apprenticeship program, the scholarship program and some alternative

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certification and teacher residency programs are not eligible to participate in the Teachers of Tomorrow recruitment incentive program.

Beyond these specific incentive programs, the school will be given the financial and operational flexibility to determine locally whether there are additional financial incentives and career growth opportunities that can be made available for staff at the school, consistent with the new school’s mission and vision. The school-based actions could include creating opportunities for additional pay incentives for after school instructional programs for students; participation in after school professional development opportunities; opportunities for out-of-classroom positions such as coaching, peer-mediation opportunities, etc.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The Hiring of a Coach to support staff in the transition to a blended learning model utilizing existing on-line curriculum while assisting staff in the development of our own on-line curriculum aligned to the common core to personalize instruction within our mission of inspiring student voice. The coach will also assist in turn keying professional development from i-zone on best practices and administratively managing an on-line classroom.</p>	<p>September 2012 – June 2013 Beginning immediately, a coach will be identified and professional development will be provided to support the coach in implementing our blended learning model for 2012-2013. 100 hours of Per session will be offered to assist in funding this activity</p>	<p>TOTAL 2012 – 2013: \$79,120.00</p> <p>Teacher Salary 2012-2013: FTE Coach =77,021 Teacher Per Session: 2012-2013: 50 hrs x 41.98 = 2,099</p>

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**Action Required By Turnaround Model:**

- 8. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

<b>a. Description of how the action will be accomplished by LEA:</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The SIG Coach will provide daily professional development within our existing Professional Learning Community (PLC) that is aligned to the school’s mission “To Inspire Student Voice in academics, community and self-advocacy” and the CCLS. The PLC will establish a smooth transition to a blended learning model across the school that personalizes instruction for each student and insures students are challenged at the next step in their leaning goals.</p> <p>Teachers meet daily during a Circular 6 professional period with the coach and administration. Circular 6 was designed and approved by SBO with PLC as as the only option for a teachers professional assignment and is scheduled through a school wide student lunch to insure all pedagogical staff are free during this common time.</p>	<p>September 2012 – June 2013</p> <p>Per session and per diem are for preparation and planning as well as afterschool PD sessions which are anticipated to be necessary in September and October 2012 as we transition to blended learning.</p>	<p>TOTAL 2012-2013: \$19,664 plus Fringe</p> <p>Teacher Per Session: 2012-2013: 200 hrs x 41.98 = 8,396 plus Fringe</p> <p>Administrator Per Session: 2012-2013: 125 hours x 43.93 = 5,491 plus fringe</p> <p>Guidance Counselor Per Session 2012-2013: 25 hours x 45.13 = 1,128 plus fringe</p> <p>Teacher per Diem 2012-2013: 30 days x 154.97 = 4,649</p>

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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Underperforming students from disadvantaged backgrounds are currently assessed through narrowly contextualized reading and writing exams. Our blended learning model will provide us with opportunities to develop myriad ways for students to express their mastery of content and process in creative portfolio formats.</p> <p>What the research says: “The “at-risk” group was able to easily produce verbal text only within a multimedia environment When interviewed, they “did not seem to have any conception that it is possible to carry images in the head...in an environment in which images could be imported...they produced creative, coherent multimodal texts. A manner of concrete scaffolding had taken place that enabled them to use words with greater ease and facility” (Vincent, 2007)</p> <p>The graduation rate of students in the program was 90% as compared to a less than 50% overall graduation rate...Students gained “a sense of their own expertise, recognizing various functions that these literacies could serve, as well as an appreciation of the skills they needed, including the ability to work with others... Three to four years after high school, students retained an awareness of the sustained effect of their view on knowledge given their high school experience with multilayered multimedia</p>	<p>September 2012 – June 2013</p>	<p>No Additional Cost to Grant</p>

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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>technology... Their experiences had “helped them represent the complex interrelationships between ideas more easily” (Tierney, Bond &amp; Bresler, 2006).</p> <p>As a blended learning school, we would administer readiness and interest profiles at reasonable intervals to arrive at a holistic sense of a child instead of their placement on a bell curve alone. Integrative indexes, online and hardcopy portfolios combined with student interviews would give us additional evidence of content mastery and critical thinking.</p>		

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Content/Skill Mastery Profiles are currently created for each student using Apperson scanners and Datalink software for administration and staff to collaboratively and efficiently identify areas of academic strength and weakness on the classroom and individual student level. In the blended learning environment, this will enable us to truly personalize each students learning by creating different pathways for a student to move through a course on-line and demonstrate content mastery.</p>	<p>September 2012 – June 2013</p>	<p>No Additional Cost to Grant</p>

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>We currently are able to schedule the school so that all teachers have a simultaneous professional period creating a Professional Learning Community that is able to meet, infuse the mission of the school across the curriculum, case conference on students and dialogue pressing issues on a daily basis. We also follow a trimester model which enables our transfer school students to amass up to 18 credits per year compared to 14 in a traditional semester model.</p>	<p>September 2012 – June 2013</p>	<p>No Additional Cost to Grant</p>

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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>This June, Our IDEA grant which funded Good Shepherd Services, our partner of the last two years expires. Good Shepherd was instrumental in the schools turn around last year and our meeting AYP. This SIG grant will enable us to continue with Good Shepherd by retaining a Masters level Social worker that has been building bridges between our school and the community and developing new strategies and service models for improving and mobilizing low-performing students. Good Shepherd provides a targeted range of well-coordinated, wrap-around supports to our transfer school students. Their program focuses on attendance improvement and drop-out prevention, increased school engagement, college counseling and a variety of individual and group mentoring activities that provide support, a sense of worth and belonging, and help vulnerable young people develop the overall academic and social skills and confidence necessary for life-long</p>	<p>September 2012 – June 2013 Contracting with Good Shepherd Services for Masters Level Social Worker - \$80,000.00</p>	<p>TOTAL 2012 – 2013: \$80,000.00</p> <p>Good Shepherd Services Contract – Masters Level Social Worker = 80,000</p>

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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>success in education, careers, and family and civic life. They utilize a strength-based approach ground in strong youth development principles that focuses on each participant’s innate strengths. Each student is mentored throughout their time at Bronx Academy. By applying a primary person model each young person and their family have the opportunity to build an ongoing relationship with a trusted staff member who can facilitate services and ensure quality information flow between program, family, and school staff. They promote positive, enduring relationships for our young people with staff, volunteers or family members, as well as with their peers, and they lay a firm foundation upon which they can shape their lives and build a strong future.</p> <p>The direct case work model uses the skills of a trained social worker to intervene with individual case work services focused on student crisis situations either in school or in family life.</p>		

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**Action Required By Turnaround Model**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**b. Description of how the action will be accomplished by LEA:**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	The principal will identify prospective external partners as needed to meet the school’s needs.	Applicable external partners described above

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**Action Required By Turnaround Model**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**b. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, the Office of School Development has dedicated a School Turnaround team (including the Director for Turnaround; Deputy Director for Turnaround; and Turnaround Project Managers) to manage citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. In addition, all middle and high schools undergoing phase out will be served by the same Network, the Transition Support Network. The goal of creating this Network team is to provide a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

- **Resource Management:** The Network will work with schools to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained

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throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management.

- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extended learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in Kennedy as it phases out will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners.
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities.
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards

Finally, the assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround Phase-out school, and provide related professional development and/or accountability support to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013	Central positions funded from SIG are described in the SIG application submitted in March 2012. Ongoing supports through Children First Network provided through local funds.

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<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$ 1,280,397</b>	<b>\$ 200,000</b>	<b>\$ 1,080,397</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model so that it may continue provide much-needed support and resources to its students.

As the PLA School is closed and the new Turnaround school opens, both schools will receive direct support from the Children First Network and key Central staff supporting schools undergoing Turnaround. These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14
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<p>IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grant Federal Competitive Grant: Smaller Learning Communities State Competitive Grant: Learning Technology Federal Competitive Grant: Magnet School</p>	<p>SELF SUSTAINING Grants State Competitive Grant: Extended School Day Violence Prevention Student Assistance Program (City Council) THE GATEWAY DRUG PROGRAM TITLE I Title I SIG Restructuring Grant TITLE II D Allocative and funded tech Title IIB Math/Science Partnerships</p>
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There are no major obstacles related to implementing this plan that NYCDOE anticipates. As needed, the Transition Support Network as well as key offices within NYCDOE will address emerging needs of the school as it phases down so that students have access to the necessary resources to complete their education and advance to post-secondary opportunities or find additional means to continue their education.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Christopher Columbus High School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education                      **NCES#:** 3600088

**School:** Christopher Columbus High School                      **NCES#:** 01935

**Grades Served:** 9-12

**Number of students:** 726

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

The needs assessment for Christopher Columbus High School is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**DATA ANALYZED:**

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The data analyzed for the school is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**MAJOR FINDINGS:**

Major findings, as well as NYCDOE's decision to pursue the Turnaround Phase-out and Replacement model for this school, is provided in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Description on the Turnaround model being implemented, whereby Christopher Columbus High School is phasing out and replaced by a new school, is provided in the approved SIG application from summer 2011.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

- 9. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The change in leadership at the school site is occurring through the phase-out of the current school and phasing-in of a new school which is led by a new principal with a new mission and instructional program. Please see the approved SIG application for the Turnaround Phase-in model from summer 2011.</p>	<p>The current school began to phase-out beginning in the 2011-2012 school year and will have graduated its last cohort of students in June 2014.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

- 10. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The SIG application submitted in summer 2011 explains the Article 18-D provision in the agreement with the union describing the process by which the new school will hire new staff. The description includes the local competencies that are being applied by the replacement new school as part of its hiring each year until the PLA school phases out completely.</p>	<p>Applicable hiring and participation in the 18-D process will occur in spring and summer of each year that the school is in operation.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**11. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

**a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position**

New School will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

**Teachers for Tomorrow**

The school will be able to utilize the Teachers of Tomorrow (TOT) program is designed to recruit and sustain well-prepared, highly motivated certified classroom teachers who serve in schools which have been designated as high-need and/or persistently low achieving. The TOT incentive program provides tax-free grants to teachers who teach in these schools. Eligible teachers can qualify for awards of up to \$3,400 annually for a maximum of four (4) years.

Teachers must be a newly hired (no prior employment as a teacher with NYC public schools prior to the 2011-12 school year) certified classroom teacher and hold transitional, provisional, conditional initial, initial, professional or permanent NYS certification in the area for which they are teaching. Participants in programs where the DOE provides financial assistance in obtaining certification, including the Success via Apprenticeship program, the scholarship program and some alternative

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certification and teacher residency programs are not eligible to participate in the Teachers of Tomorrow recruitment incentive program.

Beyond these specific incentive programs, the school will be given the financial and operational flexibility to determine locally whether there are additional financial incentives and career growth opportunities that can be made available for staff at the school, consistent with the new school’s mission and vision. The school-based actions could include creating opportunities for additional pay incentives for after school instructional programs for students; participation in after school professional development opportunities; opportunities for out-of-classroom positions such as coaching, peer-mediation opportunities, etc.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Administration will hire AUSSIE Organization	The facilitators will be utilized to facilitate professional development, common core infusion, and curriculum modification for content areas. He/ She will hold common planning meetings during the allotted administrative period with their subject area teachers. The focus will be subject-specific pedagogy throughout.	SY 2012-2013: \$186,363 SY 2013-2014: \$75,000
Administration will hire a teacher certified in Peer Mediation.	The Teacher/Peer Mediator will assist students in building character and maintaining a serene learning environment. The Teacher/ Peer Mediator will function as a Dean to: -Monitor student behavior and progress -Mediate student-student conflict -Provide intervention strategies and behavior management to students	SY 2012-2013: \$87, 408 SY 2013-2014: \$87, 408 1 Teacher
Administration will offer students the Fine Arts Requirement through a .2 Position.	We will be able to provide students with the Fine Arts requirement.	SY 2012-2013 1 Teachers: \$11, 320
Administration will offer		SY 2012-2013

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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>students Culinary Arts through a .2 Position.</p> <p>Administration will hire a Community Coordinator.</p> <p>Administration will hire a COSA teacher.</p> <p>Administration will hire a vendor titled Gang Diversion, Reentry and Absent Fathers Intervention Centers (GRAAFICS).</p>	<p>We will be able to provide students with Culinary Arts training for career exploration.</p> <p>College Trips and bussing</p> <p>The Community Coordinator will assist in organizing and facilitating student activities and events.</p> <p>The COSA teacher will enhance the culture and promote community involvement.</p> <p>This program will teach our at-risk population how to become upstanding citizens.</p>	<p>\$11, 320</p> <p>SY2012-2013: \$70, 500 SY 2013-2014: \$34, 634</p> <p>SY 2012-2013: \$32, 237 SY 2013-2014: \$32, 237 2 Positions</p> <p>SY 2012-2013 \$11,320</p> <p>SY 2012-2013: \$30, 000 SY 2013-2014: \$30, 000</p>

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**Action Required By Turnaround Model:**

**12. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>SIG funds will provide us the opportunity to create professional development sessions that will emphasize the development and revision of curricula to align with the Common Core Learning Standards, as well as include, but is not limited to: effective teacher teams, inquiry based learning, curriculum mapping, common assessments, and support.</p>	<p>September 2012-June 2013</p>	<p>SY 2012-2013: \$26, 907 plus fringe 641 hours x \$42</p> <p>SY 2013-2014: \$3213 plus fringe 77 hours x \$42</p>

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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>AVENTA will be purchased for us to be used with our students for credit recovery and supplemental instruction.</p> <p>-Programs will be used to supplement the common core curriculum for each subject area; students will be assigned access codes to log onto these programs and complete additional work to hone their skills and knowledge of a particular subject. This need was identified by our regent’s passing rate</p> <p>-Students will be assigned their access codes through their subject class teacher or PM School teacher</p> <p>-The subject teacher and/or PM School teacher; with the knowledge of their subject area</p> <p>-Teachers will be trained during professional development</p> <p>When the action will be implemented or occur: 7</p> <p>-We will evaluate the accomplishment of these programs based on student attendance and academic progress.</p>	<p>The action will be implemented at the end of September 2012 and be in place for 2012-2013 as well as SY 2013-2014</p>	<p>SY2012-2013 \$43,029 SY2013-2014 \$11,228</p>

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Secretary (Data Specialist) Data accumulation and tracking are key elements used in future steps of curriculum planning. Our need is to aggregate data and align our curricula with Common Core Standards.</p> <p>-Our Data Specialist (Secretary) collects the data and disseminates it to the appropriate department head(s), AP, and the Principal. Data Specialist will analyze and provide student data: regents, laboratory, mock regents, credit accumulation, HSST reports, STARS, Special Education IEP's</p> <p>-We will evaluate the accomplishment of these programs based on academic progress of students which would be a direct response to using the data to direct the next steps of instruction.</p>	<p>September 2012-June 2013</p> <p>September 2013-June 2014</p>	<p>SY2012-2013 480 hours x \$26 \$12,418 plus fringe</p> <p>SY2013-2014 239 hours x \$26 \$6209 plus fringe</p>

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Administration will offer teachers per session positions for AM and PM School classes.</p> <p>Increased learning time is an identified need of our population. By providing teachers the opportunity to extend their day will enable students to stay for further instruction.</p> <p>PM School will be offered to all teachers to teacher beyond their regular school day. The classes offered will be the classes necessary for students to meet the criteria for a NYS High School Diploma. All courses will be aligned with the Common Core Standards.</p> <p>Tutoring will be offered 6 weeks each term to prepare students for regents exams.</p> <p>Saturday will increase the opportunity to provide increased learning time.</p>	<p>September 2012- June 2013</p> <p>September 2013-June 2014</p>	<p>SY2012-2013: \$72, 541 plus fringe 1,728 hours x \$42</p> <p>SY2013-2014: \$10, 000 plus fringe 238 hours x \$42</p>

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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Administration will be able to implement the Renaissance Program (alternative program)</p> <p>The Renaissance Program services our at-risk population of students to provide them with the appropriate social-emotional and academic supports by dedicated Renaissance Teachers, our Community Coordinators, dedicated counselor and school aides. The teachers will be supported by their corresponding department chairperson and trained during professional development</p>	<p>September 2012-June 2013</p> <p>September 2013-June 2014</p>	<p>1 AP Supervision Per Session SY 2012-2013: \$9536 plus fringe 217 hours x \$44 SY2013-2014: \$9536 plus fringe</p> <p>Teachers Per Session Monday-Thursday SY 2012-2013: \$90, 979 plus fringe 2167 hours x \$42 SY2013-2014: \$20,000 plus fringe 477 hours X \$42</p>
<p>Attendance Outreach Personnel</p>	<p>School Aides will provide attendance outreach to support the academic needs of the students.</p>	<p>4 School Aides Per Session SY2012-2013: \$33, 508 plus fringe 2068 hours x \$16</p> <p>SY2013-2014: \$33, 508 2068 hours x \$16</p>

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**Action Required By Turnaround Model**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**c. Description of how the action will be accomplished by LEA:**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	The principal will identify prospective external partners as needed to meet the school’s needs.	Applicable external partners described above

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**Action Required By Turnaround Model**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**c. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, the Office of School Development has dedicated a School Turnaround team (including the Director for Turnaround; Deputy Director for Turnaround; and Turnaround Project Managers) to manage citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. In addition, all middle and high schools undergoing phase out will be served by the same Network, the Transition Support Network. The goal of creating this Network team is to provide a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

- **Resource Management:** The Network will work with schools to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management.

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- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extended learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in Kennedy as it phases out will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners.
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities.
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards

Finally, the assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround Phase-out school, and provide related professional development and/or accountability support to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013	Central positions funded from SIG are described in the SIG application submitted in March 2012. Ongoing supports through Children First Network provided through local funds.

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<b>Cost of Implementation of Model (over 2 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$ 1,673,964</b>	<b>\$ 1,200,000</b>	<b>\$ 473,964</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model so that it may continue provide much-needed support and resources to its students.

As the PLA School is closed and the new Turnaround school opens, both schools will receive direct support from a dedicated Transition Support Network and key Central staff supporting schools undergoing Turnaround. These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared IDEA SBST SHARED	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14 SELF SUSTAINING Grants
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Federal Competitive Grant: Teaching American History Grant	State Competitive Grant: Extended School Day Violence Prevention
Federal Competitive Grant: Smaller Learning Communities	Student Assistance Program (City Council)
State Competitive Grant: Learning Technology	THE GATEWAY DRUG PROGRAM
Federal Competitive Grant: Magnet School	TITLE I
	Title I SIG Restructuring Grant
	TITLE II D Allocative and funded tech
	Title IIB Math/Science Partnerships

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There are no major obstacles related to implementing this plan that NYCDOE anticipates. As needed, the Transition Support Network as well as key offices within NYCDOE will address emerging needs of the school as it phases down so that students have access to the necessary resources to complete their education and advance to post-secondary opportunities or find additional means to continue their education.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Grace Dodge Career and Technical High School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education                      **NCES#:** 3600085

**School:** Grace Dodge Career and Technical High School                      **NCES#:** 01958

**Grades Served:** 10-12

**Number of students:** 800

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

The needs assessment for Grace Dodge CTE High School is described in the SIG application that was submitted to the New York State Education Department for review as part of the Turnaround Phase-in schools' application in April 2012.

**DATA ANALYZED:**

The data analyzed the school is described in the SIG application that was submitted to the New York State Education Department for review as part of the Turnaround Phase-in schools' application in April 2012.

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**MAJOR FINDINGS:**

Major findings, as well as NYCDOE's decision to pursue the Turnaround Phase-out and Replacement model for this school, is provided in the SIG Turnaround Phase-in schools' application that was submitted to the New York State Education Department for review in April 2012.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Description on the Turnaround model being implemented, whereby Grace Dodge CTE High School will phase-out and replaced by a new school, is provided in the submitted SIG application from April 2012.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

- 13. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The change in leadership at the school site is occurring through the phase-out of the current school and phasing-in of a new school which is led by a new principal with a new mission and instructional program. Please see the submitted SIG application for the Turnaround Phase-in model from April 2012.</p>	<p>The current school began to phase-out beginning in the 2012-2013 school year and will have graduated its last cohort of students in June 2015.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

- 14. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The SIG application submitted in April 2012 explains the Article 18-D provision in the agreement with the union describing the process by which the new school will hire new staff. The description includes the local competencies that are being applied by the replacement new school as part of its hiring each year until the PLA school phases out completely.</p>	<p>Applicable hiring and participation in the 18-D process will occur in spring and summer of each year that the school is in operation.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**15. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

**a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position**

The school will be able to utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

**Teachers for Tomorrow**

The school will be able to utilize the Teachers of Tomorrow (TOT) program is designed to recruit and sustain well-prepared, highly motivated certified classroom teachers who serve in schools which have been designated as high-need and/or persistently low achieving. The TOT incentive program provides tax-free grants to teachers who teach in these schools. Eligible teachers can qualify for awards of up to \$3,400 annually for a maximum of four (4) years.

Teachers must be a newly hired (no prior employment as a teacher with NYC public schools prior to the 2011-12 school year) certified classroom teacher and hold transitional, provisional, conditional initial, initial, professional or permanent NYS certification in the area for which they are teaching. Participants in programs where the DOE provides financial assistance in obtaining certification, including the Success via Apprenticeship program, the scholarship program and some alternative

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certification and teacher residency programs are not eligible to participate in the Teachers of Tomorrow recruitment incentive program.

Beyond these specific incentive programs, the school will be given the financial and operational flexibility to determine locally whether there are additional financial incentives and career growth opportunities that can be made available for staff at the school, consistent with the new school’s mission and vision. The school-based actions could include creating opportunities for additional pay incentives for after school instructional programs for students; participation in after school professional development opportunities; opportunities for out-of-classroom positions such as coaching, peer-mediation opportunities, etc.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The school will employ five lead teachers who will serve as curriculum coordinators to coach and support teachers as well as interface with iLearn &amp; youth development services for students. This also includes responsibilities associated with programming, curriculum development, assessment, data collection and analysis, teacher support and I-learn</p> <p>Evidence of contribution for the curriculum coordinators: curriculum mapping, pacing calendar, syllabi and PD aligned with CCLS/CIE. Assessed by teacher feedback, classroom observations and student performance data.</p>	<p>Teacher leaders who serve as curriculum coordinators will be selected and trained to lead the effort in ensuring instructional and curricular coherence and alignment to the common core learning standards, data collection &amp; analysis as well as teacher support and I-Learn</p> <p>Teacher leaders will be selected and trained to monitor student data and support student cohorts in collaboration with guidance staff of students in the areas of credit accumulation, regent’s assessments, and socio-emotional growth as they progress toward graduation.</p> <p>The initial training and development will take place during the month of August with teachers and will be facilitated by school leaders, (Transition Network) representatives and consultants. The August training is imperative as to ensure a smooth opening of school where lead teachers are able to fully understand and carry out their responsibilities from September to June.</p> <p>Coordinators will partner with Pearson/America’s Choice and High Schools that Work to help manage and supporting professional development, including school based follow-up support for teachers that engage them in interactive activities to meet identified</p>	<p><b>Personnel Costs</b></p> <p><u>2012-2013</u> \$375,000 5 curriculum coordinator positions = \$75,000 per position total cost to the grant = \$375,000</p> <p><u>2013-2014</u> \$300,000 4 curriculum coordinator positions = \$75,000 per position total cost to the grant = \$375,000</p>

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	needs using research-based leadership and effective instructional strategies. This ongoing support for teachers is critical to changing classroom instruction and improving student achievement.	
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**Action Required By Turnaround Model:**

**16. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

a. Description of how the action will be accomplished by LEA	b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:	c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):
<p><b>School leaders</b> will be provided with professional development and that will ensure that they are equipped with the necessary skills and knowledge needed to improve teacher effectiveness and students’ academic outcomes. School leaders will be engaged in professional development</p> <ul style="list-style-type: none"> <li>• Supervising and evaluating online/blended learning</li> <li>• Building effective relationships with students and their families</li> <li>• Inquiry and action research</li> <li>• Monitoring and improving the academic outcomes of students</li> <li>• Effective monitoring and supervision of all pedagogues/Teacher effectiveness</li> <li>• Providing differentiated professional development and coaching/mentoring</li> <li>• Response to Intervention</li> <li>• Integration of Common Core State Standards</li> <li>• Aligning a vertical educational structure</li> </ul> <p><b>Teachers</b> will be provided with professional development and coaching that ensures they are equipped with the necessary knowledge and skills needed to become effective. This will assist with ensuring that all students are prepared for post-secondary opportunities and/or employment. Teachers</p>	<p>The pre-implementation period will take place during the month of July with the school leaders. School wide-data will be analyzed such as student formative and summative assessment data as well as consultant, administrator, teacher, student, and parent surveys. This data will drive the differentiated professional development and coaching menu.</p> <p>During the month July as well as throughout the year, professional development will take place with the school administration, who turn-key this to professional development to teachers and paraprofessionals. Administrators will attend conferences and workshops.</p> <p>Teachers will be engaged in differentiated professional</p>	<p style="text-align: center;"><b>OTPS: Professional Development</b></p> <p>1. High Schools That Work: Literacy Across The Curriculum/CCLS in Science, Social Studies, and CTE.</p> <p><u>2012-2013</u> \$100,000</p> <p><u>2013-2014</u> \$50,000</p> <p>2. Pearson Education Common Core Learning for Mathematics and English</p> <p><u>2012-2013</u> \$110,000</p> <p><u>2013-2014</u> \$60,000</p> <p>3. Pearson Education Teacher Compass \$11,200</p>

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<p>will receive professional development in the following areas:</p> <ul style="list-style-type: none"> <li>• Building effective relationships with students and their families</li> <li>• Monitoring and improving the academic outcomes of students</li> <li>• Online/blended learning and technology integration</li> <li>• Rigor and differentiation of instruction</li> <li>• Common Core State Standards</li> <li>• Teaching extended time classes</li> <li>• Response to Intervention</li> <li>• Aligning a vertical educational structure</li> </ul> <p><b>Paraprofessionals</b> will be provided professional development in supporting teachers in implementing differentiated instruction, individualized support strategies, as well as common core learning standards to students with disabilities and limited English proficiency.</p> <p>Professional development for all paraprofessionals will be in the following areas:</p> <ul style="list-style-type: none"> <li>• The role of the paraprofessional in an inclusive classroom</li> <li>• Building effective relationships with students and their families</li> <li>• Monitoring and improving the academic outcomes of students</li> <li>• Effective teacher-paraprofessional relationship</li> <li>• Building effective relationships with students and their families</li> <li>• Differentiation of Instruction</li> <li>• Effective student feedback and next steps options</li> <li>• Aligning a vertical educational structure</li> </ul>	<p>development and coaching from August to June 2012-2013 and 2013-2014. The professional development menu items have been previously identified. There will be additional menu items added as needed.</p> <p>High Schools That Work: Provides PD and mentor support during common planning time and teacher prep periods. Supports provided in core academic areas as well as CTE. Mentoring provided for struggling teachers as determined by classroom observations and teachers requests.</p> <p>Pearson: Integrating CCLS for English and Math with use of technology/blended learning. I-learn supplemental learning.</p> <p>Teacher/Paraprofessional training will be during monthly PD sessions. Paraprofessionals will be involved in ongoing IEP discussions with teachers and SPED/TLC Coordinators. Paraprofessionals will work with Guidance Staff and Parent Coordinator for active involvement with student families. Training in Behavioral Intervention Plans and Functional Behavioral Assessments.</p> <p>Secretaries will key in</p>	<p>4. Promethean Board \$5,000</p> <p style="text-align: center;"><b>Per –Session</b> <u>2012-2013</u> 4500 hours teachers= \$188,910</p> <p style="text-align: center;"><u>2013-2014</u> 220 hours \$9,236</p> <p style="text-align: center;"><u>2012-2013</u> 125 hours x \$47 p/hx 4 administrators =\$25,500</p> <p style="text-align: center;"><u>2013-2014</u> 100 hours x \$47 p/hx 2 administrators =\$9,400</p> <p style="text-align: center;"><u>2012-2013</u> Secretary 452hrs x\$25 \$11,693</p> <p style="text-align: center;"><u>2013-2014</u> Secretary 400 hrs x25 \$10,000</p> <p style="text-align: center;"><u>2012-2013</u> Guidance Counselor 150 hrs x \$49 =\$6,770</p> <p style="text-align: center;"><u>2013-2014</u> Guidance Counselor 100 hrs x\$49= \$4,513</p> <p style="text-align: center;"><b>OTPS:</b> <b>Resources for Professional Development:</b></p> <p style="text-align: center;"><u>2012-2013</u> Travel: \$15,000 Tuition: \$25,000 Books/Materials: \$10,000</p> <p style="text-align: center;"><u>2013-2014</u> Travel: \$5,000 Tuition: \$15,000</p>
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	<p>support associated with activities and offer administrative clerical support. Assist in data collection.</p> <p>Guidance Counselors will work with administration and CBOs to identify at risk students, review transcripts and conference with students, teachers and families. Assist in data collection.</p> <p>High Schools That Work Conferences/America's Choice/Pearson PD: Tuition reimbursement cost for additional certifications: 8 teachers taking 2 courses each at average tuition cost of \$1,562.50 per course. workshop costs: Travel Costs: (airfare, ground transportation, meal re-imburements as per GSA guidelines). Per session costs associated with planning and preparing for turn-key PD sessions with staff.</p>	<p>Tuition reimbursement cost for additional certifications: 8 teachers taking 2 courses each at average tuition cost of \$1,562.50 per course.</p> <p>Books/Materials: \$5,000</p>
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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Through the partnership with our lead external partner, the New York City Department of Education’s iZone program, we will provide students with research-based, vertically aligned, and differentiated online/blended instructional opportunities. Programs such as Achieve 3000 (reading), Pearson’s Writing to Learn (writing) and ELLIS (for English language learners), K-12 Powerspeak (foreign languages), and Compass Odyssey Learning (core content and Advanced Placement) will improve the educational outcomes of our students in the areas of reading, writing, and content mastery for at risk, gifted and general education students, limited English proficiency students, and our students with disabilities through its iLearn program.</p> <p>We will continue to utilize our Curriculum Review Team to evaluate the effectiveness of the programs in regards to its curricular units and collect data from the embedded formative and summative assessments.</p> <p>Will also offer all students the opportunity to enroll in face-to-face and/or blended Advanced Placement courses in English Literature, U.S. History, Economics, Calculus, Psychology and Environmental Science as well as STEM opportunities in robotics and math/science/technology research.</p>	<p>Teachers will have an opportunity to engage in professional development in August and throughout the year in teaching in an online/blended classroom as well as the online programs that are available. The reason for the summer is training is to ensure that teachers are properly trained and are reading to engage students in this type of learning modality at the beginning of the school year.</p> <p>Professional development throughout the year will ensure that teachers have the technical assistance needed to promote student growth and achievement.</p> <p>AP Courses will be offered by identification and recruitment of AP</p>	<p><b>OTPS</b> Student licenses <u>2012-2013</u> \$80,000</p> <p><u>2013-2014</u> \$30,000</p> <p><u>2012-2013</u> 1. Computer/Laptop \$120,000</p> <p>3. Library supplies \$25,000</p> <p>4. Textbooks and Instructional Supplies \$150,000</p> <p>5. Per session-See above funding</p>

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	<p>candidates by administration and teachers. Additional teacher prep time required. Blended and traditional models will be offered. Periodic assessment and feedback provided beyond regular school day. Per-session time for planning, preparation, assessment and tutoring.</p> <p>Software licensing to Aventa, I-Learn and Achieve 3000.</p> <p>Supplemental library supplies: textbooks, instructional supplies, periodicals and magazines to increase student literacy and exposure to reading materials and research.</p>	
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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Through the use of the Cohort Monitoring Team (Teacher leaders and guidance staff) they will</p> <ul style="list-style-type: none"> <li>• Establish an early warning system for all at-risk students in grades 10-12 who are at risk of failing courses and not accumulating credits. This will be done through the biweekly progress reports that monitor students' attendance, lateness, formative and summative assessments, and their socio-emotional state. Students will have portfolio classes that will allow them to make up any missing work or for enrichment to ensure that they are on target to pass their courses.</li> <li>• Design a personalized intervention plan that will be designed and implemented by the by team members assigned to student.</li> <li>• Evaluate/reevaluate personalized intervention plans on a biweekly schedule to ensure that students are constantly progressing.</li> <li>• Utilize an online communication program (e-chalk) for teams to communicate electronically and confidentially about students.</li> </ul> <p>We will continue the work with our Inquiry Learning Teams which design and test instructional strategies that have emerged from student data. Instructional strategies from inquiry work will be integrated into teaching</p>	<p>Teacher leaders will be selected and trained to lead the effort in ensuring instructional and curricular coherence and alignment to the common core learning standards.</p> <p>Other teacher leaders will be selected and trained to monitor student data and support student cohorts in collaboration with guidance staff of students in the areas of credit accumulation, regents assessments, and socio-emotional growth as they progress toward graduation.</p> <p>The initial training and development will take place during the month of August with teachers and will be</p>	<p><b>Personnel</b> <u>Data Specialist</u> 2012-2013 \$30,000</p> <p>2013-2014 \$30,000</p> <p><b>OTPS</b> 1. Per Session: See above funding</p> <p>2. Compensatory Time See above funding</p>

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<p>pedagogy through professional development to ensure that all students have access to proven strategies in student achievement.</p> <p>Lead Teachers/Curriculum Coordinators will assist the core academic departments in targeting differentiated student support from school designed formative and summative assessments, New York City periodic assessments, and state summative assessments to ensure students are mastering content knowledge and skills. They will also provide teachers with strategies in how to use student data to inform curriculum and instruction.</p>	<p>facilitated by school leaders, CFN representatives and consultants. The August training is imperative as to ensure a smooth opening of school where lead teachers are able to fully understand and carry out their responsibilities from September to June.</p>	
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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Students will have the opportunity to engage in after school targeted tutoring throughout the school year as well portfolio (enrichment) classes during the school day (in the students' grades 10-12 schedule) where they can to re-do work, complete missing assignments/projects, and improve their mastery of content and skills for classes there are currently taking or previously failed courses.</p> <p>Students will have the opportunity to engage in credit recovery after school for previously failed courses.</p>	<p>Students' transcripts will be analyzed as well as their current performance in their classes. Students will be appropriately placed in enrichment courses to assist them in succeeding.</p> <p>Monitoring and planning will take place in the summer and throughout the year to ensure that students are properly programmed for their courses.</p> <p>Review of transcripts by administration and Guidance team to identifying under-credited students. Working with teachers to identify each student's particular areas of deficiency. Offering targeted intervention and on-line learning for eligible students. In collaboration with curriculum coordinators, curriculum provided by Person, Aventa, Compass in</p>	<p><b>OTPS</b></p> <p>1. Per Session: See above funding</p> <p>2. Computers: See above funding</p>

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	alignment with CCLS/CIE. Affecting 500 students, involving 50 teachers.	
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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Through the partnership with the community based organization, <b>The Leadership Program</b> we will support the social-emotional and community oriented services for students. This organization will provide support for our students in two areas of concern for our students, attendance and behavior. Through mentoring by social workers for our most at-risk students they will provide our students with positive behavior supports, shadowing, and goal setting. Furthermore, they will assist the staff in partnering and working with our students' families, especially those who have disabilities and/or who have limited English proficiency and fostering better community connections through our career and technical programs.</p>	<p>The organization will provide the school with professional development in ensuring positive school-family relations. They will also assist the school through the use of social workers in tracking and monitoring student behavior and attendance. They will work with students not meeting expectations to support and mentor them through the rest of their high school experience.</p> <p>This vendor will be replaced by approved ARRA Vendor, Fordham University. Administration is currently in communication to establish partnership for support in health related CTE programs.</p> <p>Data: Increase in student attendance, reduction in discipline issues, improvement in academic performance Review Committee meeting regularly to analyze data and get teacher and student feedback to adjust according to needs.</p>	<p><b>OTPS</b></p> <p>1. The Leadership Program <u>2012-2013</u> \$120,000</p> <p><u>2013-2014</u> \$60,000</p> <p>2. New York Academy of Medicine <u>2012-2013</u> \$25000</p> <p><u>2013-2014</u> \$25,000</p>

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**Action Required By Turnaround Model**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**d. Description of how the action will be accomplished by LEA:**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	The principal will identify prospective external partners as needed to meet the school’s needs.  Daily, and ongoing, communications via phone and email between school staff and CFN point persons. Staff will attend regular PD and workshop	Applicable external partners described above

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	sessions by CFN.	
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**Action Required By Turnaround Model**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**d. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, the Office of School Development has dedicated a School Turnaround team (including the Director for Turnaround; Deputy Director for Turnaround; and Turnaround Project Managers) to manage citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. In addition, all middle and high schools undergoing phase out will be served by the same Network, the Transition Support Network. The goal of creating this Network team is to provide a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

- **Resource Management:** The Network will work with schools to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management.

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- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extended learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in Kennedy as it phases out will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners.
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities.
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards

Finally, the assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround Phase-out school, and provide related professional development and/or accountability support to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013	Central positions funded from SIG are described in the SIG application submitted in March 2012. Ongoing supports through Children First Network provided through local funds.

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<b>Cost of Implementation of Model (over 2 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$ 3,209,827</b>	<b>\$ 2,252,000</b>	<b>\$ 957,827</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model so that it may continue provide much-needed support and resources to its students.

As the PLA School is closed and the new Turnaround school opens, both schools will receive direct support from a dedicated Transition Support Network and key Central staff supporting schools undergoing Turnaround. These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grant	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14 SELF SUSTAINING Grants State Competitive Grant: Extended School Day Violence Prevention
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Federal Competitive Grant: Smaller Learning Communities State Competitive Grant: Learning Technology Federal Competitive Grant: Magnet School	Student Assistance Program (City Council) THE GATEWAY DRUG PROGRAM TITLE I Title I SIG Restructuring Grant TITLE II D Allocative and funded tech Title IIB Math/Science Partnerships
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There are no major obstacles related to implementing this plan that NYCDOE anticipates. As needed, the Transition Support Network as well as key offices within NYCDOE will address emerging needs of the school as it phases down so that students have access to the necessary resources to complete their education and advance to post-secondary opportunities or find additional means to continue their education.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**IS 195 Roberto Clemente**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education                      **NCES#:** 3600081

**School:** IS 195 Roberto Clemente                      **NCES#:** 01993

**Grades Served:** 6-8

**Number of students:** 552

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

The needs assessment for IS 195 Roberto Clemente is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**DATA ANALYZED:**

The data analyzed for the school is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**MAJOR FINDINGS:**

Major findings, as well as NYCDOE's decision to pursue the Turnaround Phase-out and Replacement model for this school, is provided in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

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**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Description on the Turnaround model being implemented, whereby IS 195 Roberto Clemente is phasing out and replaced by a new school, is provided in the approved SIG application from summer 2011.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

- 17. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The change in leadership at the school site is occurring through the phase-out of the current school and phasing-in of a new school which is led by a new principal with a new mission and instructional program. Please see the approved SIG application for the Turnaround Phase-in model from summer 2011.</p>	<p>The current school began to phase-out beginning in the 2011-2012 school year and will have graduated its last cohort of students in June 2013.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**18. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The SIG application submitted in summer 2011 explains the Article 18-D provision in the agreement with the union describing the process by which the new school will hire new staff. The description includes the local competencies that are being applied by the replacement new school as part of its hiring each year until the PLA school phases out completely.</p>	<p>Applicable hiring and participation in the 18-D process will occur in spring and summer of each year that the school is in operation.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**19. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

**a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position**

New School will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

**Teachers for Tomorrow**

New School 07X576 will be able to utilize the Teachers of Tomorrow (TOT) program is designed to recruit and sustain well-prepared, highly motivated certified classroom teachers who serve in schools which have been designated as high-need and/or persistently low achieving. The TOT incentive program provides tax-free grants to teachers who teach in these schools. Eligible teachers can qualify for awards of up to \$3,400 annually for a maximum of four (4) years.

Teachers must be a newly hired (no prior employment as a teacher with NYC public schools prior to the 2011-12 school year) certified classroom teacher and hold transitional, provisional, conditional initial, initial, professional or permanent NYS certification in the area for which they are teaching. Participants in programs where the DOE provides financial assistance in obtaining certification, including the Success via Apprenticeship program, the scholarship program and some alternative

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certification and teacher residency programs are not eligible to participate in the Teachers of Tomorrow recruitment incentive program.

Beyond these specific incentive programs, the school will be given the financial and operational flexibility to determine locally whether there are additional financial incentives and career growth opportunities that can be made available for staff at the school, consistent with the new school’s mission and vision. The school-based actions could include creating opportunities for additional pay incentives for after school instructional programs for students; participation in after school professional development opportunities; opportunities for out-of-classroom positions such as coaching, peer-mediation opportunities, etc.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>1. A model site will be created by the coach to improve teaching and learning in English Language Arts and Mathematics. The Coach’s Lab Site will serve as an inter-visitation site for staff to observe best practices such as the workshop model in action, architecture of a mini-lesson, conducting assessments and utilizing the assessments to form small group instruction.</p> <p>2. The Principal and Coach will provide instructional support and on-going professional development for all teachers through</p>	<p>September 2012</p> <p>In September, before students return to school, the instructional coach and a teacher will plan school wide professional development for 2012-2013. The team will also plan the curriculum to be implemented during the after school and Saturday Academy for students whose performance is needs improvement in ELA and Mathematics.</p> <p>September 2012-October 1, 2012 will be set aside for planning professional development for the year.</p>	<p>Per Session funding as follows:</p> <p>Teacher Per Session Rate for 2 teachers who will plan and execute the professional development for ELA and Math.</p> <p>Teacher Per Session for after school and Saturday Academy October 2012 -June 2013 (3 hours x 3 week days and 3 hours on Saturdays excluding holidays)</p> <p>Supervisor Per Session Principal Per Session for After School Program September 2012-June 2013 1 supervisor= 3 hours x 3</p>

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<p>classroom inter-visitation and provide ongoing feedback.</p> <p>3. The Principal, coach, and two teachers will form the planning committee (teacher team) to organize and deliver professional development from September to June. The Principal will coordinate the after school program and the Assistant Principal will coordinate the Saturday Academy. A guidance counselor and Family Worker will conduct attendance and parent outreach regarding students' academic development.</p> <p>4.</p>	<p>October 2012-June 2013-After School and Saturday Academy as well as professional development will be provided to support students who are struggling to make gains in English Language Arts and Mathematics.</p>	<p>week days</p> <p>Coach F Status Principal Per Diem-133 days from September to June 2013</p> <p>Supervisor Per Session for the Saturday Academy hours on Saturdays excluding holidays.</p> <p>1 Guidance Counselor=3 hours x 3 week days excluding holidays.</p> <p>1 Family Worker=3 hours x 2 week days excluding holidays.</p> <p>1 Secretary=3 hours x 3 week days excluding holidays.</p>
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**Action Required By Turnaround Model:**

**20. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Teaching Matters and the Network Achievement Coach will work jointly to create professional development sessions that will emphasize the development and revision of curricula to align with the CCLS, as well as include, but is not limited to, effective teacher teams, inquiry based learning, curriculum mapping, creating common assessments, and Universal Design for Learning (UDL) support.</p>	<p>September 2012-June 2013</p>	<p>Teaching Matters Consultant to provide on site and off site professional development/technical support for English Language Arts teachers including the Special Educator and :</p> <p>2012-2013: \$42, 500 2013-2014: \$0</p> <p>See above in Section 3c Teacher Per Session: 2012-2013: 318hrs x 41.98 = \$13, 350</p> <p>Principal/Supervisor Per Session: 2012-2013: 159 hrs.* 43.93 =\$6, 985.00</p>
<p>On a weekly basis, teams of teachers will meet for a full period on Common Planning days to design common core aligned tasks, Citywide Expectations,</p>	<p>September 2012-June 2013</p>	<p>Common Planning Sessions No additional cost to grant.</p>

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develop curriculum maps and discuss student goals, academic progress, viewing student work and reflect on effective teaching practices.		
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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>During the common planning sessions, teacher teams will help to uncover the gaps in student work, analyze the results from the 2011-2012 Grade 7 New York State assessments to identify students' strengths and weaknesses including students in special populations to also identify strengths and weaknesses on State Assessments.</p> <p>Review, analyze, and develop learning plans using all available data including but not limited to teacher created assessments, periodic assessments, academic intervention assessments, OORS, and attendance data.</p>	<p>September 2012-June 2013</p>	<p>Common Planning Sessions. No additional costs to budget.</p>

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Train teachers to develop and/or utilize formative assessments, interim assessments such as periodic assessments, and summative assessments closely aligned to the New York State assessments in English Language Arts, Mathematics, and Science, to more informed discussions that will affect students' academic progress.</p>	<p>September 2012-June 2013</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>School schedule has been revised for 2012-2013 to include continuing weekly interdisciplinary common planning sessions, morning professional development, morning tutorial, Friday afternoon planning sessions, after school and Saturday Academies to enhance teaching and learning for students and teachers.</p> <p>Based on the results of our 2011-2012 New York State English Language Arts and Mathematics results, students will benefit by participating in an Extended Learning Plan, which includes an After School and Saturday Academy. The purpose of the plan is to improve deficiencies in English Language Arts and Mathematics. Both the after school and Saturday Academy are open and available to all students and subgroups. All of our children are participating in the 37.5 minute academic intervention program, which is scheduled from 8:00 AM to 8:38 AM. The guidance counselor will be tracking the academic progress of all students. She will also have individual meetings with each child who have had poor results on both the state tests as well as classroom performance.</p> <p>All parents were informed of the 2012-2013 bell schedule which includes the 37.5 minute academic</p>	<p>September 2012-June 2013</p>	<p>Common Planning-no additional costs from grant.</p> <p>Afterschool and Saturday Academies-see section 3c for description of costs.</p>

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<p>intervention program. Children have been organized into groups with a 1:10 ratio based on their strengths and/or deficiencies on the 2011-2012 math and ELA state assessments. In addition to the 37.5 minute, each teacher in collaboration with the guidance counselor, will advise a group of five to seven at risk students. The guidance counselor and the teacher will develop action plans for students who are overage and/or who have been retained based on the 2011-2012 state assessment results. Children who are on track for promotion and graduation will participate in enrichment activities such as C.H.A.M.P.S, the Mousse Squad (technology), and the Chess in Schools program.</p>		
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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Collaborative teacher teams will also be responsible for advising a group of 57 students and develop individual learning plans to support these students in meeting their goals.</p>	<p>September 2012-June 2013</p>	<p>No additional cost to grant. School will utilize the Professional Periods.</p>
<p>The guidance counselor will continue to provide social and emotional life skills curriculum inclusive of topics such as bullying, gang diversion, goal setting, service learning, and developing internship opportunities for at risk students.</p>	<p>September 2012-June 2013</p>	<p>No additional cost to the grant.</p>
<p>We have one full time guidance counselor for our student population. This counselor will provide non-mandated and mandated counseling for students. Specific counseling will include discussion and development of transitional plans for promotion to high school, the high school application process including Specialized High School exam preparation, navigating the high school directory with students and parents, as well as career and college awareness. Individual counseling plans will include the social and emotional well being of each child, and academic and personal goal setting.</p>	<p>October 2012-June 2013</p>	<p>No additional cost to the grant.</p>
<p>Through technology and web based sites,</p>		

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<p>the counselor will help to determine a child’s career interest and strengths. Students will also be given access to <a href="http://www.careergames.com">www.careergames.com</a> to help them explore the many career options and how they relate to their vocational interests. The site permits students to complete a self-assessment survey which should help them to target possible careers. The site also includes possible interview questions as well as tips as to how to obtain a position. College tours will be arranged to local and out of city campuses to help students and parents make the connection for the pathway to college. Parents will be given the opportunity to participate in financial planning workshops which will include topics such as college saving plans (529, Coverdell, etc.) The culminating event, during the Spring semester, will include a career day organized by the guidance counselor, a committee of staff members and some parents. The Parent Coordinator, in collaboration with the Principal, Parent Teachers’ Association and the School Leadership Team, will reach out to the parent community to help maximize their participation.</p> <p>The administration and the guidance counselor will support teachers’ implementation of the Overcoming Obstacles Life Skills program integrated with classroom instruction. Our students will learn important concepts to prepare them for high school and beyond such as respect for self and others, time management, study and test-taking techniques, and teamwork. Teachers will continue receiving professional development from administration and the guidance counselor to effectively utilize the program and deliver the lessons to</p>		
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<p>students.</p> <p>The Parent Teacher Association and the School Leadership Team (which include parents) will meet on a monthly basis to help make decisions regarding implementation of the extended learning plan including the After School and Saturday Academy programs. The Parent Coordinator will communicate with the parent community to apprise them of these program implementations, meetings, and workshops. Through monthly workshops and individual conferences, parents will given the opportunity to share their concerns and ideas to improve student outcomes during this school year. Parents will be surveyed at the monthly PTA and SLT meeting to chaperone events for students. A welcome back breakfast will be hosted by the administration and guidance counselor to assess the parent needs. Information gathered from the parent breakfast will determine the monthly workshops delivered by the Parent Coordinator.</p> <p>Marquis Studios will continue to provide social and emotional curriculum through arts integration.</p>		
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**Action Required By Turnaround Model**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**e. Description of how the action will be accomplished by LEA:**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	The principal will identify prospective external partners as needed to meet the school’s needs.	Applicable external partners described above

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**Action Required By Turnaround Model**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**e. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, the Office of School Development has dedicated a School Turnaround team (including the Director for Turnaround; Deputy Director for Turnaround; and Turnaround Project Managers) to manage citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. In addition, all middle and high schools undergoing phase out will be served by the same Network, the Transition Support Network. The goal of creating this Network team is to provide a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

- **Resource Management:** The Network will work with schools to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management.

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- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extended learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in Kennedy as it phases out will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners.
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities.
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards

Finally, the assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround Phase-out school, and provide related professional development and/or accountability support to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013	Central positions funded from SIG are described in the SIG application submitted in March 2012. Ongoing supports through Children First Network provided through local funds.

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<b>Cost of Implementation of Model (over 1 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$1,566,338</b>	<b>\$ 148,000</b>	<b>\$ 1,418,338</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model so that it may continue provide much-needed support and resources to its students.

As the PLA School is closed and the new Turnaround school opens, both schools will receive direct support from a dedicated Transition Support Network and key Central staff supporting schools undergoing Turnaround. These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared IDEA SBST SHARED	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14 SELF SUSTAINING Grants
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Federal Competitive Grant: Teaching American History Grant Federal Competitive Grant: Smaller Learning Communities State Competitive Grant: Learning Technology Federal Competitive Grant: Magnet School	State Competitive Grant: Extended School Day Violence Prevention Student Assistance Program (City Council) THE GATEWAY DRUG PROGRAM TITLE I Title I SIG Restructuring Grant TITLE II D Allocative and funded tech Title IIB Math/Science Partnerships
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There are no major obstacles related to implementing this plan that NYCDOE anticipates. As needed, the Transition Support Network as well as key offices within NYCDOE will address emerging needs of the school as it phases down so that students have access to the necessary resources to complete their education and advance to post-secondary opportunities or find additional means to continue their education.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Jamaica High School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education                      **NCES#:** 3600100

**School:** Jamaica High School                      **NCES#:** 02008

**Grades Served:** 9-12

**Number of students:** 489

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

The needs assessment for Jamaica High School is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**DATA ANALYZED:**

The data analyzed for the school is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**MAJOR FINDINGS:**

Major findings, as well as NYCDOE's decision to pursue the Turnaround Phase-out and Replacement model for this school, is provided in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

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Description on the Turnaround model being implemented, whereby Jamaica High School is phasing out and replaced by a new school, is provided in the approved SIG application from summer 2011.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

**1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
The change in leadership at the school site is occurring through the phase-out of the current school and phasing-in of a new school which is led by a new principal with a new mission and instructional program. Please see the approved SIG application for the Turnaround Phase-in model from summer 2011.	The current school began to phase-out beginning in the 2011-2012 school year and will have graduated its last cohort of students in June 2014.	No additional cost to grant.

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**Action Required By Turnaround Model:**

**2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
The SIG application submitted in summer 2011 explains the Article 18-D provision in the agreement with the union describing the process by which the new school will hire new staff. The description includes the local competencies that are being applied by the replacement new school as part of its hiring each year until the PLA school phases out completely.	Applicable hiring and participation in the 18-D process will occur in spring and summer of each year that the school is in operation.	No additional cost to grant.

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**Action Required By Turnaround Model:**

- 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

- a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position**

The School will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

**Teachers for Tomorrow**

The school will be able to utilize the Teachers of Tomorrow (TOT) program is designed to recruit and sustain well-prepared, highly motivated certified classroom teachers who serve in schools which have been designated as high-need and/or persistently low achieving. The TOT incentive program provides tax-free grants to teachers who teach in these schools. Eligible teachers can qualify for awards of up to \$3,400 annually for a maximum of four (4) years.

Teachers must be a newly hired (no prior employment as a teacher with NYC public schools prior to the 2011-12 school year) certified classroom teacher and hold transitional, provisional, conditional initial, initial, professional or permanent NYS certification in the area for which they are teaching. Participants in programs where the DOE provides financial assistance in obtaining certification, including the Success via Apprenticeship program, the scholarship program and some alternative

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certification and teacher residency programs are not eligible to participate in the Teachers of Tomorrow recruitment incentive program.

Beyond these specific incentive programs, the school will be given the financial and operational flexibility to determine locally whether there are additional financial incentives and career growth opportunities that can be made available for staff at the school, consistent with the new school's mission and vision. The school-based actions could include creating opportunities for additional pay incentives for after school instructional programs for students; participation in after school professional development opportunities; opportunities for out-of-classroom positions such as coaching, peer-mediation opportunities, etc.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the Pre-implementation period),and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grants):</b>
<p>The school leadership in collaboration with the school staff will provide:</p> <p>21. Before and After School Academy classes implemented to provide more time on task and supplemental academic support.</p> <p>22. Retain the guidance department</p> <p>23. PPS support</p>	<p>Sept 2012-Aug. 2013</p> <p>Sept. 2013 –Aug. 2014</p> <p>5 days weekly core course offering 5 teachers 1 supervisor 1 data consultant</p> <p>Bilingual guidance counselor to serve large ESL population</p> <p>PPS support 3 days week 5 hrs daily for school year</p>	<p>Teacher Per Session 2012 – 2013 -800 teacher hours x 41.98= 33,584</p> <p>2013-2014 - 240 teacher hrs. x41.98 = \$10,075.20</p> <p>Supervisor per session 2012-2013-350hrs. x43.93 =\$15,375.50</p> <p>Guidance counselor 2012-2013 = \$91,025 2013-2014 = \$91,025</p>

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24. Retain School Aide Staff	each year School aid for safety support for after school	PPS supervisor 2012-2013 = \$18,450 2012-2014 = \$18,450
25. Retain Teacher in order to reduce class size	English/ESL department	2012-2013 = \$22,000 1 teachers = 91,025
26. Distance Learning	Hire a teacher to create the instructional on line modules, and to monitor and facilitate the programs including successful completion of credit bearing modules.	2012-2013 2013-2014 1 teacher = 91,025 1 teacher = 91,025
27. On site tech support	Technician support for distance learning  Purchase of education software for distant learning program	Ebank tech aid 2012- 2013 200 hrs @ \$26 = \$5,200  2012 - 2013 =\$25,000
28. Continuous supervision and over site of all aspects of distance & extended learning programs	Supervision of distance learning programs, including both after school and summer school programs.	Supervisor 2012-2013 100 @ 43.93 = \$4393
29. College Trip & Cultural Trips	Provide educational exposure to higher learning institutions and museums	Transportation of pupils 2012 – 2013 = \$5,000
30. Student based initiatives and incentives	Using incentive to motivate students in order to achieve student achievements	2012 – 2013 = 5,000
31. General and instructional supplies	Necessary students	2012- 2013 = 20,043

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<p>32. Summer school full course program</p>	<p>materials and office support</p> <p>Provide students opportunity to retake failed course</p> <p>5 teachers</p> <p>1 supervisor</p>	<p>2012-2013</p> <p>5 teachers @ 175 hrs @ \$41.98 = \$36,732.50</p> <p>1 supervisor @175 hrs @ \$43.90 = \$ 7687.75</p> <p>School = \$2,835.00</p> <p>Secretary = \$1, 293.50</p>
<p>33. Cultural activities and academic clubs</p>	<p>1 school aid</p> <p>1 payroll secretary</p> <p>4 teacher</p> <p>1 supervisor</p> <p>I dance</p> <p>I art</p> <p>I music appreciation</p> <p>1 science club</p> <p>1 school aid</p>	<p>Supervisor 50 hrs @ \$43.93 = \$2196.50</p> <p>4 teachers @50 hrs @41.98 = \$8,396</p> <p>School aid @200 hrs @16.20 = \$3,240</p>
<p>34. Professional development consultant chancellors initiative applicable to CCLS</p>	<p>On site professional development consultants to provide continuous pd throughout the school</p>	<p>Professional consultant 2012-2013 = \$10,000</p>
<p>35. F -status programming to assisting with scheduling issues</p>	<p>To assist with programming and implementation of afterschool academies</p>	<p>2012-2014</p> <p>16 days = \$4,906.72</p>

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**Action Required By Turnaround Model:**

**4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the Pre-implementation period),and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grants):</b>
<p>The school leadership in collaboration with the school staff will provide:</p> <ul style="list-style-type: none"> <li>36. Ongoing Professional Development</li> <li>37. Align Common core learning standards to curriculum and State standards.</li> <li>38. Collaborate to create and implement Curriculum Mapping</li> <li>39. Weekly Inter-disciplinary classroom visits</li> </ul>	<p>Sept 2012-Aug. 2013</p> <p>Sept. 2013 –Aug. 2014</p>	<p>Teacher Per Session</p> <p>2012-2013 200hrs. x 41.98 = \$8,396</p> <p>2013-2014 40hrs. x41.98 = \$1,679.20</p> <p>Supervisor per session 2012-2013 25hrs. x43.93 =1,098.25</p>
<p>40. Teachers will meet for one period every day</p>		<p>No cost-Administrative period</p>

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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the Pre-implementation period),and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grants):</b>
<p>The school leadership in collaboration with school community to implement</p> <p>Per Session funds used to allow for Data driven instruction based on:</p> <ul style="list-style-type: none"> <li>41. Inquiry teams analyzing Individual classroom/midterms assessment</li> <li>42. To promote differentiated instruction for students.</li> <li>43. Analysis using In house data tools (Going Green)</li> <li>44. Focus group looking at alternative pathways to graduation</li> </ul>	<p>Sept 2012-Aug.2013</p> <p>Sept 2013-Aug 2014</p> <p>September 2012 –Aug. 2013</p>	<p>Teacher Per Session</p> <p>2012 x 2013 -200 hours x 41.98 =\$ 8,396</p> <p>2013-2014 – 40 hrs x41.98= \$ 1679.20</p> <p>Supervisor Per Session 43.93 X 25 hours= 1,098.25</p>

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

<b>a. Description of how the action will be accomplished LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the Pre-implementation period),and why at that time:</b>	<b>Description of costs associated with the action (should align with budget narrative and budget provided for grants):</b>
<p>The school leadership in collaboration with school community to implement: Per Session funds used for :</p> <ul style="list-style-type: none"> <li>• Inquiry team assessments</li> <li>• Assessments of Report Cards, Uniform Exams- Finals/midterms</li> <li>• Assessment of Student IEPS in collaboration with Inquiry Team</li> </ul>	<p>Sept 2012-Aug.2013</p> <p>Sept 2013-Aug 2014</p>	<p>Funded accounted for in section 5. Please see above for details.</p>

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

<b>a. Description on how the action will be accomplished</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the Pre-implementation period),and why at that time:</b>	<b>Description of costs associated with the action (should align with budget narrative and budget provided for grants):</b>
<p>The school leadership in collaboration with school community to implement:</p> <ul style="list-style-type: none"> <li>• Identifying lowest third of school population to provide academic intervention services through flexible scheduling.</li>   <li>• A.P. guidance will work with guidance to provide programming options for extended day programs and supplemental academic supports for students</li> </ul>	<p>Sept 2012-Aug.2013</p> <p>Sept 2013-Aug 2014</p> <p>Sept 2012 – Aug 2013</p>	<p>2012 – 2013 -800 teacher hours x 41.98= 33,584</p> <p>2013- 2014- 160 teacher hours X 41.98 = 6,716.80</p> <p>Supervisor hours- 300 hours X 43.93 = 13,179</p>

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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

<b>a. Description on how the action will be accomplished</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the Pre-implementation period),and why at that time:</b>	<b>Description of costs associated with the action (should align with budget narrative and budget provided for grants):</b>
<p>The school leadership in collaboration with school community to work with:</p> <ul style="list-style-type: none"> <li>• Queens Community Services.- Program implements a holistic approach that stresses academic support in addition to attendance outreach, counseling, and family involvement.</li> <li>• LaGuardia Community College- affiliation that allows students supplemental academic supports , in addition, the ability to earn college credit</li> <li>• Queens Community College- affiliation that allows students</li> </ul>	<p>Sept 2012-Aug.2013</p> <p>Sept 2013-Aug 2014</p>	<p>Programs self-funded</p>

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supplemental academic supports , in addition, the ability to earn college credit		
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**Action Required By Turnaround Model**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**f. Description of how the action will be accomplished by LEA:**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	The principal will identify prospective external partners as needed to meet the school’s needs.	Applicable external partners described above

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**Action Required By Turnaround Model**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**f. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, the Office of School Development has dedicated a School Turnaround team (including the Director for Turnaround; Deputy Director for Turnaround; and Turnaround Project Managers) to manage citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. In addition, all middle and high schools undergoing phase out will be served by the same Network, the Transition Support Network. The goal of creating this Network team is to provide a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

- **Resource Management:** The Network will work with schools to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained

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throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management.

- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extended learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in Kennedy as it phases out will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners.
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities.
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards

Finally, the assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround Phase-out school, and provide related professional development and/or accountability support to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013	Central positions funded from SIG are described in the SIG application submitted in March 2012. Ongoing supports through Children First Network provided through local funds.

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<b>Cost of Implementation of Model (over 2 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$ 2,359,265</b>	<b>\$ 950,000</b>	<b>\$ 1,409,265</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model so that it may continue provide much-needed support and resources to its students.

As the PLA School is closed and the new Turnaround school opens, both schools will receive direct support from the Children First Network and key Central staff supporting schools undergoing Turnaround. These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE
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IDEA Mandated Counseling Shared IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grant Federal Competitive Grant: Smaller Learning Communities State Competitive Grant: Learning Technology Federal Competitive Grant: Magnet School	ROTC 14 SELF SUSTAINING Grants State Competitive Grant: Extended School Day Violence Prevention Student Assistance Program (City Council) THE GATEWAY DRUG PROGRAM TITLE I Title I SIG Restructuring Grant TITLE II D Allocative and funded tech Title IIB Math/Science Partnerships
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There are no major obstacles related to implementing this plan that NYCDOE anticipates. As needed, the Transition Support Network as well as key offices within NYCDOE will address emerging needs of the school as it phases down so that students have access to the necessary resources to complete their education and advance to post-secondary opportunities or find additional means to continue their education.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Jane Addams High School for Academic Careers**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education                      **NCES#:** 3600085

**School:** 08x650                      **NCES#:** 02011

**Grades Served:** 10-12

**Number of students:** 450

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

The needs assessment for Jane Addams High School is described in the SIG application that was submitted to the New York State Education Department for review as part of the Turnaround Phase-in schools' application in April 2012.

**DATA ANALYZED:**

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The data analyzed the school is described in the SIG application that was submitted to the New York State Education Department for review as part of the Turnaround Phase-in schools' application in April 2012.

**MAJOR FINDINGS:**

Major findings, as well as NYCDOE's decision to pursue the Turnaround Phase-out and Replacement model for this school, is provided in the SIG Turnaround Phase-in schools' application that was submitted to the New York State Education Department for review in April 2012.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Description on the Turnaround model being implemented, whereby Jane Addams High School will phase-out and replaced by a new school, is provided in the submitted SIG application from April 2012.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

- 45. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The change in leadership at the school site is occurring through the phase-out of the current school and phasing-in of a new school which is led by a new principal with a new mission and instructional program. Please see the submitted SIG application for the Turnaround Phase-in model from April 2012.</p>	<p>The current school will begin to phase-out in the 2012-2013 school year and will have graduated its last cohort of students in June 2015.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**46. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The SIG application submitted in April 2012 explains the Article 18-D provision in the agreement with the union describing the process by which the new school will hire new staff. The description includes the local competencies that are being applied by the replacement new school as part of its hiring each year until the PLA school phases out completely.</p>	<p>Applicable hiring and participation in the 18-D process will occur in spring and summer of each year that the school is in operation.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**47. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

a. **Description of how the action will be accomplished by LEA:**

**Literacy and Math Coaches**

To support the implementation of key strategies related to the development of curriculum, instruction and assessment commensurate with the demands of the CCLS, we would like to staff two instructional coach positions from among the faculty. One position would be designated a Mathematics and the other a Literacy Coach.

Members of our current staff include two extremely capable and knowledgeable individuals, who have earned the respect and trust of our staff. In addition, these two individuals provided excellent leadership last year in all venues of school life – particularly in our professional development program and during their team meetings. We believe that selecting coaches such as these from within the school provides us with a distinct advantage.

Jane Addams 08X560 will hire a literacy and math coach. The coach will two periods a day in their classroom and the remaining portion of their day providing professional development to other teachers in the school. The Coaches' classroom will serve as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a coach and the school will also have an opportunity to recruit and hire coaches from outside their school in the spring each year if we are unsuccessful in recruiting from within our staff.

We expect to employ coaches for two years. As well, we expect that we can build a level of capacity around the practices we intend to implement this year to support teachers in year III with coaches from Teachers College who will provide support once a week in classrooms.



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**Action Required By Turnaround Model:**

**48. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Teachers College</p> <p>Over the course of the three year project, we will rely on Teachers College as our primary professional development provider. In year three, our last year, we will be need to increase our reliance on Teachers College (when compared to year II) as we will no longer have the instructional coach position.</p> <p>Teachers College will serve the school as its primary professional development agency. The goals and plans for the professional development we have planned includes:</p> <p>Goal 1: To use data to identify and implement an instructional program that is research-based and aligned with State academic standards.</p> <p>Plan: Jane Addams will collaborate with the Center for the Professional Education of Teachers, Teachers College Columbia University (CPET) to offer ongoing teacher support to departments in periodic assessment data analysis and instructional planning.</p>	<p>September 2012-August 2013 to establish baseline descriptions of practice and other classroom conditions and develop implementation plans to address the gaps.</p>	<p>Teachers College 2012-2013: \$118,791 2013-2014: \$60,000 2014-2015 \$83,633</p> <p>PD Sessions (M 3:30 – 4:30) 20 Tchrs x 2 hrs x 36 sessions = 1440 hrs x \$41.98 = \$60,451 3 Supervisors x 2 x 36 sessions = 216 hrs x \$43.93 = \$9,489</p> <p>PD Retreats (S 9:00 – 2:00) 15 Tchrs x 5 hrs x 6 sessions = 450 hrs x \$41.98 = \$18,891 1 Guidance Counselor x 5 hrs x 6 sessions = 30 hrs x \$45.13 = \$1,354 2 Supervisors x 5 hrs x 6 sessions = 60 hrs x \$43.93 =</p>

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<p>Goal 2: To promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>Plan Jane Addams will collaborate with the Center for the Professional Education of Teachers, Teachers College Columbia University (CPET). CPET will work with lead teachers and teacher teams in grades 10 – 12 in all disciplines to develop and use frequent, in-class checks for understanding, periodic assessments and culminating assessments that enable teachers and students to identify the skills and knowledge students need to pass the courses and Regents tests required for graduation. These data will then be used to inform instructional planning.</p> <p>Goal 3: To conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.</p> <p>Plan: Jane Addams will collaborate with the Center for the Professional Education of Teachers, Teachers College Columbia University (CPET) to offer ongoing feedback and analysis of student progress in comparison to classroom practice by participating in ongoing walkthrough assessment of school’s instructional program and action plan alongside the school to implement changes to the curriculum in order to maximize student achievement.</p> <p>Goal 4: To implement research-based instructional practices that address literacy skills identified from assessment data.</p>		<p>\$2,636</p> <p><u>Year II and II Professional Development Costs</u> Tchr PD Hrs Yr II = 1000 x \$41.98 = \$41,980 Tchr PD Hrs Yr III = 600 x \$41.98 = \$25,188</p> <p>Supervisor PD Hrs Yr II = 75 x \$43.93 = \$3,295 Supervisor PD Hrs Yr III = 50 x \$43.93 = \$2,197</p> <p>Guidance Counselor PD Hrs Yr II = 20 x \$45.13 = \$903 Guidance Counselor PD Hrs Yr III = 20 x \$45.13 = \$903</p>
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<p>Plan: Jane Addams will collaborate with the Center for the Professional Education of Teachers, Teachers College Columbia University (CPET) to provide teachers with professional development in the use of discipline-based literacy practices that address students’ needs that have been revealed in the data. Teachers will learn approaches to scaffolding and teaching the literacy skills necessary to pass Regents examinations in their subject areas.</p> <p><b>Replications</b> We intend to utilize the services a consultant from Replications to further develop and deepen the skills and knowledge base of our Instructional Coaches. As their ability is enhanced, they will become even more effective at supporting teachers in their classrooms.</p> <p>Replications will provide professional development specific to the needs of our ELA and Math Instructional Coaches. The Coaches will be leading the day-to-day implementation of those strategies designed to support the deepen and broaden the work of the DOE NYC’s citywide instructional expectations, including those related to its special education reform. Specific coaching for our Instructional Coaches will include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Team facilitation skills to build school and team professional community around curriculum, instruction and assessment;</li> <li>• Ability to understand and analyze data from multiple sources;</li> <li>• Use of data to identify student learning trends, set goals, monitor and modify instruction, and increase student achievement;</li> </ul>		<p>Replications 2012-2013: \$30,000</p>
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<ul style="list-style-type: none"> <li>• Using data to empower practitioners to improve their teaching practice;</li> <li>• Support of teachers in using effective instructional strategies to meet students diverse learning needs;</li> <li>• Develop and implement systems and processes to ensure effective operations that support student learning; and,</li> <li>• Staging and phasing the development and revision of curricula to align with the CCLS.</li> </ul> <p>These skill sets will be particularly important as the school begins to strengthen its understanding and practice in teaching using the Danielson Framework for Teaching and as we continue our work in the implementation of Common Core-aligned units.</p> <p><b>School Professionals</b> In the first year of the project, we will use school professionals, we will engage an expert consultant in the area of school change and building capacity with school improvement strategies. In our second year, we expect to use School Professionals to identify consultants who can support our college and career access components and to develop systems that result in the efficient management of student information.</p> <p><b>Supplies</b> Professional Books, Articles, CDs and materials to support staff development and Professional Learning Communities</p> <p><b>Professional Conferences</b> The budget lists \$15,000 for professional conferences. This year, a small team would like to attend the ASCD National Conference in March. The conference is offering an assortment of two day institutes on topics related to the</p>		<p>School Professional 2012-2013:\$25,000 2013-2014: \$50,000</p> <p>Supplies 2012-2013:\$5,024 2013-2014: \$3,859 2014-2015: \$3,000</p> <p>Professional Conferences 2012-2013:\$15,000 2013-2014: \$10,000 2014-2015: \$10,000</p>
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implementation of the common core standards.		
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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Jane Addams will use a consistent/unified data collection and analysis system—Datacation, Achieve 3000, ELLIS Learning, Write to Learn across all content and grade levels to accompany already existing systems (ARIS and Acuity) to drive differentiated instruction to meet individual student needs.</p>	<p>August 2012 to August 2013 each year of the project</p>	<p>Achieve 3000 2012-2013:\$40,000 2013-2014: \$16,000 2014-2015: \$16,000</p> <p>Datacation is a school budgeted item and no cost to the grant</p> <p>AVENTA is a school budgeted item and no cost to the grant</p> <p>Ellis is a school budgeted item and no cost to the grant</p> <p>Write to Learn is a school budgeted item and no cost to the grant</p>

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Jane Addams will administer the Achieve 3000 to establish a baseline for literacy; Ellis learning for a baseline for ELLs and Performance Series for literacy and math. Datacation will manage all above data systems. Teachers College will work with teachers on formative and interim assessments.</p>	<p>Year 1 September 2012- June 2013 Year 2 September 2012- June 2013 Year 3 September 2012- June 2013</p>	<p>See above listed costs in part 5.c</p>

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>To improve student achievement outcomes, including credit accumulation and graduation rates, and we will increase learning time by extending the school day and week. We expect that the integration of effective Youth Development practices both during the regular school day and after school by our Guidance Counselor and Sports and the Arts, will improve student attendance in the program and ultimately achievement. For example, providing students with college and career counseling and information will enable them to set goals and create plans to reach those goals.</p> <p>We also will utilize these venues to support blended learning opportunities including the use of systems like AVENTA. In addition, classes will be offered to provide Regents support and credit accumulation. Additional academic tutoring support will be provided by our teachers to remediate students in targeted areas. And, both special education and ESL students will benefit from additional supports provided by our para-professionals.</p> <p>Secretarial support will be used to manage an office arranged for the program and to maintain a recordkeeping system for the students enrolled.</p> <p>School aide support will be utilized to support teachers by supervising students, attending to non-professional duties, and contacting families to</p>	<p>After school and Saturday</p>	<p>Sports and Arts 2012-2013: \$218,000</p> <p>AVENTA is a school budgeted item and no cost to the grant</p> <p>Extended Time Program (T/TH 3:00 – 6:00)</p> <ul style="list-style-type: none"> <li>• Instruction 3:00 – 4:30</li> <li>• Sports and Arts 4:30 – 6:00</li> </ul> <p>4 Tchrs x 1.5 hrs x 75 sessions = 450 hrs x \$41.98 = \$18,891</p> <p>1 Guidance Counselor x 1.5 hrs x 75 sessions = 112.5 or 112 hrs x \$45.13 = \$5,055</p> <p>1 Secretary x 1.5 hrs x 75 sessions = 112.5 or 113 hrs x \$25.87 = \$2,923</p> <p>1 School Aide x 3 hrs x 75 sessions = 225 hrs x \$16.20 = \$3,645</p> <p>1 Para Professional x 2 hrs</p>

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<p>communicate school messages and engage parents in the educational and college/career process.</p> <p>Licensed teachers will provide instruction, and will meet regularly with program supervisors to ensure that students are attending and properly utilizing the service. Academic advisors will meet regularly with students to discuss any issues pertaining to credit recovery classes, as well as maintain communication with parents.</p> <p>The program’s Saturday program will consist of an academic schedule in the morning while incorporating a more engaging piece in the later part of the day. Youth will receive credit recovery instruction, advisement and sports and arts activities and participate in college, career and character education workshops. Our <b>Character Education</b> piece uses Sean Covey’s <i>The 7 Habits of Highly Effective Teens</i> curriculum.</p> <p>Additionally, youth will participate in <b>extensive educational trips</b> to colleges, museums, performances, on-campus sports competitions and other cultural institutions to help students build their own social and cultural capital and support them in completing high school and going on to college. Along with the trips on Fridays, these will serve to motivate youth to continue focusing on their educational goals as set forth in the student’s <i>Individualized Graduation Plan</i>.</p> <p>Participants will have the opportunity to get extensive test prep for all five of the required NYS Regents exams required for graduation (i.e. ELA, Global History, U.S. History, Math, and Science). Students will receive content based instruction as well as learn helpful test-taking strategies that will give them a better opportunity to excel on these exams. Students will be working with our academic advisors regularly, so they will be aware of exactly which exams they will need to take, and when. We will focus our test prep services during appropriate times leading up to the January and June exams.</p>		<p>x 75 sessions = 150 hrs x \$26.27 = \$3,941</p> <p>1 Supervisor (3:30 – 6:00) x 2.5 hrs x 75 sessions = 188 hrs x \$43.93 = \$8,259</p> <p>Extended Time Program (W 3:00 – 6:00)</p> <ul style="list-style-type: none"> <li>• Sports and Arts</li> </ul> <p>1 Guidance Counselor x 1 hrs x 39 sessions = 39 hrs x \$45.13 = \$1,760</p> <p>1 Secretary x 2 hrs x 39 sessions = 78 hrs x \$25.87 = \$2,018</p> <p>1 School Aide x 3 hrs x 39 sessions = 117 hrs x \$16.20 = \$1,895</p> <p>1 Supervisor x 2.5 hrs x 39 sessions = 98 hrs x \$43.93 = \$4,305</p> <p>Extended Time Program (S 9:00 – 12:00)</p> <p>5 Tchrs x 3hrs x 38 sessions = 570 hrs x \$41.98 = \$23,929</p> <p>1 School Aide x 3 hrs x 38 sessions = 114 hrs x \$16.20 = \$1,847</p> <p>1 Supervisor (8:30 – 12:30) x 4 x 39 = 156 hrs x \$43.93 = \$6,853</p> <p>Before/Lunch/After School Academic Support Small Group Tutoring and Regents Prep</p> <p>8 Tchrs x 1 hr x 40 sessions = 320 hrs x</p>
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<p>Students will work individually or in small groups with instructors and tutors, depending on their unique study-skills, giving them best opportunity to succeed.</p> <p>Sports &amp; Arts in Schools Foundation (SASF) will partner with Jane Addams High School to boost student achievement. To accomplish this result, SASF will implement its SASF High School Today College Tomorrow Program. This exciting program for participants will encourage youth to maximize their academic achievements by providing incentives and empowers youth to take charge of their own education by making them part of the process when setting academic and future goals.</p> <p>Key components of the project will be:</p> <p><b>1. Individualized Graduation Plans</b> By working with the school Guidance Counselor to create an individualized plan with each student, there is no confusion, and no last minute surprises. Students will understand exactly what they need to do to graduate including which classes they will need to take or when he/she will be expected to take specific Regents exams.</p> <p><b>Individual advisement sessions</b> give students the opportunity to review and modify their plan, and ensure that issues are dealt with before they become less manageable (e.g. improving study skills in a particular subject, planning for possible summer school, receiving additional Regents prep services, making up science labs).</p> <p>Timely meetings with students and parents to review the Individualized Graduation Plan with both short-term (month-to-month) and long-term goals (3-year goals for current 10<sup>th</sup> graders) will help to ensure on-time graduation. <b>College and Career Advisors</b> assigned to approximately 40 students per advisor, each with the responsibility of creating an individualized graduation plan for every participant and then working with each student through bi-weekly (or daily, if necessary) meetings to monitor the student's progress in</p>	<p style="text-align: center;">Sports and Arts in year I of the project</p>	<p>\$41.98 = \$13,434 1 Guidance Counselor x .5 hrs x 40 morning sessions = 20 hrs x \$45.13= \$903</p> <p><u>Year II and III Extended Time Costs</u> Tchr ET Hrs Yr II = 650 x \$41.98 = \$27,287 Tchr ET Hrs Yr III = 400 x \$41.98 = \$16,792</p> <p>Supervisor ET Hrs Yr II = 275 x \$43.93 = \$12,081 Supervisor ET Hrs Yr III = 250 x \$43.93 = \$10,983</p> <p>Guidance Counselor ET Hrs Yr II = 80 x \$45.13 = \$3,610 Guidance Counselor ET Hrs Yr III = 80 x \$45.13 = \$3,610</p>
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<p>meeting the student’s educational and career progress. Among key benchmarks will be daily classroom attendance rates, daily out-of-school time attendance rates, homework completion rates, quarterly grades, and credit status.</p> <p><b>Targeted tutoring and educational counseling</b> will be provided to make sure all participants complete high school in four years. Among key benchmarks will be daily classroom attendance rates, daily out-of-school time attendance rates, homework completion rates, quarterly grades, and credit status.</p> <p><b>2. College and Career Ready Component</b> An intensive <b>College and Career Ready</b> component based on the SASF Preparing for College Checklist including workshops for students and parents about what courses and extracurricular activities competitive colleges require for admission, college visits for students and parents, P/SAT test prep, how to identify colleges well suited to a student’s individual needs and interests, how to complete admission and financial aid applications, how to write effective personal essays, and educational counseling to assist students and parents make a final choice of a college.</p> <p><b>Career Ready Programming</b> for all participants’ grades 10-12 will help them become Career Ready. Program will consist of career workshops on work skills such as how to write a resume, how to dress for a job interview, how to research job opportunities, how to apply for a job online, and financial literacy training. The career piece will be linked to the SASF Speakers Bureau and its network of internships and summer jobs via job readiness workshops. The College Ready, Career Ready Program will help Jane Addams students successfully complete <b>important academic and personal outcomes</b> for their education and careers.</p>		
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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Monthly parent workshops to involve the parents in school to help them better support their children succeed in school.</p> <p>Urban Health Clinic provides direct health services, drug and alcohol prevention and sex awareness workshops.</p> <p>Overcoming Obstacles initiative anti-bullying and peer mediation</p>	<p>Implemented in Fall 2011, continuing on a monthly basis</p> <p>Ongoing schedule of workshops, on-demand health services</p> <p>Fall 2012-13 through June 2013</p>	<p>School budget; no additional cost to SIG</p> <p>Grant funded; no additional cost to SIG</p> <p>Grant funded; no additional cost to SIG</p>

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**Action Required By Turnaround Model**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**g. Description of how the action will be accomplished by LEA:**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	The principal will identify prospective external partners as needed to meet the school’s needs.	Applicable external partners described above

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**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**g. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, the Office of School Development has dedicated a School Turnaround team (including the Director for Turnaround; Deputy Director for Turnaround; and Turnaround Project Managers) to manage citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. In addition, all middle and high schools undergoing phase out will be served by the same Network, the Transition Support Network. The goal of creating this Network team is to provide a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

- **Resource Management:** The Network will work with schools to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management.

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- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extended learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in Kennedy as it phases out will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners.
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities.
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards

Finally, the assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround Phase-out school, and provide related professional development and/or accountability support to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013	Central positions funded from SIG are described in the SIG application submitted in March 2012. Ongoing supports through Children First Network provided through local funds.

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<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$ 2,456,875</b>	<b>\$ 1,490,000</b>	<b>\$ 966,875</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model so that it may continue provide much-needed support and resources to its students.

As the PLA School is closed and the new Turnaround school opens, both schools will receive direct support from the Children First Network and key Central staff supporting schools undergoing Turnaround. These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14
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<p>IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grant Federal Competitive Grant: Smaller Learning Communities State Competitive Grant: Learning Technology Federal Competitive Grant: Magnet School</p>	<p>SELF SUSTAINING Grants State Competitive Grant: Extended School Day Violence Prevention Student Assistance Program (City Council) THE GATEWAY DRUG PROGRAM TITLE I Title I SIG Restructuring Grant TITLE II D Allocative and funded tech Title IIB Math/Science Partnerships</p>
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There are no major obstacles related to implementing this plan that NYCDOE anticipates. As needed, the Transition Support Network as well as key offices within NYCDOE will address emerging needs of the school as it phases down so that students have access to the necessary resources to complete their education and advance to post-secondary opportunities or find additional means to continue their education.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**The Anna Gonzalez Community School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education                      **NCES#:** 3600092

**School:** 32K296                      **NCES#:** 02803

**Grades Served:** 6-8

**Number of students:** 390

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

The needs assessment for the Anna Gonzalez Community School is described in the SIG application that was submitted to the New York State Education Department for review as part of the Turnaround Phase-in schools' application in April 2012.

**DATA ANALYZED:**

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The data analyzed the school is described in the SIG application that was submitted to the New York State Education Department for review as part of the Turnaround Phase-in schools' application in April 2012.

**MAJOR FINDINGS:**

Major findings, as well as NYCDOE's decision to pursue the Turnaround Phase-out and Replacement model for this school, is provided in the SIG Turnaround Phase-in schools' application that was submitted to the New York State Education Department for review in April 2012.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Description on the Turnaround model being implemented, whereby the Anna Gonzalez Community School will phase-out and replaced by a new school, is provided in the submitted SIG application from April 2012.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

- 49. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
The change in leadership at the school site is occurring through the phase-out of the current school and phasing-in of a new school which is led by a new principal with a new mission and instructional program. Please see the submitted SIG application for the Turnaround Phase-in model from April 2012.	The current school will begin to phase-out in the 2012-2013 school year and will have graduated its last cohort of students in June 2014.	No additional cost to grant.

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**Action Required By Turnaround Model:**

**50. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The SIG application submitted in April 2012 explains the Article 18-D provision in the agreement with the union describing the process by which the new school will hire new staff. The description includes the local competencies that are being applied by the replacement new school as part of its hiring each year until the PLA school phases out completely.</p>	<p>Applicable hiring and participation in the 18-D process will occur in spring and summer of each year that the school is in operation.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**51. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

**a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position**

New School will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

**Teachers for Tomorrow**

The school will be able to utilize the Teachers of Tomorrow (TOT) program is designed to recruit and sustain well-prepared, highly motivated certified classroom teachers who serve in schools which have been designated as high-need and/or persistently low achieving. The TOT incentive program provides tax-free grants to teachers who teach in these schools. Eligible teachers can qualify for awards of up to \$3,400 annually for a maximum of four (4) years.

Teachers must be a newly hired (no prior employment as a teacher with NYC public schools prior to the 2011-12 school year) certified classroom teacher and hold transitional, provisional, conditional initial, initial, professional or permanent NYS certification in the area for which they are teaching. Participants in programs where the DOE provides financial assistance in obtaining certification, including the Success via Apprenticeship program, the scholarship program and some alternative

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certification and teacher residency programs are not eligible to participate in the Teachers of Tomorrow recruitment incentive program.

Beyond these specific incentive programs, the school will be given the financial and operational flexibility to determine locally whether there are additional financial incentives and career growth opportunities that can be made available for staff at the school, consistent with the new school’s mission and vision. The school-based actions could include creating opportunities for additional pay incentives for after school instructional programs for students; participation in after school professional development opportunities; opportunities for out-of-classroom positions such as coaching, peer-mediation opportunities, etc.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>In order to provide staff with ongoing job-embedded professional development a full-time UFT Teacher Center Coach will be added to our professional development team.</p> <p>The teacher center coach will visit classes daily to evaluate delivery of this curriculum in the classroom; meet weekly with teacher teams to review student work; discuss strategies for improvement; model lessons which demonstrate those strategies; debrief with teachers about the model lesson; push in to classrooms to observe implementation of those strategies; and debrief and review student work once again.</p>	<p>September 2012-June 2013</p>	<p>Cost covered in required action #5</p>

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**Action Required By Turnaround Model:**

**52. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Over the summer the administrative cabinet will meet for eight hours a week to plan the structure of the inquiry teams. We will develop a common vision and an action plan, which includes a systemic accountability system which will guide the work of the collaborative teacher teams and monitor the work product of the teams.</p>	<p>Summer Planning for administrative team Programming, hiring, and developing monitoring systems before the school year begins.</p>	<p>4 administrators X 6 weeks x 8 hrs x \$43.93 = \$8,434.56</p>
<p>In order to increase the time teachers can meet in collaborative groups for inquiry work, all teachers will be scheduled for twenty three teaching periods instead of the contractual twenty five periods. From September through June, subject specific teams will meet in a collaborative setting three periods a week during common preparation periods. The collaborative inquiry process will be highly scaffolded for the teachers. The topic of pd will be on a horizontal and vertical alignment of the common core state standards, the expectation , rubrics to provide feedback, and looking at student work to determine student areas that need improvement. The coach will lead all</p>		<p>No additional cost.</p>

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<p>sessions at the beginning of the year, gradually releasing the leadership responsibility to the teacher team leader. The coach will attend monthly instructional meetings given by the network to continue her growth.</p> <p>From September through June, team leaders will sit on the school wide inquiry team. This team will meet weekly with the principal, assistant principals, coach, guidance counselor, and ELL and special education support personnel to discuss the findings of the individual teams. The team leaders will be responsible for distributing the leadership among the team members. A professional development plan for individual team leaders will be generated by the coach and administrative cabinet.</p> <p>Twice a month teachers will meet with their grade teams to review student strengths and areas in need of improvement in each subject area for targeted students. Subject teachers will share their data findings with the entire grade team during biweekly faculty conferences. Grade teachers will share their findings with subject teams during biweekly grade team meetings.</p> <p>Enter into a contract with Outward Bound to redesign the school, increase leadership capacity amongst staff and students, increase student engagement through challenging real world problem solving activities and positively impact climate and culture by involving the staff in the school improvement process through goal setting and active involvement in the school wide decision making process.</p>	<p>September – June Outward Bound School Designer and one Outward Bound Curriculum Specialist will meet twice a month with administrators and teachers to design professional development.</p>	<p><b>\$88,966 [Breakdown as follows:]</b> 1 Outward Bound Curriculum Specialist X 9 months X 2 days X1,500 =27,000  1 Outward Bound Design Coach (Leadership) X 9 months X 2 daysX1,500= 27,000  6 teachers X \$125 (per diem)</p>
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<p>A review of the hard and soft data described herein indicates that a ground up approach to school improvement is necessary. Walk- throughs, OORS data (frequency of suspensions and serious incidents) and the Learning Environment Survey uncover lack of systems and structures which will elevate a culture for learning and support smooth classroom management. Basic systems of accountability, such as period attendance, collection and review of student work, and feedback to students and parents were absent. Professional development over the summer focused heavily on the RtI pyramid and the development of an adequate Positive Behavioral Intervention System which will address communication patterns and their impact on deescalating situations and increase time on task through creating behavioral expectations, teaching to those expectations, rewarding expected behaviors and implementing a highly structured progressive discipline policy. A special education teacher has been identified as the PBIS coach and her role is to work collaboratively with the administrative team to identify classrooms with teachers who are developing or ineffective in the environment domain (Danielson’s Framework for Effective Teaching) and provide ongoing individualized professional development to strengthen identified areas in need of improvement. This professional development is modeled around the teacher center model whereby the coach plans with the teacher, models for the teacher, visits the teacher and observes the implementation, and debriefs about the results of the implementation.</p> <p>During the school year 2012-2013 an</p>		<p>x4 off site meetings/inter-visitations = 3,000</p> <p>5 teachers (3 ela &amp; 2 math) X 15 weeks X 8 hours X 45=27,000</p> <p>1 administrator X 20 weeks X 5 hours X 50 = 5,000</p>
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<p>Outward Bound school designer and curriculum coach will spend thirty days, approximately once week, working at JHS 296 with teachers and school leaders. They will provide professional development within a whole school design and combine focused institutes with on-site coaching and support. Off-site institutes and site seminars engage teachers as learners to support better assessment of student learning, demonstrate engaging content instruction, and foster their own development as learners and thinkers.</p> <p>The school designer will become an integral part of the professional development team and will facilitate the development of a variety of school-based professional development opportunities for staff based on the school's identified needs. Some examples include:</p> <ul style="list-style-type: none"> <li>• Full staff training for improved school-wide implementation of our model</li> <li>• Small team coaching sessions for curriculum planning</li> <li>• Curriculum planning with individual teachers</li> <li>• Demonstration lessons with students and follow-up debriefing sessions with teachers</li> <li>• Targeted professional development around one of the key facets of our model, authentic student-engaged assessment</li> <li>• Classroom observation and follow-up debriefing sessions with teachers</li> <li>• Individual or small group meetings with school leaders or leadership teams</li> <li>• Presentations to various</li> </ul>		
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<p>constituent groups (e.g., parents, community groups, school boards)</p> <ul style="list-style-type: none"> <li>• Ongoing assessment of the school-wide implementation of Outward Bound core practices</li> </ul> <p>Access to teaching resources, model student work, and Expeditionary Learning Commons, on an online forum for sharing knowledge and collaborative work space.</p> <p>Expeditionary Learning provides both leadership and curriculum support to principals. Teachers and administrators become part of a cohort of schools which will explore issues and topics that relate specifically to developing a strong school culture that focuses on high academic standards and the expectation that all students must attain the same goals, especially English language learners and students with disabilities. In addition to pairing a new principal with a more experienced principal to act as a coach, the principal will meet twice weekly with an Outward Bound Expeditionary Learning Coach to serve as a thought partner to support the principal in setting priorities, plan strategies and troubleshoot problems.</p> <p>Outward Bound Expeditionary Learning provides the school with a standards based curriculum which is organized in units of study called expeditions. The expeditions are centered on a big idea and provide rigorous, interdisciplinary units of study which are grounded in real world applications. All Expeditions, regardless of main content area, focuses on literacy as the core skill. The Quality Review indicates that displayed student work, portfolio work samples, and student interviews are not provided standard setting; thus much of the work completed</p>		
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<p>by the students is of low quality. Teachers would attend two half day mandated professional development sessions at I.S. 296 a month to discuss the expectations and the student work implementation yields facilitated by an Outward Bound coach. The two extra prep periods here provided by the addition of two classroom teachers provided with funds from this grant in addition to the two extra preps built into the program already provides the time for these sessions therefore instruction will not be dramatically affected due to teacher training.</p> <p>The curriculum specialist will spend the remainder of the day with the principal and instructional cabinet debriefing the half-day session with the teachers, the expectations and evidence of implementation to be collected, and next steps for professional development.</p> <p>During teacher team meetings (which are currently embedded in programs and will be expanded to three times a week with the funds from this grant as described above) teachers will continually engage in the inquiry process where they are reviewing student work and modifying instruction to meet student need.</p> <p>Students who are identified as not reaching proficiency on the common performance assessment included in the Expeditionary Learning Units of study will be invited to participate in a 3 hour Saturday program where teachers will deliver instruction and support around improvement of the standards based piece. Students will be reassessed using a similar prompt to ensure progress is made. The highest score will be entered into the</p>		
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<p>teachers' grade book.</p> <p>Teachers will meet after the Saturday program to work in teacher teams one hour to review student work and modify curriculum to support all students, including English language learners and students with disabilities.</p> <p>Two administrators (1 ela and 1 Math) will meet with teachers in these teams to review the impact of instruction throughout the week and on Saturdays to review student work. Supervisors will monitor the changes teachers make to instruction to ensure efficacy to the standard and equity for all is maintained.</p> <p>The principal and assistant principal follow a rigorous schedule of monitoring this instruction by visiting classrooms each day. The Danielson Framework is used to guide this work and the resulting discussions. Administrators observe informally, discuss with teachers the strengths and areas in need of improvement, make specific suggestions for improvement, check for understanding by revisiting, discuss with the coach (provided with the funds of this grant and is currently a missing piece), and re-observe informally and then formally observe the teacher. Each teacher will be observed informally at least once and at least once formally each semester. Teachers who are identified by administrative staff as being ineffective or developing will be observed informally as needed.</p>		
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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>In order to provide staff with ongoing job-embedded professional development a full-time UFT Teacher Center Coach will be added to our professional development team.</p> <p>The teacher center coach will visit classes daily to evaluate delivery of this curriculum in the classroom; meet weekly with teacher teams to review student work; discuss strategies for improvement; model lessons which demonstrate those strategies; debrief with teachers about the model lesson; push in to classrooms to observe implementation of those strategies; and debrief and review student work once again. Currently teachers are programmed for one mandated forty minute inquiry period a week and two 60 minute mandated inquiry periods per month. Every teacher has a common prep period 8. Within this grant there is a request to hire two teachers to increase the mandated inquiry periods from one to three, thereby allowing the common preps to become mandated inquiry periods. This would allow the coach to meet with teacher teams daily, if necessary. In addition, the teachers have approved a SBO which will allow the coach to provide school-wide professional development for two additional half day sessions.</p> <p>Daily walk -throughs where the coaches and assistant principals teacher capacity to deliver instruction and strategy with efficacy. Coaches will model lessons for teachers showing a need of improvement. Coaches will then plan with teachers for implementation, observe and debrief with teachers. Weekly cabinet meetings will determine the focus</p>	<p>October-May Tuesdays and Thursdays Period 8</p>	<p>1 coach \$81,074</p>

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of walk- throughs for the week.		
<p>The coach will work collaboratively with teachers during common planning time to effectively plan for all students to engage in rigorous common core tasks, embedded in well-crafted instructional units and with appropriate supports. Reviewing multiple data sources, to first identify the power standards and processes that need improvement, will allow the data team to focus on students that need to be targeted for remediation and enrichment.</p> <p>All teachers will engage in collaborative inquiry sessions for the sole purpose of strengthening student work by reviewing data, examining and refining curriculum, assessment, and classroom instruction.</p> <p>With the coach’s support, teams will look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and communicating lessons learned to other school staff.</p> <p>The coach will meet weekly as part of the instructional cabinet where results of informal and formal observations will be reviewed and professional development plans will be generated for individual and/or groups of teachers using Danielson’s Framework for Effective Teaching.</p>	Three periods a week for thirty weeks	

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>In order to provide staff with ongoing job-embedded professional development two highly qualified F-status teachers will be hired to support the teachers of English Language Learners and students with disabilities.</p>	<p>September - June</p>	<p>(2) F-Status Teacher per diem (2 teachers X 30 weeks x 2 times per week) \$36,800</p>
<p>Teachers of students with special needs and teachers of English language learners will meet in subject teams to review students work, collect data and identify gaps in individual student achievement. Special Education teachers and teachers of English language learners will also meet in teacher teams specifically for the targeted groups they teach in order to discuss specific strategies to support student achievement for these targeted groups.</p> <p>F-status teachers will facilitate these teams. The f-status teachers will work collaboratively with teachers during common planning time to effectively plan for targeted students to engage in rigorous common core tasks using Universal Design for Learning principles, embedded in well-crafted instructional units and with appropriate supports. The teachers will engage in collaborative inquiry sessions for the sole purpose of strengthening student work by examining and refining curriculum, assessment, and classroom instruction.</p> <p>With the F-status teachers' support, teams will look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and</p>	<p>Each teacher will provide support to special education and English language learner teams to review data, student progress and identify strategies that teachers can use to differentiate instruction for individual and groups of students. Teachers of Ells and swds are an integral part of our instructional program. Teachers will meet during common preps (daily period 8) and during their mandated inquiry period.</p> <p>They will participate in the biweekly subject and grade share meetings.</p> <p>They will show teachers</p>	

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<p>communicating lessons learned to other school staff.</p> <p>The F-status teachers will meet weekly as part of the instructional cabinet where results of informal and formal observations will be reviewed and professional development plans will be generated for individual and/or groups of teachers using Danielson’s Framework for Effective Teaching. F-status coaches will participate in the instructional cabinet meetings and target the teachers of Ells and teachers of swds using the same cycle of inquiry described above for instructional coaches and gen ed teachers. Strategies will be specific to the population of students. Administrators and coaches will look at instructional through the lens of the strategies identified through student need.</p> <p>Coaches will use the Danielson Framework to help teachers identify areas of strength and areas in need of improvement. The coach will support teacher growth in the format described herein. Administrators will include the language of Danielson in the informal and formal observations. Administrators will review the informal with the teacher before the formal. Administrators will plan with the teacher for the formal. Growth will be measured by whether or not the teacher improved for the informal to the formal observation.</p>	<p>how to construct standards-based lessons and assessments that will prepare targeted students for college and career, help problem-solve instructional issues and do demonstration lessons. These professional development sessions will be scheduled for two Chancellor Conference Days and two early release days. Teachers have common preps and the schedule allows for professional development to be provided during these preps, some of which are blocks of two periods allowing for 1.5 hours for discussion. The coach will demonstrate a lesson during the teacher’s teaching period. She will meet with the teacher during the next prep period. The teacher will have one week to try to implement the strategy. The coach will observe. The coach and the teacher will debrief. The administrative cabinet will share feedback with the coach at weekly instructional meetings.</p>	
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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
In order to increase attendance and decrease lateness JHS 296 will hire a full time family worker.	September – June Monitoring attendance is essential to increase time on task. Excessive absence, lateness to school and excessive cutting reduces time on task and negatively impacts student achievement.	1 full time family worker \$30,739
<p>The family worker will :</p> <ul style="list-style-type: none"> <li>• print and distribute ATS sheets to appropriate teachers</li> <li>• remain at the front desk to greet and counsel students arriving late</li> <li>• collect the ATS sheets and adjust the data so that late comers are reflected as such</li> <li>• scan attendance and call every student’s home who was absent or late</li> <li>• generate the automated school messenger that will notify parents/guardians of their child’s attendance</li> <li>• meet with the attendance teacher regarding long term absences</li> <li>• make home visits as required</li> <li>• meet with parents/guardians</li> <li>• generate daily attendance reports for principal for review</li> <li>• review section sheets and meet with the dean s and official teachers to identify</li> </ul>	All teachers have a common prep period 8. One of these periods is a mandated inquiry period. With funds from this grant each teacher can be relieved for two more periods, which in turn will mandate inquiry meetings for two additional periods.	

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<p>excessive cutting, patterns, and hot spots</p> <ul style="list-style-type: none"><li>• be an integral part of the PBIS, PPT, and school wide inquiry teams</li><li>• maintain the attendance bulletin board</li><li>• plan and implement recognition and reward system for students with good attendance</li></ul>		
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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>In order to facilitate relationships and provide guidance to students in a more intimate fashion students meet daily in small groups with an adult. Teachers provide project based learning, tutoring, and ais during this time.</p> <p>Self- contained students engage in an additional period of advisory with the PBIS coach, guidance counselor, and iep teacher to discuss issues of concern, provide guidance an incentive, trouble shoot.</p> <p>Teachers have developed an extensive in depth PBIS structure which is currently in place.</p>	<p>Every day for 47.5 minutes (period one) all students are programmed to meet with an adult in a 10:1 ratio.</p> <p>Period 5 daily</p> <p>All Day every day</p>	<p>No added cost</p>

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**Action Required By Turnaround Model:**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
IS 296 has an extensive Beacon program which offers many activities to 200 students.	Ridgewood Beacon provides academic, social and emotional support to 200 students in community.	No additional costs

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**Action Required By Turnaround Model**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**h. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, the Office of School Development has dedicated a School Turnaround team (including the Director for Turnaround; Deputy Director for Turnaround; and Turnaround Project Managers) to manage citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. In addition, all middle and high schools undergoing phase out will be served by the same Network, the Transition Support Network. The goal of creating this Network team is to provide a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

IS 296 is part of this Transition Support Network in Cluster 6. Network staff members support all schools in the Transition Support Network and are not assigned to a specific subset of schools. In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

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- **Resource Management:** The Network will work with schools to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management.
- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extended learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in Kennedy as it phases out will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners.
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities.
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards

Finally, the assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround Phase-out school, and provide related professional development and/or accountability support to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013	Central positions funded from SIG are described in the SIG application submitted in March 2012. Ongoing supports through Children First Network provided through local funds.

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<b>Cost of Implementation of Model (over 2 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$ 1,354,926</b>	<b>\$ 690,000</b>	<b>\$ 664,926</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model so that it may continue provide much-needed support and resources to its students.

As the PLA School is closed and the new Turnaround school opens, both schools will receive direct support from a dedicated Transition Support Network and key Central staff supporting schools undergoing Turnaround. These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14
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<p>IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grant Federal Competitive Grant: Smaller Learning Communities State Competitive Grant: Learning Technology Federal Competitive Grant: Magnet School</p>	<p>SELF SUSTAINING Grants State Competitive Grant: Extended School Day Violence Prevention Student Assistance Program (City Council) THE GATEWAY DRUG PROGRAM TITLE I Title I SIG Restructuring Grant TITLE II D Allocative and funded tech Title IIB Math/Science Partnerships</p>
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There are no major obstacles related to implementing this plan that NYCDOE anticipates. As needed, the Transition Support Network as well as key offices within NYCDOE will address emerging needs of the school as it phases down so that students have access to the necessary resources to complete their education and advance to post-secondary opportunities or find additional means to continue their education.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**John F. Kennedy High School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education                      **NCES#:** 3600077

**School:** John F. Kennedy High School                      **NCES#:** 02016

**Grades Served:** 11-12

**Number of students:** 450

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

The needs assessment for John F. Kennedy High School is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**DATA ANALYZED:**

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The data analyzed for the school is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**MAJOR FINDINGS:**

Major findings, as well as NYCDOE's decision to pursue the Turnaround Phase-out and Replacement model for this school, is provided in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Description on the Turnaround model being implemented, whereby John F. Kennedy High School is phasing out and replaced by a new school, is provided in the approved SIG application from summer 2011.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

- 53. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
The change in leadership at the school site is occurring through the phase-out of the current school and phasing-in of a new school which is led by a new principal with a new mission and instructional program. Please see the approved SIG application for the Turnaround Phase-in model from summer 2011.	The current school began to phase-out beginning in the 2011-2012 school year and will have graduated its last cohort of students in June 2014.	No additional cost to grant.

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**Action Required By Turnaround Model:**

**54. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The SIG application submitted in summer 2011 explains the Article 18-D provision in the agreement with the union describing the process by which the new school will hire new staff. The description includes the local competencies that are being applied by the replacement new school as part of its hiring each year until the PLA school phases out completely.</p>	<p>Applicable hiring and participation in the 18-D process will occur in spring and summer of each year that the school is in operation.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**55. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

**a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position**

The school will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

**Teachers for Tomorrow**

The school will be able to utilize the Teachers of Tomorrow (TOT) program is designed to recruit and sustain well-prepared, highly motivated certified classroom teachers who serve in schools which have been designated as high-need and/or persistently low achieving. The TOT incentive program provides tax-free grants to teachers who teach in these schools. Eligible teachers can qualify for awards of up to \$3,400 annually for a maximum of four (4) years.

Teachers must be a newly hired (no prior employment as a teacher with NYC public schools prior to the 2011-12 school year) certified classroom teacher and hold transitional, provisional, conditional initial, initial, professional or permanent NYS certification in the area for which they are teaching. Participants in programs where the DOE provides financial assistance in obtaining certification, including the Success via Apprenticeship program, the scholarship program and some alternative

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certification and teacher residency programs are not eligible to participate in the Teachers of Tomorrow recruitment incentive program.

Beyond these specific incentive programs, the school will be given the financial and operational flexibility to determine locally whether there are additional financial incentives and career growth opportunities that can be made available for staff at the school, consistent with the new school's mission and vision. The school-based actions could include creating opportunities for additional pay incentives for after school instructional programs for students; participation in after school professional development opportunities; opportunities for out-of-classroom positions such as coaching, peer-mediation opportunities, etc.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
AUSSIE Consultants Social Studies Consultant Model best practices for lead teacher and AP Supervision through Coaching and Model Classroom	September 2012 – August 2013  In class modeling/ coaching of teachers for lead teacher position	No additional cost for consultants to grant – see #4A AUSSIE Math and English  Teacher Per Session: 2012-2013: 120 hrs x 41.98 = \$5,038  2013-2014: 40 hrs x 41.98 = \$1679

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**Action Required By Turnaround Model:**

**56. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>AUSSIE Consultants – English and Math Professional development sessions that will emphasize the development and revision of curricula to align with the CCLS, as well as include, but is not limited to: effective teacher teams, inquiry based learning, curriculum mapping, creating common assessments, improved levels of student engagement, differentiation, assessment strategies, authentically infused technology</p>	<p>September 2012-August 2013  September 2013-August 2014</p>	<p>AUSSIE: 2012-2013: \$188,000 57,000 to CBO page 16 2013-2014: \$25,850</p>
<p>Teams of Teachers will meet for 40 minutes every Tuesday and Thursday with AUSSIEs to discuss student goals, academic progress, and effective teaching strategies. AUSSIEs will collaborate with individual teachers during prep and professional periods AUSSIE will coach and support</p>	<p>September 2012-August 2013  September 2013-August 2014</p>	<p>Teacher Per Session: 2012-2013: 800 hrs x 41.98 = \$33,584  2013-2014: 80 hrs x 41.98 = \$3,358</p>

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<p>teachers in classes</p> <p>Social Studies Consultant - Professional development sessions that will emphasize the development and revision of curricula to align with the CCLS, as well as include, but is not limited to: effective teacher teams, inquiry based learning, curriculum mapping, creating common assessments, improved levels of student engagement, differentiation, assessment strategies, authentically infused technology Targeting Social Studies.</p> <p>Social Studies content areas will meet for 40 minutes every Tuesday and Thursday with Consultant to discuss student goals, academic progress, and effective teaching strategies. Consultant will collaborate with individual teachers during prep and professional periods Consultant will coach and support teachers in classes</p>	<p>September 2012-August 2013</p> <p>September 2013-August 2014</p>	<p>Supervisor Per Session: 2012-2013:480 hrs x 43.93 = \$21086.40</p> <p>2013-2014: 20 hrs x 43.93 = \$879</p>
<p>NYC Leadership Academy Coaching Support Program The Leadership Coach/Consultant will improve Principal and Assistant Principal</p> <ul style="list-style-type: none"> <li>• Ability to understand and</li> </ul>	<p>NYC Leadership Academy Coaching Support Program September 2012-August 2013 September 2013-August 2014</p> <p>Coach will support Principal and AP's</p>	<p>September 2012-August 2013 24 days @1053.01/day= 25272.24</p> <p>September 2013-August</p>

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<p>analyze data from multiple sources.</p> <ul style="list-style-type: none"> <li>• Use of data to identify student learning trends, set goals, monitor and modify instruction, and increase student achievement.</li> <li>• School culture and practices that rely on data to inform adult learning, professional development, and decision-making.</li> <li>• Development, implementation, and evaluation of rigorous curricula to accelerate learning for all students.</li> <li>• Support of teachers in using effective instructional strategies to meet students' diverse learning needs. Assesses student learning and ensures the provision of specific, timely feedback to teachers and students.</li> <li>• Alignment of standard, curricula, instructional strategies, and assessment tools.</li> <li>• Develop and implement systems and processes to ensure effective operations that support student learning.</li> <li>• Manage time in relation to student learning priorities. Brings projects to completion.</li> <li>• Allocates and manages budgets and resources</li> </ul>	<p>within the school day</p>	<p>2014 10 days @1053.01/day= \$10530.10</p>
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<p>effectively in support of learning goals.</p> <ul style="list-style-type: none"> <li>• Aligns youth development and support services around academic goals.</li> </ul> <p>Professional Books, Articles, CDs and materials to support staff development and Professional Learning Communities</p> <p>Coach will work with Principal and Assistant Principals</p> <p>3 Retreats – Saturday/After School</p> <ul style="list-style-type: none"> <li>• Team Building</li> <li>• Yearly Planning for Phase Out</li> <li>• Common Core State Standards</li> </ul> <p>Coach will support Principal and AP's within the school day</p>	<p>Supplies for school years 2012-13 and 2013-14</p> <p>Retired Principal facilitates Two day workshop covering each topic</p> <p>Conference Facility</p> <p>3 Retreats for 2 days each</p> <p>Food for Assistant Principals and Lead Teachers</p>	<p>2012-2013: \$17151.76 2013-2014: \$1,000</p> <p>Retreat cost: \$15,000 Location TBD</p>
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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Data indicated difficulties in writing and language. (English/Global/US/English Regents and 8<sup>th</sup> grade ELA)</p> <p>English teacher 5 elective and Supplemental classes to provide remediation and support to improve writing skills</p> <p>Purchase of English 3D (Discuss, Describe, Debate) by Scholastic</p> <ul style="list-style-type: none"> <li>• Research based language development program</li> <li>• Foster development of argumentative writing and communication skills (CCSS)</li> </ul>	<p>September 2012- August 2013</p> <p>September 2013 – August 2014</p>	<p>September 2012- August 2013</p> <p>Program: \$1,058 Class sets:\$8,200 Supplies: \$2,000</p> <p>1 English Teacher: \$85,019</p> <p>September 2013 – August 2014 Class sets:\$4,100 Supplies: \$1,000</p>

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>To Develop Inquiry Teams to</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to understand and analyze data from multiple sources.</li> <li>• Use data to identify student learning trends, set goals, monitor and modify instruction, and increase student achievement.</li> <li>• Develop school culture and practices that rely on data to inform adult learning, professional development, and decision-making               <ul style="list-style-type: none"> <li>○ Student – Leadership</li> <li>○ Student activities</li> <li>○ Parent engagement/community.</li> </ul> </li> </ul>	<p>2012 –2013 &amp; 2013-2014 Each year 40 days 3 hours after the school day 10 teachers 1 Supervisors 1 Data Consultant for 20 days in 2012-2013</p> <p>40 days 3 hours after the school day 1 teacher 20 students</p>	<p>Teacher Per Session: 2012-2013: 1200 hrs x 41.98 = \$50,376 2013-2014: 300 hrs x 41.98 = \$12,594</p> <p>Supervisor Per Session: 2012-2013: 120 hrs x 43.93 = \$5,272 2013-2014: 30 hrs x 43.93 = \$1,318</p> <p>Teacher Per Session: 2012-2013: 120 hrs x 41.98 = \$5,038 2013-2014: 30 hrs x 41.98 = \$1,259</p> <p>Consultant: 2012-2013: 20 days x 1175= \$23,500</p>

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>To improve student achievement outcomes, increase graduation rate, and credit accumulation we will increase learning time by extending the school year through the summer. Program to improve attendance to enable students to achieve</p> <p>This will support College acceptance through targeting college application process</p> <p>Summer classes will be offered for credit accumulation and Regents support ELL support improve NYSLAT data and reading and writing skills</p> <p>Physical Education program to motivate and encourage student participation for excellent attendance. Intramural Sports Programs</p> <p>Program to improve attendance to enable students to achieve – motivate and engage</p>	<p>Summer 2012 Summer 2013 <i>Will be hired to create and establish a summer program.</i></p> <p>Family Para – call students Parent Aide – support parent interventions</p> <p>Guidance Counselor Secretary Teachers Aide 2 Supervisors</p> <ul style="list-style-type: none"> <li>• 1 Academic Program</li> <li>• 1 Sports Program</li> </ul> <p>Content Libraries and Glossaries for ELL and Supplies School related materials to support instruction Trips on Fridays: admission costs, on-site program costs, and special materials and equipment</p> <p>:</p>	<p>Teacher Per Session Summer: 2012-2013: 2800 hrs x 41.98 = \$117,544 2013-2014: 1280 hrs x 41.98 = \$53,734 Supervisor Per Session Summer: 2012-2013: 360 hrs x 43.93 = \$15,815 2013-2014: 320 hrs x 43.93 = \$14,058</p> <p>Guidance Per Session Summer: 2012-2013: 360 hrs x 45.13 = \$16,247 2013-2014: 200 hrs x 45.13 = \$9,026 Secretary Per Session Summer: 2012-2013: 180 hrs x 25.87 = \$4,657 2013-2014: 200 hrs x 25.87 = \$5,174</p>



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<p>After School for extended day courses Saturday from 8:00AM to 1:00PM credit recovery and</p> <p>Program to improve attendance to enable students to achieve</p> <p>ELL support improve NYSLAT data and reading and writing skills</p> <p>Online AVENTA to improve credit recovery</p> <p>Trips to extend learning: admission costs, on-site program costs, and special materials and equipment</p>	<p>Guidance Per Session Extended Day: 2012-2013: 300 hrs x 45.13 = \$13,539 2013-2014: 300 hrs x 45.13 = \$13,539</p> <p>Secretary Per Session Extended Day: 2012-2013: 300 hrs x 25.87 = \$7,761 2013-2014: 300 hrs x 25.87 = \$7,761</p> <p>Aides Overtime Extended Day: 2012-2013: 900 hrs x 16.20 = \$14,580 2013-2014: 600 hrs x 16.20 = \$9,720</p> <p>Family Worker Overtime Extended Day: 2012-2013: 300 hrs x 20.37 = \$6,111 2013-2014: 300 hrs x 20.37 = \$6,111</p> <p>Extended Day Supplies: 2012-2013: \$3,000 2013-2014:\$1,872</p> <p>Extended Day Trips/programs: 2012-2013: \$5,000 2013-2014: \$5,000</p>
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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Program to build</p> <ul style="list-style-type: none"> <li>• Culture of learning in a caring environment</li> <li>• Student resiliency</li> <li>• Motivation</li> <li>• Internships</li> <li>• Career and Job support</li> <li>• Coop Program</li> <li>• College readiness</li> <li>• Remediation</li> <li>• Parent Involvement Career and College Planning</li> </ul> <p>College and Work Place ready Application Process Internships Career and job support</p>	<p>The Leadership Program/or similar CBO CBO will offer activities including internships, job placement, career building, college visits, career and work placement opportunities, family supports, <b>Family involvement, family support services, family outreach,</b> Building culture of high expectations From Sept 2012 to August 2013</p> <p>From September 2013 to August 2014</p>	<p>Creative Connection \$117,000</p>

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**Action Required By Turnaround Model**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**h. Description of how the action will be accomplished by LEA:**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	The principal will identify prospective external partners as needed to meet the school’s needs.	Applicable external partners described above

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**Action Required By Turnaround Model**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**i. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, the Office of School Development has dedicated a School Turnaround team (including the Director for Turnaround; Deputy Director for Turnaround; and Turnaround Project Managers) to manage citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. In addition, all middle and high schools undergoing phase out will be served by the same Network, the Transition Support Network. The goal of creating this Network team is to provide a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

- **Resource Management:** The Network will work with schools to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained

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throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management.

- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extended learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in Kennedy as it phases out will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners.
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities.
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards

Finally, the assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround Phase-out school, and provide related professional development and/or accountability support to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013  September 2013-August 2014	Central positions funded from SIG are described in the SIG application submitted in March 2012. Ongoing supports through Children First Network provided through local funds.

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<b>Cost of Implementation of Model (over 2 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$ 1,902,778</b>	<b>\$ 1,450,000</b>	<b>\$ 452,778</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model so that it may continue provide much-needed support and resources to its students.

As the PLA School is closed and the new Turnaround school opens, both schools will receive direct support from the Children First Network and key Central staff supporting schools undergoing Turnaround. These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared IDEA SBST SHARED	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14 SELF SUSTAINING Grants
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<p>Federal Competitive Grant: Teaching American History Grant</p> <p>Federal Competitive Grant: Smaller Learning Communities</p> <p>State Competitive Grant: Learning Technology</p> <p>Federal Competitive Grant: Magnet School</p>	<p>State Competitive Grant: Extended School Day Violence Prevention</p> <p>Student Assistance Program (City Council)</p> <p>THE GATEWAY DRUG PROGRAM</p> <p>TITLE I</p> <p>Title I SIG Restructuring Grant</p> <p>TITLE II D Allocative and funded tech</p> <p>Title IIB Math/Science Partnerships</p>
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There are no major obstacles related to implementing this plan that NYCDOE anticipates. As needed, the Transition Support Network as well as key offices within NYCDOE will address emerging needs of the school as it phases down so that students have access to the necessary resources to complete their education and advance to post-secondary opportunities or find additional means to continue their education.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Monroe Academy for Business & Law**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education **NCES#:** 3600090

**School:** Monroe Academy for Business & Law **NCES#:** 01339

**Grades Served:** 9-12

**Number of Students:** 225

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

The needs assessment for Monroe Academy for Business & Law is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**DATA ANALYZED:**

The data analyzed for the school is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**MAJOR FINDINGS:**

Major findings, as well as NYCDOE's decision to pursue the Turnaround Phase-out and Replacement model for this school, is provided in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

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**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Description on the Turnaround model being implemented, whereby Monroe Academy for Business & Law is phasing out and replaced by a new school, is provided in the approved SIG application from summer 2011.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

**57. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The change in leadership at the school site is occurring through the phase-out of the current school and phasing-in of a new school which is led by a new principal with a new mission and instructional program. Please see the approved SIG application for the Turnaround Phase-in model from summer 2011.</p>	<p>The current school began to phase-out beginning in the 2011-2012 school year and will have graduated its last cohort of students in June 2014.</p>	<p>No cost to grant</p>

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**Action Required By Turnaround Model:**

**58. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The SIG application submitted in summer 2011 explains the Article 18-D provision in the agreement with the union describing the process by which the new school will hire new staff. The description includes the local competencies that are being applied by the replacement new school as part of its hiring each year until the PLA school phases out completely.</p>	<p>Applicable hiring and participation in the 18-D process will occur in spring and summer of each year that the school is in operation.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**59. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

**a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position**

New School will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

**Teachers for Tomorrow**

New School 07X576 will be able to utilize the Teachers of Tomorrow (TOT) program is designed to recruit and sustain well-prepared, highly motivated certified classroom teachers who serve in schools which have been designated as high-need and/or persistently low achieving. The TOT incentive program provides tax-free grants to teachers who teach in these schools. Eligible teachers can qualify for awards of up to \$3,400 annually for a maximum of four (4) years.

Teachers must be a newly hired (no prior employment as a teacher with NYC public schools prior to the 2011-12 school year) certified classroom teacher and hold transitional, provisional, conditional initial, initial, professional or permanent NYS certification in the area for which they are teaching. Participants in programs where the DOE provides financial assistance in obtaining certification, including the Success via Apprenticeship program, the scholarship program and some alternative

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certification and teacher residency programs are not eligible to participate in the Teachers of Tomorrow recruitment incentive program.

Beyond these specific incentive programs, the school will be given the financial and operational flexibility to determine locally whether there are additional financial incentives and career growth opportunities that can be made available for staff at the school, consistent with the new school’s mission and vision. The school-based actions could include creating opportunities for additional pay incentives for after school instructional programs for students; participation in after school professional development opportunities; opportunities for out-of-classroom positions such as coaching, peer-mediation opportunities, etc.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<input type="checkbox"/> Workshops, PD, college courses to increase knowledge of pedagogy, emphasis on classroom management skills <input type="checkbox"/> Lead teacher either generalist or subject specific, discussion of role of lead teacher <input type="checkbox"/> Coach – subject specific	<p>A. September 2012 – August 2013</p> <p>Rationale: Length of school year including summer</p>	<p>The costs associated with the action plan will allow our school to hire educational consultants who will provide PD opportunities for teachers to foster instructional delivery. Costs also include those associated with providing increased opportunities for student achievement, promotion and growth.</p> <ul style="list-style-type: none"> <li>- Academic Intervention Services</li> <li>- Scholastic, Inc. = 10,000</li> <li>- Kaplan, inc. = 10,000</li> <li>- NCS, Pearson (Online coursework) = 10,000</li> <li>- Teacher Development, EQUIPMENT = 10,000</li> </ul> <p>Supplemental AP Salary - \$58,848.00</p> <p>The costs associated with the</p>

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	<p style="text-align: center;">B. September 2013 – August 2014 Rationale: Length of school year, including summer</p>	<p>action plan will allow our school to hire educational consultants who will provide PD opportunities for teachers to foster instructional delivery. Costs also include those associated with providing increased opportunities for student achievement, promotion and growth.</p> <ul style="list-style-type: none"> <li>- Academic Intervention Services</li> <li>- Kaplan, inc. = \$5,000</li> <li>- NCS, Pearson (Online coursework) = \$5,000</li> </ul> <p>2. Teacher Development, EQUIPMENT = 10,000</p>
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**Action Required By Turnaround Model:**

**60. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>PROVIDE ONGOING HIGH-QUALITY JOB-EMBEDDED PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> <li>▪ Use of programs such as AUSSIE and/or ISA to provide services re: curricula aligned with CCLS standards</li> <li>▪ Use locally adopted competencies to measure the effectiveness of staff who can work within the school environment to meet the needs of students,</li> <li>▪ Use rigorous, transparent, and equitable evaluation systems for teachers and</li> <li>▪ Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</li> <li>▪ (2) Are designed and developed with teacher involvement;</li> </ul>	<p>September 2012-August 2013</p> <p>September 2013-August 2014</p> <p>Rationale: Length of school year including summer</p>	<p>Teacher Per Session: 2012-2013: 500hrs x 41.98 = 20,000</p> <p>2013-2014: 400hrs.*41.98 =16,792</p> <p>Supervisor Per Session: 2012-2013: 500hrs.* 43.93 =21,965.00</p> <p>2013-2014: 400hrs.*43.93 =17,527.00</p>



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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>STUDENT DATA TO INFORM/DIFFERENTIATE INSTRUCTION</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> DATACATION – staff use</li> <li><input type="checkbox"/> Hire a part-time data specialist to gather, interpret, and continually inform administration/staff of the results of data collection</li> </ul>	<p>September 2012-August 2013</p> <p>September 2013-August 2014</p>	<p>2012-2013: 10,000 2013-2014: \$5,000</p> <p>Datacation = 10,000</p> <p>NovaNet = 10,000</p> <p>2012-2013 Data Specialist Teacher Per Session: 2012-2013: 300 hrs x 41.98 = 12,594</p>

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>ESTABLISH SCHEDULES/IMPLEMENT STRATEGIES TO INCREASE LEARNING</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The new time schedule to be implemented in Fall 2012</li> <li><input type="checkbox"/> After-school, holiday academies, Saturday School programs</li> <li><input type="checkbox"/> Educational Trips, etc.</li> </ul>	<p>September 2012-August 2013</p> <p>September 2013-August 2014</p>	<p><input type="checkbox"/> After-school, holiday academies, Saturday School programs</p> <p>Teacher Per Session: 2012-2013: 500hrs x 41.98 = 20,990</p> <p>2013-2014: 400hrs. *41.98 =16,792</p> <p>Supervisor Per Session: 2012-2013: 500 hrs.* 43.93 =21,965</p>

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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>PROVIDE SOCIO-EMOTIONAL AND COMMUNITY ORIENTED SERVICE SUPPORT FOR STUDENTS</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PBIS</li> <li><input type="checkbox"/> I WILL GRADUATE CBO</li> <li><input type="checkbox"/> CAREER AND COLLEGE READINESS</li> <li><input type="checkbox"/> PARENT COORDINATOR               <ul style="list-style-type: none"> <li>o Increase parent involvement which will lead to increased student participation in all facets of school</li> </ul> </li> </ul>	<p>September 2012-August 2013</p> <p>September 2013-August 2014</p>	<p>SOCIO-EMOTIONAL AND COMMUNITY ORIENTED SERVICE SUPPORT FOR STUDENTS 2012 – 2013</p> <ul style="list-style-type: none"> <li>• Trips – In-and-Out of State – \$30,000</li> <li>• Community-Based Organizations working with our students – \$20,000</li> </ul>

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**Action Required By Turnaround Model**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**i. Description of how the action will be accomplished by LEA:**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	The principal will identify prospective external partners as needed to meet the school’s needs.	Applicable external partners described above

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**Action Required By Turnaround Model**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**j. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, the Office of School Development has dedicated a School Turnaround team (including the Director for Turnaround; Deputy Director for Turnaround; and Turnaround Project Managers) to manage citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. In addition, all middle and high schools undergoing phase out will be served by the same Network, the Transition Support Network. The goal of creating this Network team is to provide a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

- **Resource Management:** The Network will work with schools to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management.

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- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extended learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in Kennedy as it phases out will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners.
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities.
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards

Finally, the assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround Phase-out school, and provide related professional development and/or accountability support to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013	Central positions funded from SIG are described in the SIG application submitted in March 2012. Ongoing supports through Children First Network provided through local funds.

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<b>Cost of Implementation of Model (over 2 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$ 2,512,611</b>	<b>\$ 600,000</b>	<b>\$ 1,912,611</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model so that it may continue provide much-needed support and resources to its students.

As the PLA School is closed and the new Turnaround school opens, both schools will receive direct support from the Children First Network and key Central staff supporting schools undergoing Turnaround. These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared IDEA SBST SHARED	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14 SELF SUSTAINING Grants
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Federal Competitive Grant: Teaching American History Grant	State Competitive Grant: Extended School Day Violence Prevention
Federal Competitive Grant: Smaller Learning Communities	Student Assistance Program (City Council)
State Competitive Grant: Learning Technology	THE GATEWAY DRUG PROGRAM
Federal Competitive Grant: Magnet School	TITLE I
	Title I SIG Restructuring Grant
	TITLE II D Allocative and funded tech
	Title IIB Math/Science Partnerships

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There are no major obstacles related to implementing this plan that NYCDOE anticipates. As needed, the Transition Support Network as well as key offices within NYCDOE will address emerging needs of the school as it phases down so that students have access to the necessary resources to complete their education and advance to post-secondary opportunities or find additional means to continue their education.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Norman Thomas High School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education                      **NCES#:** 3600077

**School :** **Norman Thomas HS**    **NCES#:** **02039**

**Grades Served:** **10 - 12**

**Number of students:** **1100**

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

The needs assessment for Norman Thomas High School is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**DATA ANALYZED:**

The data analyzed for the school is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**MAJOR FINDINGS:**

Major findings, as well as NYCDOE's decision to pursue the Turnaround Phase-out and Replacement model for this school, is provided in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

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**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Description on the Turnaround model being implemented, whereby Norman Thomas High School is phasing out and replaced by a new school, is provided in the approved SIG application from summer 2011.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

- 61. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The change in leadership at the school site is occurring through the phase-out of the current school and phasing-in of a new school which is led by a new principal with a new mission and instructional program. Please see the approved SIG application for the Turnaround Phase-in model from summer 2011.</p>	<p>The current school began to phase-out beginning in the 2011-2012 school year and will have graduated its last cohort of students in June 2014.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**62. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The SIG application submitted in summer 2011 explains the Article 18-D provision in the agreement with the union describing the process by which the new school will hire new staff. The description includes the local competencies that are being applied by the replacement new school as part of its hiring each year until the PLA school phases out completely.</p>	<p>Applicable hiring and participation in the 18-D process will occur in spring and summer of each year that the school is in operation.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**63. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

**a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position**

New School will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

Norman Thomas High School will be given the financial and operational flexibility to determine locally whether there are financial incentives and career growth opportunities that can be made available for staff at the school, consistent with the new school's mission and vision. The school-based actions could include creating opportunities for additional pay incentives for after school instructional programs for students; participation in after school professional development opportunities; opportunities for out-of-classroom positions such as coaching, peer-mediation opportunities, etc.

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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Teachers will be involved in numerous professional development activities.</p> <p style="text-align: center;"><b>Teacher PD</b></p> <p>Teachers will be sent off site to professional development opportunities and conferences.</p> <p>Teachers will take leadership roles and turnkey strategies during out of school time.</p> <p>Also, teachers will be provided the opportunity to develop lessons as content teams after school.</p> <p style="text-align: center;"><b>Monitoring</b></p> <p>Administration will meet with teacher out of school time to track progress and make instructional adjustments based upon the needs of the teachers. Administrators will guide the discussions and direct the out of school time</p>	<p>September 2012 – August 2013</p> <p>Teachers will have the opportunity to attend off site trainings and seminars to improve their professional practice.</p> <p>Teacher to teacher mentoring will be available after school</p> <p>Teachers will design personal learning plans in congruence with school learning goals, to develop their professional practices</p> <p>Teachers will meet after school to develop in-depth unit and lesson plans with an emphasis on cross-disciplinary skills. Teachers will also use this time to develop common formative assessments enhancing their professional practice and ability to deliver data driven instruction.</p> <p>Teachers will also attend workshops on deconstructing and implementing the common core standards.</p> <p>September 2013 – June 2014</p> <p>Teachers will have the opportunity to attend off site trainings and seminars to improve their professional practice.</p> <p>Teacher to teacher mentoring will be available after</p>	<p><u>Teacher Compensation year 1</u> <u>\$63,800</u></p> <p>300 Per diem days x \$155 = \$46,500</p> <p>400 per session hours x \$42 = \$16,800</p> <p><u>Teacher Compensation year 2</u> <u>\$63,800</u></p> <p>300 Per diem days x \$155 = \$46,500</p>

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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>common planning sessions.</p>	<p>school</p> <p>Teachers will design personal learning plans in congruence with school learning goals, to develop their professional practices</p> <p>Teachers will meet after school to develop in-depth unit and lesson plans with an emphasis on cross-disciplinary skills. Teachers will also use this time to develop common formative assessments enhancing their professional practice and ability to deliver data driven instruction.</p> <p>Teachers will also attend workshops on deconstructing and implementing the common core standards.</p>	<p>400 per session hours x \$42 = \$16,800</p>



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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<ul style="list-style-type: none"> <li>• monitoring and documentation of teacher progress by observing lessons,</li> <li>• using a electronic teacher feedback tool ,</li> <li>• looking at student work products to guide and support teachers with implementation.</li> </ul> <p style="text-align: center;">Administrators</p> <p>New York University will support school leadership with the instructional capacity to lead and support the paradigm shifts through coaching and PD support.</p>		

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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>High Schools That Work employs Literacy Design Collaborative and Mathematics Design Collaborative as a research based, vertically aligned instructional support methodology. The High Schools That Work design will include job-embedded coaching, to support lesson planning and professional development, data driven instruction to enhance academic rigor.</p> <p>SREB has committed to support the implementation of the <i>HSTW</i> framework of Key Practices to guide school improvement planning and initiatives by , engaging all teachers in taking ownership of the improvement effort at the school by developing a continuous improvement framework with focus teams and use the six-step process to define problems and develop action plans to address each. They will also engage district leadership in the improvement process.</p> <p><b><u>Technical Assistance Services</u></b></p> <p>SREB will provide consulting, training, and implementation assistance that will help guide the school in the implementation of the school improvement model. Using the district approved Whole School Reform Support services include:</p> <ol style="list-style-type: none"> <li>1. <b>On-site Coaching:</b> School Improvement Coaching to support Professional Development and specific school improvement efforts including data driven instruction and implementation of CCLS</li> <li>2. <b>Priority Area #1 Professional Development</b></li> </ol>	<p>September 2012 – August 2013</p>	<p><u>SREB total vendor cost \$221,320 Year 1</u></p> <p>60 days improvement coaching @ \$1700 = \$102,000</p> <p>Literacy Design Collaborative 12 days PD @ \$2000 = \$24,000 8 days content coaching @ \$1700 = 13,600</p> <p>Mathematics Design Collaborative 12 days PD @ \$2000 = \$24,000 8 days content coaching @ \$1700 = 13,600</p>

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a. Description of how the action will be accomplished by LEA	b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:	c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):
<p><b>- Moving the Literacy Common Core into Classrooms:</b> 8 PD days of on-site Professional Development to work with teachers to embed common core state standards into classrooms.</p> <p>3. <b>Job-embedded Professional Development Follow-up</b> working with Lead Literacy Teachers in Classrooms/planning/modeling.</p> <p>4. <b>Priority Area #1 Professional Development</b> <b>- Moving the Common Core into Math Classrooms:</b> 8 PD days of on-site Professional Development to work with teachers to embed common core state standards into classrooms.</p> <p>5. <b>Job-embedded Professional Development Follow-up</b> working with Math Teachers in Classrooms/planning/modeling.</p> <p>6. <b>HSTW National Conferences:</b> Registration, hotel and air for up to 8 to attend national workshops.</p> <p>7. <b>HSTW Summer Conference:</b> Registration, hotel and air for a team of 8 to attend the conference.</p>		

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<p>Teachers and administrators will be sent to national workshops to learn best practices for delivery of quality, rigorous instruction.</p> <p>High Schools That Work (SREB) will supply support and supervision for the mathematics department to improve student achievement on Regents examinations</p>	<p>September 2013 – August 2014</p>	<p>Team to National Workshop Including Travel Team of 8 @ \$1400 = \$11,200</p> <p>Team to National Summer Conference including travel Team of 8 @ \$1700 = \$12,800</p> <p>SREB Costs \$20,120</p> <p><u>SREB total vendor cost \$110,660 Year 2</u></p> <p>30 days improvement coaching @ \$1700 = \$51,000</p> <p>Literacy Design Collaborative 6 days PD @ \$2000 = \$12,000</p> <p>4 days content coaching @ \$1700 =</p>

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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
		<p>6,800</p> <p>Mathematics Design Collaborative 6 days PD @ \$2000 = \$12,000</p> <p>4 days content coaching @ \$1700 = 6,800</p> <p>Team to National Workshop Including Travel Team of 4 @ \$1400 = \$5,600</p> <p>SREB Costs \$10,000 400 Per diem days x \$160 = \$6,400</p>

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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Apex Learning High School (approximately 100 students)</p> <p>Overall Goal of Apex:</p> <p>To improve student achievement through targeted professional development and enhancement of teacher performance by providing a high-quality professional development program aligned and designed with school staff to ensure that effective teaching and learning takes place which leads to embedded school reform.</p> <p><b>Drop-In Program for Norman Thomas High School</b></p> <p><b>A. Overview</b> Apex Learning will provide</p> <ul style="list-style-type: none"> <li>• digital curriculum and related educational services to implement a Drop-In Program. The Drop-In Program will serve student populations significantly behind in their academic progress toward high school graduation, including over age/under credit students and those seriously in danger of dropping out of school.</li> <li>• The NTHS Guidance Department will identify students to be referred to the classroom based on Drop-In Program guidelines.</li> <li>• Training of selected teachers will be conducted by the subcontractor Alternatives Unlimited (cost already allocated in the grant) The goal is to have identified students complete their academic requirements so that they can transition into an age-appropriate grade level or receive a high school diploma within the Drop-In Program.</li> </ul> <p><b>B. Academic Program</b></p>	<p>September 2012 – August 2013</p>	<p>Vendor Apex: <u>APEX total vendor cost \$662,000 Year 1</u></p> <p>Administrative Site visit: 1 day/month for 10 months @ \$2200 = \$22,000</p> <p>Software (Education 2020): 200 site licenses @ \$175 = \$35,000</p> <p>Supplemental Textbooks (Education 2020): 200 x \$50 = \$10,000</p> <p>Computers (one per students in program): 150 @ \$1000 = \$150,000</p> <p>Onsite full time staff members: 4 teachers @ \$85,000 = \$340,000</p> <p>1 family worker =</p>

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<p>Students serviced are ages 14-21 and in danger of dropping out of school. Strategies such as credit recovery, small group direct instruction, differentiated project instruction, preparation for state assessment tests, guidance and a supportive learning environment will be utilized. The iLearn digital program will be a centerpiece of this “reform”</p> <p>Student assessment will be on-going and programs evaluated as to their effectiveness. There will be constant modifications of individual student programs as needed. Data analysis will be detailed allowing for the acquisition of differentiated student instruction as students progress through the changing “data points.”</p> <p>The academic program will feature:</p> <ul style="list-style-type: none"> <li>• Self-paced credit recovery</li> <li>• Small group direct instruction</li> <li>• Project-based differentiated instruction</li> <li>• Preparation for state assessment tests</li> <li>• Guidance and counseling services</li> <li>• A safe nurturing learning environment</li> </ul> <p>The Drop-In Program will utilize the Apex Learning standards-based digital curriculum, which is in use in numerous high schools in NYC as part of the iLearn program. Apex Learning digital curriculum is based on time-tested pedagogical principles. Digital curriculum from Apex Learning makes it possible to individualize instruction to address diverse student needs. Literacy Advantage courses integrate literacy scaffolding to support below-proficient readers in mastering required content in high school math, science, English, and social studies courses. The overall model is straightforward:</p>	<p>September 2013 – June 2014</p>	<p>\$30,000</p> <p>1 guidance counselor = \$75,000</p> <p><u>APEX total vendor cost \$222,000 Year 1</u></p> <p>Administrative Site visit: 1 day/month for 10 months @ \$2200 = \$22,000</p> <p>Onsite full time staff members: 2 teachers @ \$85,000 = \$170,000</p> <p>1 family worker = \$30,000</p>

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a. Description of how the action will be accomplished by LEA	b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:	c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):
<ul style="list-style-type: none"> <li>• Create an anticipatory set for the student;</li> <li>• Provide focused instruction using varied teaching strategies such as guided inquiry and direct instruction;</li> <li>• Engage students in practice and application exercises that clarify and deepen conceptual understanding and mastery of skills;</li> <li>• Assess student progress throughout the instructional phase with formative assessments that provide feedback to both students and teachers;</li> <li>• Remediate where necessary; Provide summative assessment with both objective (computer-scored) and open ended (teacher-scored) instruments at the end of each unit and semester.</li> </ul> <p>This basic design for learning is enhanced by attention to multiple representations of information (including text, images, audio, video, animations, and interactive elements) that support students’ different learning styles.</p> <p><b>Multiple Course Pathways</b> Apex Learning digital curriculum is designed to support academic success for all students, including those who have not been successful in traditional programs. Foundations courses meet the needs of students who are not prepared for grade-level academic challenges and need to develop basic skills in math, reading, and writing before tackling high school academic courses. Interim reports midway through each quarter</p> <ul style="list-style-type: none"> <li>• Report cards at the end of each quarter</li> </ul>		

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<p><b>a. Description of how the action will be accomplished by LEA</b></p>	<p><b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b></p>	<p><b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b></p>
<ul style="list-style-type: none"> <li>• Progress reports daily or weekly as needed</li> </ul> <p><b>C. School Calendar/ Hours of Operation/Earning of Credit</b>            The Drop-In program will maintain the school calendar of Norman Thomas High School. There will be two sessions: one from 8:00 – 2:00 and one from 12:00 – 6:00. Flexibility will be allowed. Upon enrollment, students will receive a printed schedule based on their transcripts provided by Norman Thomas High School, indicating the courses needed to be completed in order to return to an appropriate grade level in the regular school setting. The program is designed to support up to 50 students in each session, with a total capacity of 100 full-time or students. The program can also support a combination of fulltime and part-time students.</p> <p><b>E. Administrative and Instructional Staff</b>            Apex Learning shall provide the following personnel for the Drop-In Program:</p> <ul style="list-style-type: none"> <li>- Administrator</li> <li>- Teachers and other professional personnel</li> <li>- A minimum of one Special Education certified teacher to develop, implement and determine mastery of the IEP goals for special education students.</li> <li>- A certified guidance counselor to develop, select and modify lessons and materials to meet the academic, social and emotional needs of all its students.</li> </ul>		

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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>- testing coordinator responsible for the administration of all standardized testing. Results will be quantified by the number of students “transitioned” into a regular school program, receive a diploma, or gain high school credits under their “IGP”.</p>		

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-, implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Achieve 3000 Literacy Initiative- use for data informed strategies to provide students with additional support in reading strategies and comprehension.</p> <p>Additionally, the Purpose of the Achieve3000 online program in the, ESL, Bilingual and Students with special needs programs is to provide the students with a supplemental differentiated literacy program in which the students are faced with daily non-fictional texts as part of the requirement in meeting the Common Core Standards in ELA. All SWD/ELL students are required to attend the language laboratory twice a week as indicated in the Language Lab Schedule.</p>	<p>September 2012 – August 2013</p>	<p><u>Achieve 3000 total vendor cost \$15,000</u> <u>Year 1</u></p> <p>300 vouchers @ \$50 = \$15,000</p> <p><u>Achieve 3000 total vendor cost \$7,500</u> <u>Year 2</u></p> <p>150 vouchers @ \$50 = \$7,500</p>



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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
		5 Teachers: 5 hrs/wk x 16 wks @ \$42 = \$16,800  2 Supervisor : 5.5 hrs/wk x 16 wks @ \$44 = \$7,744 <b>Spring semester (16 weeks)</b> 5 Teachers: 5 hrs/wk x 16 wks @ \$42 = \$16,800  2 Supervisor : 5.5 hrs/wk x 16 wks @ \$44 = \$7,744
<p>NYU Saturday School Regents Preparatory sessions Saturday School – Regents prep</p> <p>An analysis of our data reveals, student weakness in passing regents examinations, results in a barrier to graduation.</p> <p>This summer NYU Metro-center provided regents prep instruction for our students resulting in a 92% pass rate; enabling a number of our students to graduate on-time.</p> <p>A population of our students requiring regents prep instruction will be sent to NYU for remedial instruction on Saturdays to improve their opportunities to pass the regents.</p> <p>A lead administrator from Norman Thomas will liase with NYU to monitor student attendance, review weekly progress reports and facilitate communication with families.</p> <p>An added value of this program is the opportunity for our staff to visit at NYU effectively enabling</p>	<p>Saturdays during Fall and Spring Semester of school year 2012-2013</p> <p>Saturdays during Fall and Spring Semester of school year 2013-2014</p>	<p><u>NYU total vendor cost \$75,000 Year 1</u></p> <p><b>Fall semester (10 weeks)</b> \$37,500</p> <p><b>Spring semester (10 weeks)</b> \$37,500</p> <p><u>NYU total vendor cost \$75,000 Year 2</u></p> <p><b>Fall semester (10 weeks)</b> \$37,500</p>



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<p><b>a. Description of how the action will be accomplished by LEA</b></p>	<p><b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b></p>	<p><b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b></p>
<p>Alternatives Unlimited – APEX will also offer students opportunities for out of school time instruction.</p>		<p><b>Fall Semester (16 weeks)</b>            3 Teachers: 80 days x 2 hrs @ \$42 = \$20,160            1 Supervisor: 80 days x 2 hrs @ \$44 = \$7,040</p> <p><b>Spring Semester (16 weeks)</b>            3 Teachers: 80 days x 2 hrs @ \$42 = \$20,160            1 Supervisor: 80 days x 2 hrs @ \$44 = \$7,040</p> <p>Costs already referenced earlier in this proposal.</p>



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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Referral of students to identified agencies to support students who have specific needs (e.g. child care).</p> <p>Training of teachers as one of the groups that must understand that they are “key” to having students attend school by their personal encouragement of students to come to school and the obligation of the teachers to offer interesting lessons. (This is supported by teacher training already underway by HSTW and NYU).</p> <p>Working with the administration and guidance office to implement “Credit Recovery” programs in order to keep students “on track” to graduation.</p> <p>Working with Guidance Department to develop ongoing contact with parents/guardians to inform them of issues of attendance/credit accumulation.</p> <p><b><u>Roles of Attendance Administrator and Attendance Teacher:</u></b></p> <p><b><u>Attendance Administrator’s</u></b> position created to have person interface with expanded Guidance Department Personnel. There will be development of an targeted advisory approach to view attendance not as a routine notification to parents of absence but as an ongoing guidance issue. Caseload assignments will reflect the</p>		<p>Guidance Coordinator (F status) 2 days/wk x 40 @ \$700 = \$56,000</p>

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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>“segmented” populations and the special needs of individuals within each population.</p> <p>Attendance Coordinator is <u>now</u> part of the Principal’s Cabinet and will regularly report on issues—particularly negative attendance patterns during the year.</p> <p>New attendance initiatives such as the “You Have to Be In It to Win It” are in the process of being developed to have rewards and recognition of students who have good attendance.</p> <p>Special attention to 407’s will be made to insure that follow up is done on a coordinated basis and timelines and guidance procedures are followed. There has been a problem in past years because many of the discharge applications were returned because of mistakes in the papers submitted.</p> <p>Co-sponsorship of Alternative Placement Fair</p> <p>Other Duties: Supervision of Transfers and Discharges.— Analysis of Attendance Patterns Refinement of Letters to Parents (re student attendance) and development of all written communications related to attendance. Follow Up to Teachers who are not</p>		

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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>following attendance procedures correctly.</p> <p><b><u>Attendance Teacher:</u></b></p> <p>Distribute daily attendance sheets to teachers and collection; scanning of sheets Daily reversals of records of late students and students who may have missed class (referral to Guidance Office). Distribute period attendance sheets to teachers; collection and scanning. Distribution and Maintenance of Metro Cards (Changing Monthly Passes to Daily Passes if individual attendance is poor.) Face-to-Face Letters, Residency Proofs and Biographical Updates, Examination of Doctors' notes and Court Papers excusing students from school.</p> <p>Handles targeted mailings re attendance matters.</p> <p>Handles telephone outreach.</p>		

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**Action Required By Turnaround Model**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**j. Description of how the action will be accomplished by LEA:**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	The principal will identify prospective external partners as needed to meet the school’s needs.	Applicable external partners described above

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**Action Required By Turnaround Model**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**k. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, the Office of School Development has dedicated a School Turnaround team (including the Director for Turnaround; Deputy Director for Turnaround; and Turnaround Project Managers) to manage citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. In addition, all middle and high schools undergoing phase out will be served by the same Network, the Transition Support Network. The goal of creating this Network team is to provide a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

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- **Resource Management:** The Network will work with schools to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management.
- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extended learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in Kennedy as it phases out will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners.
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities.
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards

Finally, the assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround Phase-out school, and provide related professional development and/or accountability support to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013	Central positions funded from SIG are described in the SIG application submitted in March

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		2012. Ongoing supports through Children First Network provided through local funds.
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<b>Cost of Implementation of Model (over 2 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$4,614,038</b>	<b>\$2,500,000</b>	<b>\$2,114,038</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model so that it may continue provide much-needed support and resources to its students.

As the PLA School is closed and the new Turnaround school opens, both schools will receive direct support from the Children First Network and key Central staff supporting schools undergoing Turnaround. These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared IDEA SBST SHARED	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14 SELF SUSTAINING Grants
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Federal Competitive Grant: Teaching American History Grant Federal Competitive Grant: Smaller Learning Communities State Competitive Grant: Learning Technology Federal Competitive Grant: Magnet School	State Competitive Grant: Extended School Day Violence Prevention Student Assistance Program (City Council) THE GATEWAY DRUG PROGRAM TITLE I Title I SIG Restructuring Grant TITLE II D Allocative and funded tech Title IIB Math/Science Partnerships
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There are no major obstacles related to implementing this plan that NYCDOE anticipates. As needed, the Transition Support Network as well as key offices within NYCDOE will address emerging needs of the school as it phases down so that students have access to the necessary resources to complete their education and advance to post-secondary opportunities or find additional means to continue their education.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Paul Robeson High School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II School within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education                      **NCES#:** 3600085

**School:** Paul Robeson High School                      **NCES#:** 01908

**Grades Served:** 9-12

**Number of students:** 296

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

The needs assessment for Paul Robeson High School is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**DATA ANALYZED:**

The data analyzed for the school is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**MAJOR FINDINGS:**

Major findings, as well as NYCDOE's decision to pursue the Turnaround Phase-out and Replacement model for this school, is provided in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

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**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Description on the Turnaround model being implemented, whereby Paul Robeson High School is phasing out and replaced by a new school, is provided in the approved SIG application from summer 2011.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

**65. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The change in leadership at the school site is occurring through the phase-out of the current school and phasing-in of a new school which is led by a new principal with a new mission and instructional program. Please see the approved SIG application for the Turnaround Phase-in model from summer 2011.</p>	<p>The current school began to phase-out beginning in the 2011-2012 school year and will have graduated its last cohort of students in June 2014.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**66. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The SIG application submitted in summer 2011 explains the Article 18-D provision in the agreement with the union describing the process by which the new school will hire new staff. The description includes the local competencies that are being applied by the replacement new school as part of its hiring each year until the PLA school phases out completely.</p>	<p>Applicable hiring and participation in the 18-D process will occur in spring and summer of each year that the school is in operation.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**67. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

**a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position**

The school will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

Beyond these specific incentive programs, the school will be given the financial and operational flexibility to determine locally whether there are additional financial incentives and career growth opportunities that can be made available for staff at the school, consistent with the new school's mission and vision. The school-based actions could include creating opportunities for additional pay incentives for after school instructional programs for students; participation in after school professional development opportunities; opportunities for out-of-classroom positions such as coaching, peer-mediation opportunities, etc.



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**Action Required By Turnaround Model:**

**68. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p style="text-align: center;">Professional Development</p> <p>Teachers and supervisors will meet every Wednesday for ongoing Staff Development. Staff development will be provided by school leadership, AUSSIE (no cost to the grant) as well as transition network specialists. The transition network coach provides direct support to school leadership through coaching and observation support on a weekly basis. The professional development agenda will focus on assisting the school in aligning the common core learning standards (CCLS) with existing curricula and instruction, supporting teams of teachers in curriculum mapping for all subjects and using data to drive instruction. Teachers will develop lesson plans, curriculum units, and curriculum maps as part of their work. As well as focusing on the 2012-2013 Citywide Instructional Expectations.</p> <p><b>TEQ</b> (previously contracted) will provide ongoing Smartboard professional development, to support teachers in integrating technology</p>	<p>September 2012- August 2013</p> <p>Two AUSSIE consultants once a week 2012-2013</p> <p>September 2013- August 2014</p> <p>Ongoing, and during common planning time.</p> <p>5 sessions will be conducted by TEQ September 2012-</p>	<p>Teacher per session 8 Teachers 2012-2013 2012-2013 952 Hours X \$41.98 =\$40,000.00</p> <p>Supervisor per session 2 Supervisors 2012-2013 227 Hours X \$43.93= \$10,000</p> <p>Teacher per session 4 Teachers 2013-2014 255 Hours X \$41.93=\$10692.15</p> <p>Supervisor per session 1 Supervisor 2013-2014 90 Hours X\$43.93=\$3953.70</p> <p>Supplies: 2012-2013</p>

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into their daily lessons.	November 2012	14 Laptops X \$1200.00 = \$16,800.00
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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>A data consultant will support the school in using data to identify patterns and trends in student achievement as well as support the professional development needs of staff. The consultant will implement a system for data tracking and assessing school wide progress towards graduation (<b>See budget for Data consultant on number 6</b>).</p> <p>Teacher teams will be trained on research based instructional strategies. Math, Literacy and Special Education coaches on an F status basis will work with teachers to provide targeted professional development that aligns with Common Core State Learning Standards and the DOE’s Instructional Expectations.</p>	<p>September 2012-August 2013 Coaches will work with teachers twice a week.</p> <p>September 2013–August 2014 Coaches will work with teachers on a biweekly.</p>	<p>2012-2013 F-Status Coaches 3 Coaches, Math ELA, and Special Education at \$306.67 for 84 days = 252 days 252 Days X \$306.67 = \$77280.84</p> <p>2012-2013 F-Status Coaches 3 Coaches, Math ELA, and Special Education at \$306.67 for days = 18 days = 54 Days X \$306.67 = \$16560.18</p>

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Teachers and supervisors will receive training on using data from sources such as NYSTART, ARIS, and HSST. The data consultant will conduct ongoing professional development to support greater awareness of student needs through analysis of formative and summative data and observation of student learning.</p>	<p>September 2012- August 2013 Teachers will meet bi-weekly with consultant.</p> <p>September 2013- June 2014 Teachers will meet once a month with consultant</p>	<p>2013-2014 1 - F-Status Consultant 70 Days X \$306.67 = \$21466.90</p> <p>2013 - 2014 1 - F-Status Consultant 12 Days X \$306.67 = \$3066.70</p>

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Additional support programs will be created to increase learning time for students.</p> <ul style="list-style-type: none"> <li>• The implementation of <b>I Learn</b> platform in every class will allow teachers to use a blended model of learning to provide students additional support and time. The school has taken a new approach towards blended learning by offering a selection of AP classes as well as classes to support struggling students. All students are enrolled in I-Learn the online and blended classroom model permits us to serve all students, ELL's and SWD. These classes include English, Calculus, Government, Biology, and French.</li> <li>• Courses are offered through both <b>PM/ Saturday school</b> and provided differentiated support based upon their individual needs.</li> <li>• Additionally the school will use Achieve 3000 to increase student literacy.</li> <li>• All students will participate in <b>Test preparation &amp; SAT prep</b> classes to help them meet graduation requirements and prepare them for post secondary examinations. Mobil Laptop Carts will be purchased to implement I Learn.</li> </ul> <p>Support staff will also be paid to run the programs mentioned above.</p>	<p>September 2012- August 2013 Ongoing</p>	<p>Teacher per session: 8 Teachers 1666 Hours x \$41.98 = \$70,000.00 Supervisor Per Session 2 Supervisors 416 Hours x \$43.93 = \$18,297.00 Secretary Per Session 1 Secretary 170 Hours x \$25.87 = \$4398 School Aide per Session 2 School Aides 475 Hours x \$16.20 = \$7695.00 Computer Equipment: 2012-2013 Laptop Carts 2x \$4,000.00 48 Mac book laptops x1169 = \$56112.00 Achieve 3000 Product Licenses: 80X\$75=\$6000.00  SAT and Test Prep Books: \$16,816.00</p>

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<p>A partner CBO, <b>Sports &amp; Arts in School</b>, will provide extended learning opportunities for students. (see section 8 for cost description)</p>	<p>September 2013- August 2014</p>	<p>Teacher per Session: 4 Teachers 725 Hours x \$41.98= \$30435.50 Supervisor Per Session 1 Supervisors 190 Hours x \$43.93= \$8346.70</p>
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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Counseling in Schools will provide services to help meet the emotional needs of our students. This program will provide a social worker who will support the needs of students and families through counseling. The program will also provide professional development support for teachers.</p> <p>Two SBO's will provide a strong afterschool program that will enhance our academics and will keep students engaged and motivated. These vendors are Hip Hop for Life and Sports &amp; Arts in School. All students will have the opportunity to work with these two SBOs. Hip Hop for life is a program which assist young people with developing and fostering educational values, personal development, college and post-secondary readiness, leadership, resiliency, positive self-esteem, goal setting skills and most importantly, confidence in one's capabilities</p> <p>Sports &amp; Arts in the School is an extended day program which supports academic performance, health and wellness, attitude towards school, self-confidence, character and values, and</p>	<p>September 2012- August 2013 Ongoing</p> <p>September 2013- August 2014 Ongoing</p>	<p>2012-2013 Counseling in Schools Program cost - \$80,000.</p> <p>Hip Hop for Life Program cost: \$65,000.00</p> <p>Sports &amp; Arts in Schools Program cost: \$65, 000.00</p> <p>2013-2014 Hip Hop for Life Program cost: \$16,250.00</p> <p>Sports &amp; Arts in Schools Program cost: \$16,250.00</p>

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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>opportunity for lifelong employment.</p> <p>All students (147) will participate in a college awareness program that our guidance counselor will implement. The program will also include college tours for our students.</p>	<p>September 2012 – May 2013 147 Students 7 trips</p> <p>September 2013 – May 2014 80 Students 3 trips</p>	<p>2012-2013 Transportation Cost 7 Buses X \$2,300.00 = \$16,100.00</p> <p>2012-2013 Transportation Cost 3 Buses X \$2,300.00 = \$6,900.00</p>

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**Action Required By Turnaround Model**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**k. Description of how the action will be accomplished by LEA:**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	The principal will identify prospective external partners as needed to meet the school’s needs.	Applicable external partners described above

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**Action Required By Turnaround Model**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**1. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, the Office of School Development has dedicated a School Turnaround team (including the Director for Turnaround; Deputy Director for Turnaround; and Turnaround Project Managers) to manage citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. In addition, all middle and high schools undergoing phase out will be served by the same Network, the Transition Support Network. The goal of creating this Network team is to provide a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

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- **Resource Management:** The Network will work with schools to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management.
- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extended learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in Kennedy as it phases out will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners.
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities.
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards

Finally, the assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround Phase-out school, and provide related professional development and/or accountability support to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013	Central positions funded from SIG are described in the SIG application submitted in March

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		2012. Ongoing supports through Children First Network provided through local funds.
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<b>Cost of Implementation of Model (over 2 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$ 2,896,640</b>	<b>\$ 850,000</b>	<b>\$ 2,046,640</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model so that it may continue provide much-needed support and resources to its students.

As the PLA School is closed and the new Turnaround school opens, both schools will receive direct support from the Children First Network and key Central staff supporting schools undergoing Turnaround. These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14
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<p>IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grant Federal Competitive Grant: Smaller Learning Communities State Competitive Grant: Learning Technology Federal Competitive Grant: Magnet School</p>	<p>SELF SUSTAINING Grants State Competitive Grant: Extended School Day Violence Prevention Student Assistance Program (City Council) THE GATEWAY DRUG PROGRAM TITLE I Title I SIG Restructuring Grant TITLE II D Allocative and funded tech Title IIB Math/Science Partnerships</p>
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There are no major obstacles related to implementing this plan that NYCDOE anticipates. As needed, the Transition Support Network as well as key offices within NYCDOE will address emerging needs of the school as it phases down so that students have access to the necessary resources to complete their education and advance to post-secondary opportunities or find additional means to continue their education.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Samuel Gompers Career and Technical Education High School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education                      **NCES#:** 3600084

**School:** Samuel Gompers CTE High School                      **NCES#:** 02866

**Grades Served:** 9-12

**Number of students:** 613

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

The needs assessment for Samuel Gompers CTE High School is described in the SIG application that was submitted to the New York State Education Department for review as part of the Turnaround Phase-in schools' application in April 2012.

**DATA ANALYZED:**

The data analyzed the school is described in the SIG application that was submitted to the New York State Education Department for review as part of the Turnaround Phase-in schools' application in April 2012.

**MAJOR FINDINGS:**

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Major findings, as well as NYCDOE's decision to pursue the Turnaround Phase-out and Replacement model for this school, is provided in the SIG Turnaround Phase-in schools' application that was submitted to the New York State Education Department for review in April 2012.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Description on the Turnaround model being implemented, whereby Samuel Gompers CTE High School will phase-out and replaced by a new school, is provided in the submitted SIG application from April 2012.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

- 69. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
The change in leadership at the school site is occurring through the phase-out of the current school and phasing-in of a new school which is led by a new principal with a new mission and instructional program. Please see the submitted SIG application for the Turnaround Phase-in model from April 2012.	The current school will begin to phase-out in the 2012-2013 school year and will have graduated its last cohort of students in June 2015.	No additional cost to grant.

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**Action Required By Turnaround Phase-Out Model:**

**70. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The SIG application submitted in April 2012 explains the Article 18-D provision in the agreement with the union describing the process by which the new school will hire new staff. The description includes the local competencies that are being applied by the replacement new school as part of its hiring each year until the PLA school phases out completely.</p>	<p>Applicable hiring and participation in the 18-D process will occur in spring and summer of each year that the school is in operation.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**71. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

**a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position – UFT Teacher Center**

Samuel Gompers CTE High School will utilize the UFT Teacher center position. The UFT Teacher center position is a long-running initiative within the NYCDOE. Lead Teachers spend their time in the classroom and providing professional development to other teachers in the school. The UFT Teacher center serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing.

Selection for UFT TC happens in a collaborative process with a central committee comprised of UFT and NYCDOE representatives.

**NYC Lead Teacher Position**

New School will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Retain UFT Teacher Center</p> <p>Hire one Lead Teachers</p>	<p>We will retain the UFT TC position for school year 2012-2013. The hiring and interviewing process of a lead teacher will commence July 1, 2012. Candidates will start to prepare for work in August so that he/she can engage in professional development activities that will be launched during school opening in September 2012.</p>	<p>2012-2013: 1 FT Teacher Base salary = \$88, 259</p> <p>2012-2013: 1 FT Lead Teacher= \$92,031</p> <p>2013-2014: 1 FT Lead Teacher= \$92,031</p>

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**Action Required By Phase-Out Model:**

**72. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>AUSSIE’s will work to create Professional development sessions that will emphasize the development and revision of curricula to align with the CCLS, as well as include, but is not limited to: effective teacher teams, inquiry based learning, curriculum mapping, creating common assessments, and CTE support.</p>	<p>September 2012-August 2013</p> <p>September 2013-August 2014</p> <p>September 2014-June 2015</p>	<p>AUSSIE: 2012-2013: \$75,000 1250 pd x 60d =</p> <p>2013-2014: \$37,500 12500pd x 30d=</p> <p>2014-2015: \$18,750 \$12500 pd x 30d=</p> <p>Teacher Per Session: 2012-2013: 596 hrs x 41.98 = \$25,020.08</p> <p>2013-2014: 400hrs.*41.98 =\$16,792</p> <p>2014-2015: 250hrs.*41.98 =\$10,495</p> <p>Supervisor Per Session:</p>

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<p>PD 360 &amp; Observation 360:</p> <p>Through the use of professional training videos teachers will improve instructional deficiencies.</p> <p>Observation 360 will allow instructional leaders to perform effective classroom walkthroughs and have all the data sent to the teacher immediately upon completion of the walkthrough.</p>	<p>September 2012-June 2013</p> <p>September 2013-June 2014</p> <p>September 2014-June 2015</p>	<p>2012-2013: 100 hrs.* 43.93 = \$4,393</p> <p>2013-2014: 100hrs.*43.93 =4,393.00</p> <p>2014-2015: 100hrs.*43.93 =4,393.00</p> <p>\$ 4595</p> <p>\$4595</p> <p>\$4595</p>
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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p><u>Achieve 3000</u>:***</p> <p>The program will provide individualized reading and writing instruction solutions for grades 9-12 reaching every student at his or her Lexile level. This web-based program distributes assignments to the entire class, but tailors them according to each student's reading level, enabling teachers to easily customize content and monitor student progress over time. This program is proven to accelerate reading comprehension, fluency, writing proficiency, vocabulary development and high-stakes test scores. Each day, students receive level-appropriate, standards-aligned nonfiction reading/writing assignments via e-mail. All assignments are interactive, engaging and highly motivating. They provide more time-on-task and more practice – which in turn fosters gains in reading comprehension, fluency, writing skills and vocabulary development across subject areas.</p>	<p>September 2012-June 2013</p> <p>September 2013-June 2014</p> <p>September 2014-June 2015</p>	<p>\$8,650</p> <p>\$8,650</p> <p>\$8,650</p>

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Dataation: Data development and use will become an active part of the school planning and improvement processes. Dataation specialists will provide professional development training to develop the capacity of staff to understand and apply data strategically, using Skedula software, an analytical and reporting tool for data management and evaluation. Through the use of SKEDULA, teachers will monitor students' programs and set short and long-term goals for students and establish flexible groupings.</p>	<p>September 2012-June 2013</p> <p>September 2013-June 2014</p> <p>September 2014-June 2015</p>	<p>\$7,500</p> <p>\$7,500</p> <p>\$7,500</p>

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p><u>Extended Day/P.M. School:</u></p> <p>The P.M. School program will be offered for credit recovery each weekday in the form of academic intervention for English language Learners (ELLs) and students with disabilities (SWDs) and as a Response to Intervention (RTIs) for general education students. Through this process, students will be given the opportunity to make-up the seat time from unexcused absences thereby making him/her eligible to receive a passing grade for each marking period by meeting the minimum attendance requirements.</p> <p><u>Inter-Session:</u></p>	<p>September 2012-June 2013</p>	<p>Teacher Per Session: 2012-2013: 1404hrs x \$41.98 = \$58,939.92</p> <p>Supervisor Per Session: 2012-2013: 400hrs.* \$43.93 =\$17,572.00</p> <p>Guidance Per Session: 2012-2013:40 hrs x \$45.13 =\$1,805.20</p>
<p><u>Academic intervention program sessions will serve at-risk populations in math, science, English and history during Mid-winter and Spring recess.</u></p> <p><u>Saturday Academy:</u></p> <p>The Saturday Academy will be available to students who have been identified as most at-risk or in promotion-in-doubt. The academy will serve as an academic program for students of Samuel Gompers high school to recover credit through the use of intensive, small-group, differentiated instruction. This accelerated program will be designed for the</p>	<p>September 2013-June 2014</p>	<p>Teacher Per Session: 2013-2014: 900hrs x \$41.98 = \$37,782</p> <p>Supervisor Per Session: 2013-2014: 150hrs.* \$43.93 =\$6,589.50</p> <p>Guidance Per Session: 2013-2014: 20 hrs x \$45.13 =\$902.60</p>

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<p>bottom third (Cohort N) students who have received a grade between 55 in a course (within the last year) and any student who has passed a course but has not received credit due to excessive absences (i.e. LTA, etc). Students must complete all modules assigned by the teacher of record in order to receive credit.</p>	<p>September 2014-June 2015</p>	<p>Teacher Per Session: 2014-2015: 265hrs x \$41.98 = \$11,124.70</p> <p>Supervisor Per Session: 2014-2015: 154hrs.* \$43.93 =\$6,765.22</p> <p>Guidance Per Session: 2014-2015: 20 hrs x \$45.13 =\$902.60</p>
<p>Instructional Conferences: Leadership and teachers will enhance their skills thorough workshops in the following areas: Common Core Learning Standards, writing strategies, attendance, overall school climate and culture and working to closing the achievement gap for minority boys.</p>	<p>September 2012-June 2013</p> <p>September 2013-June 2014</p>	<p>\$5,000</p> <p>\$5,000</p>
<p>Instructional Supplies: Lab equipment and general school supplies will be purchased to support teaching and learning.</p>	<p>September 2012-June 2013</p> <p>September 2013-June 2014</p> <p>September 2014-June 2015</p>	<p>\$30,247</p> <p>\$17,330</p> <p>\$10,001</p>

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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Partnership With Children (PWC)</p> <ul style="list-style-type: none"> <li>• <b>Crisis intervention</b> is available to students, parents/guardians, teachers and/or school administrators to assist in a crisis should one occur, ensure the safety of all students.</li> <li>• <b>Individual Counseling</b> is provided to students with the highest needs and to their families that require intensive support.</li> <li>• <b>Small groups</b> focus on improving interpersonal relationships, building self-esteem, and developing appropriate social skills and classroom behavior. Small group counseling is particularly effective in turning negative behaviors (i.e. acting out and disruptive behaviors) into positive behavior and in helping those with little coping skills gain the confidence to participate in a safe and nurturing setting. Depending on the type of group, each small group focuses on academic improvement whether it is building literacy or math</li> </ul>	<p>September 2012-June 2013</p>	<p>\$275,000</p>





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<p>high-impact core practices. The program includes the following core practices: (1) Pathways to College—the school will partner with colleges to enable targeted students to visit campuses, interact with college students and faculty and gain experience to admissions, financial aid, and other high education components, (2) the Mentoring Program component will foster academic and personal growth among students by providing them a supportive relationship with an older, more experience individual who can serve as a role model; and (3) Leadership through Service--Activities will be designed to help students identify and express their leadership potential to improve their school, neighborhood and global community. Students will gain leadership skills, improve self-confidence; stimulate greater personal aspirations for college and resilience that lead to college success.</p> <p>Kaplan: Academic support for PSATs, SATs, ACT Exams.</p>	September 2014-June 2015	\$15,000
	September 2012-June 2013	\$17,000
	September 2013-June 2014	\$17,000

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**Action Required By Turnaround Model:**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**1. Description of how the action will be accomplished by LEA:**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	The principal will identify prospective external partners as needed to meet the school’s needs.	Applicable external partners described above

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**Action Required By Turnaround Model**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**m. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, the Office of School Development has dedicated a School Turnaround team (including the Director for Turnaround; Deputy Director for Turnaround; and Turnaround Project Managers) to manage citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. In addition, all middle and high schools undergoing phase out will be served by the same Network, the Transition Support Network. The goal of creating this Network team is to provide a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

- **Resource Management:** The Network will work with schools to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained

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throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management.

- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extended learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in Kennedy as it phases out will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners.
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities.
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards

Finally, the assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround Phase-out school, and provide related professional development and/or accountability support to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013	Central positions funded from SIG are described in the SIG application submitted in March 2012. Ongoing supports through Children First Network provided through local funds.

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<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$ 2,824,793</b>	<b>\$ 1,320,000</b>	<b>\$ 1,504,793</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model so that it may continue provide much-needed support and resources to its students.

As the PLA School is closed and the new Turnaround school opens, both schools will receive direct support from a dedicated Transition Support Network and key Central staff supporting schools undergoing Turnaround. These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14
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<p>IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grant Federal Competitive Grant: Smaller Learning Communities State Competitive Grant: Learning Technology Federal Competitive Grant: Magnet School</p>	<p>SELF SUSTAINING Grants State Competitive Grant: Extended School Day Violence Prevention Student Assistance Program (City Council) THE GATEWAY DRUG PROGRAM TITLE I Title I SIG Restructuring Grant TITLE II D Allocative and funded tech Title IIB Math/Science Partnerships</p>
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There are no major obstacles related to implementing this plan that NYCDOE anticipates. As needed, the Transition Support Network as well as key offices within NYCDOE will address emerging needs of the school as it phases down so that students have access to the necessary resources to complete their education and advance to post-secondary opportunities or find additional means to continue their education.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**The School for Community Research and Learning**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education                      **NCES#:** 3600085

**School:** The School for Community Research & Learning                      **NCES#:** 05507

**Grades Served:** 11-12

**Number of students:** 140

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

The needs assessment for The School for Community Research & Learning is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**DATA ANALYZED:**

The data analyzed for the school is described in the SIG application that was submitted to and approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**MAJOR FINDINGS:**

Major findings, as well as NYCDOE's decision to pursue the Turnaround Phase-out and Replacement model for this school, is provided in the SIG application that was submitted to and

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approved by the New York State Education Department for the Turnaround Phase-in schools in summer 2011.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Description on the Turnaround model being implemented, whereby the Community School for Research & Learning is phasing out and replaced by a new school, is provided in the approved SIG application from summer 2011.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

**73. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
The change in leadership at the school site is occurring through the phase-out of the current school and phasing-in of a new school which is led by a new principal with a new mission and instructional program. Please see the approved SIG application for the Turnaround Phase-in model from summer 2011.	The current school began to phase-out beginning in the 2011-2012 school year and will have graduated its last cohort of students in June 2014.	No additional cost to grant.

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**Action Required By Turnaround Model:**

**74. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The SIG application submitted in summer 2011 explains the Article 18-D provision in the agreement with the union describing the process by which the new school will hire new staff. The description includes the local competencies that are being applied by the replacement new school as part of its hiring each year until the PLA school phases out completely.</p>	<p>Applicable hiring and participation in the 18-D process will occur in spring and summer of each year that the school is in operation.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**75. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

**a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position**

The school will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

**Teachers for Tomorrow**

The school will be able to utilize the Teachers of Tomorrow (TOT) program is designed to recruit and sustain well-prepared, highly motivated certified classroom teachers who serve in schools which have been designated as high-need and/or persistently low achieving. The TOT incentive program provides tax-free grants to teachers who teach in these schools. Eligible teachers can qualify for awards of up to \$3,400 annually for a maximum of four (4) years.

Teachers must be a newly hired (no prior employment as a teacher with NYC public schools prior to the 2011-12 school year) certified classroom teacher and hold transitional, provisional, conditional initial, initial, professional or permanent NYS certification in the area for which they are teaching. Participants in programs where the DOE provides financial assistance in obtaining certification, including the Success via Apprenticeship program, the scholarship program and some alternative

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certification and teacher residency programs are not eligible to participate in the Teachers of Tomorrow recruitment incentive program.

Beyond these specific incentive programs, the school will be given the financial and operational flexibility to determine locally whether there are additional financial incentives and career growth opportunities that can be made available for staff at the school, consistent with the new school’s mission and vision. The school-based actions could include creating opportunities for additional pay incentives for after school instructional programs for students; participation in after school professional development opportunities; opportunities for out-of-classroom positions such as coaching, peer-mediation opportunities, etc.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p><b><u>Content Team Leaders</u></b>            Opportunities for professional growth for staff in each core area, English, Science Math, and Social Studies to further develop Citywide Instructional Expectations 2012-2013 for the SCRL community. This team will develop non- negotiables aligned with both CIE, FFT and CCLS. The team will also design what each classroom will look like instructionally using these non- negotiables.</p>	<p>September 2012-August 2013</p>	<p>No additional funding requested</p>

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**Action Required By Turnaround Model:**

**76. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Fordham University consultants will work jointly to create Professional development sessions that will emphasize the development and revision of curricula to align with the CCLS, Citywide Instructional Expectations 2012-2013, as well as include, but is not limited to: effective teacher teams, inquiry based learning, curriculum mapping, creating common assessments.</p>	<p>September 2012-August 2013</p> <p>September 2013-August 2014</p>	<p>Fordham University 2012-2013: \$15,000 2013-2014: \$15,000</p>

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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p><b>Skedula</b>            Skedula is a school management system to empower teachers and instantly provide snapshots to parents. Schools can offset low student performance outcomes and promote academic success by DataCation teams assessing student needs and analyzing diagnostic data and performance trends.            Now data can drive the instructional needs of individual students and accountability subgroups, as well as the professional development needs of teachers and instructional support specialists.</p>	<p>September 2012-August 2013             September 2013-August 2014</p>	<p>2012-2013 - \$5, 000             2013-2014 - \$5,000</p>

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

<p><b>a. Description of how the action will be accomplished by LEA</b></p>	<p><b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b></p>	<p><b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b></p>
<p><b>Study Island</b> Study Island is a web based program designed as a supplemental educational tool geared specifically to each individual state’s achievement tests. Study Island is built to meet each state’s unique standards. •Study Island provides instant feedback. Study Island is accessible. Study Island can be used anywhere there is a computer with Internet access. Students can log in at school, at home, and the local library, etc. •Study Island is special needs friendly.</p>	<p>September 2012-August 2013  September 2013-August 2014</p>	<p>2012-2013 - \$20,000  2013-2014 - \$10,000</p>





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**Action Required By Turnaround Model**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**m. Description of how the action will be accomplished by LEA:**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	The principal will identify prospective external partners as needed to meet the school’s needs.	Applicable external partners described above

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**Action Required By Turnaround Model**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**n. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, the Office of School Development has dedicated a School Turnaround team (including the Director for Turnaround; Deputy Director for Turnaround; and Turnaround Project Managers) to manage citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. In addition, all middle and high schools undergoing phase out will be served by the same Network, the Transition Support Network. The goal of creating this Network team is to provide a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

- **Resource Management:** The Network will work with schools to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained

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throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management.

- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extended learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in Kennedy as it phases out will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners.
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities.
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards

Finally, the assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround Phase-out school, and provide related professional development and/or accountability support to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013	Central positions funded from SIG are described in the SIG application submitted in March 2012. Ongoing supports through Children First Network provided through local funds.

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<b>Cost of Implementation of Model (over 2 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$ 947,129</b>	<b>\$ 300,000</b>	<b>\$ 647,129</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model so that it may continue provide much-needed support and resources to its students.

As the PLA School is closed and the new Turnaround school opens, both schools will receive direct support from the Children First Network and key Central staff supporting schools undergoing Turnaround. These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14
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<p>IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grant Federal Competitive Grant: Smaller Learning Communities State Competitive Grant: Learning Technology Federal Competitive Grant: Magnet School</p>	<p>SELF SUSTAINING Grants State Competitive Grant: Extended School Day Violence Prevention Student Assistance Program (City Council) THE GATEWAY DRUG PROGRAM TITLE I Title I SIG Restructuring Grant TITLE II D Allocative and funded tech Title IIB Math/Science Partnerships</p>
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**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There are no major obstacles related to implementing this plan that NYCDOE anticipates. As needed, the Transition Support Network as well as key offices within NYCDOE will address emerging needs of the school as it phases down so that students have access to the necessary resources to complete their education and advance to post-secondary opportunities or find additional means to continue their education.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**Washington Irving High School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** New York City Department of Education                      **NCES#:** 3600077

**School:** Washington Irving High School                      **NCES#:** 02885

**Grades Served:** 9 - 12

**Number of students:** 990

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

The needs assessment for Washington Irving High School is described in the SIG application that was submitted to the New York State Education Department for review as part of the Turnaround Phase-in schools' application in April 2012.

**DATA ANALYZED:**

The data analyzed the school is described in the SIG application that was submitted to the New York State Education Department for review as part of the Turnaround Phase-in schools' application in April 2012.

**MAJOR FINDINGS:**

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Major findings, as well as NYCDOE's decision to pursue the Turnaround Phase-out and Replacement model for this school, is provided in the SIG Turnaround Phase-in schools' application that was submitted to the New York State Education Department for review in April 2012.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

Description on the Turnaround model being implemented, whereby Washington Irving High School will phase-out and replaced by a new school, is provided in the submitted SIG application from April 2012.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

**77. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
The change in leadership at the school site is occurring through the phase-out of the current school and phasing-in of a new school which is led by a new principal with a new mission and instructional program. Please see the submitted SIG application for the Turnaround Phase-in model from April 2012.	The current school will begin to phase-out in the 2012-2013 school year and will have graduated its last cohort of students in June 2015.	No additional cost to grant.

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**Action Required By Turnaround Model:**

**78. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>The SIG application submitted in April 2012 explains the Article 18-D provision in the agreement with the union describing the process by which the new school will hire new staff. The description includes the local competencies that are being applied by the replacement new school as part of its hiring each year until the PLA school phases out completely.</p>	<p>Applicable hiring and participation in the 18-D process will occur in spring and summer of each year that the school is in operation.</p>	<p>No additional cost to grant.</p>

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**Action Required By Turnaround Model:**

**79. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

**a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position**

The school will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher’s classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Lead teacher will provide support for new and experienced teachers by having classroom as a lab for demonstration of best practices and	September 2012-August 2013 Teacher will be released from teaching one class in order to mentor and support new teachers, and model project based learning with rubrics for experienced teachers.	<u>Total Year 1 (2012-2013):</u> \$10, 710 differential plus fringes  <u>Total Year 2(2013-2014):</u> \$10, 710 differential plus

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<p>modeling project based learning rubrics, common core performance tasks and activities aligned to the vision and mission of Washington Irving High School.</p> <p>Lead teacher will lead study groups around standards, assessments, and instruction, assist teachers in setting goals for their professional development, serve as a “critical friend” to colleagues by providing coaching and feedback, facilitating regular grade level or subject area planning meetings, lead action research projects via inquiry team with other teachers, and help build trust and collegiality among teachers.</p>		fringes
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**Action Required By Turnaround Model:**

**4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

Assistant Principal for Instruction – To ensure the school is instructionally stronger year one around project based learning model, college and career readiness. The Principal intends to have AP focus on instruction so that the principal does not bear the load of the operational and instructional responsibilities alone. The AP will be tasked with

- 1) Co-teaching lessons with teachers on a rotating basis to help with lesson and unit plan construction.
- 2) Be the administrator present for the teacher grade level team time to drive the inquiry cycle for the grade level teams.
- 3) Be the lead administrative support for individual teachers
- 4) Serve on the school leadership team to assist the principal and other team members to build the PD strands for weekly meetings each Wednesday

Literacy and Special Education Coach will Planning Student Orientation and Culture to Start School Year. Planning Curriculum Maps, Unit Plans, and Assessments: Using Understanding By Design framework and resources- teachers will develop at least the full year of curriculum maps for each course in over a twelve month period and will work to build the capacity of teachers to develop S.M.A.R.T goals with students.

A media specialist will be hired to provide additional support to infuse technology throughout the school and library services support in all content areas to strengthen differentiated adaptive instruction for all general education, special needs and English Language Learners, accelerating the scaffolding of skills and immediate feedback to students. This person will bring students into the 21<sup>st</sup> century by using 21<sup>st</sup> century skills in the library media center with computers using online databases, research lessons for classes on how to build their research and thesis. Classes would use library to complete intensive research via databases and use of interactive software.

ISA in conjunction with High Schools That Works and Teaching Matters, will work to build the capacity of staff to align instruction, curriculum, and assessments of student and school wide data to align curriculum maps and activities from grade to grade using our common language protocols (note taking, writing folders, and reading response journals). Institute for Student Achievement will provide professional development and coaching for teachers and leadership team to deliver a robust college and career readiness using the Overcoming Obstacles curricula. Per Diem coverage will be provided for class coverage while staff is on professional development workshops.

SMART Goals will be established by the Coordinators of the Small Learning Communities in conjunction with the students during regularly scheduled Grade Conferences throughout the year.

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Coordinators and students will continue to meet periodically to monitor progress towards the achievement of these goals and revise goals as necessary.

Specific deadline for completion and dissemination to families is listed below:

SMART Goals Implementation date	SMART Goals dissemination to families date	SMART Goals Completion Date	Cohort Year
Sept. 13, 2012	Sept. 13, 2012	January 25, 2013	2013
Sept. 20, 2012	Sept. 20, 2012	January 25, 2013	2014
Sept. 27, 2012	Sept. 27, 2012	January 25, 2013	2015
Nov. 1, 2012	Nov. 1, 2012	January 25, 2013	2013
Nov. 2, 2012	Nov. 2, 2012	January 25, 2013	2014
Nov. 2, 2012	Nov. 2, 2012	January 25, 2013	2015
Dec. 13, 2012	Dec. 13, 2012	January 25, 2013	2013
Dec. 14, 2012	Dec. 14, 2012	January 25, 2013	2014
Dec. 14, 2012	Dec. 14, 2012	January 25, 2013	2015
Feb. 7, 2013	Feb. 7, 2013	June 10, 2013	2013
Feb. 7, 2013	Feb. 7, 2013	June 10, 2013	2014
Feb. 8, 2013	Feb. 8, 2013	June 10, 2013	2015
March 14, 2013	March 14, 2013	June 10, 2013	2013
March 15, 2013	March 15, 2013	June 10, 2013	2014
March 15, 2013	March 15, 2013	June 10, 2013	2015
May 16, 2013	May 16, 2013	June 10, 2013	2013
May 16, 2013	May 16, 2013	June 10, 2013	2014
May 17, 2013	May 17, 2013	June 10, 2013	2015

ISA: We would utilize Institute for Student Achievement to set protocols for looking at student work, analyze student data to discover trends and patterns, and examine various sub-groups to ensure progress for all students.

HSTW: High Schools That Work can assist us in coaching general education teachers on how to better collaborate with special education and ESL teachers. HSTW can also provide PD on Universal Design for Learning as this is part of the citywide expectations for implementing the CCSS and with the new Special Education Reform initiative.

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Teaching Matters: Teaching Matters can help us with the implementation of the CCSS, Citywide Instructional Expectations, and in raising academic rigor.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p><u>Assistant Principal of Instruction</u></p> <p>The Assistant Principal of Instruction will help implement weekly common planning by using interdisciplinary, content and grade teams to analyze student work and data, integrate technology (blended learning) to accelerate student achievement, provide total instructional alignments between curriculum, instruction and assessment with emphasis on student writing.</p> <p>The Assistant Principal of Instruction will work with building the capacity of staff to align instruction, curriculum, and assessments with student and school wide data to align curriculum maps and activities from grade to grade using our common language protocols (note taking,</p>	<p>September 2012</p> <p>The grade teams will meet to discuss content alignment via common assessments and projects that will assist in making sure students are learning the standards (New York State and Common Core) in all lessons. Teachers will meet each day for forty five minutes and during staff development days to build teacher capacity around how to work in teams, set norms, create and monitor team goals around student data and curriculum mapping. The school will start on this portion in September 2012.</p> <p>October 2012</p> <p>Work on common core projects (using Teaching Matters) focused on informational texts and text to world connections for mathematics so students can begin to questions and make claims or counterclaims from the work their engage in. Teachers will continue with the development of performance based assessments for the new common core.</p> <p>November 2012</p> <p>Teachers will work in teams to develop their midterm examinations via common planning teams in each content area as well as career pathways. Students will also take interim assessments which will be used as a benchmark to measure student achievement tied to curriculum maps at that time. Institute for Student Achievement (I. S. A.) will assist with this.</p> <p>December 2012</p> <p>Teachers will work on revising student S. M. A. R.</p>	<p><u>Total Year 1 (2012-2013):</u></p> <p>\$52,988 PS with 50% on SIG</p> <p>\$87,380 PS \$87380 on SIG (Literacy Coach)</p> <p>\$87,380 PS \$87380 on SIG (Special Ed Coach)</p> <p>\$78,042 PS \$78042 on SIG (Media Specialist)</p> <p>\$61,988 PS (400 Per Diem Coverage x \$154.97)</p> <p>OTPS \$25,000 (Teaching Matters)</p> <p>OTPS \$25,000 (High Schools That Works)</p> <p>OTPS \$30,000 (ISA)</p> <p><u>Total Year 2(2013-2014):</u></p> <p>\$52,988 PS with 50% on SIG</p> <p>\$87,380 PS \$87380 on SIG (Special Ed Coach)</p>

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<p>writing folders, reading response journals, and projects). This person will also coordinate the professional development plans of the school to align all providers and vendors. Assistant Principal will meet with Teaching Matters, High Schools That Work and Teaching Matters to make sure all work is aligned based on student data. The Assistant Principal will align all activities to the comprehensive educational plan of school. This will work in conjunction with using the Danielson Framework for Teaching to develop teaching practices and build off of Washington Irving’s current work on teacher effectiveness with an emphasis on Questioning and Discussion techniques in collaboration with Lead Teacher.</p> <p>The Literacy /Special Education coach will help teachers align new common core performance tasks to</p>	<p>T. goals tied to midterm results with help from Teaching Matters and Institute for Student Achievement. School will use online communication forums like Google Docs to revise and align curriculum maps to new data and plan next instructional steps as we approach finals in January. High Schools That Work will assist in making sure our assignments in career and technical classes are infusing literacy across all content areas.</p> <p>HSTW will meet regularly with Smaller Learning Communities teacher teams to make interdisciplinary projects and model literacy practices for English Language Learners and struggling readers. In December team will assess this work for second half of year.</p> <p>January 2013-June 2013 Teaching Matters and I. S.A. will work with teachers to ensure their analysis of data and tasks are rigorous and infuse higher order analytical skills such as, synthesizing, inferences, and problem solving into Regents tasks that help students question a thesis or hypothesis and look for supporting evidence in text they are reading no matter genre. Teachers will align curriculum maps, lessons and classroom activities to this work.</p>	<p>\$78,042 PS \$78042 on SIG (Media Specialist)</p> <p>\$23,246 PS (150 Per Diem Coverage x \$154.97)</p> <p>OTPS \$25,000 (Teaching Matters)</p>

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<p>reading, writing, listening and speaking in mini-lessons in the classrooms with small group and individual assistance. Students will receive rubrics that are aligned to specific common core tasks in all core subjects (English, Math, Social Studies and Science).</p> <p>The coach will assist and monitor the effectiveness of the professional development given to teachers to build their common core knowledge and the creation of these performance tasks via lesson studies, walkthroughs and classroom observations or demonstration lessons</p>		

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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

Washington Irving will provide Achieve 3000 to help differentiate reading instruction focused on informational texts as part of Common Core alignment. Aventa will provide students a platform to make up credits in all core subjects, along with Apangea for problem solving, *in* Math. Teachers will use data to incorporate leveled reading *and interest based* materials for student silent sustained reading.

In collaboration with Teaching Matters’ technology infusion plan for Washington Irving and iLearn implementation, the school will purchase technology (software and hardware) to provide interactive, hands-on distance learning, marking or annotation of text for modeling of strategies for students, the use of various software programs to differentiate instruction based on student needs in order to scaffold and provide adaptive instruction for students, use of online databases, Achieve 3000 for reading strategies in an adaptive differentiated format, English Language Learners and all special needs students to improve writing across the curricula, Apangea for algebra, and additional instructional software provided by other funding sources such as N.Y.S.T.L., and Smaller Learning Communities grant. Washington Irving will implement a diagnostic examination at the beginning of the school year and place students in the appropriate instructional program.

It would also be used for make-up courses, credit recuperation and online learning opportunities.

We have revised our original submission to better support our school needs with document cameras for annotations and student response pads to foster assessment for learning and immediate data collection of student response. After Washington Irving’s final year of phase-out, the equipment purchased will be disseminated to the remaining phase-in schools in the building. The distribution will be allocated per-capita.

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Achieve 3000  Credit recuperation program via Aventa (iLearn) to make up	September 2013- Introduction of common core and citywide instructional benchmarks for year will take place and classrooms will be set up to have students work in flexible groupings based on need. Inquiry teams will focus on setting specific goals and begin	<u>Costs Year 1: 2012-2013</u> OTPS \$23,700 (Achieve 3000 student licenses) OTPS \$15,300 (iLearn student licenses)

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<p>credits</p> <p>Apangea (student licenses and technology that allows students access to content, with verbal and written expressions in multiple means to create projects, for differentiated learning via student products)</p> <p>Technology</p>	<p>to take related action that will enable improvement in student achievement. The Achieve 3000/Scholastic Read 180/Scholastic System 44 research based reading comprehension online programs will help teachers monitor student informational texts and comprehension knowledge as we use various diagnostics to ascertain student knowledge and skills.</p> <p>October 2013-Finalize observation calendar of formative observation and timeline of feedback in support of Common Core and teacher effectiveness alignment. Create a schedule for administration of baseline assessments to Identify particular areas in need of improvement, including looking at school trends from the last few years or diagnostic assessments conducted by teachers at the beginning of the year. Adjustments to instructional strategies based on what students know and do not know up to this point.</p> <p>November 2013- Continue to analyze student work and teacher practices to help address student gaps. Adjust professional development plans to address teacher needs in implementing the first round of Common Core-aligned units for the school year.</p> <p>December 2013- Continue to deepen shared understanding of Danielson’s Framework for Teaching focus on questioning and discussion techniques that will help students move toward mastery. Continue to analyze student work to inform future work for the following semester.</p> <p>January 2013- Analyze how the use of assessment in instruction is helping students to learn. Teachers will continue to make adjustments to their plans to increase level of mastery.</p>	<p>OTPS \$1,000 (Apangea student licenses) OTPS \$5,440 (Document Cam \$340 x 16) OTPS \$45,840 (Student Response Pads \$2,865 x 16)</p> <p><u>Costs Year 2: 2013-2014</u> OTPS \$14,200 (Achieve 3000 student licenses) OTPS \$4,800 (iLearn student licenses) OTPS \$1,000 (Apangea student licenses)</p>

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	<p>February 2013- Review calendar of formative observation and timeline of feedback in support of Common Core alignment for second half of the school year. Adjust the schedule for administration of baseline assessments (if necessary) to Identify particular areas in need of improvement, including looking at school trends from the previous semester's or diagnostic assessments conducted by teachers at the beginning of the year. Assist teacher planning and guide differentiated instruction. Teachers will work in teams to adjust instructional strategies based on what students know and do not know up to this point. Implement the second round of Common Core-aligned units.</p> <p>March 2013-Continue to work with teachers and administrators to analyze achievement data and formulate improvement plans so they will better understand and take ownership of student performance data. Identify aspects of teacher practice that could help address student gaps in knowledge.</p> <p>April 2013- Analyze formative assessments and results from previous standardized tests to analyze rate of improvement in student learning. Review and make adjust goals and benchmarks for increasing level of mastery. Continue to identify aspects of teacher practice that could help address student gaps in knowledge.</p> <p>May 2013-Principal, assistant principals and partners will create a summary report on challenges and findings and begin to plan for the following school year.</p> <p>June 2013-Inquiry teams will issue a reflective written report on student performance, highlighting strengths and weaknesses and proposing acting</p>	

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	plans for improving areas in need of improvement.	

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Teachers will work on student data via inquiry teams after-school to monitor student progress. Grade teams will use Acuity, Achieve 3000, N.Y.S.E.S.L.A.T., periodic assessments, common assessment created by teachers aligned to state standards, and standardized testing results to align instructional strategies to student deficiencies via teacher teams using S.M.A.R.T. student goals. Inquiry teams will meet on a weekly basis by grade and by content. The Assistant Principal, along with consultants, will each be responsible to lead an inquiry group that will focus specifically on student data. The analysis of periodic assessments and summative will be a major focus of the inquiry team along with looking</p>	<p>September 2012-June 2013 Inquiry Teams will meet weekly after school for two hours and disseminate findings to vertical planning teams twice a month. The Literacy Coach/Special Education coach, in conjunction with Lead Teacher, will help the school-wide inquiry team and content area inquiry teams via one to one teacher coaching, and group coaching sessions around data collection, data use, trends and patterns in data analysis, analysis of student work, and align of new instruction strategies to address student deficiencies as school builds student content knowledge and skills.</p> <p>This will help develop a culture of communication.</p>	<p><u>Total Year 1 (2012-2013):</u> September 2012-June 2012 (2 hours x 33 teachers x 30 weeks) = \$83,120</p> <p><u>Total Year 2 (2013-2014):</u> September 2012-June 2012 (2 hours x 5 teachers x 20 weeks) = \$8,396</p>

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<p>at student work. Inquiry teams will regularly examine student work and teacher practice in a continuous effort to differentiate instruction to improve student outcomes.</p>		

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Washington Irving will provide extended day sessions across all content areas, plus tutoring, and Saturday Academy for lab make-ups. Teachers will provide support for students during extended day in all content areas for additional intervention support and credit accumulation. Guidance Counselor will provide targeted support for students flagged for attendance concerns and college and career planning. The Saturday Academy will address tutoring for students as they get more feedback from teachers.</p> <p>Washington Irving HS will contribute additional Guidance Counselors to ensure the maximization of guidance support in partnership with SIG funded Guidance Counselor to address the school goals of College and Career readiness and attendance intervention.</p>	<p>September 2012-June 2013</p> <p>After school support will be needed to extend learning time during first year including (1) hour of content specific support and credit accumulation; (1) hour of Guidance support including attendance, tutoring, college and career planning. Students will receive a full transcript review to align to extended day offerings targeted to their needs. Student performance data and diagnostics will be used to coordinate and organize tutoring sessions.</p>	<p>Extended Day after schools for clubs, teams, credit make-up courses, credit recuperation, attendance outreach via mentoring, I.E.P. planning, and additional common planning.</p> <p><u>Total Year 1 (2012-2013):</u> \$83,960 (5 hours a week x 10 teachers x 40 weeks) September 2012-June 2012</p> <p>\$22,565 (5 hours a week x 5 Guidance Counselors x 20 weeks).</p> <p>\$21,965 (6.25 hours a week x 2 AP x 40 weeks)</p> <p>OTPS \$90,000 (supplemental books) OTPS \$97,114 (instructional supplies)</p> <p><u>Total Year 2 (2013-2014):</u> \$41,980 (5 hours a week x 5 teachers x 40 weeks) September 2012-June 2012</p> <p>\$6,770 (2.5 hours a week x 3 Guidance Counselors x 20</p>

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<p>The Debate Club is designed to teach students the art of forensics through the study of policy debate. Students learn critical thinking skills through arguing both sides of a nationally designed resolution. All debate arguments must be evidence based. Policy debate students must defend their points by citing primary and secondary sources which they learn and research.</p> <p>Robotics provides students with remarkable hands on experience in a scientific and technological setting. Students utilize critical thinking skills approach to solving problems. These skills, no doubt, prepare students' mindset for college in the fields of science and engineering. Students work collaboratively to develop a project that would be presented at the annual city wide robotics competition. This event will afford students the opportunity to learn from fellow competitors across</p>		<p>weeks)</p> <p>\$6,590(3.75 hours a week x 1 AP x 40 weeks)</p> <p>OTPS \$5,000 (supplemental books) OTPS \$19,831 (instructional supplies)</p>

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<p>the city.</p> <p>Karaoke: English Language Learners would benefit tremendously from participating in a Karaoke club after school. Participating in this activity would enhance students' speaking and listening skills and make them more aware of linguistic features such as syntax and grammatical elements. By singing a song in the target language (English), the students would internalize linguistic features such as pronunciation, enunciation, and the natural cadence of the target language. Students' social language skills will improve as a result and they will gain more confidence in their ability to speak and understand English. Students would thus learn language skills in an informal, relaxed and interactive environment, conditions most suitable for rapid language acquisition.</p>		

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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

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<p>CHILDREN’S AID SOCIETY will work with school to develop attendance incentives, monitoring and mentorship of students in need to improve attendance. CHILDREN’S AID SOCIETY will foster relationships of trust between faculty and students thus having one adult that students can use as a mentor through their Project Achieve program</p> <p>Following are the key components of the Project Achieve program: <u>Supportive Services</u>— An integral component of attendance improvement is to assist students in overcome the barriers that preclude them from attending school. Project Achieve professionals will use a targeted strengths-based approach to help students pinpoint and overcome the circumstances that make attending school difficult. The approach includes individualizing and differentiating services for</p>	<p>August 2012- Work with guidance counselor on developing a college office schedule and to create a timeline for each grade level to prepare students for the college application process. Guidance counselor will create a monthly newsletter for parents, students and staff.</p> <p>September 2012- Guidance counselor will review transcripts, summer grades, SAT’s/ACT results, financial aid deadlines, student profile sheet, parent “brag sheet” and career interest inventory with every students and parents from the 2013 Cohort. Juniors will begin their research on Colleges and Universities and take the PSAT.</p> <p>October 2012- Prepare implementation schedule for PSAT, EXPLORE and Mock SAT. Create a schedule for classroom presentations on college and career readiness by grade level.</p> <p>November 2012-Guidance counselor will assist students in the college application progress (including letters of recommendations), financial opportunity programs and meeting application deadlines.</p> <p>December 2012- Guidance counselor will facilitate workshops for parents and students on completing the FAFSA application, CSS</p>	<p><u>Total Year 1 (2012-2013):</u> OTPS \$120,000 (CHILDREN’S AID SOCIETY)</p> <p>OTPS \$36,000 (College Tours)</p> <p>PS \$83,164—(GC)</p> <p><u>Total Year 2 (2013-2014):</u> OTPS \$65,000 (CHILDREN’S AID SOCIETY)</p> <p>OTPS \$20,000 (College Tours)</p> <p>PS \$83,164—(GC)</p>

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<p>each student, utilizing a custom made assessment tool, so each student is supported in the way that best suits his/her circumstances. This can include, but is not limited to assisting students in receiving childcare, housing, or governmental support. The student’s relationship with the Project Achieve staff is critical to encouraging and assisting the student in moving to the next level in their education.</p> <p style="text-align: center;"><u>Sophisticated Outreach</u></p> <p>–Project Achieve will reach out to the students and families who are not regularly attending school. The partners will identify attendance cohorts determined by truancy levels. Higher need cohorts will be provided with more intensive services, such as continuous and consistent calls to the home, mailings, text messaging, emailing, and home visits by an experienced team of F·E·G·S professionals. Those with lower levels of truancy will be provided with outreach services on a biweekly or weekly basis. The students will become aware that they have a caring adult expecting them to attend school regularly or seek a</p>	<p>Profile and determining eligibility to file.</p> <p>January -February 2013 Guidance counselor will continue to work with families to complete and mail Financial Aid Forms.</p> <p>March-May 2013 Create senior questionnaire sheet to monitor college acceptances, prepare final transcript and other notices for colleges.</p> <p>June 2013- Create end of year newsletter (including scholarship information) for students, families and staff.</p>	

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<p>more appropriate alternative setting</p> <p>The guidance counselor will provide emotional and academic support to build students' self-esteem and transition students to college and careers. Part of the Pre-implementation work here is to conduct thorough transcript reviews, implement a college and career readiness inventory exam, create college and career focus groups for students, create a three year college plan which address the needs of 10th, 11th and 12 graders.</p> <p>The new guidance counselor will organize various workshops for parents to discuss graduation requirements, financial aid and the college application process. The guidance counselor will review PSAT, EXPLORE, PLAN and mock SAT results with students and parents and discuss results as well as how to improve scores. The guidance counselor will arrange college trips to expose Irving students to a variety of university choices and opportunities. The counselor will organize college fairs and presentations on various career</p>		

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<p>opportunities. The career and technical education elective course that students take each term will also feature the career and college planning piece using Navigation 101 as a springboard to other conversations around their post-secondary goals.</p>		

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**Action Required By Turnaround Model**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

n. **Description of how the action will be accomplished by LEA:**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	The principal will identify prospective external partners as needed to meet the school’s needs.	Applicable external partners described above

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**Action Required By Turnaround Model**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**o. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, the Office of School Development has dedicated a School Turnaround team (including the Director for Turnaround; Deputy Director for Turnaround; and Turnaround Project Managers) to manage citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. In addition, all middle and high schools undergoing phase out will be served by the same Network, the Transition Support Network. The goal of creating this Network team is to provide a systematic set of supports that are focused on the unique operational and instructional challenges that phase out schools face by:

- Establishing a single point of entry;
- Aligning phase-out-specific expertise;
- Reinforcing accountability for the work the Network does;
- Creating a professional learning community;
- Developing clear and consistent messaging for families;
- Focusing on individual needs of students and staff;

In particular, this Network support will focus on the following areas where the experience in a phase out school is even more critical than that of a traditional school: Resource management, individualized student support, school culture and communication with families, and leadership and teacher development.

- **Resource Management:** The Network will work with schools to ensure that a consistent and coherent school environment focused on student outcomes is established and maintained

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throughout the course of phase out by providing direct 1:1 support to principals on budget allocation decisions and human resource management.

- **Individualized student support:** Students will be provided with options that support their advancement, which will include, but are not limited to extend learning time, collaborative programming with other schools within the building or placement in alternative schools and programs such as Transfer Schools or YABCs. Students that remain in Kennedy as it phases out will receive instruction that fully prepares them for their next transition point. Appropriate teaching talent and programming options will be identified to ensure targeted approaches for students with disabilities and English language learners.
- **School Culture and Communication with Families:** The Network will work with school staff to foster a positive culture by working to maintain or establish extra-curricular activities, afterschool programs, and partnerships with community based organizations. Students, families and teachers will be informed about their short-term and long-term opportunities.
- **Leadership and Teacher Development:** The school community will receive numerous job embedded professional development opportunities offered by Network staff members and outside experts on a variety of topics including, but not limited to: the use of data to guide instructional decisions at the school and classroom levels, school safety and youth development, and the implementation of Common Core State Standards

Finally, the assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround Phase-out school, and provide related professional development and/or accountability support to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013	Central positions funded from SIG are described in the SIG application submitted in March 2012. Ongoing supports through Children First Network provided through local funds.

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<b>Cost of Implementation of Model (over 2 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$ 2,956,242</b>	<b>\$ 1,950,000</b>	<b>\$ 1,006,242</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model so that it may continue provide much-needed support and resources to its students.

As the PLA School is closed and the new Turnaround school opens, both schools will receive direct support from the Children First Network and key Central staff supporting schools undergoing Turnaround. These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14
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<p>IDEA SBST SHARED Federal Competitive Grant: Teaching American History Grant Federal Competitive Grant: Smaller Learning Communities State Competitive Grant: Learning Technology Federal Competitive Grant: Magnet School</p>	<p>SELF SUSTAINING Grants State Competitive Grant: Extended School Day Violence Prevention Student Assistance Program (City Council) THE GATEWAY DRUG PROGRAM TITLE I Title I SIG Restructuring Grant TITLE II D Allocative and funded tech Title IIB Math/Science Partnerships</p>
--	---

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

There are no major obstacles related to implementing this plan that NYCDOE anticipates. As needed, the Transition Support Network as well as key offices within NYCDOE will address emerging needs of the school as it phases down so that students have access to the necessary resources to complete their education and advance to post-secondary opportunities or find additional means to continue their education.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

**Bronx Arena High School**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

<b>School:</b>	Bronx Arena High School (08X537)	<b>NCES#:</b>	
<b>Grades Served:</b>	9-12	<b>Number of students:</b>	125 growing to 200 in yr 2

<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The school leader opened the new school in September 2011 as part of the Turnaround-via-phase-out model. This school will eventually replace Bronx Academy High School, the PLA school which is phasing out.	Completed	Under DOE's school autonomy structure, the principal will continue to have flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,	Article 18D of the current agreement between the United Federation of Teachers and the New York Department of Education calls for a Personnel Committee that will screen the teaching applicants for the new school, based on a set of school-based	Proceeding according to approved '10 SIG plan	DOE will share with NYSED a mid-year report on the staff turnover for the PLA school. The final data on staff turnover will be available after the 2011-2012 school year ends.

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
<p>(A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff</p>	<p>competencies developed by the school principal for hiring staff. The Personnel Committee is comprised of, at minimum, two appointees by the UFT president, two representatives by the DOE Chancellor or designee, and the principal. The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.</p> <p>Bronx Arena HS has followed this process in its hiring and will continue using this process as it completes phasing in its full complement of grades and the PLA school phases out.</p>		
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with</p>	<p>We have successfully implemented an innovative pilot program using blended learning as part of the NYC iZone initiative incorporating technology into the classroom. Being trained and having experience in incorporating technology into the classroom provides teachers the skills</p>	<p>Proceeding according to approved '10 SIG plan</p>	<p>We are expanding the pilot program to another 7 classrooms. Teachers will have on-going professional development and opportunities to participate in curriculum design teams. This work provides teachers financial incentives and skills for career growth.</p>

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
the skills necessary to meet the needs of the students in the turnaround school	and opportunities to move into new and emerging roles in schools, such as instructional designer, instructional innovation coach, and administrative roles in schools looking to incorporate technology and blended learning.		
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	Diploma Plus provides ongoing professional development for staff and leadership coaching for school leadership. Services are provided by a Diploma Plus coach one day per week. Partnership coaching occurs every two months. Additionally, partnership coaching is provided to enhance DOE and SCO integration	Proceeding according to approved '10 SIG plan	Diploma Plus is no longer our intermediary and thus will no longer be used in this capacity.  Instead, we will be using the funds to hire a school professional who will provide high quality, job-embedded professional development. The school professional will partner with the school's coach (not funded by SIG funds) to collaboratively facilitate successful implementation of the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	Diploma Plus provided professional development and/or coaching for effective implementation of the curriculum and instructional model, including collaborative planning, instructional strategies, differentiated instruction, and benchmark and testing data use. Assists in the curriculum development process through	Proceeding according to approved '10 SIG plan	Diploma Plus is no longer our intermediary and thus will no longer be used in this capacity.  We will be using the funds to hire a consultant to continue the foundation of the work laid in year 1.  We will add an instructional designer/coach

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
	trainings and platform development		and staff developer in year 2 to align curriculum to CCLS and Arena's instructional philosophy
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	Implement a blended model instructional program to individualize and personalize instruction for each student. Additionally, Diploma Plus has helped us to use a competency based instructional model. We are deepening the work both of blended and competencies.	Proceeding according to approved '10 SIG plan  Hire Aaron Boyle from school professionals	Diploma Plus is no longer our intermediary and thus will no longer be used in this capacity.  We will be using the funds to hire a consultant to help develop a (individualized by student) data tracking system.  Continue to develop curriculum for a self-paced, competency-based and blended instructional program and create data systems to monitor student progress and make instructional decisions. IT and software are tied to curriculum and data systems in our blended model school.  Partner with school professionals to provide Bronx Arena with a consultant to provide targeted support to teachers to support individualized plans for students. Additionally, implement the use of Castle Learning to assist the school in identifying high leverage student skills and sub-skills.  Hire Aaron Boyle from school professionals to assist school in implementation of individualized support for students with special needs, ELLs, and who are over-age,

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
			under credited.
Establish schedules and implement strategies that provide increased learning time	Partner with SCO Family Services to implement student internship and college access programs. In addition, to providing services and support for youth development programs, mentorship and internship programs, and other in-school and after school programs designed to increase community participation in ensuring improved student and school performance. Through work with Diploma Plus on its Future Focus initiatives	Proceeding according to approved '10 SIG plan	Continue and deepen the work laid in the foundational year and expand the role of the college person to increase the number students involved in the program.
Provide appropriate social-emotional and community-oriented services and supports for students.	In partnership with SCO Family of Services, provide Advocate Counselors at a 25 to 1 student to AC ratio. ACs supports will include college access, individual/group counseling, attendance, family, and community outreach, and student recruitment.	Proceeding according to approved '10 SIG plan	Continue the work and development of the Advocate Counselors and hire additional counselors as we grow to maintain the 25 to 1 ratio
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.	Descriptions of services provided by external providers are listed above. As applicable, the DOE Division of Contracts and Purchasing has conducted a vetting process for potential partners to work with school.	Proceeding according to approved '10 SIG plan	NYCDOE will continue to manage and execute the necessary vetting, contracting and procurement processes to make quality, experienced service providers available for schools to carry out their improvement work.
Adopt a new governance structure, which may include, but is not limited to, requiring the school to	At the Central office of NYCDOE, the Office of School Development and the Office of New Schools are staffed to	Proceeding according to approved '10 SIG	The Central offices of DOE will continue to support the school and the principals

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
<p>report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability</p>	<p>support the Turnaround phase-in/replacement schools. These positions include conducting site visits, monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, and are responsible for completing required reports and evaluations to the NYSED and/or federal agencies.</p> <p>In addition, the school is supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>plan</p>	

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**SECTION VI: SCHOOL DATA UPDATE**  
Complete for **each** school receiving SIG funds.

School:	Bronx Arena High School (08X537)	NCES#:	Not yet available
Grades Served:	9-12	Number of students:	125

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

***NOTE: This school opened in the 2011-2012 school year so does not have applicable data.***

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Percentage of students with disabilities	School: District average:	School: District average:	School: District average:	School: 6% District average:19%
Percentage of English language learners	School: District average:	School: District average:	School: District average:	School: 5% District average:11%
Percentage of students with interrupted formal education	School: District average:	School: District average:	School: District average:	School: 1.72% District average:2.16%
Number of minutes within the school year	--	--		70,200

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<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	N/A	N/A	#: <u>  0  </u> %: <u>      </u>	#: <u>  0  </u> %: <u>  0  </u>
Teacher attendance rate	N/A	N/A		90%
Distribution of teachers by performance level on LEA's teacher evaluation system*	N/A	N/A		All 7 teachers were "S"
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.			

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions:** Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>1</sup>

*Note: Bronx Arena is a Transfer School designed to serve students who are over-age and under-credited. All of our students are formerly truant, behind in credits, and not on track to graduate. We do not have the opportunity to put students through a standard 4 year scope and sequence. Consequently, our circumstances and goals differ from those of a traditional high school.*

*\*Note: The average suspension rate is higher because we have doubled the size of the school from last year to this year. When accounting for this the goal actually a lower average rate.*

*\*Note: Calculating drop rate in a transfer school is a challenge because cohorts don't have the same meaning as in a traditional school and total school rate in our first year is misleading and is not a valid baseline. As a transfer school, our first year drop out rate will probably be our lowest.*

	2010-2011 Data	2011-2012**	2012-2013 Additional Goals
Number of minutes in the school year	NA	70,200	70,200
Student participation rate on State Assessments: ELA	NA	50%	50%
Student participation rate on State Assessments: Math	NA	33%	50%
Drop-out rate	NA	19% (based on total student enrollment to negative drops)	25%
Student Attendance Rate (Average Daily Attendance)	NA	64%	70%
<b>Percentage of students completing advanced coursework (eg AP/IB, early-college high schools, or dual enrollment classes)</b>	NA	0%	1%
<b>Suspension Rate</b>	NA	Average 2 suspensions per	Average 3 per month

<sup>1</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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		month	
<b>Truancy</b>	NA	54%	45%
<b>Teacher Attendance Rate</b>	NA	90%	96%
<b>Teacher Turnover Rate</b>	NA	0%	0%

\*For schools that opened in 2010-2011 only

\*\*Data as available at this time.

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**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

Bronx Arena High School has consulted with its SLT, school partnerships, UFT, and parents through varying venues, including SLT meetings, parent conferences, and at weekly UFT meetings. The SIG application has been a collaborative effort involving all stakeholders, teachers, parents, SCO Family of Services, and Diploma Plus. The SLT and Core Team meetings have served as the primary platform for collaboration.

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Ty Cesene

BEDS Code:

3	2	0	8	0	0	0	1	1	5	3	7
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Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

- Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
- For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Jasanth Finolay</u>	<u>UFT Representing Teachers and staff</u>	<u>April 29, UFT, 400th meeting March 8, 2012 SLT Meeting</u>	
Signature <u>JF Finolay</u>			
Individual's Name (Print/Type) <u>Anne Zincke</u>	<u>Program Director Representing SCO Family of Services Families + Students + Parents</u>	<u>x side meeting March 8, 2012 SLT meeting</u>	
Signature <u>AZ</u>			
Individual's Name (Print/Type) <u>Natasha Price</u>	<u>SLT</u>	<u>March 8, 2012 SLT meeting</u>	<u>March 8 SLT Agenda</u>
Signature			

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Ty Cesene  
 BEDS Code: 

3	2	0	8	0	0	0	1	1	5	3	7
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 Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Jasciath Finlay</u>	UFT Representing Teachers and staff	March 29, UFT, summary until March 8, 2012 SLT Meeting	
Signature <u>JEF</u>			
Individual's Name (Print/Type) <u>Anne Lincke</u>	Program Director Representing SCO Family of Services Families: Students: Parents	x side meeting March 8, 2012 SLT meeting	
Signature <u>AL</u>			
Individual's Name (Print/Type) <u>Natasha Price</u>	SLT	March 8, 2012 SLT meeting	March 8 SLT Agenda
Signature			

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BRONX ARENA HIGH SCHOOL LEADERSHIP TEAM MEETING

Mar 8, 2012

Rm 215

Attendees:

Ty Cesene

Jacynth Fudley.

MELINDA KONG.

Natasha Price.

Tatiana Morales.

Katrin Gas

Hub

Shanice King

Jacynth Fudley

**New York State Education Department  
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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

**Bronx Bridges High School**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

<b>School:</b>	Bronx Bridges High School	<b>NCES#:</b>	360008506221
<b>Grades Served:</b>	9,10	<b>Number of students:</b>	165

<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The school leader opened the new school in September 2011 as part of the Turnaround-via-phase-out model. This school will eventually replace School for Community Research & Learning, the PLA school which is phasing out.	Completed	Under DOE's school autonomy structure, the principal will continue to have flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,	Article 18D of the current agreement between the United Federation of Teachers and the New York Department of Education calls for a Personnel Committee that will screen the teaching applicants for the new school, based on a set of school-based competencies	Proceeding according to approved '10 SIG plan	DOE will share with NYSED a mid-year report on the staff turnover for the PLA school. The final data on staff turnover will be available after the 2011-2012 school year ends.

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
<p>(A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff</p>	<p>developed by the school principal for hiring staff. The Personnel Committee is comprised of, at minimum, two appointees by the UFT president, two representatives by the DOE Chancellor or designee, and the principal. The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.</p> <p>Bronx Bridges HS has followed this process in its hiring and will continue using this process as it completes phasing in its full complement of grades and the PLA school phases out.</p>		
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs</p>	<p>Staff is compensated per-session for work done after-school and/or on Saturday that is intended to build capacity in the school, especially in areas of provision of youth development and teacher leadership.</p>	<p>Proceeding according to approved '10 SIG plan.</p>	<p>Staff will be offered per-session for work done after-school and/or on Saturday that is intended to build capacity in the school, especially in areas of provision of youth development and teacher leadership.</p> <p>We have just concluded our hiring</p>

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of the students in the turnaround school			<p>season for the 2012-13 academic year. We sought to bring in a Lead Teacher in the areas identified of ELA, Math, and Science, but did not find one from the given pool of applicants that applied for this particular DOE title. We have developed, however, teachers that have taken on considerable leadership roles in either instructional or youth development leadership. 4 teachers have been selected to lead and assist in the coaching of other teachers through our Content Team PLCs in the areas of Math, Science, English, and Social Studies. These 4 teachers will work with the newly appointed Instructional AP and one of our two instructional coaches in developing a cohesive professional development program and peer coaching within each content team. Another teacher will work with our instructional coach in developing best practices for SIFE (Students with Interrupted Formal Education) and students with IEPs. Our high retention rate is attributed to incentives and career growth opportunities. .</p>
Provide staff ongoing, high-quality, job-embedded professional	Teachers meet 5x a week in content and grade teams, in addition to 100 minutes of PD every	Proceeding according to	Teachers will meet 5x a week in content and grade teams, in addition to

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<p>development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	<p>Wednesday. Teachers have been trained in the following pedagogical or youth development strategies/models/programs: EXC-ELL, Guided Discipline, At-Risk Behavioral Intervention (RAMAPO), Research for Better Teaching,</p>	<p>approved '10 SIG plan.</p>	<p>100 minutes of PD every Wednesday. Teachers will be trained in the following pedagogical or youth development strategies/models/programs: EXC-ELL, Guided Discipline, At-Risk Behavioral Intervention (RAMAPO), Research for Better Teaching,</p> <p>We continue to partner with Research for Better Teaching, but did not pay them directly with SIG funds since they are not ARRA approved. RBT did work in conjunction with the Principal and Instructional Coach, in addition to our other partner ExC-ELL to meet with every teacher 2-3 times per six-week cycle. This in-class coaching informed our Wednesday and Common planning time (5 week) to strengthen both instruction and planning. All teachers created 6 unit plans that are documented in our online mapper ATLAS. This will continue to be the case. Evidence of the success in PD and support in planning can be found in the feedback given to teachers after every unit with later units being considerably more rigorous and more aligned to standards. We monitored the impact of</p>

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			<p>the PD by both self-evaluations that progress in the six-week assessments. This work will continue using the same format in 2012-13. The funds used for pre-service PD yield significant benefit as this PD establishes the foundation and successful implementation of the instructional support systems we use.</p>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>Training of ELL specific strategies to develop language acquisition and vocabulary building using Expediting Comprehension for English Language Learners (EXC-ELL) instructional program. This will include on-going in-classroom support and additional professional development for EXC-ELL.</p>	<p>Proceeding according to approved amended plan.</p>	<p>Training of ELL specific strategies to develop language acquisition and vocabulary building using Expediting Comprehension for English Language Learners (EXC-ELL) instructional program.</p> <p>Teachers met with ExC-ELL coaches 8 times during the year, individually and in content teams. Five strategies that are aligned to the SI model were selected by the teachers from a repertoire of strategies that learned in ExC-ELL PD, and were implemented in all classrooms, across content to ensure that students were able to develop literacy skills that they used to access content in all classes. The strategies were scaffolded and structured the same way in all classes as to ensure students used them in all classes. Teachers then targeted these</p>

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			skills in their unit 5 and unit 6 assessments across content. This will continue as sustained, strong practices will be institutionalized, a feature of successful schools.
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	Implementation of six-week interim assessment cycles in which all teachers plan common assessments, administer assessment, analyze data, re-teach learning objectives not mastered, and revise following learning objectives.	Proceeding according to approved '10 SIG plan.	<p>Implementation of six-week interim assessment cycles in which all teachers plan common assessments, administer assessment, analyze data, re-teach learning objectives not mastered, and revise following learning objectives.</p> <p>In year 2, we continue to use the six-week interim assessment cycles, focusing on the one-on-one deep dive analysis that follow each cycle. We refined our protocol to target sub-groups that were not mastering objectives across content. This work will drive our PD and coaching and will be referred to consistently in our feedback sessions with individual teachers and content teams.</p>
Establish schedules and implement strategies that provide increased learning time	Implementation of on-going maintenance of extended day program. Extended day programs consists of academic intervention, academic and social-emotional counseling, and high-interest classes that build academic or social skills.	Proceeding according to approved amended plan.	Implementation of on-going maintenance of extended day program. Extended day programs consists of academic intervention, academic and social-emotional counseling, and high-interest classes that build academic or

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	<p>In addition, we hired three additional teachers to provide more innovative schedules and programs that meet out students needs in areas of high concern, including ELA, Math, and Science.</p>		<p>social skills.</p> <p>In addition, we hired three additional teachers to provide more innovative schedules and programs that meet out students needs in areas of high concern, including ELA, Math, and Science.</p> <p>Our model has not changed from Year 1 to Year 2. Extended learning time was paid mostly from SIG, but will not include other funding, including Title III funding. Specifically, we used, and will continue data collected from both our six-week interim assessments, student work, information gathered in our Family Group and youth development programs, and observations from our in-class coaching, to design six-week intervention/enrichment courses we called modules to target both academic and youth development goals. Course included academic intervention such as a basic phonics reading group, a fractions boot-camp, and a science graphic literacy group, Additional teachers allowed for these intervention/enrichment courses.</p>
<p>Provide appropriate social-emotional</p>	<p>Implementation and on-going maintenance of</p>	<p>Proceeding</p>	<p>Implementation and on-going maintenance of extended day program.</p>

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and community-oriented services and supports for students.	<p>extended day program. Extended day programs will consist of social-emotional counseling and classes that develop social skills.</p> <p>In addition, we contracted a Good Shepherd Services Social Worker to focus on at-risk students and their families as identified by academic performance, attendance, social-emotional needs.</p>	according to approved amended plan.	<p>Extended day programs will consist of social-emotional counseling and classes that develop social skills.</p> <p>In addition, we will continue to contract a Good Shepherd Services Social Worker to focus on at-risk students and their families as identified by academic performance, attendance, social-emotional needs.</p> <p>Our Family Group structure (Advisory) was highly successful in Year 1 and provided our school with a structure to provide students with direct instruction in character development and academic counseling. We have also recently expanded our partnership with Good Shepherd and have updated our plan to include a contracted social worker to meet the growing need for counseling.</p>
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.	Descriptions of services provided by external providers are listed above. As applicable, the DOE Division of Contracts and Purchasing has conducted a vetting process for potential partners to work with school.	Proceeding according to approved '10 SIG plan	NYCDOE will continue to manage and execute the necessary vetting, contracting and procurement processes to make quality, experienced service providers available for schools to carry out their improvement work.
Adopt a new governance structure,	At the Central office of NYCDOE, the	Proceeding according to	The Central offices of DOE will continue to support the school and the

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<p>which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability</p>	<p>Office of School Development and the Office of New Schools are staffed to support the Turnaround phase-in/replacement schools. These positions include conducting site visits, monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, and are responsible for completing required reports and evaluations to the NYSED and/or federal agencies.</p> <p>In addition, the school is supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>approved '10 SIG plan</p>	<p>principals</p>

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**SECTION VI: SCHOOL DATA UPDATE**  
 Complete for **each** school receiving SIG funds.

School:	Bronx Bridges High School	NCES#:	06221
Grades Served:	9,10	Number of students:	165

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

*Note: School opened with ninth grade cohort only in 2010-2011.*

Indicator	2009-2010 SY	2010-2011 SY	2011-2012 SY
Percentage of students with disabilities	School: District average:	School: 12% District average: 19%	School: 12% District average: 19%
Percentage of English language learners	School: District average:	School: 78% District average: 11%	School: 93% District average: 11%
Percentage of students with interrupted formal education	School: District average:	School: 10% District average: Unknown	School: 14% District average: 2.16%
Number of minutes within the school year		75,850 minutes	75,850 minutes

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<b>Indicator</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____	#: ___0% ____	#: ___9% ____
Teacher attendance rate		98%	96%
Distribution of teachers by performance level on LEA's teacher evaluation system*		Satisfactory: 6 Teachers Unsatisfactory: 0 Teachers	Satisfactory: 14 Teachers Unsatisfactory: 0 Teachers Doubtful (1 <sup>st</sup> Yr Rating): 1 Teacher
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.		

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions:** Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>2</sup>

	2010-2011 Data	2011-2012**	2012-2013**
<b>Number of minutes in the school year</b>	<b>75,850 min</b>	<b>75,850 min</b>	<b>75,850 min</b>
<b>Student participation rate on State Assessments: ELA</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Student participation rate on State Assessments: Math</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Drop-out rate</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Student Attendance Rate (Average Daily Attendance)</b>	<b>94%</b>	<b>91.3%</b>	<b>92.5%</b>
<b>Percentage of students completing advanced coursework (eg AP/IB, early-college high schools, or dual enrollment classes)</b>	<b>0%</b>	<b>9%</b>	<b>20%</b>
<b>Suspension Rate</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Truancy</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Teacher Attendance Rate</b>	<b>98%</b>	<b>96%</b>	<b>97%</b>
<b>Teacher Turnover Rate</b>	<b>N/A</b>	<b>30%</b>	<b>25%</b>

\*For schools that opened in 2010-2011 only

\*\*Provide data as available at this time.

<sup>2</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

Members of the School Leadership team discussed the school's progress and plan for next year during its April SLT meeting.

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**Bronx Bridges High School**

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name:

BEDS Code:

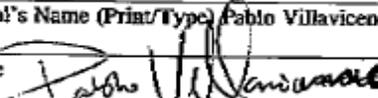
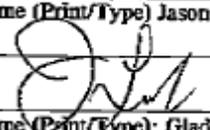
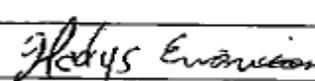
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Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Pablo Villavicencio	Principal Administration/CSA	4/20/12 SLT Meeting	
Signature 			
Individual's Name (Print/Type) Jason Locke	UFT Representation Teachers	4/20/12 SLT Meeting	
Signature 			
Individual's Name (Print/Type): Gladys Encarnacion	Parent Representative/PTA Parents	4/20/12 SLT Meeting	
Signature 			

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

**Bronxdale High School**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

<b>School:</b>	Bronxdale High School	<b>NCES#:</b>	Not yet available
<b>Grades Served:</b>	9	<b>Number of students:</b>	101

<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The school leader opened the new school in September 2011 as part of the Turnaround-via-phase-out model. This school will eventually replace Christopher Columbus High School, the PLA school which is phasing out.	Completed	Under DOE's school autonomy structure, the principal will continue to have flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,	Article 18D of the current agreement between the United Federation of Teachers and the New York Department of Education calls for a Personnel Committee that will screen the teaching applicants for the new school, based on a set of school-based	Proceeding according to approved '10 SIG plan	DOE will share with NYSED a mid-year report on the staff turnover for the PLA school. The final data on staff turnover will be available after the 2011-2012 school year ends.

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<p>(A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff</p>	<p>competencies developed by the school principal for hiring staff. The Personnel Committee is comprised of, at minimum, two appointees by the UFT president, two representatives by the DOE Chancellor or designee, and the principal. The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.</p> <p>Bronxdale HS has followed this process in its hiring and will continue using this process as it completes phasing in its full complement of grades and the PLA school phases out.</p>		
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with</p>	<p>Providing opportunities for per-session employment to create financial incentives for staff members.</p>	<p>Proceeding according to approved '10 SIG plan</p>	<p>We plan to continue providing per-session opportunities. The school has designated a staff member as the Common Core Instructional Lead for 2012-2013.</p> <p>Portion of funding for two teachers will be used toward reduced class size and providing</p>

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the skills necessary to meet the needs of the students in the turnaround school			scheduling that will allow them with increased learning time/advisory program.
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	Teachers had coaching for both pedagogy and content from highly qualified coaches through ISA in weekly lunch PD sessions as well as bi-monthly meetings for specific subject areas. Afternoon PDs were also used for staff on instructional practices. Due to scheduling, a formal method for intervisitations was not feasible but informal class visits or observations were done by mentor teachers and new teachers. For the next school year, the school administration is revisiting its scheduling so that more time is allowed for teachers to conduct intervisitations as part of their professional development.	Proceeding according to approved '10 SIG plan	We plan to continue to work with ISA to provide coaching for all teachers, , focusing very specifically on inquiry-based instruction and better alignment to the Common Core Learning Standards. A common professional period has been built into teachers' schedules so that one day may be allotted to staff development while the other days have been designated for: Team time, ICT Common Planning, Content Area Common Planning, and Case Conferences. We will have early release days on 5 Mondays in order to facilitate added PD. The teachers will meet in Professional Learning Communities (PLCs) to analyze data, discuss implications for instruction, and share best practices. We are working on scheduling targeted intervisitations and will utilize a portion of the funds to pay for substitute coverage in order to facilitate this practice.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	Staff worked with an ISA coach on curriculum writing with focus on integrating CCLS with project-based learning activities. Teachers worked on a framework for the curriculum over the summer and fall 2011 and used weekly morning professional development sessions during the school year	Proceeding according to approved '10 SIG plan	This is planned to be continued in 2012-2013; some teachers are continuing to work on this over the summer in consultation with ISA. In addition, we will bring in the Scholastic Reading Inventory (SRI) and administer this assessment 4 times per year to set a baseline

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	to develop and share scope of projects beginning to end and examine student work in developing the curriculum.		and then monitor student progress in terms of reading comprehension. Teachers have begun work over the summer (and this work will continue into the school year) on developing and fine-tuning standards-based rubrics through which to assess whether students have met the predetermined power standards that apply to each instructional unit. ISA and the CFN will continue to provide support on standards-based grading and how to effectively use/share the data generated from this practice. A Common Core Instructional Lead has been selected and will work with staff to ensure existing and new curricula are effectively aligned with the CCLS.
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	We have administered our DY0 with the support of ISA and NCREST. We have been utilizing that data to formulate instruction for this year and to plan for next year.	Proceeding according to approved '10 SIG plan	We plan to continue to use the DY0 process to accumulate more data and use the larger sampling to identify additional trends and further our work with subgroups. Please see above response for more specific information about added assessments. Teachers will also work in PLCs to analyze student work – bringing in yet another form of regularly accessible data through which to make decisions and share information about best approaches to teaching and learning.
Establish schedules and implement strategies that provide increased	We have an afterschool program that focuses on both academic skills as well as extracurricular activities. After school	Proceeding according to	Class periods were lengthened for the 2012-2013 school year to enable teachers and

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learning time	support for students for Mondays through Thursdays was put in place beginning in February 2012, covering all subject matters as needed. Please see below for more on the advisory program that was also part of the school's scheduling structure. As mentioned above, the school is also examining its schedule for 2012-2013 for more flexibility to allow teachers to conduct intervisitations.	approved '10 SIG plan	students to genuinely “do the work of inquiry.” In addition, after school support will be offered using per session funds as needed. Teachers will also begin conducting weekly Case Conferences to address the needs of students who may be struggling academically or socio-emotionally in order to make decisions about added supports. With the introduction of Datacation's Skedula, teachers will have a vehicle through which to communicate regarding grades and behavioral patterns with other staff members and parents. Administrators will have access to reports generated through Skedula to ensure communications regarding student needs – especially the need for added support – are frequent and valuable.
Provide appropriate social-emotional and community-oriented services and supports for students.	An advisory program was built in as a mandated 9 <sup>th</sup> period, where students meet with an advisor to set and discuss individual goals and review progress during the semester. The program also provided an opportunity to explore social and emotional topics with students such as plagiarism, school safety, bullying, as well as post-secondary topics such as researching for college. These efforts were led by the guidance counselor who also provided professional development to teachers to support their planning and work as advisors. The school plans to further develop the	Proceeding according to approved '10 SIG plan	We plan to continue our advisory program with its academic push to foster growth in our students. Teachers will follow their 2011-2012 advisees, except where change is needed. Students with high needs (e.g. repeaters) will be assigned deliberately to specific counselors trained or prepared for the challenges of those groups. The school administration is looking to adopt a foundational advisory curriculum with CCLS alignment that is grade-specific. Please see above response for added information.

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	advisory program next year with more CCLS-aligned foundation. The school also collaborated with Vital Theater Company, which helped to facilitate ELA instruction through a designated teaching artist, provide professional development to staff, and expand students' experiences by having them involved in all aspects of producing a theatrical version of a literature piece from their class.		
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.	Descriptions of services provided by external providers are listed above. As applicable, the DOE Division of Contracts and Purchasing has conducted a vetting process for potential partners to work with school.	Proceeding according to approved '10 SIG plan	NYCDOE will continue to manage and execute the necessary vetting, contracting and procurement processes to make quality, experienced service providers available for schools to carry out their improvement work.
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	At the Central office of NYCDOE, the Office of School Development and the Office of New Schools are staffed to support the Turnaround phase-in/replacement schools. These positions include conducting site visits, monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, and are responsible for completing required reports and evaluations to the NYSED and/or federal agencies.	Proceeding according to approved '10 SIG plan	The Central offices of DOE will continue to support the school and the principals

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	In addition, the school is supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school's use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.		

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**SECTION VI: SCHOOL DATA UPDATE**  
Complete for **each** school receiving SIG funds.

<b>School:</b>	Bronxdale High School	<b>NCES#:</b>	Not yet available
<b>Grades Served:</b>	9	<b>Number of students:</b>	101

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

***NOTE: This school opened in the 2011-2012 school year and therefore does not have applicable data for previous years.***

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Percentage of students with disabilities	School: District average:	School: District average:	School: District average:	School: 12% District average: 16%
Percentage of English language learners	School: District average:	School: District average:	School: District average:	School: 8% District average: 10%
Percentage of students with interrupted formal education	School: District average:	School: District average:	School: District average:	School: 1% District average: 2.59%
Number of minutes within the school year				77,900

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<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____	#: _____ %: _____	#: _____ %: _____	# 0
Teacher attendance rate				96%
Distribution of teachers by performance level on LEA's teacher evaluation system				Total teachers: 10 Satisfactory: 9 Unsatisfactory: 1 90% Satisfactory
Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either “S” (Satisfactory) or “U” (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.			

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions:** Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>3</sup>

*NOTE: This school opened in the 2011-2012 school year and therefore does not have applicable data for the previous year.*

	2010-2011 Data	2011-2012**	2012-2013
<b>Number of minutes in the school year</b>		<b>77,900</b>	<b>76,500</b>
<b>Student participation rate on State Assessments: ELA</b>		N/A	<b>10<sup>th</sup> graders: to be determined depending on incoming cohort</b>
<b>Student participation rate on State Assessments: Math</b>		<b>47%</b>	<b>9<sup>th</sup> graders: 23 % 10<sup>th</sup> graders: 100%</b>
<b>Drop-out rate</b>			<b>0.5%</b>
<b>Student Attendance Rate (Average Daily Attendance)</b>		<b>88%</b>	<b>94%</b>
<b>Percentage of students completing advanced coursework (eg AP/IB, early-college high schools, or dual enrollment classes)</b>		<b>0%</b>	<b>0%</b>
<b>Suspension Rate</b>		<b>.5%</b>	<b>0.5%</b>
<b>Truancy</b>		<b>1%</b>	<b>0.5%</b>
<b>Teacher Attendance Rate</b>		<b>96%</b>	<b>98%</b>
<b>Teacher Turnover Rate</b>		<b>13%</b>	

\*For schools that opened in 2010-2011 only

<sup>3</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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**\*\*Provide data as available at this time.**

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**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

Met with members of the School Leadership Team during April to share information.

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Bronxdate High School

BEDS Code:	3	2	1	1	0	0	0	1	1	5	0	8
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Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>John Chase Jr</u> <i>[Signature]</i>	Principal School Administration	4/20/2012 face to face	
Individual's Name (Print/Type) <u>Samantha Souvatzis</u> <i>[Signature]</i>	UFT Chapter Leader Teachers	4/20/2012 face to face	
Individual's Name (Print/Type) <u>Barbara Schiraldi</u> <i>[Signature]</i>	Parent Association President Parents <i>[Signature]</i>	4/20/2012 face to face	

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

**Brooklyn Frontiers High School**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

<b>School:</b>	Brooklyn Frontiers High School	<b>NCES#:</b>	
<b>Grades Served:</b>	9	<b>Number of students:</b>	78

<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The school leader opened the new school in September 2011 as part of the Turnaround-via-phase-out model. This school will eventually replace Pacific High School, the PLA school which is phasing out.	Completed	Under DOE's school autonomy structure, the principal will continue to have flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,	Article 18D of the current agreement between the United Federation of Teachers and the New York Department of Education calls for a Personnel Committee that will screen the teaching applicants for the new	Proceeding according to approved '10 SIG plan	DOE will share with NYSED a mid-year report on the staff turnover for the PLA school. The final data on staff turnover will be available after the 2011-2012 school year ends.

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<p>(A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff</p>	<p>school, based on a set of school-based competencies developed by the school principal for hiring staff. The Personnel Committee is comprised of, at minimum, two appointees by the UFT president, two representatives by the DOE Chancellor or designee, and the principal. The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.</p> <p>Brooklyn Frontiers HS has followed this process in its hiring and will continue using this process as it completes phasing in its full complement of grades and the PLA school phases out.</p>		
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to</p>	<p>Teachers are encouraged to participate in professional development opportunities that are aligned with their professional growth goals. The principal meets with the teachers twice a year to reflect on progress, needs and set some goals. Staff are given leadership</p>	<p>proceeding according to approved '11 SIG plan</p>	<p>Teachers will be encouraged to participate in professional development opportunities that are aligned with their professional growth goals. The principal will meet with the teachers twice a year to reflect on progress, needs and set some goals. Staff will be given</p>

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recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school	positions that are aligned with their skills and interests. Staff are afforded opportunities for collaboration with each other.		leadership positions that are aligned with their skills and interests.
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	Hire teachers to provide in-house support to all teachers in implementing blended learning initiatives and literacy development programs across subjects areas. Teachers will work with both students and staff directly to understand need and support PD for other staff members.	proceeding according to approved '11 SIG plan	Continue to fund teachers to provide in-house support to all teachers in implementing blended learning initiatives and literacy development programs across subjects areas. 2 FTE teachers will continue to work with both students and staff directly to understand need and support PD for other staff members. In Year 2, an additional consultant will be hired through School Professionals to work alongside the FTE teacher who has been supporting literacy PD for teachers. The identified consultant is a retired DOE teacher and Central administrator with expertise in literacy intervention programs. Both the teacher and consultant will work with teachers during prep periods during the regular school day, will conduct classroom observations and provide feedback, and will help teachers inform their classroom instruction for all students and the development of Individual Educational plans for students who receive SpEd services. In Year 2, teachers will continue to meet weekly as a whole staff for 2 hours after school and 80 minutes in departments for PD and inquiry work.

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<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>Per Session is used to fund teachers to meet in teams to assess student results and develop instructional programs to match identified needs, including developing curriculum maps that are structures around achievement of skills outcomes that are aligned Common Core and state standards.</p>	<p>proceeding according to approved amended plan</p>	<p>Teachers will continue to meet in teams to assess student results and develop instructional programs to match identified needs. This includes the development of curriculum maps that are structures around achievement of skills outcomes that are aligned Common Core and state standards. In Year 2, an educational consultant will be hired through School Professionals to support implementation of a competency based assessment/feedback system that defines student skills and academic needs. The consultant will work directly with school leadership and teachers to build on the work implemented in Year 1 during which we constructed a school-wide outcomes based instructional and assessment system that was implemented in all credit-bearing classes. In Year 2, teachers will continue to refine the outcomes system while we also work to create multiple opportunities for students to self-assess their performance on assessments relative to outcomes defined in the all credit-bearing courses.</p> <p>Good Shepherd Services will provide student support services to enable an advisory structure with a 20:1 student to counselor ratio. Supports will include college access advising, attendance outreach and individual and group counseling. Additional counselors</p>

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			will be hired to maintain the 20:1 student ratio. Private funding has also been secured to sustain this ratio beyond the funding period. In Year 2, Good Shepherd Services is providing training to all staff members and the DOE administrative team to support implementation of the Sanctuary Model (a trauma-informed approach to support young people).
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	A partial teacher position will be funded to support the development and implementation of a competency based assessment/ feedback system that defines student skills and academic needs. The 0.2 FTE teacher will also work directly with FT teachers to facilitate an inquiry process that will inform implementation. A partial Assistant Principal position will be funded during the summer of 2012. This 0.1667 FTE position will be used to support newly hired to staff to develop curriculum and instructional practices to support the range of needs represented by our student population.	proceeding according to approved '11 SIG plan with modifications	In Year 2, an educational consultant will be hired through School Professionals to support implementation of a competency based assessment/feedback system that defines student skills and academic needs. The consultant will work directly with school leadership and teachers to build on the work implemented in Year 1 during which we constructed a school-wide outcomes based instructional and assessment system that was implemented in all credit-bearing classes. In Year 2, teachers will continue to refine the outcomes system while we also work to create multiple opportunities for students to self-assess their performance on assessments relative to outcomes defined in the all credit-bearing courses.
Establish schedules and implement strategies that provide increased learning time	Purchased laptops to enable online/ blended learning opportunities to provide students access to a large catalog of courses and to extend learning time beyond the confines of the school day.	proceeding according to approved '11 SIG plan	Purchase laptops to enable online/ blended learning opportunities to provide students access to a large catalog of courses and to extend learning time beyond the confines of the school day.

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	Students will receive free netbooks and subsidized broadband service through the NYC Connected Foundations program		Students will receive free netbooks and subsidized broadband service through the NYC Connected Foundations program In Year 2, literacy and blended learning support will continue to be provided by 2 FTE teachers (Maria Sandoval and Brian Bunting). The school will continue to participate in the iLearnNYC program. Teachers who had been trained to develop blended courses in Year 1 will provide support to teachers in Year 2.
Provide appropriate social-emotional and community-oriented services and supports for students.	Good Shepherd Services will provide student support services to enable an advisory structure with a 20:1 student to counselor ratio. Supports will include college access advising, attendance outreach and individual and group counseling.	proceeding according to approved plan with some amendments	Good Shepherd Services will provide student support services to enable an advisory structure with a 20:1 student to counselor ratio. Supports will include college access advising, attendance outreach and individual and group counseling. Additional counselors will be hired to maintain the 20:1 student ratio. Private funding has also been secured to sustain this ratio beyond the funding period. In Year 2, Good Shepherd Services is providing training to all staff members and the DOE administrative team to support implementation of the Sanctuary Model (a trauma- informed approach to support young people).
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external	Descriptions of services provided by external providers are listed above. As applicable, the DOE Division of Contracts and Purchasing has conducted a vetting process for potential partners to work with	Proceeding according to approved '10 SIG plan	NYCDOE will continue to manage and execute the necessary vetting, contracting and procurement processes to make quality, experienced service providers available for schools to carry out their improvement work.

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
providers to ensure their quality.	school.		
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	<p>At the Central office of NYCDOE, the Office of School Development and the Office of New Schools are staffed to support the Turnaround phase-in/replacement schools. These positions include conducting site visits, monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, and are responsible for completing required reports and evaluations to the NYSED and/or federal agencies.</p> <p>In addition, the school is supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	Proceeding according to approved '10 SIG plan	The Central offices of DOE will continue to support the school and the principals

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**SECTION VI: SCHOOL DATA UPDATE**  
Complete for **each** school receiving SIG funds.

School:	Brooklyn Frontiers High School	NCES#:	Not yet available
Grades Served:	9	Number of students:	78

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

***NOTE: This school opened in the 2011-2012 school year so does not have applicable data.***

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Percentage of students with disabilities	School: District average:	School: District average:	School: District average:	33% (17%)
Percentage of English language learners	School: District average:	School: District average:	School: District average:	1.3% (16%)
Percentage of students with interrupted formal education	School: District average:	School: District average:	School: District average:	0% (1.24%)
Number of minutes within the school year				<b>367830</b>

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<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____		#: <u>  0  </u> %: <u>  0  </u>	0% The school student population is comprised only of 10 <sup>th</sup> graders that have entered 2 years behind with low skills. Our focus is still on ramping up those skills, and as they become juniors and seniors it is our expectation that they will begin taking advanced coursework.
Teacher attendance rate			98%	98%
Distribution of teachers by performance level on LEA's teacher evaluation system*				100% rated satisfactory
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.			

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions:** Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>4</sup>

	<b>2010-2011 Data</b>	<b>2011-2012**</b>	<b>2012-2013</b>
<b>Number of minutes in the school year</b>		<b>367830</b>	<b>367830</b>
<b>Student participation rate on State Assessments: ELA</b>		<b>0%</b>	<b>0%</b>
<b>Student participation rate on State Assessments: Math</b>		<b>15.4%</b>	<b>55%</b>
<b>Drop-out rate</b>		<b>0%</b>	<b>5%</b>
<b>Student Attendance Rate (Average Daily Attendance)</b>		<b>79%</b>	<b>75%</b>
<b>Percentage of students completing advanced coursework (eg AP/IB, early-college high schools, or dual enrollment classes)</b>		<b>0%</b>	<b>0%</b>
<b>Suspension Rate</b>		<b>34.7%</b>	<b>17%</b>
<b>Truancy</b>		<b>10%</b>	<b>10%</b>
<b>Teacher Attendance Rate</b>		<b>98%</b>	<b>98%</b>
<b>Teacher Turnover Rate</b>		<b>20%</b>	<b>15%</b>

\*For schools that opened in 2010-2011 only

\*\*Provide data as available at this time.

<sup>4</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

The school met with the School Leadership Team to discuss the available resources and collaboratively develop an update of the original 3-year plan. Key stakeholders include the UFT chapter leader, parents, students, additional staff members, and a representative from our embedded CBO partner, Good Shepherd Services. The ideas of the group were integrated into the final proposal which was developed by the principal.

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Brooklyn Frontiers High School  
 BEDS Code: 

3	3	1	5	0	0	0	1	1	4	2	3
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 Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>ASKEW, LISA</u>	<u>PARENT</u>	<u>4-25-2012</u>	
Signature <u>Lisa Askew</u>	<u>SLT</u>		
Individual's Name (Print/Type) <u>Marta Sandoval</u>	<u>teacher</u>	<u>4/25/12</u>	
Signature <u>Marta Sandoval</u>	<u>UFT</u>		
Individual's Name (Print/Type) <u>Milie Henriquez - McArdle</u>	<u>Director - Good Shepherd Services</u>	<u>4/25/12</u>	
Signature <u>Milie HENRIQUEZ - McArdle</u>			

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Brooklyn Frontiers High School

BEDS Code: 

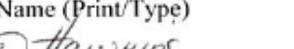
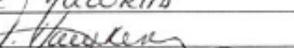
3	3	1	5	0	0	0	1	1	4	2	3
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 Copy and use additional pages as necessary

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This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
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1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Alona Cohen</u>	<u>Principal</u>	<u>4/25/12</u>	
Signature 			
Individual's Name (Print/Type) <u>Jaimie Hawkins</u>	<u>PTA President</u>	<u>04/25/12</u>	
Signature 			
Individual's Name (Print/Type) <u>TREQUAN BEKKA</u>	<u>DC 37 Representative</u>	<u>4/25/12</u>	
Signature 			

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

**The High School for Community Leadership**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

<b>School:</b>	The High School for Community Leadership (28Q328)	<b>NCES#:</b>	06213
<b>Grades Served:</b>	9, 10, 11	<b>Number of students:</b>	280

<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 (2012 – 2013) Implementation (no more than one paragraph for each activity)</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The school leader opened the new school in September 2011 as part of the Turnaround-via-phase-out model. This school will eventually replace Jamaica High School, the PLA school which is phasing out.	Completed	Under DOE's school autonomy structure, the principal will continue to have flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of	Article 18D of the current agreement between the United Federation of Teachers and the New York Department of Education calls for a Personnel Committee that will screen the teaching applicants for the new	Proceeding according to approved '10 SIG plan	DOE will share with NYSED a mid-year report on the staff turnover for the PLA school. The final data on staff turnover will be available after the 2011-2012 school year ends.

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<p>students, (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff</p>	<p>school, based on a set of school-based competencies developed by the school principal for hiring staff. The Personnel Committee is comprised of, at minimum, two appointees by the UFT president, two representatives by the DOE Chancellor or designee, and the principal. The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.</p> <p>HS for Community and Leadership has followed this process in its hiring and will continue using this process as it completes phasing in its full complement of grades and the PLA school phases out.</p>		<p>A .– B. The school has a hiring committee and uses a rubric for prospective teaching staff, aligned to the Danielson Framework, during the course of interviews and the observation of demo lessons. The committee is composed of UFT members (teachers), the principal, students and is open to parents when they are available. We will continue to follow the guidelines set for by the 18D process.</p>
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to</p>	<p>We have identified a lead teacher to assist with instructional support (coaching, observation feedback, etc.) during the 2011 – 12 school year. Per session funds were also allocated to support PD and provide time to both lead and new staff around PD</p>	<p>proceeding according to approved '11 SIG plan</p>	<p>Continue to build capacity of teachers through instructional coaching with both internal and external personnel. We have and will continue to assign a lead teacher that supports faculty through modeling and coaching sessions. This position provides</p>

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recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school	goals.		additional compensation and training opportunities. For example, our Humanities lead attended professional development in the form of AP classes at Hofstra University.
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	Through combination of Network support, internal PD and outside contractors, we were able to provide PD support in the areas of: integrating a research-based framework for teacher practice, common core alignment of content (including performance tasks) and developing a coherent advisory structure to meet social and emotional needs. Additional PD has focused on developing a common framework for discipline.	proceeding according to approved '11 SIG plan	<p>We will continue to employ an additional instructor to serve as classroom/instructional support and liaise with PD providers (e.g. St. John’s University)</p> <p>We will continue our partnership with St. John’s University Institute for Writing Studies (IWS). During the 2011 – 2012 school year, we used SIG funds for staffing a liaison between our school and the IWS. We will continue to work with the IWS in the following ways: faculty meetings and collaborations between St. John’s faculty affiliated with the English Department and Humanities teachers at The High School for Community Leadership; Student trips to the Writing Center at St. John’s University; publication of student anthologies. The faculty meetings take place monthly and are aimed at identifying best practices in writing instruction across several disciplines as well as assessment lesson design. Student inter-visitation allows our students exposure to college classes and resources to improve writing. This collaboration also results in the publication of authentic student work in</p>

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			<p>the form of a yearly anthology. Three ESL licensed teachers collaborated in this IWS project, as well as the use of Achieve3000 software (see below) to promote improved writing instruction for ELLs. This work will continue on an expanded scale during school year 2012 – 2013 as our general and ELL population grows as part of our “phase in.”</p> <p>Note: Our contract with St. John’s is not paid through SIG funds however, the additional staff member (\$55,201) is.</p> <p>We have also planned for “subject specific” PD for teachers of ESL, Math and Social Studies in addition to the SIG supported PD through our collaboration with the Institute for Writing Studies. This will come in the form of external PD sessions, funded out of TL money to pay for teacher release time as well as SIG funded coaching (\$11,040) throughout the year. Our plan is to divide 36 weeks into 9 week coaching cycles that allow 4 teachers to receive individualized and embedded support.</p> <p>The services that High Schools That Work was originally going to provide will be provided by Educators for Social Responsibility and Ramapo for Children. Both will provide ongoing, job embedded</p>

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			professional development intended to support our Advisory program, which we have developed to support the social and emotional development of our students, as well as a positive school tone. These vendors worked with the school last year and will continue to help the faculty develop capacity in these areas.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	<p>School currently uses Datacation and ARIS systems. We have identifies vendors that provide support at the classroom level in data and differentiation. The challenge we have faced is the ARRA-approved status of said vendors.</p> <p>For school year 2011 – 2012, an internship coordinator was hired. This staff member also served as our liaison with the St. John’s University Institute for Writing Studies. We plan to use the SIG funds in 2012 – 2013 for the sole purpose of liaising between the school and the IWS. This position will be filled be a new staff member, ELA licensed, that will be released form Internship Coordinator responsibilities. As referenced above, the activities related to the IWS are to facilitate faculty meetings and collaborations between St. John’s faculty affiliated with the English Department and Humanities teachers at The High School for</p>	proceeding according to approved ’11 SIG plan	The school will continue to provide Per session hours for teachers to build curricula and attend training to ensure alignment with CCLS.

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	Community Leadership, student trips to the Writing Center at St. John’s University, and the publication of student anthologies.		
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	<p>School currently uses Datacation and ARIS systems. We have identifies vendors that provide support at the classroom level in data and differentiation. The challenge we have faced is the ARRA-approved status of said vendors.</p> <p>Achieve3000 software was purchased for the 2011 – 2012 school year. The contract included licenses for all ELLs as well as IEP students as well as professional development for ESL licensed teachers to administer the program. We plan to continue the contract on an expanded scale for school year 2012 – 2013 as part of our “phase in.”</p>	proceeding according to approved ’11 SIG plan	<p>The school plans to purchase software such as Achieve 3000, etc. to assist is data gathering and differentiation at the classroom level. The amount budgeted is \$15,000. (Please note that Turning Point Technologies was NOT engaged due to the fact that they were unable to secure ARRA approval. As such, we modified our contract with Achieve3000 to include additional PD around data and differentiation, We also used some of the funds designated for Per Session activities to pay teachers for PD sessions facilitated by the Network. It should be noted that our school uses Datacation’s Skedula and ARIS programs, acquired through Tax Levy funds, that allows for data analysis. To ensure full staff participation, we used SIG funds to compensate teachers for PD. )</p> <p>We will purchase Datacation/Skedula software as this service is no longer included in our network contract. The school previously used this software to gather and use student data. The vendor is ARRA approved CASENEX LLC. (\$4,250)</p> <p>Additional computer hardware will be</p>

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			<p>purchased so that students have access to instructional software (e.g. Lenovo laptops, Apple) The amount budgeted for 2012 – 2-13 SY is \$25,000. This amount will ensure that each classroom has desktops and will purchase an additional set of laptops for classroom use by students.</p>
<p>Establish schedules and implement strategies that provide increased learning time</p>	<p>Per session allocations were made to provide extended day and Saturday programming to meet the needs of diverse learners including, but not limited to ELLs and IEP students.</p>	<p>proceeding according to approved '11 SIG plan</p>	<p>Increased learning time through extended day and Saturday classes. This will continue to serve primarily but not exclusively ELLs and IEP students.</p> <p>We will continue to implement enrichment and remedial classes both after school and on Saturdays. Our after school classes focus primarily on Expanded Learning Time for low performing students as well as students with special needs (e.g. ELLs). These classes reinforce both content as well as study and literacy skills. Our Saturday Institute will continue to combine remedial (Math, Social Studies) and enrichment classes for motivated and successful students. For example, we will continue to offer Science electives (e.g. Anatomy, Forensics) and are considering an introductory software engineering class. The SIG funds are allocated to compensate teachers in the form of per session for both programs. These funds will be drawn from the current teacher per session allocation of</p>

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			\$67000. Additional costs associated with these programs relate to payroll and personnel as well as supervision. These totals are \$7,761 and \$4,744 respectively.
Provide appropriate social-emotional and community-oriented services and supports for students.	Contracted services (e.g. Educators for Social Responsibility) have been sued to support the school’s advisory programming in addition to internal coaching of teachers provided by the school’s SW.	proceeding according to approved ’10 SIG plan	We will renew contract with ESR to address social emotional needs as well as build leadership capacity of students. We will also contract with Ramapo for Children to build teacher capacity to establish uniform norms and procedures for students. The ESR funding amounts to \$20,000 and the Ramapo funding amounts to \$4,000.  The YMCA of Greater NY is no longer ARRA approved.
			We will also continue to contract with Kaplan K12 to support students in preparation for the college application process. Kaplan will provide SAT classes for students and PD for staff to turnkey test prep skills. The amount budgeted for Kaplan is \$12,000.
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.	Descriptions of services provided by external providers are listed above. As applicable, the DOE Division of Contracts and Purchasing has conducted a vetting process for potential partners to work with school.	Proceeding according to approved ’10 SIG plan	NYCDOE will continue to manage and execute the necessary vetting, contracting and procurement processes to make quality, experienced service providers available for schools to carry out their improvement work.
Adopt a new governance structure,	At the Central office of NYCDOE, the	Proceeding	The Central offices of DOE will continue to

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 (2012 – 2013) Implementation (no more than one paragraph for each activity)</b>
<p>which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability</p>	<p>Office of School Development and the Office of New Schools are staffed to support the Turnaround phase-in/replacement schools. These positions include conducting site visits, monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, and are responsible for completing required reports and evaluations to the NYSED and/or federal agencies.</p> <p>In addition, the school is supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>according to approved '10 SIG plan</p>	<p>support the school and the principals</p>

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**SECTION VI: SCHOOL DATA UPDATE**  
Complete for **each** school receiving SIG funds.

School:	HSCL (28Q328)	NCES#:	06213
Grades Served:	9,10, 11	Number of students:	280

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school’s progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students group”, for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

*Note: School opened with ninth grade cohort only in 2010-2011.*

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2012 – 2013 SY</b>
Percentage of students with disabilities	School: District average:	School: District average:	School: 11% District average: 13%	School: 13% District average: 13%
Percentage of English language learners	School: District average:	School: District average:	School: 12% District average: 11%	School: 16 % District average: 11%
Percentage of students with interrupted formal education	School: District average:	School: District average:	School: District average:	School: 3 % District: 1.31%
Number of minutes within the school year			81,000 minutes	81,000 minutes

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Indicator	2008-2009 SY	2009-2010 SY	2010-2011 SY	2012 – 2013 SY
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____		#: n/a                      %: 0  School had only 9 <sup>th</sup> grade at the time.	7 %  Beginning in Jan. 2013, 20 promising students will be participating in an early college program at St. John’s University.
Teacher attendance rate			91%	90 %
Distribution of teachers by performance level on LEA’s teacher evaluation system*				14 Satisfactory 1 Unsatisfactory (Discontinued)
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	<p>The school has adopted the Danielson Framework, which informs both teacher practice and observations. The school has modified the framework to focus on 4 school-wide categories and 2 individualized categories based on self-identification and observations. Teachers receive a rating from Distinguished to Unsatisfactory in each area. The results are quantified both for whole staff PD and individualized PD plans. Teachers’ ratings are translated at the end of the year in accordance with the standard ratings as per collective bargaining agreement as described below.</p> <p>The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either “S” (Satisfactory) or “U” (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher’s performance.</p>			

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions:** Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>5</sup>

	<b>2010-2011 Data</b>	<b>2011-2012**</b>	<b>2012 - 2013</b>
<b>Number of minutes in the school year</b>	<b>8100 minutes per core class (e.g. ELA, math, Sci., SS) 6480 All other classes (e.g. Music, PE, etc.)</b>	<b>8100 minutes per core class (e.g. ELA, math, Sci., SS) 6480 All other classes (e.g. Music, PE, etc.)</b>	<b>8100 minutes per core class (e.g. ELA, math, Sci., SS) 6480 All other classes (e.g. Music, PE, etc.)</b>
<b>Student participation rate on State Assessments: ELA</b>	<b>Students tested in grade 11</b>	<b>Students tested in grade 11</b>	<b>100% of 11<sup>th</sup> grade will take NYS Regents Exam for English (25% of total school population)</b>
<b>Student participation rate on State Assessments: Math</b>	<b>90% on Algebra Regents</b>	<b>95% anticipated</b>	<b>90% anticipated</b>
<b>Drop-out rate</b>	<b>3 alternate placements</b>	<b>3 alternate placements</b>	<b>School will not have a graduating class until 2014. At risk students will have the option of transferring to YABC or other alternative programs. We anticipate no more than 3 alternate placements based</b>

<sup>5</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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			<b>on prior years and current student achievement data.</b>
<b>Student Attendance Rate (Average Daily Attendance)</b>	<b>89%</b>	<b>90%</b>	<b>92%</b>
<b>Percentage of students completing advanced coursework (eg AP/IB, early-college high schools, or dual enrollment classes)</b>	<b>n/a</b>	<b>n/a</b>	<b>7%</b>
<b>Suspension Rate</b>	<b>3 total</b>	<b>2 Total</b>	<b>2 total</b>
<b>Truancy</b>			<b>Less than 2%</b>
<b>Teacher Attendance Rate</b>	<b>95%</b>	<b>91%</b>	<b>90%</b>
<b>Teacher Turnover Rate</b>	<b>2/8 not retained</b>		<b>1 discontinued 1 transfer 2 resignations (1 due to leaving the country and 1 admitted to medical school in Illinois.)</b>

\*For schools that opened in 2010-2011 only

\*\*Provide data as available at this time.

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**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

Phone consultations with parents as well as committee meetings with staff were used to review effective of current and project for future use of assigned funds.

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name:

BEDS Code:

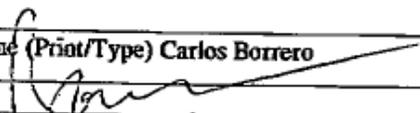
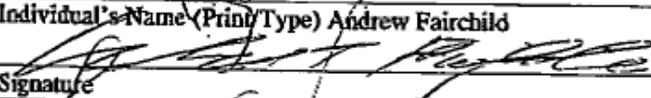
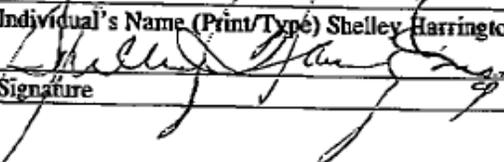
3	4	2	8	0	0	0	1	1	3	2	8
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*Copy and use additional pages as necessary*

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Carlos Borrero Signature 	Principal (Administration)	4/20/12 (Direct)	
Individual's Name (Print/Type) Andrew Fairchild Signature 	UFT (Faculty)	4/20/12 (Direct)	
Individual's Name (Print/Type) Shelley Harrington Signature 	Parents/SLT	4/20/12	

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

**Hillside Arts and Letters Academy**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

<b>School:</b>	Hillside Arts and Letters Academy	<b>NCES#:</b>	06174
<b>Grades Served:</b>	9-10	<b>Number of students:</b>	198

<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The school leader opened the new school in September 2011 as part of the Turnaround-via-phase-out model. This school will eventually replace Jamaica High School, the PLA school which is phasing out.	Completed	Under DOE's school autonomy structure, the principal will continue to have flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and	Article 18D of the current agreement between the United Federation of Teachers and the New York Department of Education calls for a Personnel Committee that will screen the teaching applicants for the new school, based on a set of school-based	Proceeding according to approved '11 SIG plan	DOE will share with NYSED a mid-year report on the staff turnover for the PLA school. The final data on staff turnover will be available after the 2011-2012 school year ends.

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<p>rehire no more than 50 percent; and (B) Select new staff</p>	<p>competencies developed by the school principal for hiring staff. The Personnel Committee is comprised of, at minimum, two appointees by the UFT president, two representatives by the DOE Chancellor or designee, and the principal. The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.</p> <p>Hillside Arts and Letters Academy has followed this process in its hiring and will continue using this process as it completes phasing in its full complement of grades and the PLA school phases out.</p>		
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with</p>	<p>Faculty is encouraged to participate in distributed leadership. During the current school year, these opportunities include the following:</p> <ul style="list-style-type: none"> <li>• Three teachers co-facilitate grade level teams. They collaborate with administration and school coach from</li> </ul>	<p>proceeding according to approved '11 SIG plan</p>	<p>The school will have faculty continue their respective leadership roles and also provide further distributive leadership opportunities as available to staff.</p>

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
the skills necessary to meet the needs of the students in the turnaround school	<p>the Institute for Student Achievement to plan all meetings and steer embedded professional development activities, such as the collaborative inquiry process.</p> <ul style="list-style-type: none"> <li>• One teacher leads the hiring committee. He coordinates all the hiring events, involves faculty and students in the process, and takes part in all hiring decisions. Four other faculty members are on the hiring committee.</li> <li>• The art teacher has taken the role of arts liaison, and has developed two partnerships, one with Jamaica Center for Arts and Learning, and another with a law firm Allan and Ovary. She has helped facilitate the implementation of two grants through these partnerships.</li> <li>• Five teachers sit on the principal's cabinet, and work collaboratively with administration to plan professional development and engage in collaborative efforts to shape the school as it grows.</li> </ul>		
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school	All faculty members participated in grade-level faculty team meetings to create and fine-tune curriculum and assessments. During these meetings, which were planned in collaboration with administration and	proceeding according to approved '11 SIG plan	Continue activity in accordance with 2011 approved plan. All faculty team members will continue to work during grade team meetings to create and fine-tune curriculum and assessments. Collaboratively planned

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staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	with a coach from the Institute for Student Achievement, teachers participated in workshops designed to facilitate grade-wide articulation and implementation of NYS and Common Core standards. Teachers worked on drafting curriculum, designing and analyzing assessments, and also worked together to develop curriculum to implement in our advisory program.		workshops will continue with a focus on sharing curriculum and using protocols to support teachers in the curriculum revision process so that curriculum and assessments are of the highest quality and are well-aligned with the Common Core standards. These meetings will also focus on increasing capacity for all to implement the collaborative inquiry process to improve student achievement and teacher pedagogy.  \$11,002 is encumbered to fund weekly grade-level faculty team meetings.
	At HALA, faculty collaboration worked to bring curriculum into alignment with the New York State and Common Core Standards. <b>Teachers planned units of study using a backwards design template through a collaborative process.</b> These templates included an area where teachers were required to identify the specific standards their unit addressed.	proceeding according to approved '11 SIG plan	Continue activity in accordance with 2011 approved plan. This year, teachers will continue to enhance their capacity to create rigorous inquiry based units of study. Through intensive collaboration in departments and in grade level teams, teachers will share unit plans and hear feedback focused on rigor, student engagement, and alignment with the common core.
	This year, our alignment with the common core increased through enhanced collaboration. Teachers developed greater alignment of rigor by <b>participating in learning rounds</b> – visiting each other’s classrooms and using a protocol to debrief what they observed through the lens of the common core standards and the level of	proceeding according to approved '11 SIG plan	Discontinuing this activity. Instead of learning rounds, faculty members will focus on targeted, paired intervisitations that will be aligned with our collaborative inquiry process. For example, last year, our ninth grade team conducted intervisitations so teachers could observe their teacher partner’s implementation of a grade-wide shared approach to the

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	rigor they require.		teaching of writing. There is no need for SIG funds to support this professional development best practice, therefore the activity is discontinued.
	<b>Hired assistant principal</b> who supervised all aspects of implementation of SIG grant. This is not a mandated position. The responsibilities of this AP included supervising grade-team faculty meetings, facilitating curriculum development workshops, supervising the extended day and extended week activities, supervising implementation of ISA coaching, supervising purchase of supplies and equipment related to SIG, supervising Leadership Program activities, and facilitating teacher intervisitations. Furthermore, this assistant principal is an expert in differentiating instruction and using assessments to drive instruction.	proceeding according to approved '11 SIG plan	Continue activity in accordance with 2011 approved plan. SIG funds will continue to partially fund this position up to 97,734.00 This non-mandated position will ensure rigorous implementation of the SIG plan including all the same responsibilities as last year.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	Received intensive, <b>on-site instructional coaching</b> through the Institute for Student Achievement to build teacher capacity to implement inquiry and project-based curriculum that is aligned with the standards.  <b>Teachers met in departments to create curriculum maps</b> aligned with the Common Core Standards and New York	proceeding according to approved '11 SIG plan	Continue activity in accordance with 2011 approved plan.  Last year's plans for instructional coaching will remain in effect. Coaches will be assigned to individual teachers based on research-based practices for assessing teacher effectiveness. Teachers who demonstrate a high level of need (new teachers, teachers who are developing new practices) will be assigned a coach who

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	<p>State standards. SIG funds allowed us to hire content-area coaches to help facilitate the curriculum-writing process and development of periodic assessments to drive instruction. Coaches visited classrooms routinely to provide feedback to teachers. Coaches also worked one-on-one with teachers as part of targeted professional development plans to ensure that these teachers were producing the highest quality curriculum and assessments.</p>		<p>will visit their classroom routinely and provide feedback, and will co-plan lesson plans, unit plans, and assessments.</p> <p>Furthermore, this year coaching will also include professional development on school-wide implementation of “College Road” a program for college access.</p>
	<p>Used funds for supplies to supplement inquiry and project-based curriculum in science and math classrooms.</p> <p>All supply and equipment SIG funds supported the purchase of Promethean boards, ActiveExpression assessment devices, student computers, and student printers.</p>	<p>proceeding according to approved '11 SIG plan</p>	<p>Continue activity in accordance with 2011 approved plan.</p> <p>Funds this year will be similarly scheduled to support the purchase of Promethean boards and ActiveExpression assessment devices. These devices allow teachers and students to immediately analyze real-time data during lessons. They facilitate teachers’ checks for comprehension and differentiation of instruction during lessons.</p>
	<p>Used equipment funds to supplement inquiry and project-based curriculum in science and math classrooms.</p> <p>All supply and equipment SIG funds supported the purchase of Promethean boards, ActiveExpression assessment devices, student computers, and student printers.</p>	<p>proceeding according to approved '11 SIG plan</p>	<p>Continue activity in accordance with 2011 approved plan.</p> <p>Funds this year will be similarly scheduled to support the purchase of Promethean boards and ActiveExpression assessment devices. These devices allow teachers and students to immediately analyze real-time data during lessons. They facilitate teachers’ checks for</p>

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			comprehension and differentiation of instruction during lessons.
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	Teachers used Promethean Interactive Whiteboard technology to implement various formative assessments and visualize score reports immediately. This includes use of ActiveExpression, which allows students to enter responses into handheld devices, and analyze class response data immediately.	proceeding according to approved '11 SIG plan	Continue activity in accordance with 2011 approved plan.  Teachers will continue to use Promethean Interactive Whiteboard technology to implement various formative assessments. The ActiveExpression tools allow students to enter responses to questions into handheld devices, and the class's responses are then reported graphically on the whiteboard for the teacher and class to analyze. This data enriches inquiry in the classroom, and also facilitates differentiation for teachers.
	See above sections, including grade level faculty team meetings, curriculum mapping workshops, hire of assistant principal. All of these above sections include continuous use of student data to inform and differentiate instruction.		Continue activity in accordance with 2011 approved plan.  Data analysis across the school will continue as was planned for the 2011-12 school year, with some enhancements. This year grade teams will continue to engage in curriculum mapping workshops supervised by the AP in collaboration with ISA. Faculty teams will also participate in the collaborative inquiry process, which engages teachers in the close review of specific sets of data in order to both develop teacher capacity and increase student learning.
Establish schedules and implement strategies that provide increased	Offered Extended Day Instructional Program in Math, Science, English, social studies, and art, in all grade levels for credit	proceeding according to approved	Continue activity in accordance with 2011 approved plan.

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learning time	recuperation.	'11 SIG plan	Our Extended Day Instructional Program will continue for all grade levels. This program includes opportunities for students to earn credits, and also includes opportunities for tutoring and enrichment.  \$ 23,544 is encumbered to fund extended day instructional program, Saturday school program, and extended year instructional programming.
	Offered Saturday Instructional program for credit recuperation.	proceeding according to approved '11 SIG plan	Continue activity in accordance with 2011 approved plan.  School will be in session for 30 Saturdays during this school year, offering students opportunities to earn credits and participate in enrichment activities.
	Hired full-time mathematics teacher to implement a research-based “Algebra Lab” to students to increase their time learning college preparatory algebra. This program provided students with 2-3 additional periods of math instruction per week, for a total of 8-9 periods. This teacher also lowers the advisor to student ratio in the 9 <sup>th</sup> grade, allowing for increased personalization and increased monitoring of student progress.	proceeding according to approved '11 SIG plan	Continue activity in accordance with 2011 approved plan.  SIG funds will continue to support this additional math teacher. In addition to the benefits outlined for the 2011-12 school year, this teacher will facilitate a grade team, supporting teacher colleagues in analysis of data and the development of curriculum and best practices.
Provide appropriate social-emotional and community-oriented services and	<b>The Leadership Program</b> provided teacher training and student workshops to establish a peer mediation program. By the end of 3	Continue activity in accordance	Continue activity in accordance with 2011 approved plan.

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supports for students.	years of work, enough students and teachers will be trained to ensure sustainability. This year, 6 teachers and 10 students received the training.	with '11 approved plan.	This year the Leadership Program will support students who have already experienced the program, and will expand to include 10-15 more students.
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.	Descriptions of services provided by external providers are listed above. As applicable, the DOE Division of Contracts and Purchasing has conducted a vetting process for potential partners to work with school.	Proceeding according to approved '11SIG plan	NYCDOE will continue to manage and execute the necessary vetting, contracting and procurement processes to make quality, experienced service providers available for schools to carry out their improvement work.
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	At the Central office of NYCDOE, the Office of School Development and the Office of New Schools are staffed to support the Turnaround phase-in/replacement schools. These positions include conducting site visits, monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, and are responsible for completing required reports and evaluations to the NYSED and/or federal agencies.  In addition, the school is supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each	Proceeding according to approved '11 SIG plan	The Central offices of DOE will continue to support the school and the principals

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
	school's use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.		

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**SECTION VI: SCHOOL DATA UPDATE**  
Complete for **each** school receiving SIG funds.

School:	Hillside Arts and Letters Academy	NCES#:	06174
Grades Served:	9-10	Number of students:	198

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

*Note: School opened with ninth grade cohort only in 2010-2011.*

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-12 SY</b>
Percentage of students with disabilities	School: District average:	School: District average:	School: 11% District average: 13%	School: 9.5% District average: 13%
Percentage of English language learners	School: District average:	School: District average:	School: 12% District average: 11%	School: 13% District average: 11%
Percentage of students with interrupted formal education	School: District average:	School: District average:	School: District average:	School: 1% District average: 1.31%
Number of minutes within the school year			73800	73800

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Indicator	2008-2009 SY	2009-2010 SY	2010-2011 SY	2011-12 SY
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____		#: <u>1</u> %: <u>0.5</u>	#: <u>2</u> %: <u>0.5</u>
Teacher attendance rate			98.5%	98%
Distribution of teachers by performance level on LEA's teacher evaluation system*			100% of teachers received a "S" rating for the school year.	100% of teachers received a "S" rating for the school year.
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.			

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions:** Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>6</sup>

	2010-2011 Data	2011-2012**	2012-2013
<b>Number of minutes in the school year</b>	<b>73800</b>	<b>73800</b>	<b>73800</b>
<b>Student participation rate on State Assessments: ELA</b>	N/A - grade 9 students only. ELA Regents participation not measured at this grade level.	Grade 9 and 10 students only. ELA Regents participation not measured at these grade levels.	Goal for participation of class of 2014 students in cohort "P" is 95%.
<b>Student participation rate on State Assessments: Math</b>	92% participation rate of class of 2014 students in cohort "P". Goal for next year is 95%.	95.5% of students in class of 2014 participated. Goal for this cohort for next year is 97%.  82.5 of class of 2015 cohort "Q" participated. Goal for next year is 95%.	Goal for class of 2014 is 97%.  Goal for class of 2015 is 95%.  Goal for class of 2016 is 80%.
<b>Drop-out rate</b>	1%	.5%	Goal for this year is .5% This is a reduction, accounting for increase in enrollment.
<b>Student Attendance Rate (Average Daily Attendance)</b>	<b>91%</b>	<b>88.6</b>	<b>89.5%</b>

<sup>6</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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			<b>Attendance goal for the 2012-2013 school year is 90%.</b>
<b>Percentage of students completing advanced coursework (eg AP/IB, early-college high schools, or dual enrollment classes)</b>	<b>1%</b>	<b>1%</b>	<b>5%</b> <b>Goal for the 2012-13 school year is to increase participation to 7%</b>
<b>Suspension Rate</b>	<b>.05</b>	<b>.05</b>	<b>.05%</b> <b>Goal is .05% or lower.</b>
<b>Truancy</b>	<b>N/A</b>	<b>1.5%</b>	<b>2.5%</b> <b>Goal is 2%</b>
<b>Teacher Attendance Rate</b>	<b>99%</b>	<b>98%</b>	<b>98.5%</b> <b>Goal is 98.5% or better.</b>
<b>Teacher Turnover Rate</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

\*For schools that opened in 2010-2011 only

\*\*Provide data as available at this time.

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**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

All members of the School Leadership Team were consulted during the April School Leadership Team meeting.

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Hillside Arts and Letters Academy  
 BEDS Code: 

3	4	2	8	0	0	0	1	1	3	2	5
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 Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Matthew C. Rivera</u> Signature <u>[Signature]</u>	Principal	4/19/2012 SLT Meeting	
Individual's Name (Print/Type) <u>Renee H. Smith</u> Signature <u>[Signature]</u>	Co-President Parent	4/19/12 SLT meeting	
Individual's Name (Print/Type) <u>CLYDE GAYADEEN</u> Signature <u>[Signature]</u>	P.A. Member/SLT Parent	4/19/12 SLT meeting	

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

**Jamaica Gateway to the Sciences**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

<b>School:</b>	Jamaica Gateway to the Sciences	<b>NCES#:</b>	
<b>Grades Served:</b>	9-12	<b>Number of students:</b>	229

<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The school leader opened the new school in September 2011 as part of the Turnaround-via-phase-out model. This school will eventually replace Jamaica High School, the PLA school which is phasing out.	Completed	Under DOE's school autonomy structure, the principal will continue to have flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.
Use locally adopted competencies to measure the effectiveness of staff	Article 18D of the current agreement between the United Federation of Teachers and the New York	Proceeding according to	DOE will share with NYSED a mid-year report on the staff turnover for the PLA school. The final data on staff

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<p>who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff</p>	<p>Department of Education calls for a Personnel Committee that will screen the teaching applicants for the new school, based on a set of school-based competencies developed by the school principal for hiring staff. The Personnel Committee is comprised of, at minimum, two appointees by the UFT president, two representatives by the DOE Chancellor or designee, and the principal. The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.</p> <p>Murray Hill Academy has followed this process in its hiring and will continue using this process as it completes phasing in</p>	<p>approved '10 SIG plan</p>	<p>turnover will be available after the 2011-2012 school year ends.</p>

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	its full complement of grades and the PLA school phases out.		
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school	<p>No lead teachers were hired for the school year 2011-12, since as a new school in its first year, pedagogical needs of teachers were unknown.</p> <p>The two personnel positions proposed by the grant were for a Computer teacher and a Community Associate. The Computer teacher set-up and monitored the electronic grading and data-retrieval system used by the school, as well as offered tutorial for teachers on using the system. The Computer teacher also maintained and monitored the school website to provide a mode of communication to parents, students and the community. Teachers used the school website to post their homework/lessons online and links to academic resources.</p> <p>Position of Community Associate was not supported by the grant</p>		In year 2, 2012-13, leadership roles/responsibilities will be delegated to teachers who have demonstrated leadership skills. For example, the special education teacher planned and implemented the Summer Bridge Program for incoming 9th graders who have an IEP and those students identified as English Language Learners.

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	<p>for the school year of 2011-12 because it was not listed as SIG\ARRA approved position. However, the Community Associate acted as a liaison between school and other stake holders: <i>students, parents, other schools and the community</i>. For example, the Community Associate planned school/community events, monitored the College Now programs and provided internship opportunities for students.</p>		
<p>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	<p>Summer professional development for staff primarily focused on collaboratively creating a shared mission and vision for the school. Topics explored included effective instructional strategies, grading, discipline and use of data.</p> <p>There were several other avenues for the Professional Development of Jamaica Gateway to the Sciences staff during the school</p>	<p>Completed</p> <p>Paid with funds from school's tax levy, not with SIG/ARRA funds</p>	<p>Our summer 2012 professional development will focus on curriculum mapping that is aligned to Common Core Standards and interdisciplinary unit planning. Also using data analysis to drive instructional practices that will help to lower students' skill-base deficiencies. In third year, further evaluation and review of the previous years' goals and students' performance subsequently will create new CEPs, new goals, and</p>

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	<p>year 2011-12. In addition to the Professional Development offered during summer 2011, staff participated in other professional development opportunities twice a month at Faculty meetings with administration/paid consultants, once a week during Inquiry meetings, on Chancellor's Conference Days, and periodically as provided by the CFN Network and other Department of Education-affiliated providers.</p> <p>The Network also provided monthly professional development for the principal and assistant principal, the secretary and for teachers in instructional rounds, as well as other trainings off-site. In addition, the Network provided push-in support to the special education teacher and to the Inquiry team. Examples of topics covered during professional development were: <i>Training for ATS/STARS</i>,</p>	<p>Proceeding according to amended plan.</p>	<p>modifications where necessary.</p> <p>In year 2, 2012-13, the focus of our Professional Development will be on the Citywide Instructional Expectations which will deepen the implementation of the Common Core State Standards and Danielson's Framework of Instruction. There will also be expansion of the instructional rounds on- and off-site. Due to the addition of new staff members, a review of pertinent topics would be offered starting in Summer 2012, for example, classroom management techniques, teaching students organizational skills, using data to inform instruction, communicating effectively to parents, and developing positive student teacher relationship.</p> <p>PSAT/SAT prep will be continued and expanded in year 2</p>

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	<p><i>Curriculum Mapping aligned to the Common Core State Standards, Questioning techniques to support formative assessment, UDL(Universal Design for Learning) and Danielson's Framework of Instruction, Managing Student Behavior, Using Student Data to Modify Instruction, and Examining Student Work.</i></p> <p>PSAT/SAT skills integration training for teachers was not provided by GATEWAY this year. PSAT/SAT standardized test prep was provided by GATEWAY experts for College Board exams</p>		
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as	English and Social Studies teachers created an interdisciplinary Humanities curriculum consistent with the	completed	The curricula will be evaluated, revised and expanded in year 2. Gateway will provide materials, monitor and mentor teachers'

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aligned with State academic standards	Common Core State Standards, which was used to create a performance based assessment task. The curriculum was created under the direction of a GATEWAY consultant.		<p>implementation of curriculum throughout the school year, and draft observation reports of same. Gateway will include new staff in the training as the school population increases.</p> <p>The school will also train science and math teachers to implement an inquiry curriculum. Science and math materials are needed to support the curriculum.</p> <p>An Inquiry Curriculum requires careful observation of objects, organisms and interaction of materials as students engage in investigations. Students will be required to make predictions, collect and interpret data, identify patterns, and draw conclusions to develop concepts. Some examples of materials are: calculators, scientific investigation kits, molecular models, chemicals, protractors, rulers, laptops, flex cameras for microscopes, microscopes and other miscellaneous items.</p>
	The Gateway Institute for Pre-		



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	<p>techniques to improve targeted skills of specific students using the data derived from PSAT and classroom assessments. Gateway Evaluator also met individually with teachers to support effective instruction. An educational consultant from Gateway used the results of the Fall PSAT test to provide tutoring sessions for 11th graders focusing on their deficiencies. Results of the PSAT were also shared with teachers who met to devise plans and modify instruction for improvement in areas where students performed below standard.</p> <p>The Gateway Evaluator also met with administration to prepare for the Quality Review process. A checklist of data required, diagnostics, reports, evidence of practice and other artifacts was generated.</p> <p>Flip cameras have been used in the process of differentiated</p>	<p>Proceeding according to approved '10 sig plan.</p>	<p>System enables teachers to create educational blogs where students may share ideas and have debates and meaningful discussions in years 2-3.</p>

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	<p>instruction and assessment. For example, students use them to create their own short movies/documentary in film class. They have also been used in ELA to gather evidence to support an argument, as a source of reference in persuasive writing, as well as to assist students' skill level in making presentations to an audience. In addition, students use flip cameras in Science labs to collect data from their experiments to support/reject hypotheses using visual evidence captured using the camera.</p> <p>Echalk service was purchased to create a school website that provided communication between teachers, parents, and students. For example, teachers post homework and links to assist instructional supports and test preparation.</p> <p>Teachers need additional</p>	<p>Proceeding according to approved '10 sig plan.</p>	<p>The use of flip cams will expand to documenting the progress of science experiments and for videotaping in the ARTS.</p>

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	<p>technology to differentiate the instructional process and appeal to different learning styles. For example, flip cams for videotaping in film class, dramatization in ELA, humanities/Social studies projects and document reader to display primary documents for any subject area.</p> <p>Students used ACHIEVE 3000 literacy program for remediation and enrichment in Research classes, ESL classes, Resource room. It was also used in afterschool literacy program.</p> <p>AVENTA test preparation software was used by students to prepare for the January 2012 Regents Exam.</p> <p>*The school desired to use other software but the vendors were not ARRA approved.*</p>	<p>Proceeding according to approved '10 sig plan</p>	<p>ACHIEVE 3000 will be continued into years 2-3 because students' reading levels increased through its use.</p> <p>AVENTA will be discontinued since most students were reluctant to work independently with the program.</p> <p>The school will not replace AVENTA as a test preparation software at this time, but will continue to use ACHIEVE 3000. Test Preparation will be done by teachers who will be paid per session</p>

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	<p>The school purchased laptops for students that are being used during classroom instruction, in afterschool homework programs, in extended programs, in college prep classes, computer programming, ACHIEVE 3000 literacy program and completion of college application and scholarships.</p> <p>Teachers paid per session for Saturday classes, afterschool programs and regents prep to support students' academic needs.</p> <p>Computer teacher assists students with yearbook design using computer software and oversaw the afterschool homework program. The data retrieval and analysis was done by the Guidance counselor and by Administrators.</p>	<p>Proceeding according to approved '10 sig plan</p> <p>Proceeding according to approved '10 sig plan</p> <p>Proceeding according to amended plan.</p>	<p>Students will continue to use the laptops purchased in several classes. The afterschool homework help program will be expanded.</p> <p>Teachers paid per session for Saturday classes, afterschool programs and regents prep to support students' academic needs will continue in years 2-3.</p> <p>The position of computer teacher will be discontinued at the school in year 2.</p>

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<p>Establish schedules and implement strategies that provide increased learning time</p>	<p>A common lunch period has been provided to accommodate peer-tutoring. Peer-tutors, ninth grade, were trained by Gateway consultants using the <i>Peer-tutoring Guide</i> developed by Gateway. The program is supported by teachers and the school-aides. The effectiveness of the program was evaluated by GATEWAY consultant and necessary modifications were made.</p> <p>Extended learning time was not provided with a split schedule, but with an extended day: that is students had a nine period day instead of the standard eight period day. The additional period was used for work in Inquiry Teams, Common Planning time for teachers and for tutoring which included peer-</p>	<p>Proceeding according to approved '10 sig plan</p>	<p>Peer-tutoring will be expanded in years 2-3 to the incoming ninth graders.</p>

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	<p>tutoring (study prep). The proposal did not request grant money to fund the school-aide position in year 1. The school-aide will now not be funded in year 2 as originally requested. However, a school-aide has been used to contact parents of absentee students for the peer- tutoring and tutoring programs. The school-aide ensured that books and copies of materials needed were supplied for both programs</p>		
<p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>	<p>The Community Associate is performing the functions as described in the grant. For example, she has secured numerous jobs, internships, scholarships and volunteer opportunities for students. However, NYS has not approved allocating ARRA funds to support this position. As a result, the school used tax levy money for funding this title.</p> <p>The money assigned to funding the Community Associate was</p>	<p>Proceeding according to approved '10 sig plan</p>	<p>Many studies have shown the positive association between music and academic performance in other subjects, especially in math. Music is also a strong motivator for students in high school. The school had no music teacher in 2011-2012. However, the Community Associate secured free off-site drumming classes for a few students. Unfortunately, the program could not be extended to other interested students because of limited</p>

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	<p>redirected to per session for a 2012 Summer Bridge Program focused on strengthening skills in literacy, math, and science for incoming 9th graders who according to the results of their 7th grade state assessments are performing below standard. However, the Community Associate will continue in year 2012-2013 to fulfill the functions as outlined in this report for the year 2011-2012.</p> <p>The Spark Counselor, one of the external providers of socio-emotional support for students at the school, was not funded by the SIG grant nor by the school. The SPARK counselor provided interventions for students experiencing personal challenges such as drug abuse, teenage pregnancy, or bullying. Other community partners supporting students are Queens Community House where students who are at risk for destructive behaviors are</p>		<p>availability. At the request of students, the Community Assistant facilitated an after-school Glee Club. The afore-mentioned have demonstrated a need for a qualified music teacher. To this end, the grant will fund a music teacher for year 2012-2013 who will provide avenues for musical expression and nurturing of musical talent. The music teacher would teach 5 classes of music during the regular school day and support an after-school music program. The teacher would also organize and stage musical events such as concerts and plays, prepare students for recognized music programs and competitions.</p> <p>Materials will be needed to support this program, for example, choral folders, drums, drum sticks, keyboards, woodwinds, and brass instruments.</p> <p>The SIG grant will not fund a dean as originally planned. The duties of the dean would be fulfilled by a few</p>

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	<p>guided to choose healthy, responsible lifestyles and Queens Community Mediation Services which provide conflict resolution volunteers aimed to facilitate positive communication among parties in crisis.</p> <p>In addition, the OASIS program at Queensborough Community College provided free credit-bearing college courses for juniors and seniors. Twenty-five students out of a total of 82 juniors and seniors participated in this program in year 2011-2012. It will be expanded in year 2012-2013 to include eligible 10th graders.</p> <p>The Physical Education teacher conducted CPR and Lifeguard training with certification of completion awarded students who passed the required exams. The NYC Fire Department conducted CPR training primarily with students in the medical club.</p>		<p>teachers as part of their administrative duties and by the school's administration. The SIG grant would instead fund the school's Guidance Counselor in year 2012-2013. The guidance counselor will continue to support students as has been done in 2011-2012 by assisting students with goal-setting, monitoring students' academic progress, programming students to ensure on-time graduation, providing individual and small-group counseling, referring students who need extra support to outside agencies, and advocating with all stakeholders on behalf of students.</p> <p>In addition, the guidance counselor will manage the peer-tutoring program, push into advisory classes to deliver socioemotional supports covering topics such as study skills or bullying, organize and monitor the Service Credit system, and provide rewards and recognition for students with perfect attendance and</p>

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			academic achievements.
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.	Descriptions of services provided by external providers are listed above. As applicable, the DOE Division of Contracts and Purchasing has conducted a vetting process for potential partners to work with school.	Proceeding according to approved SIG plan	NYCDOE will continue to manage and execute the necessary vetting, contracting and procurement processes to make quality, experienced service providers available for schools to carry out their improvement work.
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	At the Central office of NYCDOE, the Office of School Development and the Office of New Schools are staffed to support the Turnaround phase-in/replacement schools. These positions include conducting site visits, monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, and are responsible for completing required reports and evaluations to the NYSED and/or federal agencies.  In addition, the school is supported	Proceeding according to approved SIG plan	The Central offices of DOE will continue to support the school and the principals

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	by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school's use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.		

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**SECTION VI: SCHOOL DATA UPDATE**

Complete for **each** school receiving SIG funds.

School:	Jamaica Gateway to the Sciences	NCES#:	BEDS# 342800011470
Grades Served:	9-12	Number of students:	230

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012</b>
Percentage of students with disabilities	School: District average:	School: District average:	School: District average:	School: 4% District: 13%
Percentage of English language learners	School: District average:	School: District average:	School: District average:	School: 4% District: 11%
Percentage of students with interrupted formal education	School: District average:	School: District average:	School: District average:	School: .88% District: 1.31%
Number of minutes within the school year			N/A	<b>73,968</b>

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<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012</b>
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____		#: __ N/A ____ %: __ N/A ____	20%
Teacher attendance rate			N/A	97%
Distribution of teachers by performance level on LEA's teacher evaluation system*			N/A	100% of teachers were rated satisfactory
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	N/A			

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions:** Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>7</sup>

	2010-2011 Data	2011-2012**	2012-2013
<b>Number of minutes in the school year</b>	N/A	<b>73,968</b>	<b>74,115</b>
<b>Student participation rate on State Assessments: ELA</b>	N/A	<b>64%</b>	<b>98%</b>
<b>Student participation rate on State Assessments: Math</b>	N/A	<b>93%</b>	<b>98%</b>
<b>Drop-out rate</b>	N/A	<b>0.4%</b>	<b>1%</b>
<b>Student Attendance Rate (Average Daily Attendance)</b>	N/A	<b>95.5</b>	<b>95%</b>
<b>Percentage of students completing advanced coursework (eg AP/IB, early-college high schools, or dual enrollment classes)</b>	N/A	<b>20%</b>	<b>15%</b> The % of students eligible for advanced classes last year was 35%, the % of students eligible for advanced classes this year is 19% because the 11 <sup>th</sup> grade is half the number of students compared to last year's junior class.

<sup>7</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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<b>Suspension Rate</b>	<b>N/A</b>	<b>1.7%</b>	<b>2%</b>
<b>Truancy</b>	<b>N/A</b>	<b>1%</b>	<b>1%</b>
<b>Teacher Attendance Rate</b>	<b>N/A</b>	<b>97.1%</b>	<b>96% (reflects teacher out on medical leave)</b>
<b>Teacher Turnover Rate</b>	<b>N/A</b>	<b>14%</b>	<b>11%</b>

\*For schools that opened in 2010-2011 only

\*\*Provide data as available at this time.

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**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

The principal and assistant principal reviewed the progress of 2011 goals on April 5<sup>th</sup>. The present status was discussed and presented at the school staff meeting on April 17<sup>th</sup> and at the SLT/PTA meetings on April 18<sup>th</sup>. The administrators, teachers, community associate presented their reports to school leadership teams. At each meeting suggestions were made for better utilization of funds to meet the school's needs. For example, teacher suggested hiring a dean for next school year to handle disciplinary and safety aspects of the school's operation, duties presently being performed by the principal and assistant principal.

The principal and assistant principal proposed having a fulltime ARTS teacher to enhance school curriculum offerings and to meet the diverse academic and creative needs of students based on the recommendations made by parents. At the SLT meeting, suggestions were made to purchase a server so that students could more easily access their files stored on the school computer system without data being lost.

Parents, students and teachers requested more laptops and graphing calculators to support instructional use.

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Jamaica Gateway to the Sciences

BEDS Code: 

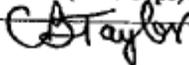
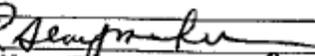
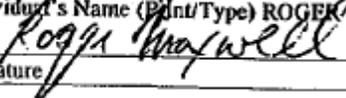
3	4	2	8	0	0	0	1	1	3	5	0
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Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) CAREN BIRCHWOOD-TAYLOR Signature 	PRINCIPAL/STAFF	SLT Meeting/ 4-18-12 and 9-19-12	Document faxed
Individual's Name (Print/Type) ROSEMARIE SLAYMAKER Signature 		UFT Chapter Representative/STAFF	
Individual's Name (Print/Type) ROGER MAXWELL Signature 	PTA President/ STAFF	SLT Meeting/ 4-18-12 And 9-19-12	

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

**Metropolitan Soundview High School**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

<b>School:</b>	Metropolitan Soundview High School	<b>NCES#:</b>	Not yet available
<b>Grades Served:</b>	9th	<b>Number of students:</b>	110

<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The school leader opened the new school in September 2011 as part of the Turnaround-via-phase-out model. This school will eventually replace Monroe Academy for Business & Law, the PLA school which is phasing out.	Completed	Under DOE's school autonomy structure, the principal will continue to have flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff	Article 18D of the current agreement between the United Federation of Teachers and the New York Department of Education calls for a Personnel Committee that will screen the teaching applicants for the new school, based on a set of school-based competencies developed by the school principal for hiring staff. The Personnel Committee is comprised of, at minimum,	Proceeding according to approved '10 SIG plan	DOE will share with NYSED a mid-year report on the staff turnover for the PLA school. The final data on staff turnover will be available after the 2011-2012 school year ends.

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	<p>two appointees by the UFT president, two representatives by the DOE Chancellor or designee, and the principal. The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.</p> <p>Metropolitan Soundview HS has followed this process in its hiring and will continue using this process as it completes phasing in its full complement of grades and the PLA school phases out.</p>		
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school</p>	<p>MSSH can not provide financial incentives but did provide individualized professional development, leadership opportunities and built the capacity for teachers to grow in their practice.</p> <p>Teachers were paid per session to attend PD on leadership, implementation of common core standards, advisory and health lesson planning, preparing students for college.</p>	<p>Completed.</p>	<p>MSSH will continue to provide individualized professional development, leadership opportunities available via per session and built the capacity for teachers to grow in their practice.</p> <p>In year 2 teachers will continue to attend PD on leadership, common core standards, advisory and health lesson planning, preparing students for college. High quality teachers will be</p>

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	<p>Lead Teachers could not be hired but quality new teachers were recruited with the incentive of the Teachers of Tomorrow program that gives new teachers a \$3400 bonus at the end of the school year for working at a school in an underserved area. Teachers were also put in leadership positions, as part of Circular 6, and coached by the Principal and AP to lead departments including Inquiry Team, Grade Level Team and Advisory Leader.</p>		<p>recruited with the reward of the Teachers of Tomorrow program. New opportunities to lead new teams, including community service, student government, National Honors society will be created and teachers will be provided per session to attend PD to support them in leading these teams.</p>
<p>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	<p>Hired .5 FTE Assistant Principal of Instruction to provide staff with ongoing, high-quality, job-embedded professional development to improve literacy in all subjects including integrating Common Core standards into all curriculums to facilitate effective teaching and learning.</p> <p>The AP led the implementation of PD by the AUSSIE consultants. The AP also coordinated PD for all teachers on implementing the common core standards in their lessons. The AP led teachers in creating performance tasks based on the common core standards..</p> <p>The school did not hire a Turnaround teacher as this program was not available for new phase-in schools. A data specialist provided professional development on using</p>	<p>Completed.</p>	<p>The school will continue to have the AP of Instruction to support PD for staff in Common Core Learning Standards and literacy integration across all subject areas.</p> <p>The AP will continue to lead and organize PD for the staff. Teachers, with the help of the support network, will provide PD for other teachers on the common core standards and the citywide instructional expectations of producing performance tasks. The AP will organize inter-visitations between teachers to observe the implementation of the common core performance task and moderate a discussion on how to improve the lesson moving forward between the teachers. The AUSSIES will work closely with the new teachers on implementing common core standards in all lessons. The AUSSIE consultants will meet with each teacher once a week after observing their lesson.</p>

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	data to drive instruction.		The AP will also organize PD for the English teachers on the use of Achieve 3000, an online reading tool. Achieve 3000 will provide a few sessions of PD for the AP and the staff. The AP will be responsible for ongoing PD on using Achieve 3000 to help students improve literacy.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	<p>Purchased research based online software, Skedula, and technology, including Activboards and Macbooks, to vertically align with state and common core academic standards.</p> <p>\$77,640 was used for Macbooks and Activboards. We've purchased 5 Activboards for about \$5000 each. We've purchased 50 Macbooks at \$1052 each. The Activboards are used in the classroom to provide data and interim assessments. The Macbooks are used by students to access Skedula, the online grade and attendance program, and to write research papers including the performance tasks for common core based units. The use of the Macbooks and Google Documents allows the teacher to assess the students work as they work in the class. The Macbooks were also used in the after school program to provide modified instruction through online resources that accompanied the class textbooks. These interim assessments help teachers improve instruction. Datacation's Skedula,</p>	Completed.	The school will continue to make online and software programs available for staff to access instructional programs and resources. As a result of the data gathered from Skedula and ActiveInspire teachers requested an online software that concentrated on literature. In year 2 teachers will use Achieve 3000 in the classroom to improve literacy. Teachers will be given PD before the school year begins and the AP will provide PD throughout the year as we implement this proven literacy program into our school.

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	<p>Activboards with ActiveInspire software and Macbooks were purchased. Skedula provided data analysis on the areas that students struggled. ActiveInspire software provided methods for teachers to gather data so that teachers could analyze the challenges the students faced. Teachers found they needed a program that concentrated on literature. The school did not move forward with its partnership with Replications; it has worked with its Children First Network.</p>		
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students</p>	<p>Hire .5 FTE Assistant Principal of Instruction (see #1) to work with staff to develop the continuous use of student data (formative, interim, summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students</p> <p>All staff members used data to inform instruction. Each teacher collected their data results with plans for instruction and presented the report to the rest of the staff. The purchase of Skedula assisted teachers in analyzing data from their students. Under the guidance of the AP and the AUSSIE consultants all departments created common unit assessments. The English and Math departments created diagnostics to be used</p>	<p>Completed.</p>	<p>Activity is being continued as described. In Year 2 the AP will continue work with the AUSSIES to create diagnostics and common core assessments for the upcoming school year. The AP will also work with the network to provide more PD on interim assessments. The use of Achieve 3000 will provide a chance for the teachers to provide interim assessments on students and share them with all teachers.</p>

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	at 4 different points throughout the year.		
Establish schedules and implement strategies that provide increased learning time. Purchase instructional supplies to support extended day program.	<p>Implement extended day program for after-school tutoring, mentoring, advisory and peer tutoring. Pay 2 teachers a day Per Session to work with students for 2 hours each day after school.</p> <p>By paying per session for 2 teachers everyday students were able to work on homework, be tutored by peer students, be tutored by teachers, take part in a dance or art club. On a typical day 10-30 students took part in after school activities.</p> <p>\$23,416 was spent on general and instructional supplies. These supplies included additional software that supplemented the textbooks in after school tutoring. Classroom supplies were also purchased to provide interventions for students that are more hands-on learners.</p>	Completed.	<p>Extended day program will continue to be implemented. In year 2, at least 3 teachers will be paid per session to work with students after school. We will continue the after school tutoring program, peer tutoring and clubs. We hope to create more clubs based on student interest. Students will be encouraged to start their own clubs and teachers will be paid per session to sponsor these clubs. We hope to average 50 students a day partaking in after school activities.</p> <p>In Year 2 the general and instructional supplies money will continue to be spent on supplemental software and materials to support interventions, including Kuta software and Geometry Sketchpad to help students in Math. In addition we plan on using the money to purchase language materials to support our English Language Learners and differentiated materials to support all of our students but especially students with an IEP. These materials include Global History and Living Environment textbooks in Spanish for ELLs to use in after-school tutoring. We will also purchase different leveled Global History and Living Environment textbooks for struggling students to use in after-</p>

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			school tutoring. Also we will purchase multi-leveled materials for students including graphic novels to provide different entry points for students in English class. Additional materials will be purchased to support the after school clubs including dance and exercise equipment.
Provide appropriate social-emotional and community-oriented services and supports for students.	Hire a Guidance Counselor to work with the high needs students in our school. The Guidance Counselor will also work with our Advisory program to develop a curriculum that benefits our students with their social-emotional needs. The Guidance Counselor led the implementation of the Advisory program that created lessons for teachers to help students addressing the common challenges all students face in life, their community and in school. Datacation was used as a tool for teachers and the Guidance Counselor to share information about students to help them succeed in overcoming their social-emotional challenges. SchoolMessenger was used to provide information to parents as quickly as possible. The Guidance Counselor led the Community Service program which included collecting coats and canned food. Students also took part in the NYC Aids Walk to raise money and awareness.	Completed.	The school will continue to have a Guidance Counselor to work with high needs students. The Guidance Counselor will continue to create lessons for teachers to use in Advisory to help all students. She will use Datacation to communicate with teachers providing valuable insight into students. She will expand her role in finding community service opportunities for the students.
If external partners will be used to	Descriptions of services provided by external providers are listed above. As	Proceeding according to	NYCDOE will continue to manage and execute the necessary vetting, contracting and

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
<p>accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.</p>	<p>applicable, the DOE Division of Contracts and Purchasing has conducted a vetting process for potential partners to work with school.</p>	<p>approved '10 SIG plan</p>	<p>procurement processes to make quality, experienced service providers available for schools to carry out their improvement work.</p>
<p>Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability</p>	<p>At the Central office of NYCDOE, the Office of School Development and the Office of New Schools are staffed to support the Turnaround phase-in/replacement schools. These positions include conducting site visits, monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, and are responsible for completing required reports and evaluations to the NYSED and/or federal agencies.</p> <p>In addition, the school is supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>Proceeding according to approved '10 SIG plan</p>	<p>The Central offices of DOE will continue to support the school and the principals</p>

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**SECTION VI: SCHOOL DATA UPDATE**

Complete for **each** school receiving SIG funds.

School:	Metropolitan Soundview High School	NCES#:	Not available
Grades Served:	9	Number of students:	110

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

***NOTE: This school opened in the 2011-2012 school year and therefore does not have applicable data.***

Indicator	2008-2009 SY	2009-2010 SY	2011-2012 SY
Percentage of students with disabilities	School: District average:	School: District average:	School: 15% District average: 18%
Percentage of English language learners	School: District average:	School: District average:	School: 13% District average: 18%
Percentage of students with interrupted formal education	School: District average:	School: District average:	School: 4% District average: 7.7%
Number of minutes within the school year			32,400

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Indicator	2008-2009 SY	2009-2010 SY	2011-2012 SY
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____		#: 0 0 %
Teacher attendance rate			98%
Distribution of teachers by performance level on LEA's teacher evaluation system*			100% Satisfactory
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.		

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions:** Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>8</sup>

	2010-2011 Data	2011-2012**	2012-2013
<b>Number of minutes in the school year</b>		32,400 minutes	32,400
<b>Student participation rate on State Assessments: ELA</b>		No regents in 9th grade	100%
<b>Student participation rate on State Assessments: Math</b>		No regents in 9th grade	100%
<b>Drop-out rate</b>		0%	0%
<b>Student Attendance Rate (Average Daily Attendance)</b>		87%	90%
<b>Percentage of students completing advanced coursework (eg AP/IB, early-college high schools, or dual enrollment classes)</b>		0, only 9 <sup>th</sup> graders	0%
<b>Suspension Rate</b>		N/A	5%
<b>Truancy</b>		N/A	0%
<b>Teacher Attendance Rate</b>		98%	98%
<b>Teacher Turnover Rate</b>		1 teacher	0%

\*For schools that opened in 2010-2011 only

\*\*Provide data as available at this time.

<sup>8</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

**All members of the School Leadership team discussed the school's progress and plan for next year during its April SLT meeting.**

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**New York State Education Department  
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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Metropolitan Schoolview High School  
 BEDS Code: 

3	2	1	2	0	0	0	1	1	5	2	1
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 Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>Marie Vasquez</u> Signature <u>Marie Vasquez</u>	PTA President	4-16-12	
Individual's Name (Print/Type) <u>Silvia Patalano</u> Signature <u>Silvia Patalano</u>	UFT Rep	4-19-12	
Individual's Name (Print/Type) <u>Michael Langan</u> Signature <u>Michael Langan</u>	Principal-12x521	4-19-12	

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

**Murray Hill Academy**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

<b>School:</b>	MURRAY HILL ACADEMY 02M432	<b>NCES#:</b>	06207
<b>Grades Served:</b>	9, 10	<b>Number of students:</b>	211

<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The school leader opened the new school in September 2011 as part of the Turnaround-via-phase-out model. This school will eventually replace Norman Thomas High School, the PLA school which is phasing out.	Completed	Under DOE's school autonomy structure, the principal will continue to have flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and	Article 18D of the current agreement between the United Federation of Teachers and the New York Department of Education calls for a Personnel Committee that will screen the teaching applicants for the new school, based on a set of school-based competencies developed by the	Proceeding according to approved '10 SIG plan	DOE will share with NYSED a mid-year report on the staff turnover for the PLA school. The final data on staff turnover will be available after the 2011-2012 school year ends.

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
(B) Select new staff	<p>school principal for hiring staff. The Personnel Committee is comprised of, at minimum, two appointees by the UFT president, two representatives by the DOE Chancellor or designee, and the principal. The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.</p> <p>Murray Hill Academy has followed this process in its hiring and will continue using this process as it completes phasing in its full complement of grades and the PLA school phases out.</p>		
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school	<p>Teachers were provided per session opportunities to provide at-risk students with after school tutoring. Students are matched with licensed area teachers for tutoring.</p> <p>We have twenty subject area teachers (general education and special education) and one special needs (attendance) teacher.</p>	Proceeding according to approved '10 SIG plan	Teachers will be provided per session opportunities to provide students with after school tutoring. Students are matched with licensed area teachers for tutoring.

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	<p>Per session hours were offered for professional development. Teachers participated in a professional development that was geared for their individual professional needs as well as our school and student needs. Per session was also offered for tutoring, regents preparation, attendance and lateness intervention programs and make-up science lab sessions. All teachers participated in per session activities offered.</p>		
<p>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	<p>→Teachers were provided with Professional Development through High Schools That Work and Educational for Social Responsibilities about class room management, developing curriculum, engaging students through blended learning. → ESR was used to provide professional development focusing teacher pedagogy and class room management.</p> <p>The evaluation of the effectiveness of High Schools that Work (HSTW) was done by the Principal and Assistant Principal, with input from teachers and was formative in nature, based on the both the work of the two site consultants and the quality of their (HSTW) national professional development workshop and conferences. In 2011-2012 we had targeted the literacy needs of our</p>	<p>Proceeding according to approved '10 SIG plan</p>	<p>→Teachers will be provided with Professional Development through High Schools That Work, focusing on class room management, developing curriculum, engaging students through blended learning, academic rigor, differentiation and common core training. →ESR will provide professional development focusing teacher pedagogy and class room management.</p>

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	<p>population, and also had a Literacy Consultant. As a result, there was a school-wide interdisciplinary Challenge Based Project “My Community”. The implementation of Common Core Learning Standards (CCLS) as part of core content curriculum was also addressed by the other Consultant, working directly with Lead Teachers. There is a common lesson plan template used by all content area teachers that included CCLS.</p>		
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>Datacation is used to track students’ attendance and academic progress; credits earned, and track graduation progress.</p> <p>As a participant in the NYCDOE iLearn program, we are able to get Achieve 3000 for our students to use without having to purchase it on our own. <i>Datacation</i> was purchased to track student’s academic performance, attendance and behavior. <i>Datacation</i> allowed students, teachers, support staff, administration and parents to view and track students’ progress towards grade promotion and graduation. “Independent Zone” has provided an opportunity for students to earn credits in a blended environment with small group and increased individual attention.</p> <p><u>Update September 20, 2012:</u> Student</p>	<p>Proceeding according to approved ’10 SIG plan</p>	<p>Datacation will be used to track students’ attendance and academic progress; credits earned, and track graduation progress.</p>

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	<p>advocates and guidance counselors have reviewed student progress including transcripts, attendance, suspension information, and parent involvement. Students received online and blended credit recovery and tutoring to fulfill credit accumulation requirements. 60% of the students in the Independent Zone program were promoted.</p> <p>We use the National Network of Partnership School's action team approach to increase student involvement and improve student learning and development. For example, we use action teams (iLearn team, Data Inquiry teams, Case conferencing teams, collaborative planning with the administration and the lead teachers, and attendance and guidance team) to increase student success. We belong to a national network of schools (<i>High Schools That Work</i>, HSTW) to share and learn best practices.</p>		
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students</p>	<p>Data (formative, interim and summative) is used to monitor student growth, differentiate instruction to meet individual needs, modify instruction, curriculum and lesson plan writing. It is used to program students. Parents and students have on-line access to their grades, attendance, transcripts and anecdotal information in</p>	<p>Proceeding according to approved '10 SIG plan</p>	<p>Data (formative, interim and summative) will continue to be used to monitor student growth, differentiate instruction to meet individual needs, modify instruction, curriculum and lesson plan writing. It is used to program students. Parents and students have on-line access to their grades, attendance, transcripts and anecdotal</p>

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	<p>Datacation.</p> <p>There were data inquiry teams for literacy, mathematics, social studies, science, and attendance. The teams met regularly to address specific data inquiry questions that teams had created. This data was shared with the rest of the staff in the end of the school year. For example, for ELA, the inquiry goal was: <i>In alignment with the Common Core Learning Standards and the NYCDOE Instructional Expectations focus standards, students will show progress in using evidence to support argument. By June 2012, 80% of students will effectively use evidence to support arguments as demonstrated by performance on the literacy performance task aligned to the NYCDOE Instructional Expectations.</i> As a result, 85% of students at Murray Hill Academy were able to show progress in effectively using textual evidence to support an argument.</p>		<p>information in Datacation.</p> <p><u>Update September 20, 2012:</u> Data inquiry teams will focus on improving attendance, decreasing the number of student suspensions, designing and implementing Common Core State Standards, and the effects of teacher professional development on Charlotte Danielson’s teaching framework. Teams will meet biweekly during the common planning time. The whole school staff will be involved in the teams. The end of year results will be used to modify instruction, curriculum and school protocols.</p>
<p>Establish schedules and implement strategies that provide increased learning time</p>	<p>Students were programmed into appropriate classes to meet their graduation and Advanced Placement course requirement needs and attend after school tutoring and Saturday regents prep tutoring.</p> <p>An on-line program “Power Speak” was used for learning a foreign language. Most</p>	<p>Proceeding according to approved ’10 SIG plan</p>	<p>Students will be programmed into appropriate classes to meet their graduation and Advanced Placement course requirement needs and attend after school tutoring and Saturday regents prep tutoring.</p>

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	students chose Spanish as their preferred language. Students worked independently during the independent study class on the program. A certified teacher led the independent study classes. Students also had an opportunity to work at home to progress faster with the course.		
Provide appropriate social-emotional and community-oriented services and supports for students.	<p>→Good Shepherd student advocate counselors provide social and emotional supports for students. Each student is matched with an advocate counselor which he/she might reach out to for academic support; internships as well needed social/emotional interventions for the student and his/her families. In addition they also work closely with guidance counselors, social workers and teachers.</p> <p>→Students will attend Camp Ramapo for a full day. They will engage in team-building activities with their peers and school staff. This will support positive group interactions, strengthening communication skills, leadership skills, planning and time management. This will support the building of a positive school culture that works together.</p> <p>Our partnership with <i>Educators for Social Responsibility</i> (ESR) started in 2010 –</p>	Proceeding according to approved '10 SIG plan	<p>→Good Shepherd student advocate counselors will provide social and emotional supports for students. Each student is matched with an advocate counselor which he/she might reach out to for academic support; internships as well needed social/emotional interventions for the student and his/her families. In addition they also work closely with guidance counselors, social workers and teachers.</p> <p>→Students will attend Camp Ramapo for a full day. They will engage in team-building activities with their peers and school staff. This will support positive group interactions, strengthening communication skills, leadership skills, planning and time management. This will support the building of a positive school culture that works together.</p> <p><u>Update September 20, 2012: <i>Educators for Social Responsibility</i> (ESR) will continue to provide the same services as during the school year 2011-12.</u></p>

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	2011 (the cost was picked up by another NYCDOE agency). ESR worked with us during 2011 – 2012, predominantly focusing in on one on one teacher coaching, to improve instruction, student engagement and student outcomes. In addition, the focus has also been on improving classroom management. They have been working with our teachers in developing effective guided discipline strategies for the classroom and to improve effective teacher talk to decrease suspension rates. The consultant has worked with individual teachers as well as conducted whole school sessions.		
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.	Descriptions of services provided by external providers are listed above. As applicable, the DOE Division of Contracts and Purchasing has conducted a vetting process for potential partners to work with school.	Proceeding according to approved '10 SIG plan	NYCDOE will continue to manage and execute the necessary vetting, contracting and procurement processes to make quality, experienced service providers available for schools to carry out their improvement work.
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	At the Central office of NYCDOE, the Office of School Development and the Office of New Schools are staffed to support the Turnaround phase-in/replacement schools. These positions include conducting site visits, monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, and	Proceeding according to approved '10 SIG plan	The Central offices of DOE will continue to support the school and the principals

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	<p>are responsible for completing required reports and evaluations to the NYSED and/or federal agencies.</p> <p>In addition, the school is supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school's use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>		

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**SECTION VI: SCHOOL DATA UPDATE**  
 Complete for **each** school receiving SIG funds.

School:	MURRAY HILL ACADEMY 02M432	NCES#:	06207
Grades Served:	9, 10	Number of students:	211

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

*Note: This school opened in the 2010-2011 school year with a ninth grade cohort only.*

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Percentage of students with disabilities	School: N/A District average: N/A	School: N/A District average: N/A	School: 23% District average: 14%	School: 26% District average: %14
Percentage of English language learners	School: N/A District average: N/A	School: N/A District average: N/A	School: 9% District average: 11%	School: 5% District average: %11
Percentage of students with interrupted formal education	School: N/A District average: N/A	School: N/A District average: N/A	School: 0% District average:	School: 0% District average: 3.1%
Number of minutes within the school year	N/A	N/A	72, 360	72, 360

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<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____ N/A		3 students (2%)	7 students (3.27%)
Teacher attendance rate	N/A	N/A	94%	95%
Distribution of teachers by performance level on LEA's teacher evaluation system*	N/A	N/A	Satisfactory rating 100%	Satisfactory rating 100%
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.			

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions:** Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>9</sup>

	<b>2010-2011 Data</b>	<b>2011-2012**</b>	<b>2012-2013**</b>
<b>Number of minutes in the school year</b>	<b>72,360</b>	<b>72,360</b>	<b>72,360</b>
<b>Student participation rate on State Assessments: ELA</b>	<b>0 %</b>	<b>92%</b>	<b>95%</b>
<b>Student participation rate on State Assessments: Math</b>	<b>95%</b>	<b>93%</b>	<b>95%</b>
<b>Drop-out rate</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Student Attendance Rate (Average Daily Attendance)</b>	<b>82%</b>	<b>82%</b>	<b>83%</b>
<b>Percentage of students completing advanced coursework (eg AP/IB, early-college high schools, or dual enrollment classes)</b>	<b>4%</b>	<b>7%</b>	<b>8%</b>
<b>Suspension Rate</b>	<b>2.9%</b>	<b>12%</b>	<b>8%</b>
<b>Truancy</b>	<b>2%</b>	<b>4%</b>	<b>3%</b>
<b>Teacher Attendance Rate</b>	<b>94%</b>	<b>95%</b>	<b>95%</b>
<b>Teacher Turnover Rate</b>	<b>18%</b>	<b>4%</b>	<b>4%</b>

\*For schools that opened in 2010-2011 only

\*\*Provide data as available at this time.

<sup>9</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

**The principal and assistant principal met with each group of stakeholder separately. Parents were consulted at School Leadership Team and Parent Teacher Meetings (elected and non-elected parents). Teachers, UFT representative and non-pedagogical staff met during full faculty conferences and in smaller team meetings. Students provided input directly to administration and staff through surveys, conversations and at SLT meetings.**

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: **MURRAY HILL ACADEMY 02M432**

BEDS Code:

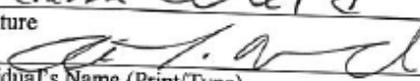
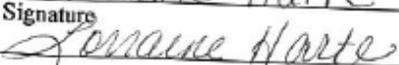
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Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted		2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) ANITA MANNINEN-FELIX	Signature 	PRINCIPAL  SCHOOL ADMINISTRATION	4/17/12 SLT Meeting	
Individual's Name (Print/Type) Adam Ward	Signature 	UFT CHAPTER Leader	4/17/12 SLT meeting	
Individual's Name (Print/Type) Lorraine Harte	Signature 	PTA PRESIDENT & Parent Body	4/19/12 Over the phone	

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

**New Design Middle School**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

<b>School:</b>	New Design Middle School	<b>NCES#:</b>	Not available
<b>Grades Served:</b>	6 <sup>th</sup> Grade in 2011-12 (6 <sup>th</sup> + 7 <sup>th</sup> Grade in 2012-13)	<b>Number of students:</b>	113 in 2011-2012 (235 projected 2012-13)

<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The school leader opened the new school in September 2011 as part of the Turnaround-via-phase-out model. This school will eventually replace IS 195 Roberto Clemente, the PLA school which is phasing out.	Completed	Under DOE's school autonomy structure, the principal will continue to have flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,	Article 18D of the current agreement between the United Federation of Teachers and the New York Department of Education calls for a Personnel Committee that will screen the teaching applicants for the new school, based on a set of school-based competencies	Proceeding according to approved '10 SIG plan	DOE will share with NYSED a mid-year report on the staff turnover for the PLA school. The final data on staff turnover will be available after the 2011-2012 school year ends.

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
(A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff	<p>developed by the school principal for hiring staff. The Personnel Committee is comprised of, at minimum, two appointees by the UFT president, two representatives by the DOE Chancellor or designee, and the principal. The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.</p> <p>New Design MS has followed this process in its hiring and will continue using this process as it completes phasing in its full complement of grades and the PLA school phases out.</p>		
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround	None Chosen – By not incentivising the opportunity to have teachers attend conferences from the start of the year – as the school year got busy and the staff got tired – this did not fulfill itself as a priority. Also as we shifted funds to ensure we could use another Special Education teacher with our flexible programming model – we no longer had the funds available for these conferences.	Delayed until year 2.	For Year 2 – we will have Team Leaders for each grade level team and department facilitators for each department. These will be paid through Tax Levy Funds. Based on individual Inquiry Projects – teachers will have the opportunity to choose local and national conferences to apply to. The team leaders were chosen based on their

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
school			willingness to carry out the consistent school culture with their grade level teams and their ability to carry out our school wide CEP goals for each of their teams around literacy and math. Department Facilitators are still a work in progress – they have not been identified yet – especially since many departments are still 1 or 2 people. Once the Lesson Studies get up and running in the fall – the leaders for the departments will be the ones naturally leading that process on those teams – along with the unit plan reviews and revisions.
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	From the approved 2011 SIG plan we have completed our Summer PD and Planning Plans, kept up our Weekly Professional Development as a staff, and we have started our Teacher Inquiry Projects. Our Teacher Professional Library we got through Tax Levy Funds. We did not send teachers to Professional Conferences in the 2011-12 school year. All teachers at New Design MS benefitted from professional development that occurred after school on Thursdays, during Grade Level Time during their Professional Period, or when Department Teams met throughout the month.	A mixture of proceeding according to plan and delayed until 2012-13.	We will continue with Summer PD Plans with double the staff. We will continue with our weekly Professional Development with double the staff. The teacher inquiry projects will continue but evolve into Japanese Lesson study within departments. Our Professional Library will become more robust than our 1 <sup>st</sup> year and will be based on outcomes from Inquiry Projects.

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>We used the UBD framework to unit and Long term plan, our Foundation Assessments are deeply embedded in how we do school at NDMS, our interim assessments guided our work aligned to NYS exams, our Reading Workshop is deeply embedded in how we do school, we used instructional consultants with Tax Levy funds to help our Literacy work – unfortunately only 6 trait writing got embedded in the ELA classrooms – not all subject areas.</p>	<p>Proceeding according to approved plan.</p>	<p>We will continue with all the activities described to the left and only get better at them in the 2012-13 school year. The other layer of work will be using Mastery Based Grading to inform all our assessments and programming of students along the way to help better meet individual needs. We will use more SIG funds for consultants and supplies for our Reader’s Workshop in the coming year.</p>
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students</p>	<p>To make our school adaptive to student’s needs we did have our Grade Level Time &amp; Common Planning Time. We only did 2 Data Days instead of 4. Our Choice Reports are deeply embedded in how we do school. The Assistant Principal is the other instructional leader at NDMS. We have been able to use Flexible Scheduling for our Special Needs students. We built simple version of our data tool with Google Docs. We never got to create internal student and parent surveys. The specific data days we needed became unnecessary because of how we programmed teachers during our Foundations and afterwards – we were able to give them time off in larger chunks to get the work done. We did not find the capacity last year to complete our internal surveys.</p>	<p>A mixture of delayed and proceeding according to plan for the 2011-12 school year.</p>	<p>All the activities to the left will continue in the 2012-13 school year. The flexible grouping and scheduling model that we now use with our Special Needs students will be used with entire NDMS 6<sup>th</sup> grade next year based on their Mastery Based Grading outcomes. (This is part of our Izone Work for the coming year) We will create a more robust data tool for teachers as well as complete our internal student and teacher surveys. New Design Middle School became an Izone 360 school this year and will continue on that path for the coming years. As part of the pilot we are experimenting with ways to better personalize our curriculum for students.</p>

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
			<p>What we have found is there are many ways for the school to use Google Applications and other programs to gather more instant data on student learning so that we can group and re-group them around their needs more frequently throughout the year. However – we would need more hardware – Apple Laptops – to do this more effectively as a school. Our Izone work is supporting this – but if we used the SIG grant to support this work as well – we hope that our students are more successful.</p> <p>The Special Education Team and Izone Committee have not made their final decision yet – but we want more of our Self-Contained, SETTS, and ICT students to have access to the hardware and software more frequently so that we can gather formative data to make better instructional and organizational decisions for them</p>
<p>Establish schedules and implement strategies that provide increased learning time</p>	<p>We did not use Junior Great Books in the current school year. We did do our Reading Club to increase the length of the school day for all students in the 2011-12 school year. And we did increase the learning with Orientation and will have a mandatory summer school enrichment program in July.</p>	<p>A mixture of delayed and proceeding according to approved plan.</p>	<p>We will continue to increase learning time with every student utilizing the 37.5 minutes and our longer school year with our Summer School and Orientation. Based on our Mastery Based Grading Efforts – our students that are struggling will have more time</p>

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
	<p>With the effort we putting into creating Reading Club, which is independent reading time, as well as our Reader’s/Writer’s workshops in ELA class – we did not find the capacity last year to take on starting Junior Great Books as a school. While we still support the program – going forward we will find ways to integrate it into the school in smaller ways at first – while using Tax Levy funds for the program.</p> <p>We were able to do College Visits in October and December and for the 2<sup>nd</sup> half of the school year – we had the members of Columbia’s Business School work with many of our students after school on Fridays.</p> <p>We had a robust after school program from September 2011 to June 2012. After school enrichment took the form of Science Club, Newspaper, Student Congress, and different Design activities such as Voice, Dance, Visual Arts, Photography, and Jewelry making. Extra help took the form of homework help, to working with our Promotion in Doubt students to preparing students for the state tests in ELA and Math.</p>		<p>after school – and students that need to be pushed and challenged more will have those opportunities as well.</p>
<p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>	<p>We have our Advisory Program – Design for Life – that ensures every child is known by one adult at school – who is also the main family contact. Our Friday Celebrations are a</p>	<p>A mixture of delayed and proceeding according to plan.</p>	<p>A major component to the community connection will be that our 7<sup>th</sup> grade design projects happen within the community surrounding the school.</p>

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
	<p>main component of how we do school that celebrate our students and given parents a venue to be at school regularly. Our design projects have taken shape within our school building but have been done through Tax Levy funds. Without finding the right person to be NDMS' family worker – we were never able to pull off our Progress Nights as planned.</p>		<p>That will build a deeper bond to the school in the community. We hope to find a family worker in the upcoming school year to get more consistent parental involvement and pull off the Progress Nights as planned – which will tie in well to our Mastery based grading push in the upcoming school year. We could not afford a family worker with the remaining Tax Levy funds that we had. Luckily a community based organization was able to provide us with part time help throughout the year. In the 2012-13 school year we have received funding for a Parent Coordinator – for this reason we would like to use the funds for the Family Worker to supplement the salary for our Community Coordinator. There are many roles with families they can take on also – and with our Izone work for the coming year – we will need more than the Parent Coordinator to take on this work.</p>
<p>If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.</p>	<p>Descriptions of services provided by external providers are listed above. As applicable, the DOE Division of Contracts and Purchasing has conducted a vetting process for potential partners to work with school.</p>	<p>Proceeding according to approved '10 SIG plan</p>	<p>NYCDOE will continue to manage and execute the necessary vetting, contracting and procurement processes to make quality, experienced service providers available for schools to carry out their improvement work.</p>

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
<p>Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability</p>	<p>At the Central office of NYCDOE, the Office of School Development and the Office of New Schools are staffed to support the Turnaround phase-in/replacement schools. These positions include conducting site visits, monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, and are responsible for completing required reports and evaluations to the NYSED and/or federal agencies.</p> <p>In addition, the school is supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>Proceeding according to approved '10 SIG plan</p>	<p>The Central offices of DOE will continue to support the school and the principals</p>

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**SECTION VI: SCHOOL DATA UPDATE**  
Complete for **each** school receiving SIG funds.

School:	New Design Middle School	NCES#:	Not yet available
Grades Served:	6 <sup>th</sup> Grade in 2011-12, 6 <sup>th</sup> +7 <sup>th</sup> in 2012-13	Number of students:	113 in 2011-12 220 Projected in 2012-13

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

***NOTE: This school opened in the 2011-2012 school year so does not have applicable data.***

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2011-2012 SY</b>
Percentage of students with disabilities	School: District average:	School: District average:	School: 32% District average: 16%
Percentage of English language learners	School: District average:	School: District average:	School: 11% District average: 9%
Percentage of students with interrupted formal education	School: District average:	School: District average:	School: 0% District average: Unsure
Number of minutes within the school year			

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<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2011-2012 SY</b>
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____		#: ___0___                    %: 0 _____
Teacher attendance rate			98%
Distribution of teachers by performance level on LEA's teacher evaluation system*			8 teachers were satisfactory, 1 was unsatisfactory.
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.		

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions:** Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>10</sup>

	<b>2010-2011 Data</b>	<b>2011-2012**</b>	<b>2012-13 Target Goal</b>
<b>Number of minutes in the school year</b>		<b>76,831</b>	<b>80,000</b>
<b>Student participation rate on State Assessments: ELA</b>		<b>100%</b>	<b>100%</b>
<b>Student participation rate on State Assessments: Math</b>		<b>100%</b>	<b>100%</b>
<b>Drop-out rate</b>		<b>NA</b>	<b>NA</b>
<b>Student Attendance Rate (Average Daily Attendance)</b>		<b>93%</b>	<b>96%</b>
<b>Percentage of students completing advanced coursework (eg AP/IB, early-college high schools, or dual enrollment classes)</b>		<b>NA</b>	
<b>Suspension Rate</b>		<b>91% of students have received no suspensions.</b>	<b>95% of students have no suspensions</b>
<b>Truancy</b>		<b>NA</b>	<b>NA</b>
<b>Teacher Attendance Rate</b>		<b>98%</b>	<b>99%</b>
<b>Teacher Turnover Rate</b>		<b>30%</b>	<b>15%</b>

\*For schools that opened in 2010-2011 only

\*\*Provide data as available at this time.

<sup>10</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

**All members of the School Leadership team discussed the school's progress and plan for next year during its April SLT meeting.**

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: New Design Middle School (05m514)

BEDS Code: 

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 Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Signature	DOLORES TOCENTI NO PTA SLT Member	4/20/2012	
<u>Dolores Tocenti NO</u>			
Individual's Name (Print/Type) Signature	Chp leader of UFT	4/20/2012	
<u>Marie Clevering</u> <u>Marie Clevering</u>			
Individual's Name (Print/Type) Signature	APIA	4/20/2012	
<u>Francesca Pisa</u> <u>Francesca Pisa</u>			

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, 2012-2013 School Year  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

**Pathways in Technology Early College High School (P-Tech)**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

<b>School:</b>	Pathways in Technology Early College High School (P-Tech)	<b>NCES#:</b>	
<b>Grades Served:</b>	9th	<b>Number of students:</b>	103

<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The school leader opened the new school in September 2011 as part of the Turnaround-via-phase-out model. This school will eventually replace Paul Robeson High School, the PLA school which is phasing out.	Completed	Under DOE's school autonomy structure, the principal will continue to have flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,	Article 18D of the current agreement between the United Federation of Teachers and the New York Department of Education calls for a Personnel Committee that will	Proceeding according to approved SIG plan	DOE will share with NYSED a mid-year report on the staff turnover for the PLA school. The final data on staff turnover will be available after the 2011-2012 school year ends.

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
<p>(A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff</p>	<p>screen the teaching applicants for the new school, based on a set of school-based competencies developed by the school principal for hiring staff. The Personnel Committee is comprised of, at minimum, two appointees by the UFT president, two representatives by the DOE Chancellor or designee, and the principal. The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.</p> <p>P-Tech has followed this process in its hiring and will continue using this process as it completes phasing in its full complement of grades and the PLA school phases out.</p>		

**New York State Education Department**  
**LEA School Improvement Grant Application Year 2 Update, 2012-2013 School Year**  
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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school</p>	<p>Working at P-Tech gives our teachers the opportunities for professional and personal growth with the following:</p> <ul style="list-style-type: none"> <li>➤ Collaboration with college professors for the New York City College of Technology (City Tech)</li> <li>➤ Opportunities to work as adjunct professors at City Tech</li> <li>➤ Reduced teacher to student ratio</li> </ul>	<p>Proceeding according to approved amended plan.</p>	<p>The activities year one will continue into year two.</p> <p>The Lead Teacher’s primary role will be to provide support to improve instructional practice. In order to meet this goal, the Lead Teacher will use a coaching model involving a three-step protocol: pre-conversation/ lesson planning, observation of the lesson, and a debriefing of the lesson. The Lead Teacher will also coordinate learning opportunities for teachers through inter-visitations and professional development. S/he will also be responsible for leading department/ inquiry teams and curriculum planning. The Lead Teacher will use the Daniel Framework as a lens to have conversations in respect to instructional practice.</p>
<p>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	<p>Though we are not involved in the city’s pilot this year, we have used modified versions of the Danielson framework, starting from the DOE Talent Management Pilot rubrics. In terms of rigor, the unique school model we are building involves an inherently high level of rigor, which we define practically as real preparation for success in college and career. Through backward planning with college partners (NYC College of Technology) and</p>	<p>Proceeding according to approved amended plan.</p>	<p>The activities year one will continue into year two, including support from CUNY</p> <p>The following PD was offered during Year 1:</p> <ul style="list-style-type: none"> <li>➤ Common Core State Standards</li> <li>➤ Blended Learning along with specific professional development surrounding the online platforms/ tools to assist the blended learning model: iLearn (including Achieve 3000, Math XL, WritetoLearn)</li> <li>➤ Scantron Performance Series</li> <li>➤ Teacherease</li> <li>➤ Smart Scholars</li> </ul>

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, 2012-2013 School Year  
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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
	<p>corporate partners (IBM), our students receive instruction that aligns with the expectations of college and industry. Our staff also receives math and literacy professional development at least once a month.</p>		<ul style="list-style-type: none"> <li>➤ Planning Conversations/ Inter-Visitations between City Tech Professors and PTECH teachers</li> <li>➤ Workplace Learning</li> </ul> <p>By hiring two additional teachers, we were able to decrease the teacher to student ratio in classrooms. It also allowed us to implement the 90-minute blocked programming and provide additional pathways for students who were accelerated by creating an increased number of classes, specifically in math. As we moved forward throughout the year, the two additional teachers allowed programming changes that freed up two teachers to serve as coaches: one in math and one in literacy. This support was important since 1/3 of the teaching staff were first year teachers.</p> <p>CUNY provided a number of professional development, specifically around literacy and the Common Core State Standards. They also facilitated professional development between PTECH teachers and CUNY professors. These professional development assisted in developing curriculum that would prepare students for the new expectations of the state and prepare students for college.</p>

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LEA School Improvement Grant Application Year 2 Update, 2012-2013 School Year  
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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>We have created a six year scope and sequence that combines the four years of high school and the two years at New York City College of Technology. In year two P-TECH students will have the opportunity to take two college classes. Before taking the two college classes they need to meet CUNY benchmarks of a minimum score of 75 on the ELA and an 80 on one of the math regents. We use Achieve 3000, Math XL, and Scantron to assist with a blended model of teaching. P-TECH has implemented the following to gather formative and summative assessment on students to inform instructions throughout the school year and subsequent planning moving into our second year:</p> <ul style="list-style-type: none"> <li>➤ Two mock Regents exams are administered each semester before the actual Regents takes place. Analysis conducted on those exams helps determine the focus on our Saturday Academy sessions.</li> <li>➤ Regents are used to determine placement in subsequent classes</li> </ul>	<p>Proceeding according to approved amended plan.</p>	<p>The activities year one will continue into year two. In year 2, PTECH students will be taking physics as their first science course. As a result, we will be waiting to implement the Peer Enabled Restructured Classroom until Living Environment is added.</p>

**New York State Education Department  
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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students</p>	<p>Edperformance software assessments are administered several times a month in order to provide teachers with current information academic progress, deficiencies, suggested lessons, assessments, and differentiated instruction. We are also participating in Achieve 3000's Auto Adjust program, allowing us to get updated lexile scores and reading levels monthly.</p>	<p>Proceeding according to approved amended plan.</p>	<p>The activities year one will continue into year two. The school will continue to administer Edperformance assessments several times per month and utilize Achieve 3000 to ascertain reading levels.</p>
<p>Establish schedules and implement strategies that provide increased learning time</p>	<p>PTECH seeks to develop students with the skills to be college and career ready. In order to do this, we strive to provide support to students to ensure that they successfully graduate from PTECH with an AAS degree from The New York City College of Technology and are career ready. Therefore, the following strategies have been implemented:</p> <ul style="list-style-type: none"> <li>➤ Strategic Scheduling: double periods of foundational classes which include Math, English, Technology, and Workplace Learning</li> </ul>	<p>Proceeding according to approved amended plan.</p>	<p>The activities year one will continue into year two. In addition, we are running a 6-week summer school program for 9<sup>th</sup> and 10<sup>th</sup> grade students preparing to take the Geometry Regents examination.</p>

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, 2012-2013 School Year  
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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
	<ul style="list-style-type: none"> <li>➤ Strengthening math and English skills through individualized instruction using online programs such as Achieve 3000, Write2Learn, and Math Excel</li>   <li>➤ Common Planning Meetings between P-Tech Teachers and City Tech professors</li>   <li>➤ Early testing of Algebra I and ELA Regents</li>   <li>➤ IBM Site Visits</li>   <li>➤ Enrichment provided Monday through Thursday</li>   <li>➤ Saturday Academy</li> </ul>		
<p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>	<p>Schools are highly effective settings for the development of social and emotional competencies and milestones for students. It is crucial to help students develop self-management which improves relationships at all levels of the school-community, reduces conflict among students, and helps young</p>	<p>Proceeding according to approved amended plan.</p>	<p>The school will continue peer mediation, tutoring at PS 12, athletics and mentoring from our college and industry partners.</p>

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, 2012-2013 School Year  
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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
	<p>people to be healthier and more successful in school and life. Some initiatives that have been implemented at P-TECH that have helped in building a sense of community, creating a climate of trust and encouraging respectful communication include but are not limited to:</p> <ul style="list-style-type: none"> <li>➤ Peer Mediation</li> <li>➤ P.S. 12 Tutoring Program (P-TECH students tutor elementary students in math),</li> <li>➤ Mentoring for students from college and industry partners</li> <li>➤ Various extracurricular activities such as: PSAL athletics, Mouse Squad,</li> <li>➤ Gender-based groups: Real Men, Real Talk; Sister Talk</li> </ul>		
<p>If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.</p>	<p>Descriptions of services provided by external providers are listed above. As applicable, the DOE Division of Contracts and Purchasing has conducted a vetting process for potential partners to work with school.</p>	<p>Proceeding according to approved SIG plan</p>	<p>NYCDOE will continue to manage and execute the necessary vetting, contracting and procurement processes to make quality, experienced service providers available for schools to carry out their improvement work.</p>
<p>Adopt a new governance structure,</p>	<p>At the Central office of NYCDOE,</p>	<p>Proceeding according</p>	<p>The Central offices of DOE will continue to support the school and the principals</p>

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
<p>which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability</p>	<p>the Office of School Development and the Office of New Schools are staffed to support the Turnaround phase-in/replacement schools. These positions include conducting site visits, monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, and are responsible for completing required reports and evaluations to the NYSED and/or federal agencies.</p> <p>In addition, the school is supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>to approved SIG plan</p>	

**New York State Education Department  
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**SECTION VI: SCHOOL DATA UPDATE**  
Complete for **each** school receiving SIG funds.

School:	Pathways in Technology Early College High School (P-Tech)	NCES#:	
Grades Served:	9th	Number of students:	103

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Percentage of students with disabilities	School: District average:	School: District average:	School: District average:	School: 16% District average:13%
Percentage of English language learners	School: District average:	School: District average:	School: District average:	School: 2% District average:9%
Percentage of students with interrupted formal education	School: District average:	School: District average:	School: District average:	School: 1% District average:4%
Number of minutes within the school year				81,180

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<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____		<b>N/A</b>	<b>16%</b>
Teacher attendance rate			<b>N/A</b>	<b>98%</b>
Distribution of teachers by performance level on LEA's teacher evaluation system*			<b>N/A</b>	<b>100% Satisfactory</b>

*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	Though we are not involved in the city's pilot this year, we have used modified versions of the Danielson framework, starting from the DOE Talent Management Pilot rubrics. In terms of rigor, the unique school model we are building involves an inherently high level of rigor, which we define practically as real preparation for success in college and career. Through back ward planning with college partners (NYC College of Technology) and corporate partners (IBM), our students receive instruction that aligns with the expectations of college and industry. Across classrooms, students are exposed to rigorous instruction that mirrors real world experiences: hands-on, project-based, and with tangible applications. In this way, we are building 21 <sup>st</sup> century skills that will equip our students to be successful through completion of an associate degree and in the workforce.
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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions:** Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>11</sup>

	2010-2011 Data	2011-2012**	2012-2013
<b>Number of minutes in the school year</b>	N/A	<b>81,180 Minutes</b>	<b>81,180 Minutes</b>
<b>Student participation rate on State Assessments: ELA</b>	N/A	<b>99%</b>	<b>99%</b>
<b>Student participation rate on State Assessments: Math</b>	N/A	<b>99%</b>	<b>99%</b>
<b>Drop-out rate</b>	N/A	<b>0</b>	<b>5%</b>
<b>Student Attendance Rate (Average Daily Attendance)</b>	N/A	<b>94.8%</b>	<b>94.8%</b>
<b>Percentage of students completing advanced coursework (eg AP/IB, early-college high schools, or dual enrollment classes)</b>	N/A	<b>16%</b>	<b>50%</b>
<b>Suspension Rate</b>	N/A	<b>2.9%</b>	<b>2.9%</b>
<b>Truancy</b>	N/A	<b>2.9%</b>	<b>2.9%</b>
<b>Teacher Attendance Rate</b>	N/A	<b>98%</b>	<b>98%</b>
<b>Teacher Turnover Rate</b>	N/A	<b>11%</b>	<b>11%</b>

\*For schools that opened in 2010-2011 only

\*\*Provide data as available at this time.

<sup>11</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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**Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name:

BEDS Code:

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Copy and use additional pages as necessary

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This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <u>FREDERICK F. ALLMAN</u>	<u>PTA President</u>	<u>9/20/12</u>	
Signature <u>[Signature]</u>			
Individual's Name (Print/Type) <u>William Ehrenfeld</u>	<u>SLT Chair (DC-37 Rep)</u>	<u>9/21/12</u>	
Signature <u>[Signature]</u>			
Individual's Name (Print/Type) <u>Tanya Spence</u>	<u>UFT Chair</u>	<u>9/21/12</u>	
Signature <u>[Signature]</u>			

Hashid F. Davis  
Principle  
Rafke J. Dan

9/21/12

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

**High School of Language and Innovation**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

<b>School:</b>	High School of Language and Innovation	<b>NCES#:</b>	Not yet available
<b>Grades Served:</b>	9	<b>Number of students:</b>	91

<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The school leader opened the new school in September 2011 as part of the Turnaround-via-phase-out model. This school will eventually replace Christopher Columbus High School, the PLA school which is phasing out.	Completed	Under DOE's school autonomy structure, the principal will continue to have flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and	Article 18D of the current agreement between the United Federation of Teachers and the New York Department of Education calls for a Personnel Committee that will screen the teaching applicants for the new school, based on a set of school-based	Proceeding according to approved '10 SIG plan	DOE will share with NYSED a mid-year report on the staff turnover for the PLA school. The final data on staff turnover will be available after the 2011-2012 school year ends.

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
rehire no more than 50 percent; and (B) Select new staff	<p>competencies developed by the school principal for hiring staff. The Personnel Committee is comprised of, at minimum, two appointees by the UFT president, two representatives by the DOE Chancellor or designee, and the principal. The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.</p> <p>HS of Language and Innovation has followed this process in its hiring and will continue using this process as it completes phasing in its full complement of grades and the PLA school phases out.</p>		
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs	Two high-potential teacher-leaders were given extra opportunities to develop initiatives and receive extra coaching to turnkey to the rest of the staff. All staff had daily common planning time, with a two-hour block on Friday, allowing for in-depth collaboration and a focus on leadership and improvement.	Proceeding according to approved FY10 SIG plan	The plan was continue with large amounts of common planning time, and a specific focus on leadership opportunities and teaching teachers how to coach each other. Daily common planning time allows for three types of teamwork to occur: subject-team planning; cross-content instruction teamwork, including teachers sharing classroom video, classroom

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of the students in the turnaround school			data, and getting feedback on this from teachers in all content areas; and a coaching/mentoring team, in which high-potential teachers are given increased, paid staff development in both the instructional model and coaching techniques, which they then use in mentoring and coaching. The two high potential teachers are considered team leaders and mentors for new teachers but are not listed in the budget as Lead Teachers. They have taken part in extra, paid professional development outside of school for which they were selected by the principal and school's staff developer, Cynthia McCallister, based on having the highest fidelity to the Learning Cultures instructional model and classroom rubrics. They have been coached in leadership roles in subject teams and the school hiring committee, for which they were also selected through an application process. In the coming school year, these two teachers will be given 1-2 fewer period instructional periods in their schedule in order to do in-class coaching and modeling for teachers new to the instructional model.
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school	Teachers received intensive, daily staff development in year one in Learning Cultures in the form of instructional rounds, common planning, and release time for more in-depth common planning. Flip cameras were used to record teaching and share	Proceeding according to approved FY10 SIG plan	HSLI will continue with its commitment to co-teaching to help high-needs students through targeted conferencing, as well as using the extra teachers to be able to help the staff as a whole create extra instructional time and allow for frequent collaboration and

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<p>staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	<p>practice on video during common planning, minimizing the need for coverage. For the majority of the year, 75% of math classes were co-taught, leading to a high degree of best practice sharing, as well as targeted instruction for high-needs students. It also allowed for ESL teachers to co-teach in content areas, and separate ELA into separate 70-minute reading and writing periods. ESL teachers co-taught in Earth Science classes and provided extra conferencing and small group instruction for students in ELA classes.</p>		<p>intervisitation. Job-embedded professional development occurs in teacher intervisitation, sharing of practice in daily common planning, co-teaching, and the principal's instructional walkthroughs and frequent feedback to teachers. Professional development also through visits from the McCallister Group, which provides staff development in Learning Cultures for all teachers. Finally, the school's Children First Network has several Educational Administrators (EAs) who visit the school frequently to do instructional walkthroughs with the principal. One dedicated EA has visited the school frequently since September to give feedback and PD on the school's instruction, while another, who is an ELL specialist, has visited to give specific feedback regarding the progress and instruction for ELLs.</p>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>Staff development time was created for staff to learn Learning Cultures, a research-based set of classroom practices designed to maximize student independence, collaboration, and high levels of literacy in all classrooms. In order to maximize these formats and allow for the requisite 70-minute periods needed to accomplish it, per session was used to compensate teachers for the alternative schedule. The school had to change the plan to use SIG money for classroom-rich libraries, as the majority of</p>	<p>Proceeding according to approved amended plan</p>	<p>The school will continue with the schedule necessary to create 70-minute periods. With a larger staff in year 2, it will be more possible to create flexible schedules and still achieve 70-minute periods with less per-session in most content areas. However, per session will still be used to create 70 minute periods in science so that students can follow Learning Cultures formats and still meet state lab requirements.</p>

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	vendors needed for the libraries were not ARRA approved. The school used other monies to purchase the library, and amended the SIG plan so that so the money was transferred to technology with tools capable of helping ELLs access text and content.		
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	The school used laptops and I-pads to teach ELL students sophisticated skills for accessing content and vocabulary, as well as allow for differentiated responses. Technology proved to be a powerful tool in helping newcomers and struggling readers empowered to tackle difficult-grade level texts, so textbook money was actually changed into more technology money.	Proceeding according to amended SIG plan	<p>The school has strengthened its use of the Degrees of Reading Power assessment as a school-wide reading diagnostic to pinpoint reading levels and needs. For math, the school has chosen to use the Scantron Math diagnostic. In addition, the school is developing a series of reading and writing assessments guided by the Common Core Learning Standards that will be given in English and Writing classes as a diagnostic, as well as once every marking period, in order to pinpoint areas of student strength and growth. The school has created a school-wide writing rubric using the CCLS as criteria that will be used in every subject area for writing assignments as well as to assess an initial writing diagnostic.</p> <p>Technology will continue to play a strong part in helping teachers and students track student growth. As the school has a high population of newcomer ELLs, technology allows students to access content through multiple languages, and programs such as Learning</p>

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			<p>Upgrade and Castle Learning allow teachers give regular updates on student progress, allowing for a constantly updated measure of strengths and needs. This year, staff realized the technological learning opportunities available on individual laptops and I-pads were extremely powerful in helping this particular population succeed because of the range of diverse, content-rich, multi-lingual texts and practice opportunities provided by software, e-books, and online learning.</p>
<p>Establish schedules and implement strategies that provide increased learning time</p>	<p>The school implemented an alternative block schedule with 70-minute periods for maximum independent learning time. The school also created a number of electives like journalism, engineering, culinary arts, and foreign language, using per session to create the extra periods.</p>	<p>Proceeding according to approved FY10 SIG plan</p>	<p>The school will continue with the alternative block schedule and elective periods. The school will continue to use per session to create extended learning time for students, including after-school and Saturday school enrichment in English, math, science and Social Studies. The school has allocated 450 hours for this purpose. The school was also able to create a longer school day through a split session, in which some teachers will start earlier than others. This will allow for all students to have a longer school day without a drastic increase in costs. However, per session will still be used to create even more learning opportunities in an extended day.</p> <p>Four of the school's teachers are dual-certified, and two more are preparing to become dual-certified over the next year. All ESL students receive 70 minutes of English</p>

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			ith a focus on reading, and 70 minutes of writing, each four times a week. Two-thirds of Social Studies classes, will be taught by dual-certified ESL/Social Studies teachers.
Provide appropriate social-emotional and community-oriented services and supports for students.	The school collaborated with CBOs to create highly engaging elective classes in tae kwon do, theater, dance, and art. The classes led to extremely high attendance, and fostered self-discipline, fitness, and a high degree of collaboration. Teachers were able to use the time to plan academic interventions for struggling students. A bilingual parent coordinator also created monthly newsletters and bilingual materials to communicate expectations, instructional practices, and news, and led workshops and events for parents. Per session was used to create a school website. Staff attendance was over 99%, so even with a large number of per-diem teachers brought in to facilitate intervistiation, the large amount of money was not needed	Proceeding according to approved amended SIG plan	The school will continue its collaboration with CBOs as well as bilingual staff and professional services to create a student and parent-friendly website that establishes multiple options for communication and progress. General supplies and materials will be used by the parent coordinator to create parent newsletters, events, and workshops. . Friday sessions will continue to provide two hours, from 1:00-3:00, of arts and enrichment classes taught by the CBOs, Bronx Arts Ensemble and Korea Taekwondo. The classes not only engage the students in the arts and physical activity, but also provide strong character-building and socio-emotional support for students.
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.	Descriptions of services provided by external providers are listed above. As applicable, the DOE Division of Contracts and Purchasing has conducted a vetting process for potential partners to work with school.	Proceeding according to approved '10 SIG plan	NYCDOE will continue to manage and execute the necessary vetting, contracting and procurement processes to make quality, experienced service providers available for schools to carry out their improvement work.
Adopt a new governance structure,	At the Central office of NYCDOE, the Office of School Development and the	Proceeding according to	The Central offices of DOE will continue to support the school and the principals

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<p>which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability</p>	<p>Office of New Schools are staffed to support the Turnaround phase-in/replacement schools. These positions include conducting site visits, monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, and are responsible for completing required reports and evaluations to the NYSED and/or federal agencies.</p> <p>In addition, the school is supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>approved '10 SIG plan</p>	

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**SECTION VI: SCHOOL DATA UPDATE**  
Complete for **each** school receiving SIG funds.

School:	High School of Language and Innovation	NCES#:	Not yet available
Grades Served:	9	Number of students:	91

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

**NOTE: This school opened in the 2011-2012 school year and therefore does not have applicable data.**

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Percentage of students with disabilities	School: District average:	School: District average:	School: District average:	School: 2.25% District Average: 16.11%
Percentage of English language learners	School: District average:	School: District average:	School: District average:	School: 83.15% District Average: 14.39%
Percentage of students with interrupted formal education	School: District average:	School: District average:	School: District average:	School: 18.2% District Average: 2.59%
Number of minutes within the school year				82,620

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<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____		#: _____ %: _____	100% of students took Global/ESL classes taught by teachers dual-certified in ESL and Social Studies.
Teacher attendance rate				99%
Distribution of teachers by performance level on LEA's teacher evaluation system				2—Highly Effective 5—Effective 1—Developing (first-year teacher)
Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.			

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions:** Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>12</sup>

	<b>2010-2011 Data</b>	<b>2011-2012**</b>	<b>2012-2013 Goals</b>
<b>Number of minutes in the school year</b>		82, 620	79, 200 (Decrease caused by slight adaptation to shared building schedule so elective periods are slightly shorter; same amount of time in core subjects offered as year before with 45 extra minutes of ELA per week than previous year.)
<b>Student participation rate on State Assessments: ELA</b>		NA—students are all in 9 <sup>th</sup> grade, will take this exam in 11 <sup>th</sup> GRADE.	NA—students will take this exam in 11 <sup>th</sup> grade.
<b>Student participation rate on State Assessments: Math</b>		98.9%	97% As a school, we received a number of SIFE students in our second semester who had never attended school, or had attended school for less than two years of their entire lives and were literate neither in English nor in their native languages. We want to continue being a place where these students can come whenever they arrive (in our case, April and May of the past year). We want to give this small but significant population more time to take the state Regents exam if they arrive late in the year, so the slight lowering of the goal, in comparison to what we achieved, is to acknowledge that we want to accept these students and give them the fairness of more time to complete these high-stakes assessments.
<b>Drop-out rate</b>		0%	0%I have adjusted our goal, which is to have a 0% dropout rate this year.

<sup>12</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students group”, for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA’s teacher evaluation system; and teacher attendance rate.

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<b>Student Attendance Rate (Average Daily Attendance)</b>		96.5%	96% Our school doubled over the past year and we took in a much larger amount of students with IEPs (from 2 students to 14 students). Our teachers and support staff will need to adjust to this population, and the rigorous amount of professional development and training built into our schedule will ensure that they do. However, it will take time to make this happen and for our support staff to also adjust and master on outreach system for double the students. I am keeping our attendance goal virtually the same but the dramatically increased student population and high-needs students may affect our attendance slightly, and so I want to create a realistic goal I am sure we can achieve. 96% is a very high attendance rate.
<b>Percentage of students completing advanced coursework (eg AP/IB, early-college high schools, or dual enrollment classes)</b>		100% of students took classes in Global/ESL	100% I have readjusted the goal to reflect what we achieved in 2011-2012. When I initially wrote this goal, I was not sure if we would be able to hire as many dual-certified teachers as the past year. However, we did, so that every student has at least one class that is taught by either a S.S./ESL teacher or an English/ESL teacher, which allows every student in our school to take at least one dual-enrollment class.
<b>Suspension Rate</b>		.01%	..01% I have readjusted our goal to be the same as the previous year.
<b>Truancy</b>		.1%	1% .1% I have readjusted our goal to reflect our accomplishments of the previous year.
<b>Teacher Attendance Rate</b>		99%	97% Our teacher attendance rate over the past year was remarkably high and we plan to keep it so. Out of 8 teachers, 7 had remarkably high attendance: 4 had 100% attendance, 2 had only 1 absence, 1 had only 2 absences. However, we are going from a staff of 8 mostly-experienced teachers with only one first-year teacher, to 17 teachers, 7 of whom are first-year teachers. I am simply anticipating the normal learning curves, difficulties, stress, flus and colds that accompany first-year teaching because I also do not want to burn out these new teachers and want to have realistic expectations. Put simply, they may need to take a sick day once in a while in order to perform at their best and not make the rest of the workplace sick.
<b>Teacher Turnover Rate</b>		13%	10%

\*For schools that opened in 2010-2011 only

\*\*Provide data as available at this time.

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**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

The High School for Language and Innovation has consulted with parents during conferences, SLT meetings, and PTA meetings about the progress of their children and which activities have had the highest impact on student learning and progress from the parents' perspective. In daily common planning meetings as well as SLT meetings, conversations about instruction, and teacher analysis of student progress, HSLI has consulted with teachers and the UFT chapter chair about activities, resources, and programs which have had the highest impact on improving instruction, creating a socio-emotional supports for students, using data-driven programs, and building teacher leadership and capacity for growth. Finally, HSLI has consulted with teams of students, the SLT student members, and non-instructional support staff to gauge which programs have helped students in making progress, being exposed to rigor, and having the right socio-emotional and community supports to create a safe and dynamic learning environment.

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name:

BEDS Code:

3	2	1	1	0	0	0	1	1	5	0	9
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Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Mikyong Cho Signature	UFT Chapter Leader	April 18, 2012 meeting	Mikyong Cho
Individual's Name (Print/Type) Andrew Huston Signature	PTA president	April 18, 2012 meeting	Andrew Huston
Individual's Name (Print/Type) Paul Art Signature	Community Assistant/ SLT member	April 18, 2012 meeting	Paul Art

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

**Rockaway Collegiate High School**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

<b>School:</b>	ROCKAWAY COLLEGIATE HS	<b>NCES#:</b>	Not available
<b>Grades Served:</b>	9-12	<b>Number of students:</b>	112

<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The school leader opened the new school in September 2011 as part of the Turnaround-via-phase-out model. This school will eventually replace Beach Channel High School, the PLA school which is phasing out.	Completed	Under DOE's school autonomy structure, the principal will continue to have flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and	Article 18D of the current agreement between the United Federation of Teachers and the New York Department of Education calls for a Personnel Committee that will screen the teaching applicants for the new school, based on a set of school-based competencies developed by the school	Proceeding according to approved '10 SIG plan	DOE will share with NYSED a mid-year report on the staff turnover for the PLA school. The final data on staff turnover will be available after the 2011-2012 school year ends.

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(B) Select new staff	<p>principal for hiring staff. The Personnel Committee is comprised of, at minimum, two appointees by the UFT president, two representatives by the DOE Chancellor or designee, and the principal. The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.</p> <p>Rockaway Collegiate HS has followed this process in its hiring and will continue using this process as it completes phasing in its full complement of grades and the PLA school phases out.</p>		
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround	<p><b>Institute for Student Achievement (ISA):</b> Provide opportunities for teachers to assume additional responsibility and increased opportunities for promotion and career growth along with flexible work conditions. In year 1 teachers were provided the opportunity to seek dual certification in Special Education. Robert Messineo, math</p>	Proceeding according to approved '10 plan	<p><b>ISA—</b> Opportunities for teachers to assume additional responsibility and increased opportunities for promotion and career growth along with flexible work conditions.</p> <p>In Year 2, we are providing teachers the opportunity to pursue greater leadership roles</p>

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
school	teacher, has completed his Sp. Ed. requirements at St. John's University and is now dually certified in Math and Special Education.		in the school. We are supporting 2 teachers to acquire their Administrative Licenses to become instructional leaders in the school as assistant principals. They are currently enrolled and should complete their program by June 2013 and be prepared to officially supervise instruction by July 2013.
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	<p><b>ISA</b>— 1) Meet at least once a week with school leader(s) to provide on-site professional development, reflection on practice, guidance, and coaching</p> <p>In year 1, the school working in conjunction with our partner, ISA have delivered more than 50 high quality job-imbedded PD sessions covering Data driven instruction, Inquiry Based instruction, Differentiation, Advisory, Writing to learn, Curriculum development, Assessment for learning, Conley's college ready skills, etc.</p>	Proceeding according to approved '10 plan	<p>Continue to work with ISA and meet at least once a week with school leader(s) to provide on-site professional development, reflection on practice, guidance, and coaching</p> <p>In year 2, we plan to continue to work with our partner ISA to deliver high quality PD to all our teachers with an emphasis on meeting individual teachers needs and opening opportunities for teacher to deliver more of the PD.</p>
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	The school is partnered with ISA to: 1) Work closely with principal and key faculty leaders to provide coaching and professional development tailored to the needs of each school 2) Help school make decisions on collaborative, outsourced, and/or professional development led by internal staff, coordinate network level professional development, and help	Proceeding according to approved '10 plan	Continue to collaborate with ISA to provide coaching and professional development tailored to the needs of each school. ISA will also continue to help school make decisions on collaborative, outsourced, and/or professional development led by internal staff, coordinate network level professional development, and help principals find outside vendors based on the

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	<p>principal find outside vendors based on the needs of each school's faculty and students. 3) Provide subject-area coach(es) and process coach(es) to help teachers work in teams constructively and efficiently 4) Identify performance measures and indicators that link key instructional processes to instructional goals; and 5) Conduct periodic reviews to ensure the curriculum is being implemented with fidelity and is modified if ineffective</p>		<p>needs of each school's faculty and students. 3) Provide subject-area coach(es) and process coach(es) to help teachers work in teams constructively and efficiently 4) Identify performance measures and indicators that link key instructional processes to instructional goals 5) Conduct periodic reviews to ensure the curriculum is being implemented with fidelity and is modified if ineffective</p> <p>In year two teachers will be provided additional time for common planning and inquiry. Teacher will meet together in grade team meetings 4 times per week to plan curriculum and align assessments. Teachers in year two are expected to show clear alignment with their unit plans, lesson plans, and activity guides that provide a clear plan for multiple access points and are implemented on a daily basis. All this worked is anchored by the CCLS.</p>
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students</p>	<p>ISA is</p> <p>1) Developing materials to help schools in reviewing and structuring professional practice, evaluating student progress and program implementation, and investing in tools for planning curriculum and instruction.</p> <p>2) Helping to establish a regular, predictable process to track the impact improvement</p>	<p>Proceeding according to approved '10 plan</p>	<p>ISA will continue to:</p> <p>1) Develop materials to help schools in reviewing and structuring professional practice, evaluating student progress and program implementation, and investing in tools for planning curriculum and instruction.</p> <p>2) Establish a regular, predictable process to track the impact improvement efforts have on student achievement</p>

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	<p>efforts have on student achievement</p> <p>3) Closely monitoring the systematic collection and analysis of data by staff to assess whether progress toward attainment of objectives is satisfactory for all groups of students</p> <p>4) Continuously collect and utilize data to inform instructional decisions at the building and classroom level</p> <p>5) Identify clear system for early indicators for student intervention (struggling and/or unchallenged students) and provide academic interventions for individual and groups of students</p> <p>School will purchase SMART boards for classrooms. With SMART Notebook collaborative learning software, which comes with all SMART Board interactive whiteboards, which will help teachers capture notes, screenshots, images and videos to a single file that can be opened in both Windows and Macintosh operating systems.</p>		<p>3) Closely monitor the systematic collection and analysis of data by staff to assess whether progress toward attainment of objectives is satisfactory for all groups of students</p> <p>4) Continuously collect and utilize data to inform instructional decisions at the building and classroom level</p> <p>5) Identify clear system for early indicators for student intervention (struggling and/or unchallenged students) and provide academic interventions for individual and groups of students</p> <p>School will continue to purchase SMART boards for classrooms.</p> <p>Year 2 we are planning to place the individual student success plans online using a cloud to provide access to all teachers for updating as well as accessing for academic advisement</p>
<p>Establish schedules and implement strategies that provide increased learning time</p>	<p>Provide an additional English Language Arts and Math teacher to provide an educational setting where all students receive 8-10 periods of English per week</p>	<p>Proceeding according to approved '10 plan</p>	<p>Continue to provide an additional English Language Arts and Math teacher to provide an educational setting where all students receive 8-10 periods of English per week</p>

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	<p>using additional class time to focus on improving students writing proficiency. This additional teacher will also provide a lower advisor to student ratio for our advisory program.</p> <p>Before, After and Saturday Program to provide additional time and support for students during our zero period. Select teachers will provide academic intervention in Math, Science and ELA esp. writing</p>		<p>using additional class time to focus on improving students writing proficiency. This additional teacher will also provide a lower advisor to student ratio for our advisory program.</p> <p>Before, After and Saturday Program to provide additional time and support for students during our zero period. Select teachers will provide academic intervention in Math, Science and ELA esp. writing</p> <p>Year 2 students will continue to enjoy a longer school day until 4:30pm. Per session in the category was reduced due to the fact that our average teacher salary was increased by 10K.</p>
<p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>	<p><b>ISA—</b></p> <ol style="list-style-type: none"> <li>1) Establish a system for guidance and/or academic counseling referrals</li> <li>2) Partner with support organizations (parent organizations and/or faith or community-based organizations, health clinics, and others) to offer services for students and families in need</li> <li>3) Build in collaborative, grade-level based teacher time to discuss emotional health of students and family involvement, if</li> </ol>	<p>Proceeding according to approved '10 plan</p>	<p><b>ISA—</b></p> <ol style="list-style-type: none"> <li>1) Establish a system for guidance and/or academic counseling referrals</li> <li>2) Partner with support organizations (parent organizations and/or faith or community-based organizations, health clinics, and others) to offer services for students and families in need</li> <li>3) Build in collaborative, grade-level based teacher time to discuss emotional health of students and family involvement, if</li> </ol>

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	necessary 4) Dedicate a certain percentage of Professional Development time to train teachers/staff on students with emotional health needs		<p>necessary 4) Dedicate a certain percentage of Professional Development time to train teachers/staff on students with emotional health needs</p> <p>In year 2, we plan to continue to furnish classrooms with SMARTboards. We have turned one room in to a computer lab. Advisory continues to be provided for every student 3 times per week. The curriculum for advisory is teacher created.</p>
<p>If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.</p>	<p>Descriptions of services provided by external providers are listed above. As applicable, the DOE Division of Contracts and Purchasing has conducted a vetting process for potential partners to work with school.</p>	<p>Proceeding according to approved '10 SIG plan</p>	<p>NYCDOE will continue to manage and execute the necessary vetting, contracting and procurement processes to make quality, experienced service providers available for schools to carry out their improvement work.</p>
<p>Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability</p>	<p>At the Central office of NYCDOE, the Office of School Development and the Office of New Schools are staffed to support the Turnaround phase-in/replacement schools. These positions include conducting site visits, monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, and are responsible for completing required reports and evaluations to the NYSED and/or federal agencies.</p>	<p>Proceeding according to approved '10 SIG plan</p>	<p>The Central offices of DOE will continue to support the school and the principals</p>

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	<p>In addition, the school is supported by and report to the assigned Cluster Leader, Network Leader, and Children First Network (CFN) staff, who monitor and provide continuous support for each school's use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>		

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**SECTION VI: SCHOOL DATA UPDATE**  
Complete for **each** school receiving SIG funds.

<b>School:</b>	ROCKAWAY COLLEGIATE HS	<b>NCES#:</b>	Not available
<b>Grades Served:</b>	9-12	<b>Number of students:</b>	112

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Percentage of students with disabilities	School: District average:	School: District average:	School: District average:	School: 25% District Average: 13%
Percentage of English language learners	School: District average:	School: District average:	School: District average:	School: 10% District Average: 9%
Percentage of students with interrupted formal education	School: District average:	School: District average:	School: District average:	School: 2.7% District Average: 2%
Number of minutes within the school year			72,000	72,000

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<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____		#: _____ %: _____	#: 20 _____ %: 18% _____
Teacher attendance rate				98%
Distribution of teachers by performance level on LEA's teacher evaluation system*			Not yet available	100% of teachers are Satisfactory
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.			

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions:** Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>13</sup>

	2010-2011 Data	2011-2012**	2012-2013
<b>Number of minutes in the school year</b>		<b>72,000</b>	<b>72,000</b>
<b>Student participation rate on State Assessments: ELA</b>		<b>n/a</b>	<b>100%</b>
<b>Student participation rate on State Assessments: Math</b>		<b>100%</b>	<b>100%</b>
<b>Drop-out rate</b>		<b>0%</b>	<b>0%</b>
<b>Student Attendance Rate (Average Daily Attendance)</b>		<b>87%</b>	<b>87%</b>
<b>Percentage of students completing advanced coursework (eg AP/IB, early-college high schools, or dual enrollment classes)</b>		<b>n/a</b>	<b>18%</b>
<b>Suspension Rate</b>		<b>2%</b>	<b>2%</b>
<b>Truancy</b>		<b>8%</b>	<b>8%</b>
<b>Teacher Attendance Rate</b>		<b>98%</b>	<b>98%</b>
<b>Teacher Turnover Rate</b>		<b>n/a</b>	<b>12.5%</b>

\*For schools that opened in 2010-2011 only

\*\*Provide data as available at this time.

<sup>13</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

Members of the School Leadership team discussed the school's progress and plan for next year as part of staff/SLT meeting.

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Rockaway Collegiate High School  
 BEDS Code: 

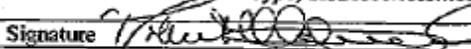
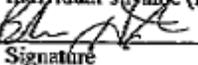
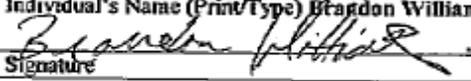
3	4	2	7	0	0	0	1	1	3	5	1
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 Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs MUST include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Robert Messineo Signature 	UFT Chapter Rep., Teachers	May 1, 2012	
Individual's Name (Print/Type) Brenda Hopkins Signature 	PA President, Parents	May 1, 2012	
Individual's Name (Print/Type) Brandon Williams Signature 	SLT Student Rep., Students		

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

**Rockaway Park High School for Environmental Sustainability**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

<b>School:</b>	Rockaway Park High School for Environmental Sustainability	<b>NCES#:</b>	27Q324
<b>Grades Served:</b>	9 & 10	<b>Number of students:</b>	209

<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The school leader opened the new school in September 2011 as part of the Turnaround-via-phase-out model. This school will eventually replace Beach Channel High School, the PLA school which is phasing out.	Completed	Under DOE's school autonomy structure, the principal will continue to have flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of	Article 18D of the current agreement between the United Federation of Teachers and the New York Department of Education calls for a Personnel	Proceeding according to approved '10 SIG plan	DOE will share with NYSED a mid-year report on the staff turnover for the PLA school. The final data on staff turnover will be available after the 2011-2012 school year

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<p>students, (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff</p>	<p>Committee that will screen the teaching applicants for the new school, based on a set of school-based competencies developed by the school principal for hiring staff. The Personnel Committee is comprised of, at minimum, two appointees by the UFT president, two representatives by the DOE Chancellor or designee, and the principal. The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.</p> <p>Rockaway Park High School for Environmental Sustainability has followed this process in its hiring and will continue using this process as it completes phasing in its full complement of grades and the PLA school phases out.</p>		<p>ends.</p>
<p>Implement such strategies as financial incentives, increased</p>	<p>The collective bargaining agreement with UFT does not allow for financial</p>	<p>Proceeding according to</p>	<p>The school will hire a teacher from the Lead Teacher Program, an initiative with UFT</p>

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<p>opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school</p>	<p>incentives. However the school provides opportunities for staff development and allow faculty to take on additional activities in alignment with their responsibilities via per session</p> <p>Our Lead Teacher was responsible for the following:</p> <ul style="list-style-type: none"> <li>○ Coordinating professional learning community meetings with the support of our AUSSIE coach.</li> <li>○ Meeting weekly with the staff to support the development of their interdisciplinary projects</li> </ul> <p>Conducted workshops (with our AUSSIE consultant) on the following topics: Differentiation, Using Data to Drive Instruction, Unpacking the Common Core Standards, Designing Assessment, ect.</p>	<p>approved '10 SIG plan.</p>	<p>that provides select teachers with increased leadership responsibilities in the school and a salary differential. The lead teacher will support the school administration with staff development.</p> <p>Update: We will not be hiring a lead teacher this upcoming school year. Instead we will continue to work with our consultant from AUSSIE and a consultant from Literacy Support Organization to execute high quality professional development. We will use the funds originally intended for the lead teacher to purchase more days with Literacy Support Organization (since our staff will be increasing in size this year and therefore we will need more consultant time to work one on one with our teachers).</p>
<p>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	<p>Our AUSSIE consultant meets with all teachers for 2 ½ hours per week to facilitate professional development on topics that are aligned to our CEP goals. Topics include, using data to drive instruction, implementing questioning techniques that increase academic rigor, aligning curriculum to the common core standards and employing differentiation strategies to meet the needs of individual</p>	<p>Proceeding according to approved '10 SIG plan</p>	<p>We will continue our partnership with AUSSIE and ALL teachers will meet 1x per week for 2 ½ hours to participate in ongoing, high-quality, professional development that is aligned with the school's comprehensive instructional program. School staff will assist in creating appropriate CEP goals and in the process of choosing PD that will support the school in reaching these goals. The AUSSIE</p>

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	<p>students.</p> <p>Our AUSSIE consultant provided the following support to our teachers:</p> <ul style="list-style-type: none"> <li>○ Helped the teachers develop SMART Goals each semester</li> <li>○ Visited the teacher’s classrooms 2-3 x per week and provided immediate feedback on how pedagogy could be improved.</li> <li>○ Spearheaded weekly professional learning community meetings with the support of our lead teacher.</li> <li>○ Worked with our inquiry team to help plan their weekly meetings and develop appropriate strategies and assessments.</li> <li>○ Mentored new teachers on lesson and unit planning.</li> </ul>		<p>Consultant will also visit classrooms regularly and provide the teachers with feedback. We received a grant for the NYC Leadership Academy for the 2012-2013 school year and will not need the SIG grant for this next year. We will use the funds intended for the NYC Leadership Academy to purchase more consultant days through Literacy Support Organization.</p> <p>All teachers were required to set SMART goals regarding the following categories: Questioning and Discussion (Danielson) and Student Engagement (Danielson). Classroom interventions included periodic walk-throughs with targeted feedback, formal and informal observations and conferences with administration. Teachers were also required to complete a professional development reflection after each professional learning community meeting (which was held every Monday (weekly)). Our staff developer (from AUSSIE) also kept a daily work log that included staff development activities, teacher next steps and the consultant’s next steps. Classroom interventions were modified based on on-going assessment.</p>

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p>	<p>Acuity is administered 3 x per year. Professional development is conducted weekly (facilitated by our AUSSIE consultant) on using data to drive instruction Curriculum maps are updated based on patterns and trends identified in the data Inquiry teams meet 2x per week</p>	<p>Proceeding according to approved '10 SIG plan</p>	<p>We will continue to have professional development weekly to implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. In addition to our current teams, we will also add grade teams to ensure that content is aligned appropriately from one grade to the next. Our brand new MAC computer lab was installed and we also purchased 2 MAC laptop carts that will enable us to implement the following programs:</p> <p><u>Achieve 3000</u> – will be implemented with our 9<sup>th</sup> grade ELA classes 2x per week and 1x per week in our 9<sup>th</sup> grade Global course.</p> <p><u>Nova Net</u> - Credit Recovery will be conducted as an afterschool program 2-3 times per week.</p> <p><u>Math Lab</u>- This program will be implemented as a supplemental program in our 9<sup>th</sup> grade Algebra classrooms.</p>
<p>Promote the continuous use of student data (such as from formative,</p>	<p>In addition to weekly professional development that includes the sharing of</p>	<p>Delayed</p>	<p>All level 1 and 2 students (in 9<sup>th</sup> and 10<sup>th</sup> grade) will have access to Achieve 3000 3 x</p>

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	<p>best practices, administration is in conjunction with our AUSSIE consultant visit classrooms weekly to provide feedback. Curriculum maps, lesson plans and observation reports all reflect the implementation of formative assessments, summative assessments and differentiation strategies.</p> <ul style="list-style-type: none"> <li>➤ Achieve 3000 was expected to be implemented this school year (out of our own budget), however due to technology problems in our current computer lab and a delay in our new lab being installed we will not be able to implement the program until the Fall.</li> <li>➤ Achieve 3000 is funded by the SIG grant in year 2 when our new computer lab should be installed. Our Achieve 3000 program was delayed due to technology problems in our current computer lab and a delay in the new lab being installed. We expect to implement the program in the Fall.</li> </ul>		<p>per week through their ELA and/or Global Studies curriculum. EXPLORE AND PLAN was not ARRA approved programs and we are utilizing Math Lab in lieu of Destination Math. We will not be using EXPLORE, PLAN or Destination Math.</p> <p>UPDATE: We now have a functional computer lab and brand new laptop computers. We will implement this program in November (which is the first available date for the training). However, we will only start with our 9<sup>th</sup> graders this year. We will have our 9<sup>th</sup> grade participating in the program 3x per week through their ELA and Global class.</p>
Establish schedules and implement strategies that provide increased learning time	All students receive 1 extra period of instruction a day in the core subject area that they need the most academic support	Delayed	Nova Net will be integrated into our Math project based learning course. Students taking Math Project based learning will

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	<p>in (for example, if they need additional support in Math they will also be scheduled for project based math in their schedule).</p> <ul style="list-style-type: none"> <li>➤ Nova Net was expected to be implemented this school year, however due to technology problems in our current computer lab and a delay in our new lab being installed we will not be able to implement the program until the Fall.</li> </ul>		<p>have access to Nova Net 3-5 days per week. Nova Net will also be integrated into our PM school and Saturday school programs for credit recovery.</p> <p>Update: Nova Net will only be implemented in our PM school and Saturday program. It will not be incorporated into the project based learning course as originally expected. We had to eliminate the project based learning course to open up a 5<sup>th</sup> section of all of our core subject courses. The change allowed us to reduce our class size.</p> <p>Update: The Waterfront Alliance is still not ARRA approved. Their application is still pending approval and therefore we cannot move forward with the anticipated program.</p> <p>However we will be opening up two afterschool programs for 9<sup>th</sup> grade and 10<sup>th</sup> grade students to receive advanced credit in Participation In Government and Economics. Additionally, we are opening up after school Advanced Placement courses in Psychology (for 10<sup>th</sup> and 11 graders), US History and Government (for 11<sup>th</sup> graders), English (1th graders) and</p>

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
			<p>Environmental Science (10<sup>th</sup> graders). We will use the funds intended for The Waterfront Alliance for per-session to cover the cost of teachers teaching these courses.</p> <p><b>1. <u>Summer Program</u></b></p> <ul style="list-style-type: none"> <li>○ We had 39 students register for our summer English Language Arts class and 26 of those students received credit (66%)</li> <li>○ We had 37 students register for our summer Ecology course and 16 of those students received credit (43%)</li> <li>○ 5 out of the 11 students that sat for the Global regent's exam and took part in the summer program passed the regents (45% )</li> <li>○ 9 out of 20 students that sat for the Math regent's exam</li> </ul>

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			<p style="text-align: right;">and took part in the summer program passed the regents (45%)</p> <p>2. In lieu of the classes that we were hoping to implement through the Waterfront Alliance we updated our SIG application (In August) to request that we could use those funds for the following afterschool classes (in order to increase learning time).</p> <ul style="list-style-type: none"> <li>○ Participation In Government</li> <li>○ Economics</li> <li>○ Advanced Placement Psychology</li> <li>○ Advanced Placement Environmental Science</li> <li>○ Advanced Placement US History</li> <li>○ Advanced Placement</li> </ul>

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<b>Required Action</b>	<b>Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)</b>	<b>Status of Activity Progress</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>
			English
Provide appropriate social-emotional and community-oriented services and supports for students.	We hope to begin working with the Waterfront Alliance, a community based organization that supports our curriculum and provides social-emotional and community-oriented services for our students. However, we are waiting to hear if they have been approved as a contracted vendor. The Waterfront Alliance submitted all necessary paperwork for the approval process and we hope to hear back shortly.	Delayed	Update: The Waterfront Alliance is still not ARRA approved. Their application is still pending approval and therefore we cannot move forward with the anticipated program.  In Lieu of the Waterfront Alliance we formed a partnership with an organization called, Dance Theatre Etcetera. We plan to continue our work with this organization next school year both during the school day and also after –school. The program integrates the arts into the core curriculum and helps students explore theatre in addition to learning about performance. We will also add afterschool programs for Advanced Placement in US History, Environmental Science, English and Psychology. Additionally, we will offer advanced credit in Participation In Government and Economics.
	We have successfully implement Dance Etcetera into our 9 <sup>th</sup> and 10 <sup>th</sup> grade ELA classes and we established an after school	Proceeding according to approved '10	Update: We are still working out the final details for how we will integrate Dance Etcetera in 2012-2013. However, we will

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	program for all students interested in exploring the arts further.	SIG plan	either implement the program in our 10 <sup>th</sup> grade ELA course (as we did in year 1) or integrate them into our Art classes. We will be finalizing these plans in the next 2 weeks.
If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality.	Descriptions of services provided by external providers are listed above. As applicable, the DOE Division of Contracts and Purchasing has conducted a vetting process for potential partners to work with school.	Proceeding according to approved '10 SIG plan	NYCDOE will continue to manage and execute the necessary vetting, contracting and procurement processes to make quality, experienced service providers available for schools to carry out their improvement work.
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	At the Central office of NYCDOE, the Office of School Development and the Office of New Schools are staffed to support the Turnaround phase-in/replacement schools. These positions include conducting site visits, monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in a new school, and are responsible for completing required reports and evaluations to the NYSED and/or federal agencies.  In addition, the school is supported by and report to the assigned Cluster Leader, Network Leader, and Children First	Proceeding according to approved '10 SIG plan	The Central offices of DOE will continue to support the school and the principals

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Required Action	Summary of Year 1 (2011-2012) Implementation (no more than one paragraph for each activity)	Status of Activity Progress	Plans for Year 2 Implementation (no more than one paragraph for each activity)
	Network (CFN) staff, who monitor and provide continuous support for each school's use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.		

**Additional Information Regarding Rollover Funds from Year 1**

<p><b>We had \$92,958 in rollover funds from year 1 because of the delay in technology programs. We used those funds to pay for the following summer programs:</b></p> <p><u>Summer Bridges 1</u>- An ELA program that incorporates the arts for our incoming 9<sup>th</sup> graders and current 10<sup>th</sup> and 11<sup>th</sup> graders. Students created public service announcements and learned the art of film documentary. Students also created poetry about community issues and created their own unique theatre performance.</p> <p><u>Regents Preparation</u>- Students that passed the course but failed the regents by 10 points or less participated in a Global Regents Prep course and a Math prep course for several weeks. Funding paid for the per-session needed for the teachers (A global teacher, a math teacher, and a special education teacher).</p> <p><u>Summer Bridges 2</u>- An Ecology program for our incoming 9<sup>th</sup> graders and current 10<sup>th</sup> and 11<sup>th</sup> graders. This course reinforced Living Environment skills and expanded students knowledge of environmental issues within their community. The SIG funds paid for the per-session to hire 2 teachers for the course.</p> <p><u>Literacy Support Organization</u>- Paid for 23 days of support from a consultant who worked with our Math, Global, Science and Special Ed teacher during our summer program.</p> <p><u>KAPLAN SAT COURSE</u>- We offered this course to 25 students to prepare for the December 1<sup>st</sup> SATS.</p> <p><u>School Counselor</u>- Paid per-session for our school counselor to support the students attending the summer bridges and regents preparation programs.</p>	
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**Additional Information Regarding a Change**

In the SIG Year 2 update (FY 2010) we requested that funds for the YMCA in the amount of \$45,000. We would like to re-allocate these funds for the following:

KAPLAN SAT COURSE PREP-- SAT preparation in the Fall and the Spring.

Per-Session- Additional Per-Session for the after-school classes designed to increase learning time (Participation In Government, Economics, Advanced Placement Psychology, Advanced Placement US History, Advanced Placement English and Advanced Placement Environmental Science).

Summer 2013- Summer Bridges (would like to use the remaining YMCA funds for the Summer Bridges ELA program for incoming Freshman in the year 2013. This program will focus on building students literacy skills and community building.

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**SECTION VI: SCHOOL DATA UPDATE**

Complete for **each** school receiving SIG funds.

School:	Rockaway Park High School for Environmental Sustainability	NCES#:	27Q324
Grades Served:	9 & 10	Number of students:	209

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school’s progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students group”, for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

*Note: School opened with ninth grade cohort only in 2010-2011.*

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>	<b>2011-2012 SY</b>
Percentage of students with disabilities	School: District average:	School: District average:	School: 17% District average: 13%	School: 18% District average: 13%
Percentage of English language learners	School: District average:	School: District average:	School: 10% District average: 9%	School: 7% District average: 9%
Percentage of students with interrupted formal education	School: District average:	School: District average:	School: District average:	School:1% District average:2.22%
Number of minutes within the school year			74,210	74,210

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Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____		#: <u>  0  </u> %: <u>  0  </u>
Teacher attendance rate	2011-2012 school year was 80%		2011-2012 school year was 80%
Distribution of teachers by performance level on LEA's teacher evaluation system*			100% Satisfactory
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.		

**We did not offer Advanced Placement Classes this year because our oldest students were sophomores. We will be offering Advanced Placement courses as we move into our 3<sup>rd</sup> year of operation this upcoming school year.**

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions:** Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>14</sup>

	<b>2010-2011 Data</b>	<b>2011-2012**</b>	<b>2012-2013</b>
<b>Number of minutes in the school year</b>	<b>181 days x410 mins = 74,210</b>	<b>181 days x410 mins = 74,210</b>	<b>178 days x 410 minutes = 72,980</b>
<b>Student participation rate on State Assessments: ELA</b>	<b>No Applicable</b>	<b>Not Applicable</b>	<b>70% (we predict 57 students of the 82 current 11<sup>th</sup> grade students will be eligible)</b>
<b>Student participation rate on State Assessments: Math</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>65% will be eligible</b>
<b>Drop-out rate</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Student Attendance Rate (Average Daily Attendance)</b>	<b>88%</b>	<b>83%</b>	<b>85%</b>
<b>Percentage of students completing advanced coursework (eg AP/IB, early-college high schools, or dual enrollment classes)</b>	<b>Not Applicable. Students will take</b>		<b>25% (20 students are enrolled in AP classes out of the 82 11<sup>th</sup> graders who are eligible)</b>
<b>Suspension Rate</b>		<b>88 suspensions</b>	<b>75 suspensions</b>
<b>Truancy</b>	<b>Not Applicable</b>	<b>11%</b>	<b>10%</b>

<sup>14</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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<b>Teacher Attendance Rate</b>	<b>88%</b>	<b>80%</b>	<b>90%</b>
<b>Teacher Turnover Rate</b>	<b>50%</b>	<b>0%</b>	<b>0%</b>

\*For schools that opened in 2010-2011 only

\*\*Provide data as available at this time.

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**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy. Also complete the Consultation/Collaboration Form on the following page.

Members of the School Leadership team discussed the school's progress and plan for next year during its April SLT meeting.

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Rockaway Park High School for Environmental Sustainability

BEDS Code: 

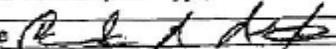
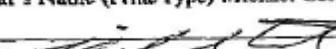
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Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Pamela Ruffin	Co-President Parent Association	May 1, 2012	
Signature 			
Individual's Name (Print/Type) Michael Costaro	UFT Chapter Chairperson	May 1, 2012	
Signature 			
Individual's Name (Print/Type)			
Signature			

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**APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM**

LEA Name: **New York City Department of Education**

BEDS Code: 

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1. Individuals Consulted	2. Individual's Title and Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Jennifer Connolly</i>	<i>Principal</i>	<i>5/1/2012</i>	
Signature <i>Jennifer Connolly</i>			
Individual's Name (Print/Type) <i>Matthew KATZ</i>	<i>ASSISTANT PRINCIPAL</i>	<i>5/1/2012</i>	
Signature <i>Matthew Katz</i>			
Individual's Name (Print/Type)			
Signature			

**School Improvement Grants  
Application**

**Section 1003(g) of the  
Elementary and Secondary Education Act**

**Cover Page**

**LEA BEDS Code**

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<b>District:</b> New York City Department of Education	
<b>Address:</b> 52 Chambers Street, New York, NY 10007	
<b>Contact Person:</b> Mary Doyle, Executive Director, Division of Portfolio Planning	<b>Telephone:</b> 347-574-0532
<b>Address of Contact:</b> 52 Chambers Street, New York, NY 10007	
<b>E-mail Address:</b> <a href="mailto:Mdoyle5@schools.nyc.gov">Mdoyle5@schools.nyc.gov</a>	<b>Fax:</b> 212-374-5760

I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, Appendix A, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature of Chief School Officer (in blue ink)



<b>Typed Name:</b> Marc Sternberg, Deputy Chancellor, Division of Portfolio Planning	<b>Date:</b> September 24, 2012
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**APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM**

LEA Name: \_\_\_\_\_  
BEDS Code: \_\_\_\_\_

New York City Department of Education

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Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
MA RIOS BAUSH Individual's Name (Print/Type) Signature	Principal	6/25/12 email	
JOANN PALOCK Individual's Name (Print/Type) Signature	TEACHER UFT	6/25/12 email	
MICHELLE KAPLAN Individual's Name (Print/Type) Signature	TEACHER UFT	6/25/12 email	

Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Michael Mena Signature <i>Michael Mena</i>	Teacher VFT SIT Chair teacher	6/25/12 email	
Individual's Name (Print/Type) Sergio Hernandez Signature <i>Sergio Hernandez</i>	UFT Representative DC 37 Rep	6/25/12 email	<i>P3</i>
Individual's Name (Print/Type) Peggy Augustatos Signature <i>Peggy Augustatos</i>	Parent member Parent Member	6/25/12 email	
Individual's Name (Print/Type) Zahaira Reyes Signature <i>Zahaira Reyes</i>	Parent member Parent Member	6/25/12 email	
Individual's Name (Print/Type) Jennifer Baez Signature <i>Jennifer Baez</i>	Parent Member Parent Member	6/25/12 email	
Signature Individual's Name (Print/Type)			

2012 School Improvement Grant Consultation & Collaboration

Completed by: M. BAUSCH

Date: 1/27/12

School Name: MS 126

Number of Attendees:

7

Discussion questions:

1. What about this plan do you think will improve student achievement at our school?

The New mission/vision and greater cohesiveness in teacher collaboration. More student supports. Increase instructional time per period.

2. How can this plan be improved? What elements should be expanded? What should be given more attention and support?

Create more co planning time into the schedule. Provide continued PD for staff around the social/emotional needs of the school. Foster greater parental involvement/community outreach.

3. What specific supports does your school need from central DOE, networks, or other sources?

We could use support in implementing common core instructional objectives/Chancellor's directives.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**John Ericsson Middle School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

LEA: NYCDOE NCES#: 3600119  
School: MS 126 The John Ericsson School NCES#: 02467  
Grades Served: 6-8  
Number of students: 319

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

NYCDOE central office staff from the Division of Portfolio Planning, Division of Academics, Performance and Support, and Division of Talent, Labor and Innovation, working together with district, network, and school staff, conducted a comprehensive review of the school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Included in the needs assessment was an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review documents, periodic assessments, ARIS resources, as well as results of Inquiry Team action research, surveys, and school-based assessments, along with any additional measures to determine the effectiveness of educational programs. Also reviewed was the school's use of resources, including school budget, schedule, facility use, and class size. Effectiveness of the current school leadership was also assessed via the Principals' Performance Review (PPR) and other measures.

Ongoing new reviews for the school occur annually, both by the DOE and the State, to ensure that the school plan and implementation continue to be revised and improved upon.

**DATA ANALYZED:**

- Student performance trends on State assessments in ELA and mathematics
- Total Cohort Graduation rates

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- School Accountability Status and subgroup performance data for the school on NYSED Accountability Overview Reports (AOR)
- Performance data for the school on NYSED Comprehensive Information Report (CIR)
- DOE Progress Report grades
- Learning Environment Surveys (LES)
- DOE Quality Review scores and QR self-evaluation form (SSEF) documents
- Student performance on periodic assessments
- Item skills analyses based on State assessment data
- NYSESLAT ELL performance data
- Student credit accumulation
- Results of Inquiry Team action research
- Student and staff attendance data
- Student suspension data
- Student enrollment and demographic statistics and trends
- Class Size Reports
- School resource allocations and budget summary
- DOE Special Education Service Delivery (SESDR) Reports
- DOE Building/School Facility Reports
- Scholarship Reports
- Other school data available on ARIS

**MAJOR FINDINGS:**

As revealed in the school data, John Ericsson Middle School has consistently struggled to provide an environment conducive to academic success over the past few years.

Ericsson's performance during the last few years confirms the DOE's assessment that the school continues to require significant intervention to improve student outcomes. A comprehensive shift is needed in the school to raise the quality of teaching and learning for all students in the school, including demonstrated capacity to quickly move struggling students toward improved academic performance. The Turnaround model provides the mechanism for the school to immediately hire and place in the classrooms effective teachers with the qualities and experiences aligned to the school's instructional needs.

The structural and programmatic elements that are part of this proposal, and the ability to quickly screen and hire staff who are able to implement those enhancements, will allow the DOE to address the core problems that have led to the poor performance highlighted below.

- Low student performance at Ericsson Middle has been a persistent trend. In 2010-2011, a majority of Ericsson Middle students remained below grade level in English and Math. In 2010-2011, only 10% of students were performing on grade level in English – putting the school in the bottom 4% of City middle schools in terms of English proficiency. Only 16% of students were performing on grade level in Math – putting the school in the bottom 3% of City middle schools in terms of Math proficiency.
- In 2009-2010, Ericsson Middle was in the bottom 16% Citywide for Math proficiency and in the bottom 12% Citywide for English proficiency. In 2008-2009, Ericsson Middle was in the bottom 3% Citywide for

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Math proficiency and in the bottom 10% Citywide for English proficiency.

- Additionally, Ericsson Middle is not adequately helping students to make progress. In 2010-2011, the school was in the bottom 15% of City middle schools in terms of learning growth in English and in the bottom 3% of City middle schools in terms of learning growth in Math. Learning growth measures students' annual growth on the State English Language Arts and Math tests relative to students who earned the same score the year before, taking into account student demographics. If these conditions persist, Ericsson Middle students will fall further behind their peers.
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared with other schools serving similar student populations. Ericsson Middle earned an overall D grade on its 2010-2011 annual Progress Report, with a D grade on Student Performance, a D grade on Student Progress, and a D grade on School Environment.
- Ericsson Middle was rated "Developing" ("D") on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning. 1 Ericsson Middle's Quality Review indicates that that the school needs to more rigorously align the standards-based curriculum to promote greater levels of student engagement and higher-order thinking skills to increase student outcomes.
- Additionally, in March of 2011, the Joint Intervention Team (JIT) Report issued by the New York State Education Department indicated the following key findings:
  - The school did not have a uniform written English Language Arts (ELA) curriculum for all students. The curriculum was not effectively delineated and alignment was poor. Lesson plan objectives and learning goals were not aligned and the range of instructional strategies used by teachers was limited and poor. Much of the co-teaching observed was unsuccessful. The absence of joint planning time had an adverse effect on the effectiveness of co-teaching. Recognition of cultural diversity in instruction was poor. Learning goals were not clearly understood by students. Student engagement was poor and the level of learning reflected this. Classroom routines and procedures were ineffective and rarely adhered to. Academic Intervention Services (AIS) were organized on a rotating two month schedule. Therefore students did not receive services for two months at time. This prevented continuity and progress in student learning. Data did not form the basis for continuous school wide improvement.
  - The expectations of school leaders for student achievement were low. The School Leadership Team (SLT) was ineffective. The SLT had little influence in the development of the school. Parents received insufficient information on the progress of their children and were therefore not in a position to make timely interventions to support their learning. They were not provided with the results of the DY0 assessments. There were no interim progress reports provided to parents.
  - Strategic planning to maximize human resources was poor and took little account of student need. Insufficient time was provided for professional development, and teachers were not held accountable for incorporating strategies learned in PD into their daily teaching. There was no PD available for teachers

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<sup>1</sup> Quality Reviews rate school on the following four-point scale: "Underdeveloped" or "U" (the lowest possible rating), "Developing" or "D," "Proficient" or "P," and "Well Developed" or "WD" (the highest possible rating). For more information about Quality Reviews, please visit the DOE's Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

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specifically designed to address strategies that can be employed to meet the needs of students with disabilities, ELL's or those who are at risk.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

The DOE's intention in implementing the Turnaround model at John Ericsson is to rapidly create an improved instructional environment that incorporates the best elements of John Ericsson with new elements, including an improved faculty that is better positioned to accelerate student learning.

Via the Turnaround model, the DOE will (1) be able to immediately increase the quality of teachers serving students currently attending John Ericsson through a rigorous competency-based selection process, and (2) develop new structures and supports to address the issues surfaced from the school's most recent performance data to improve performance at the school.

School Mission

Ericsson will re-set the mission and instructional philosophy to reflect high expectations for the entire school community.

The mission of Ericsson is to ensure that every student develops the skills to build a strong social and academic foundation to allow for a smooth transition into a successful high school student, and later a responsible member of the community. Students' social, emotional and academic strengths will be developed through a standards-based curriculum that meets individual student needs and is delivered in a safe environment by a dedicated and highly effective staff. The goal of college and career readiness will drive students and teachers to achieve academic excellence. Ericsson will show students how to be organized, self-aware, critical thinkers. Collaborations with non-profits, businesses, and colleges and universities, such as Teacher's College, will reinforce school-wide instructional initiatives, such as differentiated professional development for all teachers and administration alike.

Human Capital

The DOE believes that the newly screened and hired staff will be among the most important changes at Ericsson. Ericsson's hiring process allows the school to screen and hire those teachers with the specific skills and talent necessary to implement change and rapidly raise student achievement from the levels currently seen at John Ericsson. This will give all students currently attending John Ericsson access to an improved faculty and ensure that the school is able to effectively serve the needs of these students.

To support the new staff hired to turnaround the school, Ericsson will put in place professional development programs including:

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- Teachers will be scheduled to have regular grade-level meetings, a content-level meeting, and a common planning meeting. This time will allow for teachers to discuss best practices, look at data, discuss common trends in the data, discuss Common Core Learning Standards, and plan cohesive units of study.
- Ericsson also plans to hire a Math and an ELA instructional coach to support and scaffold professional development for teachers. The teacher coaching program will support new teachers in their learning. Instructional time will be allotted in the schedule twice a week for teachers to meet with their mentors to discuss, debrief, and plan subsequent lessons.
- Ericsson will also seek to reorganize its leadership team. The school will have three deans/Academic Intervention Services (“AIS”) teachers, and two guidance counselors will be utilized to better serve students.<sup>2</sup> Currently, Ericsson Middle has only one dean and one guidance counselor to serve its student population. These positions will be funded through Tax Levy budget lines.

Instructional Model and Curricula

Ericsson will have an instructional program focused on a standards-based curriculum that emphasizes the Common Core Learning Standards. Students will work on a thesis paper or exit project in sixth through eighth grades in each of the core subject areas. Students will have input in the topics that they decide to select for their end-of-the-year culminating activity. This activity will be showcased at a school fair or during class presentations. Students will also use various rubrics to assess their own work and scaffold their own learning to become more independent.

Ericsson will have a variety of curricula and corresponding assessments, including independent reading level assessments, the RAMP UP curriculum, RIGOR, Editure/AUSSIE to align curriculum maps with Common Core Learning Standards, a Framework for Effective Teaching, Success Maker, Wilson (AIS), and Ramapo for Children. Pending available resources, Ericsson will also seek to equip each classroom with technology in an effort to give students access to state of the art tools that promote learning. Students will use Smartboards, digital cameras, iPads, laptops and teleconferencing technology to do inter-visitations and share resources with other classes/schools.

Ericsson will also put an intense focus on educational initiatives and practices for students with disabilities. The priority need is helping students with disabilities make adequate progress in English Language Arts. Teachers will align instructional goals and practices with students’ Individualized Education Programs (“IEPs”). Special education teachers will co-plan with colleagues to ensure that instruction is rigorous and scaffolded. Paraprofessionals will also be supported through professional development in order to support classroom teachers as needed and appropriate. The Academic Intervention Services team will meet regularly to develop and craft targeted plans to support all struggling students, not simply those with special needs.

School programming, which impacts both teachers and students, will be deliberately and strategically addressed. Currently, there are not consistent meeting times for most subject areas. Teacher planning and collaboration will be a priority.

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<sup>2</sup> Academic Intervention Services are available to students in all schools. A team of school-based educational professionals determine the academic intervention needs of students in the school, develop targeted strategies for assessing students, and determine methods for dealing with academic problems. Schools’ educators monitor on an ongoing basis whether these methods are resulting in increased learning and achievement.

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Ericsson teachers will have, at minimum, three periods a week during the school day (45 minutes per period) to collaborate on teacher teams about inquiry and data interpretation, and to look at student work and lesson plans.<sup>3</sup>

For students, a separate extended day program will be eliminated, and that time will be embedded into the school day to ensure that all students are benefiting from the extra time. Homerooms will also be discontinued. As a result of these school programming changes, instructional class periods will increase from 42 minutes per class to 47 minutes per class. The amount of instructional time gained over the course of the week will be critical.

Another new programming strategy Ericsson plans to use to maximize teaching and learning is to “self-contain” the sixth grade classes, meaning that students will stay in one room for most of the day as opposed to traveling from class to class. Sixth grade classes will have a “self-contained” program for all core subjects. This would cut down considerably on the amount of out-of-class incidents and class disruptions during hall passing. Seventh and eighth grade students will travel from class to class, but “travel patterns” in between periods will be analyzed and revised if necessary.

#### Academic Supports and Interventions for Students

For students, a separate extended day program will be eliminated, and that time will be embedded into the school day to ensure that all students are benefiting from the extra time. Homerooms will also be discontinued. As a result of these school programming changes, instructional class periods will increase from 42 minutes per class to 50 minutes per class. The amount of instructional time gained over the course of the week will be critical.

Ericsson will also put an intense focus on educational initiatives and practices for students with disabilities. The priority need is helping students with disabilities make adequate progress in English Language Arts. Teachers will align instructional goals and practices with students’ Individualized Education Programs (“IEPs”). Special education teachers will co-plan with colleagues to ensure that instruction is rigorous and scaffolded. Paraprofessionals will also be supported through professional development in order to support classroom teachers as needed and appropriate. The Academic Intervention Services team will meet regularly to develop and craft targeted plans to support all struggling students, not simply those with special needs.

Ericsson will also offer two new Regents courses: the integrated algebra course and the Living Environment course. Currently, Ericsson Middle does not offer any Regents classes. The school will also offer targeted instructional support geared towards preparation for the Specialized High School Exams. These additional offerings will allow students who are demonstrating strong academic potential to partake in accelerated coursework and prepare for advanced high school studies.

#### Socio-Emotional Supports

Based on an ongoing assessment of needs and resources, Ericsson will initiate brand new programs that support student wellness and build upon and expand existing initiatives that have been successful.

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<sup>3</sup> Teacher Inquiry Teams are charged with becoming expert in using data to identify a change in instructional practice that will accelerate learning for a specific group of underperforming students. Based on what is learned from that experience, teams work with school staff to implement and monitor system-level change to benefit all students.

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For example, an advisory program will also be established to give each student access to and the means to confer with a teacher about social and academic issues. Ericsson will continue to partner with the Park Slope Center for Mental Health in providing on-site mental health services on a weekly basis. Pending the availability of space in the building, Ericsson will pursue opportunities to offer a school-based health center in the building, which would expand the quantity of mental health services provided on-site and make mental and health services available on-site to all students on a daily basis. Ericsson will also pursue expanding partnerships with off-site agencies to complement the services already provided by Park Slope Center for Mental Health. Additionally, the school will seek to employ new parent engagement strategies and will also incorporate more parent volunteers throughout the school building.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

- 1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase graduation rates**

**a. Description of how the action will be accomplished by LEA:**

The DOE recognizes the importance of installing a principal with a strong mission and vision to lead the Turnaround work at Ericsson. A new principal, Marcos Bausch, was previously installed as part of DOE’s SIG-related intervention, and will continue to learn the Turnaround initiatives at MS 126 John Ericsson Middle School. The principal was selected to meet the school’s unique needs and has a proven track record for raising student achievement. Prior to his arrival at Ericsson, he worked for seven years as an Assistant Principal at MS 326 and MS 321 in Manhattan. At MS 326, he supervised the Bilingual and English as a Second Language (ESL) departments and managed the teacher teams in charge of implementing Common Core learning standards. At MS 321, he supervised all math and science teachers in addition to supervising the Bilingual and ESL departments. He also led targeted after-school and Saturday Academy programming for students in need of remediation. Prior to his work as an administrator, he taught for nine years as a bilingual teacher at PS 19 and JHS 50 in District 14, Brooklyn, New York. He earned a B.S. in Business Management and Finance from St. Francis College and an M.S. in Bilingual and Special Education from Long Island University.

Through the newly developed Turnaround Principals Institute, the principal of Ericsson was trained on the requirements of the Turnaround model and the elements that he and the teaching staff would need to implement as a Turnaround school. Under DOE’s school autonomy structure, the principal has flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	February 2012-June 2012: School leader participated in recruiting and selecting of staff and began planning for upcoming school year.	Local Funds

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**Action Required By Turnaround Model**

- 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

**a. Description of how the action will be accomplished by LEA:**

During the Turnaround Principal Institute, principals were trained on how to effectively implement change management in a school organization. Principals are the primary “change agent” and must be consistent, willing to make difficult decisions around personnel and resource allocation. As part of the institute, Bausch received comprehensive support and instruction on how to adhere to conduct a thorough assessment of staff, develop a hiring committee, create effective job postings aligned to the needs of the school and the instructional vision, and develop a rubric to assess and select applicants.

The leader of Ericsson Middle School has successfully used competencies to measure the effectiveness of current staff and screen/interview new pedagogical staff to work within the turnaround environment and meet the needs of students. From the 2011-2012 school year to 2012-2013 the school year, over 50% of the school’s pedagogical staff has been replaced using the competencies and selection criteria below.

**SELECTION CRITERIA:**

The successful candidate will demonstrate:

- Evidence of a well-developed repertoire of strategies to promote positive behavior supports and assist students in crisis.
- Ability and/or evidence of commitment to integrate technology into the curriculum and presentation of student work, plus experience or willingness to learn and become proficient in PowerPoint, Word, Excel, and Publisher or equivalent
- Familiarity with professional literature and best practices in and expertise in a content area, and English Language Learners (ELLs) and Students with Disabilities (SWD) strategies.
- Ability to communicate effectively both orally and in writing with colleagues, parents/guardians, students.
- Strong classroom management skills and evidence of success with regular communication with parents.
- Ability and/or willingness to incorporate hands-on and cooperative learning activities and develop and use project based learning units, utilizing planning backwards model.
- Knowledge of strategies that promote the success of SWD’s and ELL’s.
- Commitment to professional learning by being reflective and evaluative in their own instruction in order to provide the best possible instruction in the classroom.

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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	During the 2011-12 school year, the following activities took place: <ul style="list-style-type: none"> <li>- Screening and staffing of teaching positions for the turnaround school.</li> <li>- Screening and staffing of AP positions and other school based personnel.</li> </ul>	Local Funds

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**Action Required By Turnaround Model:**

**3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

**a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the Turnaround school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position**

Ericsson will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

**Teachers for Tomorrow**

Ericsson will be able to utilize the Teachers of Tomorrow (TOT) program is designed to recruit and sustain well-prepared, highly motivated certified classroom teachers who serve in schools which have been designated as high-need and/or persistently low achieving. The TOT incentive program provides tax-free grants to teachers who teach in these schools. Eligible teachers can qualify for awards of up to \$3,400 annually for a maximum of four (4) years.

Teachers must be a newly hired (no prior employment as a teacher with NYC public schools prior to the 2011-12 school year) certified classroom teacher and hold transitional, provisional, conditional initial, initial, professional or permanent NYS certification in the area for which they are teaching. Participants in programs where the DOE provides financial assistance in obtaining certification, including the Success Via Apprenticeship program, the scholarship program and some alternative certification and teacher residency programs, are not eligible to participate in the Teachers of Tomorrow recruitment incentive program.

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Beyond these specific incentive programs, Ericsson will be given the financial and operational flexibility to determine locally whether there are additional financial incentives and career growth opportunities that can be made available for staff at the school, consistent with the school’s mission and vision. The school-based actions could include creating opportunities for additional pay incentives for after school instructional programs for students; participation in after school professional development opportunities; opportunities for out-of-classroom positions such as coaching, peer-mediation opportunities, etc.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	Any hiring of staff will occur in spring and summer each year of funding (during staff recruitment and hiring season)	PS: Lead Teacher (fringe costs will be applied grant)  2012-2013: \$ 81,587 x 2 2013-2014: \$81,587 x 2

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**Action Required By Turnaround Model:**

- 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

- a. Description of how the action will be accomplished by LEA:**

Ericsson will work to deepen elements of professional development which have been successful and strengthen those components which have not resulted in strong student outcomes

Ericsson also plans to hire a Literacy instructional coach to support and scaffold professional development for teachers. The teacher coaching program will support new teachers in their learning. Instructional time will be allotted in the schedule twice a week for teachers to meet with their mentors to discuss, debrief, and plan subsequent lessons.

Teachers will have, at minimum, three periods a week during the school day (45 minutes per period) to collaborate on teacher teams about inquiry and data interpretation, and to look at student work and lesson plans.<sup>4</sup>

Teachers will be scheduled to have regular grade-level meetings, a content-level meeting, and a common planning meeting. This time will allow for teachers to discuss best practices, look at data, discuss common trends in the data, discuss Common Core Learning Standards, and plan cohesive units of study.

Paraprofessionals will also be supported through professional development in order to support classroom teachers as needed and addressing the needs of special needs students in particular. This professional development will be funded through Tax Levy resources at no cost to the School Improvement Grant. The school’s Academic Intervention Services team will meet regularly to develop and craft targeted plans to support all struggling students, not solely those with special needs.

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<sup>4</sup> Teacher Inquiry Teams are charged with becoming expert in using data to identify a change in instructional practice that will accelerate learning for a specific group of underperforming students. Based on what is learned from that experience, teams work with school staff to implement and monitor system-level change to benefit all students.

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In support of these new initiatives, Ericsson will implement the following:

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
1 Literacy Coach – Establishes Lab Classroom to showcase best practices and for teachers to visit and observe. Provides PD in key skills (lesson studies, ARIS Learn, Teacher Effectiveness Framework, Looking at Student work, using data to drive instruction, etc.) to help faculty members to become effective pedagogues and promote student achievement. Professional Development sessions will be scheduled outside of the instructional day and on weekends.	September 2012-August 2013  September 2013-August 2014	PS: Salary – Literacy Coach PS: 75 hrs X \$43.15=3,236  2012-2013: \$74,113 2013-2014: \$74,113

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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

**a. Description of how the action will be accomplished by LEA:**

Ericsson will have an instructional program focused on a standards-based curriculum that emphasizes the Common Core Learning Standards. Ericsson will have a variety of curricula and corresponding assessments, including independent reading level assessments, the RAMP UP curriculum, Editure/AUSSIE to align curriculum maps with Common Core Learning Standards, a Framework for Effective Teaching and Ramapo for Children. Pending available resources, Ericsson will also seek to equip each classroom with technology in an effort to give students access to state of the art tools that promote learning. Most of the required technology purchases will be funded through the Magnet Grant. Students will use Smartboards, digital cameras, iPads, laptops and teleconferencing technology to do inter-visitations and share resources with other classes/schools.<sup>5</sup>

Ericsson will also offer two new Regents courses: the integrated algebra course and the Living Environment course. The school will also offer targeted instructional support geared towards preparation for the Specialized High School Exams. These additional offerings will allow students who are demonstrating strong academic potential at the school to partake in accelerated coursework and prepare for advanced high school studies.

All staff will have the opportunity to participate in professional development supporting the integration of technology into instruction. Staff attending the aforementioned professional development during time outside of the instructional day will be compensated at the training rate. Additionally, coverage for staff who attend professional development outside of the building during the instructional day will be paid for by the School Improvement Grant under per diem expenses.

These new elements will be supported through the below actions:

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
The school will use America's Choice Ramp Up - a school-wide research based instructional model designed to address the needs of students in all grades performing below grade	September 2012-August 2013 September 2013-June	PS: 12 teachers X 32 hrs =384 hrs. 384 hrs X \$43.15=

<sup>5</sup> Inter-visitation refers to a form of professional development where teachers across grade levels and content areas observe each others' classrooms, exchange experiences, and share ideas on instruction.

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<p>level. Professional Development will be scheduled for all ELA teachers outside of the instructional day in order to support staff in using data to inform instruction and the implementation of the Ramp Up instructional model.</p>	<p>2014</p>	<p>\$ 16,570</p> <p>OTPS: \$20,000 (Ramp Up program cost)</p> <p>2012-2013: \$36,570 2013-2014: \$36,570 (total including per session)</p> <p>Coverage for staff attending PD: Per diem – 200 days at \$154.97/day = \$30,994</p> <p>Trainee rate – 200 days at \$19.12/hr = \$3,824</p> <p>General and instructional supplies: \$47,102</p>
<p>Editure/AUSSIE – Will be used to align curriculum maps with Common Core Learning Standards and provide professional development and instructional support to teachers during the instructional day.</p>	<p>September 2012-August 2013 September 2013-June 2014</p>	<p>2012-2013: \$55,100 2013-2014: \$55,100</p>

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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

**a. Description of how the action will be accomplished by LEA:**

Under the new grading policy, teachers will craft monthly progress reports that are aligned to a school-wide policy in order to maintain clear, open lines of communication with parents. The new school-wide grading policy will encompass all indicators, such as attendance/punctuality, periodic assessments such as quizzes/exams, class participation, homework, and projects/assignments.

Additionally, students will work on a thesis paper or exit project in every grade, in each of the core subject areas. Students will have input in the topics that they decide to select for their end-of-the-year culminating activity. This activity will be showcased at a school fair or during class presentations. Students will also use various rubrics to assess their own work and scaffold their own learning to become more independent.

As discussed in Action #5, Ericsson will also utilize a variety of curricula and corresponding assessments, including independent reading level assessments, the RAMP UP curriculum, Editure/AUSSIE to align curriculum maps with Common Core Learning Standards, a Framework for Effective Teaching and Ramapo for Children.

Ericsson will also partner with CaseNEX-DataCation, who will provide the school with its Data Analysis Support Program, allowing Ericsson to track changes and improvements in teaching practices over the school year. CaseNEX-DataCation will provide intensive support and reporting from data and curriculum experts, creating a data-rich approach to decision making which will result in an environment of shared accountability and success.

To ensure the successful implementation of these new strategies, Ericsson will pursue the below activities.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Implement the DataCation Data Analysis Support Program with CaseNEX-DataCation, LLC. DataCation suite of data management tools provide bulk of data for analysis.  Specific strategies and activities will include, but not be limited, to the following:	September 2012-August 2013 September 2013-August 2014	Grant Funded  DataCation: 2012-2013: \$85,000  2013-2014: \$75,000

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<p>DataCation Data Specialists will help staff learn to evaluate data in their system, demonstrate how the data can be used to drive instruction and strengthening educators’ skills in assessing student, teacher and administration needs. This team will work with the school to provide a well-rounded perspective of the way in which schools can use information about outcomes to guide teaching, set goals for improvement, and make adjustments.</p> <p>DataCation Data Specialists will work with school leaders and teachers, building internal capacity over the 2-year grant period, to provide educational tools to ensure that the school is engaged in effective methods of accelerating student learning. DataCation will assist school leaders to break down complex student data to inform and support instruction, professional development, curriculum planning, accountability, and policy. School leaders will monitor student performance indicators and teacher actions and promote best practice modeling to increase performance throughout the school.</p> <p>The services listed above will include:</p> <p>2012-2013: 90 hours of direct support from DataCation Data</p> <p>2013-2014: 40 hours of direct support from DataCation Data Specialists</p> <p>DataCation Suite of Products Provided at no charge to grant.</p>		<p>School Funded – no cost to grant:</p> <p>OTPS: 2012-2013 only \$50,000</p> <p>PS - \$9,532</p> <p>PS: 40 teachers X 5 hours = 200 hours. 200 hours X 43.15=\$8,630 PS: 4 administrators X 5 = 20 hrs. 20 hrs X \$45.10 = \$ 902</p> <p>2012-2013: \$9,532 2013-2014: \$9,532</p>
<p>QTEL – West Ed: QTEL will conduct a comprehensive needs assessment of our English Language Learners and work with all staff members to maximize instructional effectiveness and promote rapid second language acquisition.</p>	<p>September 2012-August 2013 September 2013-August 2014</p>	<p>PS: 20 teachers x 14 hrs x \$43.15 = \$12,082 PS: 1 administrator x 14 hours x \$45.10 = \$604 OTPS: \$120,000</p>

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Per Session activities will be schedule outside of the instructional day.		2012-2013: \$72,686 2012-2013: \$72,686
Environmental Engineering Theme with built in technology support: Robotics, STEM cart, GreenFab electronics, etc.	September 2012-August 2013 September 2013-August 2014	Educational software - \$20,000  Other costs - Magnet Grant

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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

**a. Description of how the action will be accomplished by LEA:**

School programming, which impacts both teachers and students, will be deliberately and strategically addressed. For students, a separate extended day program will be eliminated, and that time will be embedded into the school day to ensure that all students are benefiting from the extra time. Homerooms will also be discontinued. As a result of these school programming changes, instructional class periods will increase from 42 minutes per class to 50 minutes per class. The amount of instructional time gained over the course of the week will be critical.

An advisory program will also be established to give each student access to and the means to confer with a teacher about social and academic issues. Advisory would be built into the school day as a ninth period that will take place three times a week for 45 minutes per period.

With 90 years of experience, Ramapo for Children has developed a unique ability to create inclusive environments that promote positive behavioral change, foster skill development, and help support learning and personal growth. Ramapo will work with all staff members to foster an environment conducive to personal and academic growth in the school.

Another new programming strategy Ericsson will plan to use to maximize teaching and learning is to “self-contain” the sixth grade classes, meaning that students will stay in one room for most of the day as opposed to traveling from class to class. Sixth grade classes will have a “self-contained” program for all core subjects. This would cut down considerably on the amount of out-of-class incidents and class disruptions during hall passing. Seventh and eighth grade students will travel from class to class, but “travel patterns” in between periods will be analyzed and revised if necessary.

In support of these strategies, the following activities will be pursued:

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Ramapo for Children – This is a model designed for schools serving high poverty populations. Through highly collaborative engagement, they seek to promote sustained, positive social behavior, academic achievement and confidence for all students in an after school setting and Saturday program.	September 2012-August 2013  September 2013-August 2014	2012-2013: \$45,000  2013-2014: \$45,000
Environmental Engineering Theme with built in	September 2012-August 2013	No additional cost to grant

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technology support: (Robotics, STEM cart, GreenFab electronics) provides science-technology and math enrichment in an after school setting and Saturday program.	September 2013-August 2014	
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**Action Required By Turnaround Model**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

**a. Description of how the action will be accomplished by LEA:**

Ericsson will continue to partner with the Park Slope Center for Mental Health in providing on-site mental health services on a weekly basis. Pending the availability of space in the building, the school will pursue opportunities to offer a school-based health center in the building, which would expand the quantity of mental health services provided on-site on a daily basis. Ericsson will also pursue expanding partnerships with off-site agencies to provide services on-site on a weekly basis or provide new strategies in parent engagement, to complement the services already provided by Park Slope Center for Mental Health.

To invest parents in the education of their children and support overall school administration, Ericsson will seek to employ new parent engagement strategies and will also incorporate more parent volunteers throughout the school building. Parents would help supervise and manage students in the cafeteria, beautify the school, organize parent events, and disseminate information to fellow parents. Ericsson will also plan to hold monthly assemblies to celebrate student achievement and highlight successes in behavior, attendance, and community service.

Other activities in support of this goal are included below:

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p><b>The Montefiore Health Clinic</b> provides John Ericsson with comprehensive adolescent primary care services and Mental health services focusing on depression, anxiety, bereavement, crisis intervention and family issues. comprehensive adolescent health care including reproductive health care services that provide pregnancy testing and prenatal care; options counseling; family planning; screening, diagnosis and treatment of sexually transmitted diseases including HIV counseling and testing; and routine pap tests for sexually active girls.</p>	<p>September 2012- August 2013 September 2013- August 2014</p>	<p>No additional cost.</p>

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<p>Ramapo for Children – This is a model designed for schools serving high poverty populations. Through highly collaborative engagement, they seek <b>to promote sustained, positive social behavior</b>, academic achievement and confidence for all students in an after school setting and Saturday program .</p>	<p>September 2012- August 2013  September 2013- August 2014</p>	<p>2012-2013: \$45,000  2013-2014: \$45,000</p>
<p>Advisory will be provided at John Ericsson within the ninth grade SLC electives by guidance counselors.</p>	<p>September 2012- August 2013 September 2013- August 2014</p>	<p>No additional cost- Already addressed in previous segments of the implementation plan</p>

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**Action Required By Turnaround Model:**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**a. Description of how the action will be accomplished by LEA:**

The school will identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	The principal will identify prospective external partners as needed to meet the school’s needs.	Applicable external partners described above

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**Action Required By Turnaround Model:**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**a. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, a dedicated team manages citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in the school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. The assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround school, and provide related professional development in the area of accountability to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013 September 2013-August 2014	Central positions funded from SIG are described in the District application section. Ongoing supports through Children First Network provided through local funds.

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<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$3,822,920</b>	<b>\$2,168,000</b>	<b>\$1,654,920</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model and improvement efforts. As the new Turnaround school approaches the end of its grant period, DOE will work with the school to plan its scale-down from SIG funding and other aligned resources for Turnaround schools so that the school may transition its most effective practices from SIG into its overall budget over the course of a one-to-two year period after SIG.

The school will receive direct support from the Children First Network and key Central staff supporting schools undergoing Turnaround (described in Section B of the Central plan). These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared IDEA SBST SHARED	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14 SELF SUSTAINING Grants
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Federal Competitive Grant: Teaching American History Grant	State Competitive Grant: Extended School Day Violence Prevention
Federal Competitive Grant: Smaller Learning Communities	Student Assistance Program (City Council)
State Competitive Grant: Learning Technology	THE GATEWAY DRUG PROGRAM
Federal Competitive Grant: Magnet School	TITLE I
	Title I SIG Restructuring Grant
	TITLE II D Allocative and funded tech
	Title IIB Math/Science Partnerships

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

An aggressive timeline will be followed to ensure that all of the Turnaround model elements are met. DOE will have a cross-divisional Cabinet made up of senior officers, including the Chief Executive Officer for Turnaround, who will oversee the management of all activities. Engagement with the most important stakeholders—students, faculty, school leadership, and families—are underway and will continue as each step of the Turnaround process is carried out.

A key element is ensuring access to a pipeline of qualified and high-quality teachers from which the school will be able to screen and hire as part of the Turnaround model. NYCDOE works in partnership with a number of teacher preparation programs which, in addition to the talented current teachers who enter the hiring market each spring, will be key resources for providing candidates to the hiring pool. These programs include the NYC Turnaround Residency for School Turnaround, NYC Teaching Fellows, Select Recruits, Teach for America, as well as DOE’s broad-scale recruitment efforts at local colleges and universities.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**Appendix A: BASELINE DATA**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

<b>School:</b>	John Ericsson Middle School 126
<b>NCES#:</b>	02467
<b>Grades Served:</b>	6-8
<b>Number of Students:</b>	329
<b>Model to be Implemented:</b>	Turnaround

**1. Number of minutes within the school year**

64,800 minutes

**2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes**

# 0

**3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)**

# 97.5

**4. Distribution of teachers by performance level on LEA's teacher evaluation system**

36=S 2= U

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either "S" (Satisfactory) or "U" (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher's performance.

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**Section B: Descriptive Information**

**Directions:** When completing this section, LEAs should refer to the Overall LEA SIG Application Rubric, to ensure quality responses.

- 1. Describe the capacity of the LEA to implement one of the four models in each Tier I and Tier II school that the LEA has committed to serve. In order to demonstrate capacity, LEAs must provide a letter signed by union and district representatives committing to the creation of a teacher evaluation system as required by New York State Education Law 3012-c, with 20% of the evaluation based upon student growth on state assessments, and 20% based upon locally determined student achievement assessments (see Appendix D for suggested language). In addition, LEAs may also demonstrate capacity to fully implement the four models through taking the following actions :**
  - Submission of any revised collective bargaining agreements that support full implementation of models or a jointly signed letter indicating the status of discussions.
  - Hiring a fulltime School Implementation Manager (SIM) for each PLA school. A SIM will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.
  - Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models.
  - Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED.
  - Adding at least one period of instructional time per day and/or extending school year for each PLA school.
  - Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities.
  - Providing at least 10 days of site-based training each school year for all teachers in PLA schools.
  - Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three year grant period.
  - Identifying partner organizations and the role that they will play in supporting implementation of a model.

**In addition, the LEA should indicate that it has the ability to get the basic elements of its selected models up and running by the beginning of the school year. If the LEA asserts that it does not have the capacity to implement one of the four models in each Tier I and II school that has been identified , the LEA must submit in this section a detailed explanation of the specific reasons that it lacks capacity.**

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**THE NEXT PHASE OF CHILDREN FIRST REFORM**

Since 2002, the New York City Department of Education (NYCDOE) has implemented a bold education reform plan called Children First to prepare all students for success in the 21<sup>st</sup> Century. The plan is focused on the only outcome that really matters: student success. This has meant putting the needs of children above everything else. Today, our work to provide every child in New York City with a high-quality education – no matter their zip code or background – is more important than ever.

There are 4 objectives in the next phase of NYCDOE's Children First work:

- 1) Great Schools: Schools that are high-performing and held to the highest standards
- 2) Great Teachers: Talent that can deliver high-quality instruction
- 3) Great Classrooms: Classrooms that embrace instructional innovation and prepare students for success
- 4) High Standards: Expectations that ensure every child receives the best possible education

1. Great Schools: Schools that are high-performing and held to the highest standards

Children attend schools, not school systems. So our job since day one has been to develop a city full of high-performing schools. To this end, we have phased out/closed dozens of failing schools which were not serving the needs of students, and opened hundreds of new schools that better serve our diverse student population. By continuing this important work to create a system of great schools, we hold ourselves accountable to our most important stakeholder: public school families.

2. Great Teachers: Talent that can deliver high-quality instruction

Every parent intuitively understands that nothing has a greater impact on student learning than his or her teacher. Countless studies support this fact: the more effective the teacher, the more students learn. Developing school and classroom leaders has always been a critical component of our work; we know that it's our staff on the front lines who are ultimately responsible for helping our students do their best. If we want to prepare students for success in the 21<sup>st</sup> Century– then we need to provide our students with better teachers. The next phase of our work will help us manage the process of making sure every classroom in New York City has an effective teacher.

3. Great Classrooms: Classrooms that embrace instructional innovation and prepare students for success

Most classrooms today look the same as they did a few decades ago; but that doesn't make much sense given that today's job market is so drastically different. For our schools to prepare students for success in the 21<sup>st</sup> Century, we need to expand how teachers teach, students learn, and update our classrooms with the latest technology. Our work ahead is rethink the standard model of a classroom – teacher at the front, desks in rows – and develop a plan to teach 21<sup>st</sup> Century skills in innovative, effective, and engaging ways.

4. High Standards: Expectations that ensure every child receives the best possible education

High standards send a clear message about what we expect of students. In New York City, we have begun to set these expectations by introducing the Common Core Learning Standards. These new standards provide teachers and parents citywide with a common understanding of what all students are expected to learn. In New York City, we have a lot of work to do to prepare our 1,700+ schools to work with these new standards. This work includes preparing teachers to teach new skills and content, developing new measures of student progress, and ensuring that schools have the tools and supports they need to have high expectations that will encourage student achievement.

**SCHOOL IMPROVEMENT GRANTS AS A CALALYST FOR REFORM**

Through the School Improvement Grant (SIG) program, NYCDOE has an unprecedented opportunity to

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advance its Children First reform plan. SIG funding will enable NYCDOE to devise creative solutions and offer individualized learning that will dramatically improve student achievement, particularly at our persistently-lowest achieving (PLA)/Priority schools, which are the schools that need it the most.

This SIG application proposes funding for initiatives that are high-potential for two of New York City's PLA schools. NYCDOE has developed a coherent action plan to improve student achievement and prepare students for success in college and careers. SIG will allow NYCDOE to tackle this mandate more dynamically than otherwise would have been possible.

Specifically, SIG will allow NYCDOE to develop comprehensive reform strategies to ensure that our schools will serve the needs of students at a greater level than the current status. The Turnaround model has elements that allow for dramatic intervention in a school's performance trajectory, including increasing teacher and leader effectiveness, promoting the continuous use of student data, and providing staff with high-quality professional development. We know that teacher and leader effectiveness is crucial in school improvement and are continuing to address this area through the Turnaround model. NYCDOE is expanding upon its proven new schools strategy, while also committing to new strategies that have the potential to transform the learning experience for our highest-need students. In support of this work, NYCDOE will alter its practices at all levels – systemwide, network, school, and classroom – to ensure that every action performed by managers and educators is a catalyst for sustainable student progress.

#### **KEY LEVERS FOR CHANGE**

The central goal of the Children First reforms has always been a simple one: to create a system of great schools. Every child in New York City deserves the best possible education. This starts with a great school – led by a dedicated leader with a vision for student success. Over the Mayor's nine years in office, our graduation rate has steadily increased to an all time high of 65 percent in 2010. When today's ninth graders were entering kindergarten, 16,000 New York City high school graduates enrolled at CUNY schools. Last fall more than 25,000 City graduates enrolled at CUNY, an increase of over 50%.

To ensure that as many students as possible have access to the best possible education, under this Administration New York City has replaced 117 of our lowest-performing schools with better options and opened 535 new schools: 396 districts schools and 139 public charter schools. As a result, we've created more high-quality choices for families. The MDRC study that analyzes the effect of new schools created since 2002 finds that the new schools created under this Administration have helped students graduate, be better prepared for college, complete required Regents exams, and earn credits at a higher rate than schools created before 2002—not to mention schools we've closed schools with graduation rates that were below 50, and sometimes 40, percent.

In June 2010, MDRC issued another report on NYC's new small schools strategy. MDRC concluded: "it is possible, in a relatively short span of time, to replace a large number of underperforming public high schools in a poor urban community and, in the process, achieve significant gains in students' academic achievement and attainment. And those gains are seen among a large and diverse group of students — including students who entered the ninth grade far below grade level and male students of color, for whom such gains have been stubbornly elusive." (MDRC, "Transforming the High School Experience," June 2010.) New findings released in January 2012 from MDRC showed that these schools are having a sustained effect on graduation rates with positive impacts for virtually every subgroup. In addition, the small high schools show positive impacts on five-year graduation rates and on a measure of college readiness.

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When you compare the student demographics of the high schools we've phased out to the small schools we've created in their place, you'll find they're very similar in terms of the percentages of black and Latino students, English language learners, and students with disabilities.

	<b>Black or Hispanic</b>	<b>English Language Learner</b>	<b>Special Education (w/IEP)</b>
<b>Phase out school</b>	92.7%	16.2%	13.3%
<b>New school</b>	93.1%	16.9%	13.9%

Yet with comparable student populations these new small schools are significantly outperforming NYC high schools that were phased out. Below are a few examples:

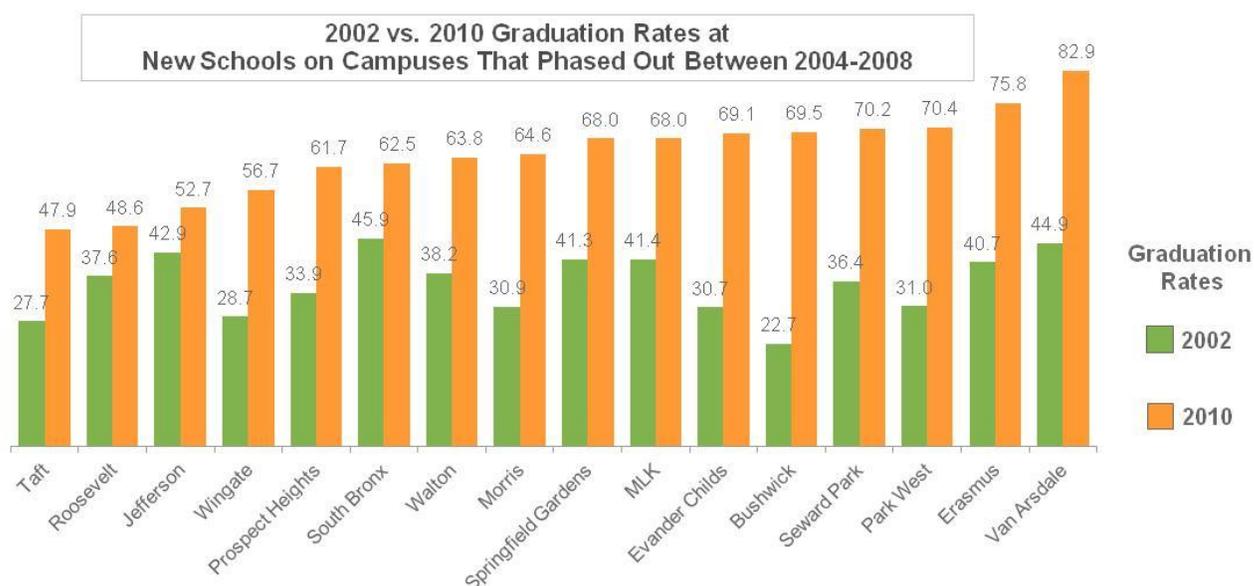
Manhattan

- The new schools located on the Seward Park Campus in lower Manhattan had a graduation rate of 70.2% in 2010, compared to Seward Park High School's graduation rate in 2002 of 36.4% (Seward Park HS phased out in 2006).
- The new schools located on the Park West Campus in Manhattan had a graduation rate of 70.4% in 2010, compared to Park West High School's graduation rate in 2002 of 31.0% (Park West HS phased out in 2006).

Brooklyn

- In 2010, the schools on the Van Arsdale campus in Brooklyn had a graduation rate of 82.9%—nearly 40 points higher than the former Harry Van Arsdale High School's graduation rate of only 44.9% in 2002.
- The Erasmus Hall Campus graduated only 40.7% of student in 2002. The new schools on the Erasmus campus are getting tremendous results, graduating 75.8% of students in 2010.

In every case, new schools on campuses of phasing out schools had higher graduation rates in 2010 than the 2002 graduation rates of the high schools they replaced.



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**ALIGNING SIG RESOURCES TO SUPPORT SCHOOLS**

NYCDOE has demonstrated that we can dramatically improve student achievement across the City in traditionally underserved communities that need high-quality educational options. The NYCDOE school improvement process is based on three core principles from our new schools process:

1. A great school starts with a great principal.

Over the past nine years we have learned the powerful role a principal can play as change agent. We seek principals who demonstrate the qualities of visionary and effective leadership.

2. We need community partners to help us develop great schools.

We have worked with local and national intermediary organizations to help us develop and scale schools. These partners provide critical start-up support and help push the thinking of our school leaders. We have also attracted high-performing public charter schools to New York City to bring an even greater breadth of quality options to public school families.

3. There isn't one "recipe" for what makes a great school.

Certainly there are conditions that contribute to an effective school – a mission; leadership; and great teachers devoted to student success – but there are different ways of organizing a school to create these conditions, especially given the need to serve diverse student populations. We encourage leaders to be entrepreneurial, to leverage their expertise to develop innovative models.

The new schools process is designed to gauge a candidate's readiness to weather and master the challenges of running a school. It is staged in four phases. At each stage candidates are evaluated, and only the strongest candidates proceed to the next phase.

In Phase One, candidates form planning teams to develop their school blueprint. Candidates are also evaluated on their "elevator pitch" – how they would explain their school model to potential students and families. Throughout the process there is an emphasis on connecting the proposed new school to its future community.

In Phase Two, applicants flesh out the school blueprint, deepening the vision for the school, the instructional model, and the professional development plan. During targeted feedback sessions, leadership coaches review the candidate's school blueprint and assess the candidate's leadership capacity.

In Phase Three, our coaches conduct a school visit to observe the applicant at work. This is an opportunity to see candidate in his or her "element." At the visit, coaches will talk with the candidate about his or her observations of the school, discuss instruction, and take time to speak with the candidate's colleagues and students.

Finally, the strongest candidates are invited to submit full proposals. These proposals are then vetted and the strongest applicants are invited to interviews. Panel interviews are conducted with multiple representatives from across the Department of Education. After the interviews, recommendations are made to the Chancellor regarding which school leaders should be approved.

For schools that opened in September 2011, we approved 26 of 246 applicants who submitted letters of intent. Through this thoughtful and objective process we selected only the best – about one in ten of original new school applications. Our 16 PLA replacements were among those schools that were ultimately selected through this process, and we have observed this year through our New School Quality Review, joint SED-DOE visits,

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and periodic assessments that these schools are beginning to make progress with their student populations at a rate that in many cases is greater than the PLA school prior to phase out.

**TURNAROUND – BUILDING ON THE NEW SCHOOLS STRATEGY**

Over the past 10 years, NYCDOE has demonstrated success in improving student achievement and graduating increasing numbers of students through our phase out phase in/new small schools strategy. Concurrently, we have also recognized that we must continue to pursue a variety of other structural interventions as well since no one model is right for all struggling schools, and as such have made investments in alternative approaches such as grade reconfigurations and supporting the development and redesign of small learning communities. Our initial investments under SIG have sought further diversify our portfolio strategies even further.

NYCDOE is actively working to reach an agreement with the UFT on the implementation of New York State Education Law 3012-c, with 20% of the teacher evaluation system based upon student growth on state assessments, and 20% based on locally determined student achievement assessments. We understand the importance of this agreement towards realizing dramatic school intervention in persistently lowest-achieving/Priority schools. As the 3012-c agreement is a necessary component of the Transformation and Restart models, NYCDOE is not pursuing these models at this time.

NYCDOE proposes to utilize the Turnaround model for schools that meet the intervention requirements and are poised for significant progress. JHS 22 Jordan L. Mott has a strong leader that will carry out the Turnaround elements in order to substantially improve student achievement outcomes.

JHS 22 Jordan L. Mott is continuing to use the Turnaround model – without the phase in/new school strategy – but with the same core elements of the Turnaround model. The leader has demonstrated the ability to screen staff to ensure their effectiveness and ability to meet the needs of students in a turnaround environment.

This is not a new school, and the school is in the same building serving the same student population; however, the school is significantly improving their practices in the following ways:

- A mission and vision for student success and faculty excellence;
- A process for rehiring staff and hiring new staff based on rigorous, mission-driven school-based criteria;
- Instructional programming and approaches to serving high-needs students;
- Professional development plans for staff;
- Structural changes that create positive learning environments for students;

In this school, the important and deliberate work of improving teacher quality through screening and rehiring staff based on rigorous school-based competencies is at the forefront of the school's change management plan. The school met the Turnaround requirement to screen and rehire no more than 50% of staff and to select new staff, and the principal is committed to continuing to meet this requirement.

In order to truly turn the school into the high-achieving environment that our students deserve, NYCDOE is taking a two-tiered approach to ensuring that, at all levels, these schools are setup to implement each Turnaround principle. At each level – (1) Systemwide and (2) School-based – NYCDOE is seeking to alter or enhance its existing practices.

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**(1) SYSTEMWIDE TURNAROUND INITIATIVES**

**(1a) Turnaround Principal Institute**

*Suggested NYSED SIG Action: Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models*

We have learned from our new small schools work that principals must receive extensive training and support on how to implement effective school leadership practices well before the school is even opened. Based off of our existing New Schools Intensive training, NYCDOE has developed an analogous Turnaround Principal Institute, where the leaders of the proposed new school are instructed in best practices for designing and running a successful school.

PLA principals participated in a 5-month Turnaround Principal Institute, which began meeting weekly starting in February. The Institute supported principals in the development and implementation of their school's turnaround plan. Sessions included a focus on the following areas:

- Developing Your Turnaround School
- Hiring: Staffing your school
- The Turnaround Mindset
- Good to Great: Personal Leadership
- Turnaround Plan: Identifying priorities
- Analyzing School Data
- Crafting your Instructional Vision and Plan
- Teacher Effectiveness
- Community Engagement
- Leveraging Management Tools
- 90-Day Action Plan

To support principals throughout the Institute and to enable smaller group work and facilitation, we also identified peer mentor principals who have led successful “turnarounds” in their schools and turnaround coaches. This staff rounds out the team that supported the Turnaround principals through this critical and formative spring/summer planning period.

**(1b) Streamlining Accountability and Interventions for PLA Schools**

*Suggested NYSED SIG Action: Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED*

In summer 2010, NYCDOE created the Division of Portfolio Planning to encompass the Department's work on managing school portfolio decisions, school interventions, and new school development. By creating this Division, the Department was able to streamline its organization and accountability structures for all of its work related to managing its lowest-performing schools.

Within the Division of Portfolio Planning, 3 offices – each with a specific charge – jointly serve to coordinate and manage the School Improvement grant work. First, the Division of Portfolio Planning oversees the completion of the SIG application, manages school-level implementation of the intervention models, and coordinates with NYSED on all SIG policy matters.

Second, the Office of New Schools executes the new school design and development process and the New Schools Intensive training noted above for our PLA phase in replacements. Third, a new office, the

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Turnaround Office, was recently created in January 2012 as an analogue to the Office of New Schools. Based on the unique needs of the new Turnaround school leaders who will be designing and leading an entire school within one year (as opposed to phasing in a new school gradually over time), the Division formed the Turnaround Office led by Elaine Gorman, the Chief Executive Officer for Turnaround. Ms. Gorman is a veteran educator with a demonstrated track record in supporting school leaders in transforming low-performing school across several districts. Most recently in New York City, Ms. Gorman served as Manhattan High School Superintendent and Deputy Chief of Innovation before taking on this new role. As Chief Executive Officer for Turnaround, she manages Turnaround principals as they develop their schools' mission, plan instructional and operational structures, conduct screening and hiring for their new schools, and bring together core leadership teams to launch their Turnaround schools. The Chief Executive Officer for Turnaround will be accountable for ensuring that the necessary ongoing support outlined in each school's Turnaround plan is being delivered with quality, and work in close consort with the schools' Network and Cluster to make sure this happens.

**(1c) Recruitment, Development, and Meaningful Evaluation of Teachers**

*Required Action: Implementing an annual professional performance review consistent with Commissioner's Regulations.*

*Suggested NYSED SIG Action: Providing training to new teachers that join PLA schools.*

In January 2010, NYCDOE launched an initiative to redesign the way in which school leaders evaluate, develop, and support their teachers. A cross-functional working group at NYCDOE led by the Division of Talent and Labor, in consultation with the United Federation of Teachers (UFT), designed a new teacher evaluation and development model that would consider both classroom practice and student outcomes to assess teacher effectiveness, using the guiding principles detailed in this guide. To test the model, NYCDOE began working with groups of schools to pilot this new system starting in the 2010-11 school year. In this low-stakes pilot, NYCDOE collected data on the new teacher ratings and sought feedback from both teachers and school leaders to identify what elements worked well and what should change.

As part of the School Improvement Grant, NYCDOE, in partnership with the UFT, designed an evaluation and development model for Transformation and Restart schools, drawing on lessons learned from the pilot year. The model aims to fairly and accurately assess each teacher's performance and provide opportunities for each teacher to develop his/ her effectiveness. The model considers both classroom practice and student outcomes to assess teacher effectiveness, using the guiding principles detailed in this guide. We hope that continued data collection and feedback from our education professionals will help us continue to improve this model and make it rigorous, beneficial, and fair. This new model marks a significant change from the current Satisfactory/Unsatisfactory rating scale. Under this new approach, NYCDOE seeks to raise the bar for both teachers and their school leaders, who must obtain a detailed understanding of each teacher's practice and work with each teacher to support their development.

This new model emphasizes a comprehensive review of teaching practice against clear standards, based on multiple observations. Following observations, school leaders provide teachers with specific feedback, diagnosing teacher development needs, and tailoring support to these needs. NYCDOE expects school leaders to communicate clearly their expectations with teachers on an individual basis and to use classroom observations to assess whether those expectations are met.

Three core beliefs underpin the evaluation and development model:

1. All children can achieve, no matter their life circumstances.
2. Teachers are the key levers in influencing the achievement of their students.
3. School leaders have the ability to lead the change necessary to implement strong teacher effectiveness

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practices in their schools.

Driven by those beliefs, NYCDOE has incorporated the following key elements into the design of the new teacher evaluation and development model:

- Clear expectations and a common language for teacher effectiveness
- More frequent, concrete feedback to teachers about their practice, informed by multiple classroom observations and an ongoing review of student academic growth
- Targeted development and support opportunities for teachers to improve their practice
- Increased collaboration between teachers and school
- Accurate differentiation in evaluation ratings, to better support teachers who are developing in their practice and to recognize highly effective teachers
- Multiple measures of teacher performance, to ensure the most accurate and complete understanding of each teacher's practice and development needs and to recognize teachers' efforts to help their students make academic progress.

The new evaluation structure consists of two components:

1. Assessment of Teacher Practice: an evaluation of the core instructional practices that positively affect student learning, based on the quality of planning and instruction and the classroom environment a teacher creates.
2. Measures of Student Learning: Multiple measures of student learning outcomes appropriate for each grade and subject, including state-required and locally-selected assessments.

This new model integrates measures of student learning to capture the extent to which each teacher ensures that their students master grade level standards and makes progress that sets them on track for college and career readiness. The selected measures will adhere to the following guiding principles:

- Sound teaching practice that leads to student learning: Measures of student learning should lead to better supports for teacher development and, as a result, improved student learning.
- Equity and fairness: Measures of student learning should be fair to all teachers, regardless of where and who they teach and comparable across all teachers. Where possible, measures of student learning should include multiple assessments and metrics so many data points are included in a teacher's rating.
- Teachers' support: Measures of student learning should be understood and supported by the teachers held accountable to them.
- Compliance with new state policy: Measures of student learning should adhere, wherever possible, to requirements of new state policy.

As part of our School Improvement Grant, NYCDOE is seeking to fund continued support for staff in the Division of Talent and Labor, specifically with its Office of Teacher Effectiveness which is charged with leading the development and implementation of the performance management and evaluation system for teachers described above. This office will also oversee and support the Teacher Effectiveness work in Turnaround schools to inform preparation for the roll-out of the new state requirements for teacher evaluation.

In addition, NYCDOE launched a teacher residency program in summer 2011 to support the successful implementation of school intervention models. In its first year, approximately 25 teachers certified in Math, Science, English and Social Studies participated in a one year, school-embedded training program to equip them with the knowledge and strategies they need to be successful in a school turnaround context. Graduating residents are being hired by Priority schools for 2012-2013. In subsequent years, larger cohorts of 50 teachers will be trained to correspond with the staffing needs of Turnaround schools.

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Candidates will conduct their residency year in training sites within Priority or Focus Schools and be ready for placement in Priority Schools after their training year concludes. Residents will be paired with a mentor teacher and will take on increasing levels of accountability in the classroom throughout their training year. They will receive regular coaching and feedback and will be evaluated on their ability to advance student learning using the teacher evaluation rubric agreed upon by the UFT and DOE for Transformation/Restart Schools. During their residency year, Residents will also be providing staffing assistance to the SIG funded Transformation Schools via in school or after school tutoring hours for students in need of academic support, or as teaching assistants in classes with students in need of intervention.

Teacher residency models have been highly successful as levers for turnaround in other large urban districts, most notably, Chicago. Chicago's AUSL model prepares cohorts for teacher residents to be placed in Chicago's turnaround schools. NYC is working closely with AUSL to develop the NYC Teaching Residency for school turnaround model.

NYCDOE is also working closely with Urban Teacher Residency United (UTRU), an organization founded through a collective effort to launch and support high-functioning Residency programs in high-needs urban districts. The success of the network can be attributed to a shared set of core values — through the open exchange of feedback, results and innovations, UTRU and its partner programs are setting the standard for urban teacher preparation nationwide. UTRU's mission is to build and manage a national network of high-performing urban teacher residencies dedicated to accelerating student achievement through the training, support, and retention of excellent teachers. UTRU serves the network by developing and supporting strong residencies and through technical assistance, advocacy, and evaluation. NYCDOE receives comprehensive guidance and support from UTRU through a combination of intensive series of learning institutes along with site-based, individualized consulting services under its Residency for Residences Program. The RRP leverages the learning from all seventeen of UTRU's network partners, and their experiences in building and sustaining a high quality residency program.

Given the staffing needs and emphasis on transforming school culture that are necessary for successful turnaround models, NYCDOE is confident this teacher preparation pipeline will be an integral strategy to implementation of the Turnaround model. We are seeking SIG funding to continue to implement and expand upon the AUSL and UTRU residency work to date.

Finally, along with these opportunities, NYCDOE has a locally-developed program that assists schools with hiring highly effective educators to support their school improvement efforts. The Lead Teacher program is open to NYC schools seeking to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. Selection takes place in a two-stage process. First, selections are made by a personnel committee comprised of NYCDOE and UFT representatives. The central personnel committee screens applications according to qualifications and create the pool from which school committees can select. In the second stage, each participating school establishes its own personnel committee made up of the principal, administration representatives, staff representatives and parent representatives with a majority of teachers. This committee makes selections from the pool established by the central personnel committee. There are no SIG-funded central costs associated with the Lead Teacher program, though as evidence by the school-based plans, most Turnaround schools are seeking to utilize Lead Teachers to take on teacher leadership roles in their new schools.

NYCDOE shall engage relevant collective bargaining units to the extent required.

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**(1d) Creating a Network-based approach to supporting low-performing schools**

*Suggested NYSED SIG Action: Hiring a fulltime School Implementation Manager (SIM) for each PLA school.*

Though the initial support and development that each new Turnaround schools will receive from the Division of Portfolio Planning and Division of Talent and Labor is crucial, the success of these schools once they open their doors can only happen predicated on a wide and deep support structure that expands beyond “central office” support.

Since 2010, NYCDOE has implemented a citywide Network-based structure to serve as the primary support team for all schools. Networks are cross-functional teams that deliver operational and instructional support directly to schools. The goal of Networks is to devolve as much decision-making power as possible to the people who know their schools best – principals, teachers, and school staff. Schools self-affiliate with Networks of their choosing, and Networks are organized to serve the unique needs and priorities of their schools. These Networks are themselves organized into one of 5 Clusters that support all schools citywide.

The theory behind this organizational structure is as follows:

- If operational and instructional service providers are integrated in a small, non-geographically based team that is tightly aligned with the schools' educational goals, then this team of service providers can be empowered to solve problems for schools.
- These teams can then be held accountable to principals for their performance ratings.
- This structure leads to innovation since schools will select teams that better meet their needs, which improves quality and efficiency of service and drives down costs.
- Principals will spend less time and funds solving operational problems, and have more time and financial resources for instruction and supervision which results in a school support structure that is efficient and cost-effective, and focused on increasing student achievement.

The Turnaround schools will leverage the Network structure in order to ensure that their reform work is thoughtfully and coherently embedded in schools. Because Networks deliver tailored supports to schools based on a deep understanding of an individual school's needs, they are uniquely positioned to introduce reforms in a way that is meaningful and relevant to ensure uptake.

One of the core functions that Networks play are to help schools to implement a diverse range of classroom-level supports during the school day that are targeted and specific to each school's needs and improvement plan, including individual instruction, small-group work, team teaching, targeted and well-planned after-school tutoring during extended day time. Networks also play a key role in training and supporting principals and teachers as they integrate the new national Common Core standards into school curricula and teaching practice, and will also be a vital resource with preparing schools for the state-mandated teacher evaluation system beginning in 2012-13.

In order to ensure that Networks are able to meet the wide needs of their schools, each Network team is staffed with various instructional personnel, including Achievement Coaches, Special Education and ELL specialists, that work intensively with principals and teachers to ensure that each school implements and strengthens curriculum and teacher practice in ways that will meet the needs of struggling students. These staff members help schools to identify best practices, target strategies for specific students in need of extra help, and prioritize competing demands on resources and time.

NYCDOE is seeking to leverage SIG funding to hire/continue employing additional specialists who are Network/Cluster-aligned to ensure that specific components of each schools plan are implemented and robustly

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supported. The goal in embedding specialized staff with the Department's existing Network/Cluster structure is twofold:

- Provide direct, specialized expertise to SIG schools that may not be currently existing in all Networks
- Use the specialized staff to develop the capacity of Networks to better meet the needs of SIG schools and low-performing school overall, so that the improvements brought about through SIG can be sustained after the completion of the grant.

Jointly reporting to the Division of Portfolio Planning and the Clusters, NYCDOE is seeking to fund continued support for School Implementation Managers (SIMs). A SIM will be assigned to each Cluster with a SIG-funded school and work with SIG-funded schools to provide implementation support. These SIMs will be primarily responsible for all aspects of SIG implementation and compliance for the schools in their Cluster and will provide guidance to principals and their leadership teams on research-based practices for turning around low-performing schools. SIMs ensure that Networks and schools receive appropriate guidance, coaching and professional development in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. SIMs are also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in schools undertaking the intervention models, and are responsible for meeting federal reporting requirements related to schools' interim and summative performance. The amount of time each SIM will spend on-site will vary by the specific needs of the schools in the Cluster. This may range from weekly check-ins to provide regular technical assistance to times when SIMs are conducting daily visits to their school(s) to support the start up on an on-site initiative.

**(1e) Developing and managing a pipeline of lead partners**

*Suggested NYSED SIG Action: Identifying partner organizations and the role that they will play in supporting implementation of a model.*

Partner organizations play a key role in all of the intervention models being implemented by NYCDOE. Informally, school and principal empowerment allows any PLA school to work with external partners that it believes will help implement its SIG model. The Division of Portfolio Planning, with the Department's contract office, has identified a variety of external partner organizations that will be instrumental in the success of implementation of the models. These partners (identified where relevant in the school-specific plans) have been selected through review and evaluation of over hundreds of potential partners (e.g.: intermediaries/school development organizations, whole school reform organizations, Community Based Organizations (CBO), not-for-profit agencies, vendors).

The roles that these partners play depend on the particular organization, but can include a wide range of services, both to the Department and directly to school leaders and staff, such as:

- Principal and teacher development
  - identifying, hiring, and supporting new school leaders
  - developing rigorous, transparent, and equitable evaluation systems
  - providing staff with high quality, job-embedded professional development
- Use of data to drive instruction
  - using data to identify and implement an instructional program that is research-based
  - promoting the continuous use of student data from formative, interim, and summative assessments
  - using data to identify and implement an instructional program that is research-based and vertically-aligned
- Revamp instructional programs

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- using and integrating technology-based supports and interventions as part of the instructional program
- increasing rigor by offering opportunities for students to enroll in advanced coursework
- improving student transition from middle to high school
- conducting periodic reviews to insure that the curriculum is being implemented with fidelity and is modified if ineffective
- Increase learning time opportunities
  - assisting schools in establishing schedules and strategies that increase learning time
  - extending the school day and/or school year
- Supporting parent involvement
  - promoting ongoing mechanisms for family and community engagement
  - partnering with parents and parent organizations and/or faith or community based organizations, health clinics and others to meet students' social, emotional and health needs
- Supporting schools in other facets of school life

More formally, the respective school plans describes how external partners are key collaborators in the intervention model. Prospective external partners that schools have identified thus far (subject to their approval through the DOE's contracting process) are named and described in the individual school plans.

For the schools that were originally placed under the Restart model, NYCDOE conducted an expedited competitive solicitation process in spring 2011 to identify Educational Partnership Organization (EPO). Through this competitive process, NYCDOE was able to identify and contract with organizations that have a track record of effectively supporting and transforming low-performing schools. Consistent with Education Law §211-e, EPOs have taken on the lead role in managing and supporting their schools and implementing their intervention plans.

NYCDOE currently has 6 approved Educational Partnership Organizations:

- Abyssinian Development Corporation
- Center for Educational Innovation Public Education Association (CEI-PEA)
- Institute for Student Achievement (ISA)
- John Hopkins University/Diplomas Now
- New Visions for Public Schools
- Southern Regional Education Board – High Schools that Work

NYCDOE is making school-by-school assessments to ensure that established partnerships toward whole school reform efforts may continue as needed even while shifting away from a formal EPO relationship. Use of these organizations as whole school reform partners can be found in school applications. We are continuing to work with these partners to support school improvement efforts and to ensure continuity of the plans started by schools.

## **(2) SCHOOL-BASED TURNAROUND INITIATIVES**

Given the unique needs of schools, the respective plans will provide the most insight into each school's specific Turnaround plans. However, certain school-based initiatives will be implemented in the Turnaround schools and as such will be heavily supported centrally. They are described below.

### **(2a) Conducting a rigorous screening and rehiring process**

*Required NYSED SIG Action: Use locally adopted competencies to measure the effectiveness of staff who can*

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*work within the turnaround environment to meet the needs of students. Screen all existing staff and rehire no more than 50 percent and select new staff.*

As a key lever of change, the Turnaround model provides schools with the opportunity to build a professional teaching community that is committed and prepared to undertake the challenges of reforming a PLA school.

These two schools have been screening their staff based on local competencies as required by the Turnaround model, and have met the 50% staffing turnover threshold. More detail is provided in each school's application. The principals in these two Turnaround schools will be given ongoing guidance and support to carry out the steps necessary to identify qualified teachers and staff who share their vision while also strictly adhering to the relevant collective bargaining agreements. The Turnaround Principal Institute provided training on the components of the intervention model and the elements that principals and their teaching staff would need to implement in their school.

JHS 22 used local competencies to screen and select staff.

**JHS 22 Selection Criteria:**

The successful candidate will demonstrate:

- Evidence of willingness to carry out the above duties and responsibilities.
- Ability to incorporate reading, writing, listening and speaking strategies in daily routines and classroom instruction in all content areas.
- Ability to monitor and analyze data to inform instruction and increase student achievement.
- Evidence of effective verbal and written communication skills.
- Commitment and willingness to continuous professional growth (i.e. participation in labsites and school study groups, intervisitations, formal education, etc.).
- Excellent classroom management skills that consider adolescent development and use clear routines and positive redirecting to set students up for success.
- Willingness to collaborate with colleagues and mentor teaching residents and new teachers.

**(2b) Increasing student learning time**

*Suggested NYSED SIG Action: Adding at least one period of instructional time per day and/or extending school year for each PLA school.*

In NYC, schools are empowered to drive key decisions on budgets, instruction, sources of support, and programming. As such, we invited the PLA schools to prepare their improvement plans with attention toward building in levers of change that have shown success in moving the needle on student achievement. This included ensuring that creating additional learning time opportunities for students is a critical component of all Turnaround school plans. Schools have articulated a variety of ways to do this in their school-based plans, including paying teachers for additional instructional per session, creating Saturday and vacation break sessions, contracting with an extended learning time partner, working with virtual/distance learning programs.

One process that PLA schools are utilizing to ensure there are opportunities to provide students with increased learning time is the Department's existing school-based option (SBO). The SBO process allows individual schools to modify provisions in the collective bargaining agreement related to class size, rotation of assignments or classes, teacher schedules and/or rotation of paid coverage for the school year. Rather than enforcing a one-size-fits-all model for how all schools must extend its day, structure schedules, or set faculty meeting times, the SBO process allows each school to determine how these elements may be most effectively

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implemented for its own situation and needs, based on approval by staff and the principal. The principal and union chapter leader must agree to the proposed modification which will then be presented to school union members for vote. Fifty-five percent of the voting members must affirm the proposed SBO in order for it to pass.

**(2c) Infusing innovation into classrooms**

*Required NYSED SIG Action: Establish schedules and implement strategies that provide increased learning time*

As part of its Children First reform, NYCDOE has sought to embrace instructional innovation in order to determine new and better ways for students to acquire the content knowledge that will prepare them for success. The iZone, started in 2010, is a critical outgrowth of this effort. Currently serving 250 schools, including a majority of our SIG schools, the iZone is a community of highly innovative schools, each of which is taking dramatic steps toward personalizing the student experience. Through various initiatives, iZone schools are developing bold learning structures and practices for their own schools as well as sharing these innovations with other schools on behalf of the larger school district.

One of these initiatives, iLearnNYC, is a critical part of the instructional plan for many of our schools proposed for the Turnaround model. iLearnNYC is a blended and online learning program that cultivates visionary leadership, personalized data-driven pedagogy, and promotes school change through collaboration. Teachers in iLearnNYC schools have access to online learning and digital resources that personalize, extend, and deepen the classroom learning experience of their students. Students have anytime, anywhere access to learn, always under the guidance of a licensed, in-school teacher. iLearnNYC students also have the ability to gather, reflect, and share their work online with peers, teachers, and parents, and to communicate and learn from external subject matter experts through video conferencing. iLearnNYC schools also expand learning opportunities for their students by offering online courses for Advanced Placement, credit recovery, world languages, and other electives not currently offered at the school.

**Section B: Descriptive Information (cont.)**

- 2. Describe any obstacles (ex: collective bargaining, lack of professional staff, etc.) the LEA faces in implementing the four models in identified schools. Describe the LEA's plan for addressing these obstacles, including specific activities, responsible personnel and expected timeline for overcoming the obstacles.**

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An aggressive timeline will be followed to ensure that all of the Turnaround model elements are met. DOE will have a cross-divisional Cabinet made up of senior officers, including the Chief Executive Officer for Turnaround, who will oversee the management of all activities. Engagement with the most important stakeholders—students, faculty, school leadership, and families—are underway and will continue as each step of the Turnaround process is carried out.

A key element is ensuring access to a pipeline of qualified and high-quality teachers from which the school will be able to screen and hire as part of the Turnaround model. NYCDOE works in partnership with a number of teacher preparation programs which, in addition to the talented current teachers who enter the hiring market each spring, will be key resources for providing candidates to the hiring pool. These programs include the NYC Turnaround Residency for School Turnaround, NYC Teaching Fellows, Select Recruits, Teach for America, as well as DOE’s broad-scale recruitment efforts at local colleges and universities.

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- 3. Describe any LEA level activities or services (including establishing operating conditions, planning, implementation, and monitoring) that will support the implementation of the four models in identified schools. Provide a timeline of these activities that extends over the three year grant period, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.**

**LEA level Activities for Tier I and II Schools**

<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
Educational Impact Statement (EIS) published on NYCDOE website.	February-March 2012	Division of Portfolio Planning; Division of Academics, Performance and Support; Deputy Chancellors	Formal announcement to communities on proposed plans for schools, explaining rationale to carry out Turnaround model as mechanism to drive necessary changes. Education Impact Statements posted on NYCDOE website pursuant to Chancellor’s Regulation A-190 (“Significant Changes in School Utilization”), related to any facilities needs and changes, zoning changes, supports for schools, possible interventions for PLA schools, etc., in anticipation of implementation in fall 2012. (No additional cost to grant)
Community meetings held on schools’ proposed intervention model	March-April 2012	Division of Portfolio Planning; Division of Academics, Performance and Support; Deputy Chancellors	Inform community of potential decisions regarding current status and future restructuring of PLA schools. (No additional cost to grant)
Proposed plans for school intervention and improvement presented to NYCDOE’s Panel for Educational Policy for vote.	Late April 2012	Panel for Educational Policy (Board of Education)	Decide on educational impact statements for proposals for changes to PLA schools identified for Turnaround model. (No additional cost to grant)

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
Review district capacity and individual PLA school for SIG-funded interventions, including communication with internal and external stakeholders needed to operate SIG-funded models.	Winter-Summer 2012	All divisions, led by Chancellor's Cabinet	Central planning on viable intervention strategies for schools, in concert with feedback from school community engagements, JIT reviews, SED and NYCDOE accountability data. Revisit and plan for the central organizational structure that is needed to implement citywide SIG-funded activities. (Cost indicated below under Central staff)
Hiring of staff for new Central-level positions that support all PLA schools implementing models of interventions	Winter-Spring 2012	Division of Portfolio Planning; Division of Human Resources; Charter school Office; School Planning Office; Office of New Schools; Division of Financial Planning and Management	<p>Description of duties provided under FS-10.</p> <p><u>Office of Turnaround</u>  Office of Turnaround Director (1)  Office of Turnaround Deputy Director (1)  Chief HR Administrator (1)  Executive Director, State Portfolio Policy (1)  HR and Business Services Managers (2)  Senior Implementation Manager (1)  Turnaround Project Manager (2)  School Improvement Managers (SIM) (5)</p> <p><u>Office of New Schools</u>  Associate Director for Pipeline Development (1)  Associate for Business Operations (1)  Deputy Executive Director (1)  Director for Partnership Support &amp; Capacity (1)  Director for Pipeline Development (1)  Director of Implementation and Support (1)  Senior Director (1)</p>

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
			<p><u>Operations and Legal</u> Director of School Improvement Grants Fiscal Management (1) Administrative Assistant (1) Operations Analyst (1) Partner Compliance, Office of General Counsel (2)</p> <p><u>Portfolio Engagement</u> Engagement Specialists- Planning Team (5)</p> <p><u>NYC School Turnaround Residency</u> Residency Managers (2) Training stipends for Mentor Teachers Consulting services on teacher residency model from external partner, Academy of Urban School Leadership (AUSL)</p> <p><u>Teacher Effectiveness</u> Teacher Effectiveness Implementation Manager (1) Teacher Effectiveness Implementation Administrative Assistant (1)</p>
Begin Turnaround Principal Institute for principals identified to lead new Turnaround schools	February-June 2012	Division of Academics, Performance and Support; Division of Portfolio Planning	The five-month Institute supported PLA principals in the development and implementation of their schools' turnaround plans. Topics covered include: Developing Your Turnaround School Proposal; Hiring: Staffing your school through the 18D process; The Turnaround Mindset; Good to Great: Personal Leadership; Turnaround Plan: Identifying priorities; Analyzing school data; Crafting your Instructional Vision and Plan; Teacher Effectiveness; Community Engagement; Leveraging Management Tools.
City-wide teacher	Spring 2012	Division of Talent,	Annual open market and job application period for teachers citywide.

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
recruitment activities launch, including for teacher incentive and Turnaround Residency programs		Labor and Innovation	Teacher recruitment activities also include for current teachers interested in becoming lead teachers as well as for prospective teachers for the residency training.
Finalize decisions on PLA/ Priority schools and corresponding school intervention models communicated to each school and its community.	Late summer 2012	District superintendents, Divisions of Portfolio Planning & Accountability, Performance and Support	Conduct information training session for superintendents, Cluster and Network leaders. Conduct school-based meetings, issue informational flyer to parents on decisions and timeline of next steps.
Coordinate vetting process to contract potential support partners for schools.	Year-round for 2012-14	Division of Portfolio Planning; Division of Contracts and Purchasing	Oversee process to obtain external service providers with capacity to support Turnaround schools. (Local funding)
Coordination and training for Networks and Clusters for supporting Turnaround schools	Spring-Summer 2012	Division of Portfolio Planning; Division of Accountability, Performance and Support; Cluster and CFN	Meetings with various Cluster and Network leaders to gauge capacity and specific support needed to carry out Turnaround activities.
Hold NYC Teacher Residency orientation for teacher residents	August 2012	Division of Talent, Labor and Innovation	Cohort of teacher residents informed on sequence of program model, expectations, introduced to leadership and staff of host schools that serve as their training academies.
School buildings prepared for opening; Conduct school walkthroughs and confirm preparedness to	July-September 2012	Division of School Facilities, in collaboration with Division of Portfolio	Renovations, painting, repair work; classroom preparation, library preparation; parent room preparation, as necessary. Facilitate leadership preparation for school opening and beginning conversations with School Implementation Managers, including goal-

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
open		Planning and Division of Academics, Performance and Support	setting and action planning.
Schools open under Turnaround model	September 2012	Schools with Cluster and Networks	Schools open under new name and school administration.
School-directed support is provided to all schools implementing models of intervention under SIG.	Ongoing throughout school year	Division of Portfolio Planning; Division of Academics, Performance and Support	Follow-up support for PLA schools in the implementation of all required model activities; support for implementation of Joint Intervention Team recommendations; support for schools before, during and after NYSED site visits on SIG-funded activities, respond to school needs in other areas of need to remove barriers and obstacles
Residency period begins for NYC Teacher Residents at schools	September 2012 through June 2013	Division of HR; Host schools serving as resident training academies	<p>Residents begin training program on effective teaching in schools undergoing turnaround while beginning graduate coursework, meet with mentors teachers and resident instructors.</p> <p>Service fee stipends for Teacher Residents (50) Teacher Apprentices undergoing residency to teach in turnaround schools. Residents are “teachers in training” who undergo a year-long school-embedded training program as a Teacher’s Assistant in a high-need school learning to equip them with the knowledge and strategies they need to be successful in a Turnaround context. Residents will be paired with a mentor teacher, receive regular coaching and feedback, participate in master’s degree coursework weekly, and will take on increasing levels of accountability in the classroom throughout their training year.</p>
Central evaluation planning for SIG-funded activities	September 2012- June 2013	Division of Portfolio Planning; Division of	With external consultant, plan and coordinate process to evaluate effectiveness of Central activities implemented in Turnaround schools.

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
		Contracts and Purchasing	Actual evaluation process will occur over the three year grant period.
Ongoing support and monitoring from School Implementation Managers	September 2012- June 2013	Division of Portfolio Planning	SIMs ensure that schools and networks receive appropriate guidance, coaching and professional development in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model.
Central planning on status of schools, ensure capacity to sustain support to Turnaround schools, check with schools on planning for next school year.	Winter/Spring 2013	Division of Portfolio Planning, Division of Academics, Performance and Support	Review of school performance and monitoring data, determine progress in school's improvement. Coordinate with School Implementation Managers, Clusters and CFNs, and Central staff on recommendations for schools' next steps for following year. Identify other Priority Schools that demonstrate ability to implement the Turnaround model and conduct school and community engagement.
Have schools report on year's implementation of SIG-funded activities and plans. Include any other data collection process needed for NYCDOE SIG activities evaluation.	Spring 2013, 2014	Division of Portfolio Planning; Cluster and Networks, SIMs, and EPOs	Poise schools to engage school community and parents to share out year's 'big wins' and progress, as well as discussion on planning for following year.
NYCDOE prepares and submits reports on schools for NYSED.	Spring 2013, 2014	Division of Portfolio Planning	Report activities, actions, results, academic performance, etc., as required by law.
NYCDOE conducts preparation for following year's implementation of Central activities.	Spring 2013	Division of Portfolio Planning; Academics, Performance and Supports; and Human Resources	Prepare SIG applications for any additional Priority Schools identified to implement Turnaround model. Revise Central operations, staffing structure and activities, as needed, based on evaluation recommendations.
Open application process	April-May 2013	Division of Human	Ongoing process as described above

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
for candidates interested in applying for the vacancies, Lead Teacher program		Resources; Division of Portfolio Planning	
Launch application, recruitment and screening process for following year's NYC Teacher Residency Program	April-May 2013	Division of Human Resources; Division of Portfolio Planning	Ongoing processes as described above
Principals of Turnaround schools conduct staff hiring, including Lead Teachers	May-June 2013	Principals; Division of Talent, Labor and Innovation	Ongoing processes as above
Remove staff who, after ample opportunities, have not improved their professional practice	June-July 2013, 2014	Office of Labor Relations; United Federation of Teachers Chapter Leaders	Evaluation using locally adopted competencies. (N.B.: All applicable legal and contractual mandates will be followed when a decision to remove staff has been made)
Training begin for next cohort of NYC Teacher Residents	Summer 2013	Division of Talent and Human Resources	Ongoing processes as described above
Revisit and set protocols for evaluation of Central initiatives, to ensure readiness for implementation during school year	Late summer/ fall 2013	Portfolio Planning; Division of Human Resources; Charter school Office; School Planning Office; Office of New Schools; Division of Finance	Ongoing processes as described above
Ensure schools are prepared for continuing implementation of	Late summer/ fall 2013	Portfolio Planning; Division of Human Resources; Charter	Cross-divisional follow-up to address pending issues related to school facilities, SIG funding, external partner contracting, staffing, student enrollment, etc.

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
Turnaround activities		school Office; School Planning Office; Office of New Schools; Division of Finance	
Schools continue implementation of their improvement activities.	September 2013- June 2014	Portfolio Planning; Division of Human Resources; Charter school Office; School Planning Office; Office of New Schools; Division of Finance	Support from Central staff, EPOs, Cluster and Networks, external partners. School Implementation Managers continue to help project manage and monitor execution of schools' plans and progress as appropriate.
Reporting by school on yearly activities to ensure progress being made toward meeting and surpassing grant goals	Winter/Spring 2013, 2014	School Principals; EPOs; Division of Portfolio Planning	Report school activities, actions, results, academic performance, evaluations, etc., as required by law.
NYCDOE prepares progress report (or final reporting) on school implementation of SIG-funded activities to NYSED.	Spring 2013, 2014	Division of Portfolio Planning	Report all school and Central activities, actions, results, academic performance, evaluations, etc., as required by law.

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**Section B: Descriptive Information (cont.)**

- 4. For each Tier I and Tier II school that the LEA commits to serve, please complete the baseline data chart (Appendix A) and appropriate LEA Model Implementation Plan (Appendix B). When completing the LEA Model Implementation Plan, LEAs should refer to the Model Implementation Plan Rubric, to ensure quality responses.**

See related information in Appendices A and B

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**Section B: Descriptive Information (cont.)**

5. Describe the annual goals the LEA has established for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier I and II schools that receive school improvement funds. Additionally, please include annual goals for the leading indicators listed on page 18. Describe the LEA's plan for assessing school progress on meeting those goals, and for monitoring the implementation of the four models.

An LEA's annual ELA, math and graduation goals should be designed so that a school that achieves them each year will no longer be persistently lowest achieving within three years. Please see NYSED guidance on setting goals for persistently lowest achieving schools at <http://www.p12.nysed.gov/accountability/memos.html>.

Note that the determination of whether a school meets the goals for student achievement established by the LEA is in addition to the determination of whether the school makes AYP as required by section 1111(b)(2) of the ESEA. In other words, each LEA receiving SIG funds must monitor the Tier I and Tier II schools it is serving to determine whether they have met the LEA's annual goals for student achievement and must also comply with its obligations for making accountability determinations under section 1111(b)(2) of the ESEA.

In addition to regular performance and participation requirements for demonstrating adequate yearly progress under section 1111(b)(2) of the ESEA, each NYC PLA school implementing a model is expected to achieve the following annual improvement goals:

- For all schools: reduce the percentage of students in the All Students subgroup who are performing below the Proficient level (Levels 1 and 2) on NYSED ELA and Math assessments by 10% or more from the previous year;

NOTE: DOE is aware of the changes pertaining to resetting of the Annual Measurable Objectives (AMO) in Grades 3-8 English language arts (ELA) and mathematics beginning with the 2010-11 school year for purposes of making Adequate Yearly Progress (AYP) determinations. The approved amendment by USDE permits NYS to adjust the 2009-10 Safe Harbor baselines, so that accountability groups that have achieved a 10 percent gap reduction between 2009-10 and 2010-11 based on the new achievement standards may be credited with making AYP.

- For high schools; attain a minimum Total Cohort graduation rate of 60% after one year of implementation; (or) annually reduce the gap by a minimum of 20% between the school's Total Cohort graduation rate and the State's 80% graduation rate standard.

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Below are our proposed benchmarks for leading indicators for SIG schools in 2011-2012.

- (1) Number of minutes within the school year
  - 100% of schools meeting the mandated number of instructional minutes
- (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
  - At least 95% of all students and all subgroups participating in math and English state assessments.
- (3) Dropout rate
  - Decrease from last year by 5 percentage points.
- (4) Student attendance rate
  - Reach or maintain an attendance rate above 85%.
- (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes
  - Increase percentage of students completing advanced coursework from last year by 5 percentage points as defined by NYC progress report college prep course index.
- (6) Discipline incidents
  - To be determined on a school by school basis
- (7) Truants
  - To be determined on a school by school basis
- (8) Distribution of teachers by performance level on an LEA's teacher evaluation system
  - To be determined on a school by school basis
- (9) Teacher attendance rate
  - Reach or maintain an attendance rate above 95%.

Additionally, each PLA school implementing an intervention model will be expected to demonstrate improvement on NYC Progress Report metrics, as evidenced by the achievement of a higher overall grade or by showing positive trends on each of the three Progress Report grading measures (school environment, student performance, student progress). School Progress Report grades are based on three elements:

- *School Environment* constitutes 15% of a school's overall score. This category consists of attendance and the results of parent, student, and teacher surveys.
- *Student Performance* constitutes 25% of a school's overall score. For elementary and middle schools, student performance is measured by students' scores each year on the New York State tests in English Language Arts and Mathematics. For high schools,

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student performance is measured by diplomas and graduation rates.

- *Student Progress* constitutes 60% of a school's overall score. For elementary and middle schools, student progress measures average student improvement from last year to this year on the New York State tests in English Language Arts and Mathematics. For high schools, student progress is measured by credit accumulation along with Regents completion and pass rates.

A school's results on each of the three Progress Report elements are compared to results of all schools serving the same grades throughout the City. Results are also compared to a peer group of up to 40 similar schools. Schools can earn additional credit when they help special education students, English Language Learners, and other high-need students make exemplary progress.

Interim progress measures and leading indicator data for each implementing school will be regularly monitored by central staff to ensure that implementation of the model is on-track and leading to the achievement of annual improvement goals. For example, periodic and predictive assessments administered three to five times a year in schools will provide interim data on the school's progress toward meeting the stated goal of "reducing the percentage of students in the All Students subgroup who are performing below the Proficient level (Levels 1 and 2) on NYSED ELA and Math assessments by 10% or more from the previous year." Ongoing monitoring of students' credit accumulation and progress toward meeting graduation requirements will support the school in tracking progress toward meeting the stated goal of "attaining a minimum Total Cohort graduation rate of 60% after one year of implementation; (or) annually reduce the gap by a minimum of 20% between the school's Total Cohort graduation rate and the State's 80% graduation rate standard. Monitoring of these interim progress measures will also inform the school's improvement on Progress Report metrics.

PLA implementing schools and network teams will have access to robust tools and technology to analyze student learning and other data on a regular basis – weekly, monthly, and quarterly (following periodic assessments administered 3-5 times a year) to enable ongoing monitoring of student performance and the overall implementation effort. Frequent analysis of this data will enable principals and teachers to make rapid changes based on what is and isn't working.

Across all SIG-funded schools, regardless of intervention model, NYCDOE is using a school performance dashboard that compiles data points on NYSED ELA and Math assessment, graduation rates, and NYCDOE Progress Reports, to ascertain the progress toward set goals. NYCDOE also looks at leading indicators as proxies for various aspects of the school's improvement work as it impacts school culture and environment, student participation and

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credit accumulation, and professional climate and capacity. All NYCDOE offices that play a key role in supporting schools will have access to these dashboards along with school CEPs, Quality Review reports, State (and Federal) monitoring reports as applicable, and SIG plans to ensure that data is not being interpreted in isolation from important context of the school itself.

The central Division of Portfolio Planning, working with the Division of Academics, Performance and Support, will use data analytics tools to regularly monitor the performance trends of each school implementing an intervention model, based on student outcome and leading indicator data. The results of these interim analyses will be regularly communicated to the school, network, SIM, and DTTS to inform the progress of the SIG-funded effort and enable prompt and appropriate intervention when leading indicator data show the intervention model effort is potentially off-track.

An annual evaluation report for each school, focused on student outcomes, will be developed to inform key stakeholders of the progress being made as a result of the model implementation effort.

The assigned School Implementation Manager will monitor the implementation of strategies and will report regularly to the Clusters and Division of Portfolio Planning jointly any concerns that arise to enable appropriate intervention and prompt resolution. Quarterly implementation and monitoring reports for each school that were successfully developed last year will continue to be used, which look at *process* of the school improvement effort through the intervention models, and are aimed toward improving the effort during the course of implementation.

The reports from site visits by the NYSED at the schools will continue to inform schools and the DOE as to ways to improve implementation, both at the school and district level. In fact, the reports from the site visits during the 2010-2011 school year have helped to inform DOE in the preparation of this application.

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**Section B: Descriptive Information (cont.)**

- 6. Describe how the LEA has consulted with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and II schools. Identify stakeholders, and describe any relevant outcomes from the consultations. Complete Appendix C: Collaboration and Consultation Form with signatures from consulted stakeholders. Consultation must be consistent with the State School Governance Law for New York City, Commissioner’s Regulations Part 100.11 and each LEA’s Title I Parent Involvement Policy.**

The Department’s efforts to ensure consultation with all of the stakeholders who are affected by Turnaround are extensive. As a matter of State Education Law and NYCDOE’s Chancellor’s Regulation A-190, there is an explicit and detailed process set forth for proposing and implementing significant changes in school utilization in New York City schools, which includes consultation with numerous parties, both at a central level and at the school level. Because Turnaround constitutes a significant change in school utilization according to these guidelines, NYCDOE will go through a rigorous public review process to implement Turnaround. Through this process NYCDOE aims to:

- Engage a broad range of community partners early and often—before, during, and after proposals are made;
- Use public feedback to inform proposals and gain a deeper understanding of the schools and communities these changes affect;
- Keep the public informed with more and improved communications;
- Share documents that are informative and parent-friendly;
- Be responsive to individual questions and concerns;

For schools identified as PLA, DOE first engages the school, along with families, on the school’s performance and collects feedback on the status of the school. After considering community input along with the historical information on the school’s progress, a decision is made about an intervention model to best address the school’s challenges. In this case, NYCDOE has determined that the Turnaround model under SIG is the intervention strategy that can best address the needs of these schools.

In mid- to late-January, NYCDOE held school-based meetings at schools proposed for Turnaround. Meetings were held with SLTs, Teachers, and Parents at each school. The purpose of these meetings was to provide additional information about the Turnaround model and address questions and concerns from the question before a formal proposal is issued. See

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Appendix G for a schedule of the engagement meetings held with the stakeholders at each of these schools.

As part of A-190, NYCDOE is required to develop and issue formal proposals for significant changes in school utilization. These Educational Impact Statements (EISs) outline the proposed plan for the school and its impact on the community. In the EIS, NYCDOE describes the key information that has led to its decision that the school should implement Turnaround, including the school's historical performance, learning environment, enrollment figures, as well as improvement efforts made. A description of DOE's full analysis on the potential impact of the Turnaround model on the school site is provided, including projected student enrollment, potential ramifications on the community, impact on current and affected students as well as personnel and school services, any potential use of the building for other educational or administrative services, as well as impact on surrounding schools in the community.

The EIS is posted, both at the school and also on DOE's website, at least six months prior to the first day of the school year in which the proposed change will take effect. The EIS is also shared with key constituents such as the Panel for Educational Policy (PEP), the impacted Community Educational Council (CEC), community boards and superintendents, the Citywide Council on English Language Learners and Citywide Council on Special Education, the Citywide Council on High Schools (if applicable), and the District 75 Council (if applicable). The community is informed by the appropriate superintendent or community school district on the EIS or amendments to the EIS. The EIS for schools proposed for Turnaround will be issued no later than March 6, 2012. Community members will be able to provide direct feedback on these EISs via the DOE's website.

Furthermore, a Joint Public Hearing is held for each proposed school change with the appropriate CEC as well as the Leadership Team at the impacted school. The hearing is scheduled on a date that is at least thirty (30) days after the EIS is posted publicly; it must be held no later than forty-five (45) days after its release. The date is proposed either by mutual agreement by the school principal and representatives from the above-mentioned councils, or by a Chancellor's designee in accordance to the indicated timeframe. The date is publicly notified both on DOE's website along with the applicable community boards. Based on the public comments received from the joint public hearing, DOE may revise or make amendments to the EIS. Joint public hearings for proposed Turnaround schools will be held from late March to mid-April 2012.

Any proposal by the Chancellor for significant changes in school utilization requires approval from the PEP. An analysis of the public comments received on the proposed plan are posted twenty-four (24) hours prior before the PEP meeting, which includes an explanation of what, if any, revisions were made to the school proposal or why any significant alternatives were not

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incorporated. The PEP meeting is open to the public and is invited to provide comments to the governing board on the proposed school plan prior to the voting by members.

If a proposed plan is approved by the PEP, DOE begins to move forward with the necessary planning and activities to implement the Turnaround model for the school, which will require the closure of the current PLA school and opening a new Turnaround school with a new mission and vision. The PEP meeting for the schools proposed for Turnaround is scheduled for April 26, 2012.

Members from the principals' and teachers union are welcome to – and have historically provided – their input about our SIG proposals through the EIS feedback form and the Joint Public Hearings. We anticipate that they will similarly provide input on the Turnaround proposal through these forums as well. In addition, the DOE will provide additional consultation and collaboration opportunities to the CSA and UFT consistent with past practice. The Department is in the process of scheduling meetings with the leaders of the UFT and CSA respectively to review this application with them in order to ensure that they are informed of our district plan and our plan for each school, and to provide them with a targeted opportunity to provide additional input.

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**Section B: Descriptive Information (cont.)**

7. Describe for each Tier III school that the LEA commits to serve, the services the school will receive or the activities the school will implement (including establishing operating conditions, planning, implementation, and monitoring) that will support an increase in student achievement in identified Tier III schools. Provide a timeline of these activities that extends over the three year grant period, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.\*

NOTE: NYCDOE is not committing any SIG 1003(g) funding to any Tier III schools. The activities shown below are part of the ongoing supports that are provided to all Schools in Need of Improvement (Tier III schools), using local funds, Title I SIG 1003(a) funds, and other fund sources.

**LEA level Activities for Tier III Schools**

<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of duties</b>
Ongoing support for all Schools identified as in Need of Improvement, including Tier I, II and III	Years 1, 2 and 3	Division of Portfolio Planning	<p>A primary function of the Division of Portfolio Planning is to work with districts and schools through all aspects of the school improvement process from identification, which includes changes in comprehensive planning for schools identified as being in need of improvement, corrective action and restructuring, supporting the implementation of proposed strategies, identifying and working to eliminate hindrances to effective implementation, and monitoring the implementation.</p> <p>School Improvement Managers (SIMs) work with Network Teams to prevent Focus Schools from becoming Priority Schools and by supporting non-School Improvement Grant approved Priority Schools. SIMs share the effective improvement practices from SIG-funded schools across other struggling schools.</p> <p>Children First Network (CFN) is an initiative designed to integrate operational and instructional support for schools. The goal is to expand the philosophy of devolving as much decision-making power as possible to the people who know schools best: principals, teachers and</p>

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		<p>school staff. Each CFN employs a small cross-functional team directly accountable to principals that delivers personalized service to schools. The ultimate goal is to streamline operations and build capacity within schools so school-based staff can focus their time on instruction and accelerate student achievement.</p> <p>Network Teams are an integrated team of staff that serve approximately 25 schools in their network. Network Teams consist of approximately 12-15 members responsible for providing services to their schools, which may be one or more self-affiliated networks. Positions that support this specific work include Achievement Coach, Talent Coach, and Special Services Manager. These team members work with a range of specializations to support the individual schools in the network(s) and spend most of their time in the schools. They assist the schools in sourcing services from within the Department of Education (DOE) and from third parties. Together, the Network Teams work closely to support affiliated principals, who select the team and have significant input into their ratings.</p> <p>Achievement Coaches work closely with principals in the network providing specialist support on student achievement-related functions across the network. In addition, Achievement Coaches work with the Network and central leadership to provide additional specialist support for network schools. Team members work together to ensure best practices in network support are utilized throughout the team and service to principals is seamless and coordinated. The Achievement Coaches work closely with the Network Team to help schools develop plans for meeting their performance targets.</p> <p>Talent Coaches play a pivotal role in the</p>
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		<p>implementation of a teacher evaluation and development system focused on improving teacher effectiveness. This entails providing program planning, research and technical support to school leaders as they implement a pilot teacher evaluation and development system. In this capacity, Talent Coaches assist school leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high-quality developmental feedback to improve teacher effectiveness. Talent Coaches also inform central efforts to develop and refine systems, research tools and program policies that support school leaders across New York City in providing meaningful evaluations and targeted professional development to teachers.</p> <p>The CFN Director of Student Services is a critical member of the CFN team that serves approximately 25 schools. The Director of Student Services manages one or more specialists, strategically coordinating and supporting the team’s scope of student services work. Additionally, the Director of Student Services develops a specialty, closely managing and executing at least one student services function, such as special education, instructional support, safety, or accountability. The Director of Student Services specialty may vary from team to team and will depend on their prior experience. CFN Director of Student Services has significant discretion and independent decision-making authority, serving as an advisor to the CFN Network Leader.</p> <p>Such technical assistance and support for educational planning is provided to schools that are planning for school improvement efforts in their Comprehensive Education Plan (CEP); their 1003(a) Grant applications; participating and</p>
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		<p>assisting in planning and implementation of the Diagnostic Tool for School and District Effectiveness, and follow-up implementation of recommendations.</p> <p>These processes are informed by student achievement data and by best instructional and leadership practices. The processes attempt to support schools through a continuous improvement approach to educational planning.</p> <p>The steps in the process include:</p> <ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Determination of causal factors</li> <li>• Identification of goals and objectives</li> <li>• Determination of appropriate strategies to address identified needs</li> <li>• Action planning</li> <li>• Preparation for implementation</li> </ul> <p>Support visits to Priority and Focus schools are scheduled on a regular basis.</p> <p>The process of monitoring plan implementation starts with questions:</p> <ol style="list-style-type: none"> <li>1. What focused interventions are being implemented?</li> <li>2. What professional development was planned for the staff to be delivered prior to the school year, for staff new to the school and/or assignment, and for supervisors and administrators?</li> <li>3. What changes in budget/resource allocations were anticipated for the current school year?</li> <li>4. What changes in student support services, parent involvement and use of technology were planned?</li> <li>5. What were other key elements of the plan?</li> </ol> <p>The monitoring process then continues as team members conduct conversations with key staff, network and cluster personnel; parents, students; review documents such as professional development schedules and budgets; and participate in instructional walkthroughs (plan</p>
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			<p>specific, focusing on specific changes, i.e. changes in instructional methodologies to English Language Learners) to gather evidence of plan implementation. Members of the team (central/district) debrief their observations and findings and prepare to share with school leadership. The focus of conversation is to determine the extent to which the school has been able to implement a plan and their identification of hindrances, if any. The Network Leader, Network personnel and Central support personnel provide support to remove hindrances.</p> <p>The monitoring process focuses on the extent of implementation of the Comprehensive Educational Plan/Restructuring Plan/Redesign Plan and to provide technical assistance. As a result of the monitoring process, useful information is incorporated into midcourse adjustments during the school year, consistent with school improvement processes for continual improvement.</p>
	Years 1, 2 and 3	Central DOE	<p>All schools receive support and assistance from their superintendent and Children First Network team, a group of educators who work directly with schools. This team helps schools identify best practices, target strategies for specific students in need of extra help, and prioritize competing demands on resources and time. Each school community chooses the network whose support best meets its needs, and each network works to improve student achievement in all of its schools.</p> <p>To ensure that all schools are fully supported, the DOE has added instructional staff to each network team, including a Coordinator of Early Intervention Services, who are working intensively with principals and teachers to strengthen curriculum and teaching in ways that will meet the needs of struggling students.</p> <p>Additionally, networks are helping schools implement a diverse range of classroom-level supports during the school day, including individual instruction, small-group work, team</p>

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			<p>teaching, targeted and well-planned after-school tutoring during extended day time, and training and supporting principals and teachers as they integrate the new national Common Core standards into school curricula and teaching.</p>
	<p>Years 1, 2 and 3</p>	<p>Central DOE</p>	<p>To identify the kind of action that will be best for this school and its students, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback. The DOE considers:</p> <ul style="list-style-type: none"> <li>• Improvement strategies already in place that are showing promising results;</li> <li>• Student performance data over time, including previous years' performance;</li> <li>• Demand and enrollment trends;</li> <li>• School leadership;</li> <li>• Teacher effectiveness;</li> <li>• School culture;</li> <li>• Local district needs.</li> </ul> <p>The DOE uses a wide range of data and information to identify schools that are struggling. Schools that receive a grade of D, F, or a third consecutive C on the Progress Report and schools that receive a "below proficient" rating on the Quality Review are considered for intensive support or intervention.</p> <p>The Department of Education works closely with struggling schools to help them improve by offering resources such as professional development and teacher training, and additional funding for specialized programs. In some cases, the DOE decides more aggressive interventions are necessary to ensure that all students are being prepared for future success. These interventions include:</p> <p>Keep the school open and continue to support it, but even more intensively through:</p> <ul style="list-style-type: none"> <li>• Staff replacement;</li> <li>• Leadership change;</li> </ul>

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			<ul style="list-style-type: none"><li>• Bring in mentor teachers at higher salaries;</li><li>• Introduce new programs to attract additional families;</li><li>• Grade reconfigurations (for example, transforming a 6-12 school to a 9-12 school)</li></ul>
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\*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

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**Section B: Descriptive Information (cont.)**

- 8. Describe the annual goals the LEA has established for monitoring student achievement on the State’s assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier III schools that receive school improvement funds.\***

**According to the USED Guidance on School Improvement Grants under Section 1003(g), “An LEA must establish, and the SEA must approve, goals to hold accountable the Tier III schools it serves with SIG funds (see section II.C(a) of the final requirements), although the LEA has discretion in establishing those goals. For example, the LEA might establish for its Tier III schools the same student achievement goals that it establishes for its Tier I and Tier II schools, or it might establish for its Tier III schools goals that align with the already existing AYP requirements, such as meeting the State’s annual measurable objectives or making AYP through safe harbor. Note that the goals that the LEA establishes must be approved by the SEA.”**

Tier III schools are held accountable to goals that align with the regular performance and participation requirements for demonstrating adequate yearly progress under section 1111(b)(2) of the ESEA. Consistent with NYSED’s approved ESEA waiver, Tier III schools will develop goals to address their identification as Priority Schools.

\*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.



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**APPENDIX D: SUGGESTED LANGUAGE FOR COMMITMENT LETTER**

**Please provide a document signed by the Superintendent and the Local Teachers Union Leader, and where applicable a document signed by the Superintendent and the Leader of the Union representing building principals, committing to the following:**

By no later than the end of the 2010-11 school year, any existing collective bargaining agreement shall be amended as necessary to require that teachers (or building principals where applicable) assigned to schools for which the district is receiving §1003(g) funds to implement a transformation model will be evaluated using a system that fully implements all of the provisions of Education Law section 3012-c that will be applicable in the 2011-12 school year and thereafter, including those provisions that must be implemented in accordance with locally developed procedures negotiated pursuant to the requirements of Article 14 of the Civil Service Law.

*The Turnaround Model does not require revision of existing bargaining agreements with the United Federation of Teachers (UFT) or the Council of School Supervisors & Administrators (CSA) since implementation of 3012-c is not required as part of the Turnaround model.*

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**BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER I AND II**

Directions: For each model type (turnaround, restart, closure, or transformation), complete the following budget narrative. List all of the schools implementing the model type, and complete the chart detailing the costs. For example, if the LEA is implementing turnaround in four schools, the individual schools would be listed below, but the budget narrative would detail the total costs associated for implementing turnaround in all four schools.

Model:     **Turnaround**    

List of Schools implementing model – Cohorts 1, 2, 3

(see following pages)

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**Statement of Assurances**

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with state and federal laws, regulations, and grants management requirements and certifying that you have read and will comply with the following assurances and certifications.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate):

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

**General Federal Assurances**

1. The program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
2. Each LEA shall assure its compliance with all supplement not supplant requirements;
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
4. The applicant will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

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5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
7. The applicant agrees to comply with the following civil rights authorities, their implementing regulations, and appropriate federal and State guidelines: Title VI of the Civil Rights Act of 1964, Title IX of the Federal Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

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**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

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As the duly authorized representative of the applicant, and by signing the application cover page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other

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nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction sub agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

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14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department**

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**CERTIFICATIONS REGARDING LOBBYING**

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Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

**1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
  
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and
  
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

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**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY  
AND  
VOLUNTARY EXCLUSION — LOWER TIER COVERED TRANSACTIONS**

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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

**Instructions for Certification**

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without

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modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

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**Certification**

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

***ED 80-0014, as amended by the New York State Education Department***

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**GENERAL EDUCATION PROVISIONS ACT ASSURANCES**

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These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education.

As the authorized representative of the applicant, by signing the application cover page, I certify that:

(1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section [1232f](#) of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) that in the case of any project involving construction –

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section [794](#) of title [29](#) in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

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(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

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**NEW YORK STATE DEPARTMENT OF EDUCATION  
NO CHILD LEFT BEHIND ACT ASSURANCES**

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These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

(1) each such program will be administered in accordance with all applicable statutes, regulations, program

plans, and applications;

(2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and

(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will

administer the funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such program, including—

(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and

(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

(6) the applicant will—

(A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and

(B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;

(8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;

(9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);

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(10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;

(11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

(12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and

(13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

## **SCHOOL PRAYER CERTIFICATION**

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

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**School Improvement Grants Under 1003(g)**  
**Addendum: Expanded Learning Time, Program Descriptions and Assurances**

**Part II: ELT Program Descriptions for Each SIG School not served by a 21CCLC grant**

Provide the following information in narrative form for each school. Responses should be brief (no longer than two pages for each school), consistent with the description the district has provided in their approved SIG plan for each school, and single-spaced with 12-point font.

**JHS 126 John Ericsson Grades 6-8 Turnaround Model**

1. Provide summary description of the ELT program at the school.

MS 126 offers a variety of extended time learning activities to increase instruction and provide enrichment activities that contribute to a well-rounded education, including mentoring, physical education and sports activities, service learning, experiential and work-based learning, as well as offer academic supports to students seeking additional learning opportunities, those needing additional academic support and for students seeking mastery of Regents level content.

2. Describe how the program integrates academics, enrichment, and skill development for through hands-on experiences that make learning relevant and engaging.

Extended day learning activities are guided by student interest and the needs of students indicated by assessment, instruction, or IEP goals. The staff will also be encouraged to lead programs that they are passionate about and will allow them to hone their leadership abilities, as well as those of students.

3. Describe the range of activities offered and identify the actionable strategies for capturing student interest and strengthening student engagement.

<b>Extended Learning Time Activity</b>	<b>Estimate number/ range of participating students</b>	<b>What is the purpose of this activity?</b>	<b>Which students does the activity target?</b>	<b>Is this activity Voluntary OR compulsory? (Indicate one)</b>
Architectural Design Club	10 – 30	Magnet Grant enrichment program	6 <sup>th</sup> – 8 <sup>th</sup> grades	Voluntary
Scratch Club (video game design)	10 -30	Magnet Grant enrichment program	6 <sup>th</sup> – 8 <sup>th</sup> grades	Voluntary
Green Fab Club (electric circuitry design)	20 – 25	Magnet Grant enrichment program	6 <sup>th</sup> – 8 <sup>th</sup> grades	Voluntary
Robotics Club	10 – 25	Magnet Grant	6 <sup>th</sup> & 7 <sup>th</sup>	Voluntary

**School Improvement Grants Under 1003(g)**  
**Addendum: Expanded Learning Time, Program Descriptions and Assurances**

<b>Extended Learning Time Activity</b>	<b>Estimate number/ range of participating students</b>	<b>What is the purpose of this activity?</b>	<b>Which students does the activity target?</b>	<b>Is this activity Voluntary OR compulsory? (Indicate one)</b>
		enrichment program	grades	
Magnet Newspaper Club	10 – 25	Magnet Grant enrichment program	6 <sup>th</sup> – 8 <sup>th</sup> grades	Voluntary
Engineering/Mathematics Club	10 – 30	Magnet Grant Enrichment program	6 <sup>th</sup> – 8 <sup>th</sup> grades	Voluntary
Sports and Arts in the Schools (SAS)	75 – 100	Afterschool homework assistance, sports and arts programs	6 <sup>th</sup> – 8 <sup>th</sup> grades	Voluntary

4. Describe how the program is designed to meet academic, social, and emotional outcomes and identify enrichment opportunities within the program.

Our school uses data to identify the types of activities that are intended to support each student’s needs. These programs are intended to not only support our students academically but also socially and emotionally through sports, drama and dance.

5. If the program is Voluntary, provide a description of how the school/district will encourage participation of at least fifty percent of the lowest performing students in the program.

The school will encourage increased participation from students by publicizing extended learning opportunities broadly through marketing and direct outreach from the school staff. On an annual basis, the school will continue to increase both the type and number of activities planned in order to reach a higher number of students. NYCDOE central will offer suggestions for new programming at schools with limited participation rates as needed.

**School Improvement Grants  
Application**

**Section 1003(g) of the  
Elementary and Secondary Education Act**

**Cover Page**

**LEA BEDS Code**

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<b>District:</b> New York City Department of Education	
<b>Address:</b> 52 Chambers Street, New York, NY 10007	
<b>Contact Person:</b> Mary Doyle, Executive Director, Division of Portfolio Planning	<b>Telephone:</b> 347-574-0532
<b>Address of Contact:</b> 52 Chambers Street, New York, NY 10007	
<b>E-mail Address:</b> <a href="mailto:Mdoyle5@schools.nyc.gov">Mdoyle5@schools.nyc.gov</a>	<b>Fax:</b> 212-374-5760

I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, Appendix A, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature of Chief School Officer (in blue ink)



<b>Typed Name:</b> Marc Sternberg, Deputy Chancellor, Division of Portfolio Planning	<b>Date:</b> September 6, 2012
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## Sims Brandi

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**From:** Gorman Elaine  
**Sent:** Thursday, June 28, 2012 2:22 PM  
**To:** Sims Brandi  
**Subject:** FW: Final SLT Consultation  
**Attachments:** C&C Signature Page.doc; C&C Discussion Guide.doc; JHS 22 Mott.doc

**Elaine Gorman** ([EGorman3@schools.nyc.gov](mailto:EGorman3@schools.nyc.gov))

Chief Executive, Turnaround  
52 Chambers Street  
New York, New York 10007  
212-374-2446 (office)  
917-744-4393 (Blackberry)

*The work goes on, the cause endures, the hope still lives, & the dream shall never die. Edward Kennedy*

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**From:** Linda Rosenbury [<mailto:principal@mottjhs.org>]  
**Sent:** Tuesday, June 26, 2012 9:49 AM  
**To:** Aja Brown; Douglas Satran; Edith Holloway; Doreen Burke; [ladykathryn333@yahoo.com](mailto:ladykathryn333@yahoo.com); Michele Barrow  
**Cc:** Gorman Elaine  
**Subject:** Re: Final SLT Consultation

Dear School Leadership Team,

Friday evening, the Department of Education received written notification that NYSED has approved the SURR (Schools Under Registration Review) plans allowing for the closure of 24 schools designated as persistently lowest achieving (PLA) and the creation of 24 new schools as their replacements, including ours.

Furthermore, NYSED is conditionally approving the Department's School Improvement Grant (SIG) application, which means that the State will be able to provide ~\$60M in funding to these new schools and to support work in other PLA schools. As an important part of the process, we are engaging in another round of consultation and collaboration on our SIG application before implementation begins in the fall. These conversations are a continuation of the dialog that we've begun with your school community as part of the A-190 process, including joint public hearings and public comment analysis.

Our school's SIG application is attached as well as the required signature form and some questions from which I'm hoping to elicit feedback. I'm holding an **emergency SLT meeting on Wednesday, June 27th at our school at 1pm** to review the SIG application so please be prepared to provide your feedback and comments at that time. Alternatively, if you cannot attend the meeting, you may also send me your written feedback over email by Thursday, June 28th.

Thank you for your input.

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Linda Rosenbury  
Principal  
[mottjhs.org](http://mottjhs.org)

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**APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM**

LEA Name: New York City Department of Education

BEDS Code: 

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Copy and use additional pages as necessary

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted	2. Individual's Title and Constituency Group Represents	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>DoREEN BURKE</i> Signature <i>DoREEN BURKE</i>	P.A. President	6/27 SLT	
Individual's Name (Print/Type) <i>Michelle A. Barrow</i> Signature <i>Michelle A. Barrow</i>	UFT Rep	6/27 SLT	
Individual's Name (Print/Type) <i>Kathleen Looney</i> Signature <i>Kathleen Looney</i>	DC37 Rep.	6/27 SLT	

Individuals Consulted	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) <i>Aja Brown</i> Signature	VFT	6/26 E-mail	At Professional Development
Individual's Name (Print/Type) <i>Lady Kathryn Williams</i> Signature	Title	6/26 E-mail	Out of Building
Individual's Name (Print/Type) <i>Doug Satran</i> Signature	CSA Rep.	Face-to-Face Conversation	out of country
Individual's Name (Print/Type) <i>Jose PeLeon</i> Signature	PA Rep.		
Individual's Name (Print/Type) <i>Linda Rosenbury</i> Signature	Principal	6/27 SLT	
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			
Individual's Name (Print/Type)			
Signature			

## 2012 School Improvement Grant Consultation & Collaboration

Completed by: Linda Rosenbury

Date: June 27, 2012

School Name: 09X571 formerly known as 09X022

Number of Attendees:

Discussion questions:

1. What about this plan do you think will improve student achievement at our school?

The Extended Learning Time will allow for homogeneous groupings to provide students with targeted strategies and skills through programs such as Wilson Just Words, Wilson Reading System, Achieve 3000, Living Environment Regents, U.S. History Regents, Integrated Algebra Regents, and preparation for the Specialized High School exams.

The Educators for Social Responsibility consultant will support teachers new to the school in implementing the Guided Discipline approach. This will ensure that students feel safe and have protected learning time.

The Teachers College Reading and Writing Project will support our teachers through demonstrations of reading and writing strategies across the content areas. This will improve teacher practice leading to improved student outcomes.

The use of technology will increase student engagement and prepare students for the 21st century workplace.

The Team for School Improvement ensures that all of the different teams and consultants are aligning their work and tapping into all resources.

The lead teacher will support our new teachers in implementing best practices.

2. How can this plan be improved? What elements should be expanded? What should be given more attention and support?

We would like to reduce the amount of money spent on the Educators for Social Responsibility Consultant to fund more ipads. We will reduce her number of days from 93 to 60 and spend the \$35,640 on 89 ipads.

3. What specific supports does your school need from central DOE, networks, or other sources?

We need support in serving our most behaviorally challenged students. Currently 12 of our 650 students make up 60% of our total suspensions. We have tried to serve them through counseling, outside services, in class strategies, etc. but their needs are beyond our capacity. We need alternative solutions for these students to ensure a safe environment for the other 95% of students. One example is that superintendent suspension requests for threatening and hurting teachers are being rejected by the suspension office.

Our network is supporting us by partnering the New Teacher Center to train our lead and mentor teachers in providing helpful feedback to their mentees.

This past year the NYC Teaching Residency for School Turnaround was very helpful in reducing our student teacher ratio and moving our mentor teachers from good to great. We would like to expand this program.

We need a more effective talent coach from the Office of Teacher Effectiveness to ensure that our administrators are given consistent, timely and high-quality feedback.

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**APPENDIX B: TURNAROUND MODEL**

**LEA Implementation Plan for the Turnaround Model**

**JHS 22 Jordan Mott Middle School**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Turnaround Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

**LEA:** NYCDOE

**NCES#:** 3600086

**School:** JHS 22 Jordan Mott Middle School

**NCES#:** 04461

**Grades Served:** 6-8

**Number of students:** 638

**In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with any additional information from local assessment tools.**

**NEEDS ASSESSMENT PROCESS:**

NYCDOE central office staff from the Division of Portfolio Planning, Division of School Support and Instruction, and Division of Performance and Accountability, working together with district, network, and school staff, conducted a comprehensive review of the school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Included in the needs assessment was an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review documents, periodic assessments, ARIS resources, as well as results of Inquiry Team action research, surveys, and school-based assessments, along with any additional measures to determine the effectiveness of educational programs. Also reviewed was the school's use of resources, including school budget, schedule, facility use, and class size. Effectiveness of the current school leadership was also assessed via the Principals' Performance Review (PPR) and other measures.

Ongoing new reviews for the school occur annually, both by the DOE and the State, to ensure that the school plan and implementation continue to be revised and improved upon.

**DATA ANALYZED:**

- Student performance trends on State assessments in ELA and mathematics
- Total Cohort Graduation rates

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- School Accountability Status and subgroup performance data for the school on NYSED Accountability Overview Reports (AOR)
- Performance data for the school on NYSED Comprehensive Information Report (CIR)
- DOE Progress Report grades
- Learning Environment Surveys (LES)
- DOE Quality Review scores and QR self-evaluation form (SSEF) documents
- Student performance on periodic assessments
- Item skills analyses based on State assessment data
- NYSESLAT ELL performance data
- Student credit accumulation
- Results of Inquiry Team action research
- Student and staff attendance data
- Student suspension data
- Student enrollment and demographic statistics and trends
- Class Size Reports
- School resource allocations and budget summary
- DOE Special Education Service Delivery (SESDR) Reports
- DOE Building/School Facility Reports
- Scholarship Reports
- Other school data available on ARIS

**MAJOR FINDINGS:**

As revealed in the school data, JHS 22 has consistently struggled to provide an environment conducive to academic success over the past few years.

JHS 22's performance during the last few years confirms the DOE's assessment that the school continues to require significant intervention to improve student outcomes. A comprehensive shift is needed in the school to raise the quality of teaching and learning for all students in the school, including demonstrated capacity to quickly move struggling students toward improved academic performance. The Turnaround model provides the mechanism for the school to immediately hire and place in the classrooms effective teachers with the qualities and experiences aligned to the school's instructional needs.

The structural and programmatic elements that are part of this proposal, and the ability to quickly screen and hire staff who are able to implement those enhancements, will allow the DOE to address the core problems that have led to the poor performance highlighted below.

- Low student performance at J.H.S. 22 has been a persistent trend. In 2010-2011, a majority of J.H.S. 22 students remained below grade level in English and Math. In 2010-2011, only 12% of students were performing on grade level in English – putting the school in the bottom 8% of City middle schools in terms of English proficiency. Only 22% of students were performing on grade level in

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Math – putting the school in the bottom 8% of City middle schools in terms of Math proficiency.

- In 2009-2010, J.H.S. 22 was in the bottom 11% Citywide for English proficiency and in the bottom 11% Citywide for Math proficiency. In 2008-2009, J.H.S. 22 was in the bottom 2% Citywide for English proficiency and in the bottom 5% Citywide for Math proficiency.
- Additionally, J.H.S. 22 is not adequately helping students to make progress. The school was in the bottom 16% of City middle schools in terms of learning growth in English and in the bottom 14% of City middle schools in terms of learning growth in Math. Learning growth measures students' annual growth on the State English and Math tests relative to students who earned the same score the year before, taking into account student demographics. If these conditions persist, J.H.S. 22 students will fall further behind their peers.
- The Progress Report measures the progress and performance of students in a school, as well as the school environment, compared to other schools serving similar student populations. J.H.S. 22 earned an overall C grade on its 2010-2011 annual Progress Report, with an F grade on Student Performance, a C grade on Student Progress, and a B grade on School Environment.
- J.H.S. 22 was rated “Developing” (“D”) on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning.<sup>1</sup> J.H.S. 22's review indicates that that the school needs to improve in designing tasks that stress higher order thinking and engage a variety of learners. The review also indicated that the school needs to regularly conference with students in order to communicate learning goals and next steps that track student progress. In addition, the review indicated that teachers at the school need to better utilize data concerning the deficits of students so that instruction can be appropriately differentiated to meet all students' learning needs.

Additionally, in the spring of 2011 the Joint Intervention Team (JIT) indicated the following in their comprehensive report:

- There was a lack of effective classroom management skills
- There was a lack of effective strategies for differentiated instruction
- There was a lack of focus on school structures to support an orderly environment that maximizes instruction, classroom management and positive school wide climate.
- Lack of effective school wide programming that minimizes out of license teaching and reduces the number of different courses each teacher teaches.

**Describe how the Turnaround Model addresses the major findings of the needs assessment.**

The goal of implementing the Turnaround model at JHS 22 with new staffing and programming is to rapidly create an improved instructional environment that incorporates the best elements of JHS 22 with new elements, including an improved faculty that is better positioned to accelerate student learning.

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<sup>1</sup> Quality Reviews rate school on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating). For more information about Quality Reviews, please visit the DOE's website at: <http://schools.nyc.gov/Accountability/tools/review>.

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Via the Turnaround model, the DOE will (1) be able to increase the quality of teachers serving students currently attending JHS 22 through a rigorous competency-based selection process , and (2) develop new structures and supports to address the issues surfaced from the school’s most recent performance data to improve performance at the school.

School Mission

JHS 22 will re-set the mission and instructional philosophy to reflect high expectations for the entire school community.

The mission of JHS 22 is to ensure all students acquire the knowledge, critical thinking skills, and self-awareness to be prepared for secondary and post-secondary school success. The school will focus on embedding literacy and technology across all content areas and various facets of programming.

Human Capital

The DOE believes that the newly screened and hired staff will be among the most important changes at JHS 22. JHS 22’s hiring process allows the school to screen and hire those teachers with the specific skills and talent necessary to implement change and rapidly raise student achievement from the levels currently seen at JHS 22. This will give all students currently attending JHS 22 access to an improved faculty and ensure that the school is able to effectively serve the needs of these students.

To support the new staff hired to turnaround the school, the school will put in place professional development programs including:

JHS 22 will hold 90-minute weekly department meetings deepening the practice by scheduling weekly meetings for grade-level leaders from each department. These “Leaders’ Meetings” would provide resources, models, and agendas to be shared at the weekly department meetings.

JHS 22 may pursue strategies to embed the best practices and expectations from the DOE's Teacher Effectiveness Work into the professional development framework. As part of this effort, JHS 22 leadership will plan to seek learning opportunities such as utilizing coaches, to receive guidance on how to implement a more comprehensive system for observing teachers and deliver more specific, actionable, verbal and written feedback to teachers. The JHS 22 will also pursue learning opportunities to learn how to more effectively document and track progress against key milestones for teachers, using a research based framework.

JHS 22 teachers will use the ARIS Learn system with their direct supervisors to document and reflect on annual professional goals. This program does not allow teachers to view other teachers’ professional practice goals portfolios. JHS 22 would use the website to create digital professional portfolios for teachers built on the same platform used for student digital portfolios. This would allow teachers to work collaboratively to assist one another in the development of and progress towards individual goals.

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Instructional Model and Curricula

Students at JHS 22 will build skills in all content areas, with the goal that they will leave knowing how to conduct thorough and discerning research online and synthesize diverse sources of information to form and defend opinions. In efforts to incorporate technology into other aspects of the school, JHS 22 will build an internet “hub” website which will function in the following ways: (1) disseminating information to all school community members; (2) storing digital portfolios for students, currently in hard copy only, which will contain individual student action plans that help students take ownership of their own development; (3) sharing a library of links to online learning tools for students, families, and teachers; (4) allowing for multi-party editing of student presentations, data, and documents.

To thread the focus of literacy across curricula, all classes will ask students to engage in original writing assignments, provide students with explicit reading instruction, and use texts in an effort to reach these goals. Furthermore, teachers will include learning objectives designed to teach reading comprehension strategies in their daily lessons along with the content-specific learning objectives that already drive this work. This literacy practice and expectations for teaching literacy will be normed throughout the school in a new way.

Building on a strong emphasis on collaboration among staff members, JHS 22 will extend that collaboration to include students and families.

JHS 22 will be organized in three small learning communities. JHS 22 will provide student ownership over academy identities. Additionally, students with special needs will become fully involved and integrated in the communities.

JHS 22 will participate in iLearnNYC. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase students’ achievement in K-12, college, and their careers by supporting innovative educational strategies and school models that personalize learning around the needs, motivations, and strengths of each student. iZone schools personalize learning by choosing the ideas, technologies, and tools that work best for their school community.

iLearnNYC provides access to a state-of-the-art online and blended learning platform that aggregates content from 14 vendors, allows for authoring of online content, offers the Turnitin plagiarism checker and a gradebook, and facilitates cross-school collaboration around instruction and best practices. Schools participating in iLearnNYC are supported by central staff to incorporate online and blended learning into their schools, and they receive professional development based on individual school needs. iLearnNYC schools also receive hardware, facilities, and technical support for the online and blended courses.

Academic Supports and Interventions for Students

Pending the availability of SIG funding and based on student interests and resources, JHS 22 will develop an online tracking system to insure a uniform tracking system for students who are underperforming. The system would be used to implement a school-wide intervention program to provide students with the supports they need to progress.

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JHS 22 intends to add parallel scheduling for students with special needs, meaning that ICT and Self-Contained special education (“SC”) classes have identical schedules. This would allow the students to have blended schedules based on their unique needs. In practice, this would mean that students could be supported in either setting, ICT or SC, depending on their needs in each subject area, thereby benefiting when necessary from the additional attention provided in the self-contained setting and from the less restrictive environment in the integrated co-teaching setting.

JHS 22 will strategically serve English Language Learner (“ELL”) students through more purposeful class placement and a “push-in” ESL model that connects to classroom units of study to provide rich and repetitive language experiences. JHS 22 will create a comprehensive process for families and students to choose to enroll in the bilingual, dual language, and ESL programs. To help inform families and teachers, this process will include a diagnostic assessment of students’ content knowledge and skill levels in their native languages.

Socio-Emotional and Student Supports

JHS 22 will establish an array of new socio-emotional and academic supports for students that will deepen the approach to student support needs.

JHS 22 will embed the Collaborative Problem Solving Model by Ross Green, which is designed to provide teachers with alternative tools and guidance in helping behaviorally challenging students in the classroom and will establish a relationship with the BronxWorks Violence Prevention Program.

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**APPENDIX B: TURNAROUND MODEL**

**In the chart below, provide a description of the LEA plan for implementation of the turnaround model at the school.**

**ACTION REQUIRED BY TURNAROUND MODEL:**

- 1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates**

**a. Description of how the action will be accomplished by LEA:**

The DOE recognizes the importance of installing a principal with a strong mission and vision to lead the Turnaround work at JHS 22. A new principal, Linda Rosenbury, was previously installed at the start of the 2008-2009 school year as part of DOE’s SIG-related intervention, and will continue to lead the Turnaround initiatives in JHS 22. The principal was selected to meet the school’s unique needs and has a proven track record for raising student achievement. Under her leadership, JHS 22 worked its way off New York City’s IMPACT list of schools with a high number of violent incidents. Ms. Rosenbury has led the process of forming partnerships with Teachers College Reading and Writing Project and the New York City Teaching Residency for School Turnaround. Prior to her tenure at JHS 22, she was a Selector and Fellow Advisor for the New York City Teaching Fellows and a 4<sup>th</sup> Grade Teacher at PS 372 in Brooklyn, New York. She earned a B.A. in History of Art from Yale University and a master’s degree in Elementary Education from Mercy College.

Through the newly developed Turnaround Principals Institute, the principal of JHS 22 was trained on the requirements of the Turnaround model and the elements that he and the teaching staff would need to implement as a Turnaround school. Under DOE’s school autonomy structure, the principal has flexibility to make decisions about instructional and operational changes needed to fully implement a comprehensive plan for improving student outcomes. Where necessary, the school will carry out the School-based Option to modify the collective bargaining agreement for the school staff.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	February 2012-June 2012: School leader participated in recruiting and selecting of staff and began planning for upcoming school year.	Local funds

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- 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; And (B) Select new staff**

**a. Description of how the action will be accomplished by LEA:**

During the Turnaround Principal Institute, principals were trained on how to effectively implement change management in a school organization. Principals are the primary “change agent” and must be ruthlessly consistent, willing to make difficult decisions around personnel and resource allocation. As part of the institute, Principal Rosenbury received comprehensive support and instruction on how to adhere to conduct a thorough assessment of staff, develop a hiring committee, create effective job postings aligned to the needs of the school and the instructional vision, and develop a rubric to assess and select applicants.

The leader of JHS 22 has successfully used competencies to measure the effectiveness of current staff and screen/interview new pedagogical staff to work within the turnaround environment and meet the needs of students. From the 2010-2011 school year to 2012-2013 the school year, over 50% of the school’s pedagogical staff has been replaced using the competencies and selection criteria below.

**Selection Criteria:**

The successful candidate will demonstrate:

- Evidence of willingness to carry out the above duties and responsibilities.
- Ability to incorporate reading, writing, listening and speaking strategies in daily routines and classroom instruction in all content areas.
- Ability to monitor and analyze data to inform instruction and increase student achievement.
- Evidence of effective verbal and written communication skills.
- Commitment and willingness to continuous professional growth (i.e. participation in labsites and school study groups, intervisitations, formal education, etc.).
- Excellent classroom management skills that consider adolescent development and use clear routines and positive redirecting to set students up for success.
- Willingness to collaborate with colleagues and mentor teaching residents and new teachers.

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<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	During the 2010-11 and 2011-12 school years, the following activities took place: <ul style="list-style-type: none"> <li>- Screening and staffing of teaching positions for the turnaround school.</li> <li>- Screening and staffing of AP positions and other school based personnel.</li> </ul>	Local Funds

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**Action Required By Turnaround Model**

**3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:**

**a. Description of how the action will be accomplished by LEA:**

The principal and school leadership team at the Turnaround school will be able to take advantage of specific programs to use to recruit and retain staff with the skills needed for teaching at the turnaround school without any revisions to the current contract with the UFT:

**NYC Lead Teacher Position**

JHS 22 will utilize the NYC Lead Teacher position. The Lead Teacher position is a long-running initiative within the NYCDOE. Lead Teachers spend half of their time in the classroom and the remaining half providing professional development to other teachers in the school. The Lead Teacher's classroom serves as a lab for utilizing best teaching practices and for demonstrating new pedagogical strategies and curriculum. This role includes several steps; pre-planning discussion with other teachers, demonstration of lessons, and debriefing. Teachers will have an opportunity to apply to become a Lead Teacher and the school will also have an opportunity to recruit and hire Lead Teachers from outside their school in the spring each year.

Selection for Lead Teachers happens in a two-stage collaborative process with a central committee comprised of UFT and NYCDOE representatives. Lead Teachers receive an additional \$10,710 in annual compensation as outlined in the existing UFT collective bargaining agreement.

**Teachers for Tomorrow**

JHS 22 will utilize the Teachers of Tomorrow (TOT) program is designed to recruit and sustain well-prepared, highly motivated certified classroom teachers who serve in schools which have been designated as high-need and/or persistently low achieving. The TOT incentive program provides tax-free grants to teachers who teach in these schools. Eligible teachers can qualify for awards of up to \$3,400 annually for a maximum of four (4) years.

Teachers must be a newly hired (no prior employment as a teacher with NYC public schools prior to the 2011-12 school year) certified classroom teacher and hold transitional, provisional, conditional initial, initial, professional or permanent NYS certification in the area for which they are teaching. Participants in programs where the DOE provides financial assistance in obtaining certification, including the Success Via Apprenticeship program, the scholarship program and some alternative certification and teacher residency programs, are not eligible to participate in the Teachers of Tomorrow recruitment incentive program.

Beyond these specific incentive programs, JHS 22 will be given the financial and operational flexibility to determine locally whether there are additional financial incentives and career growth opportunities that can be made available

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for staff at the school, consistent with the school’s mission and vision. The school-based actions could include creating opportunities for additional pay incentives for after school instructional programs for students; participation in after school professional development opportunities; opportunities for out-of–classroom positions such as coaching, peer-mediation opportunities, etc.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>Described above</p> <p>Lead Teachers (1)</p> <p>The lead teacher will maintain a model ELA classroom, mentor new teachers, facilitate departmental meetings, and provide in-class coaching based on teacher need.</p>	<p>Any hiring of staff will occur in spring and summer each year of funding (during staff recruitment and hiring season)</p>	<p>Avg Full Salary \$74,000 + Avg increased pay \$10,710 = 84,710/person + fringe</p> <p>2012-2013: \$84,710 + fringe 2013-2014: \$84, 710 + fringe</p>

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**Action Required By Turnaround Model:**

**4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

**a. Description of how the action will be accomplished by LEA:**

JHS 22 will work with external partners to deliver professional development services such as executive coaching, workshops, webinars, modeling, and mentoring. Although a significant amount of time and resources have been dedicated towards implementing professional development, inputs have not translated into increased student achievement. Based on an ongoing assessment of needs and resources, JHS 22 will work to deepen those elements of professional development that are proven successful and strengthen those components which have not resulted in strong student outcomes. For example, Teachers College Reading and Writing Project (“TCRWP”) provides staff development for J.H.S. 22. Teachers College will establish labsites in ELA, Science and Social Studies to engage teachers in study groups to embed explicit literacy instruction on a daily basis.

In support of new initiatives, JHS 22 will implement the following:.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>To ensure a positive school culture and climate that allows all students to meet high academic goals, JHS 22 will partner with the Educators for Social Responsibility to train all new staff in the Guided Discipline approach and provide on-site feedback to classroom teachers in classroom management. Training will include supporting students living in poverty and new to the country.</p> <p>The Team for School Improvement (composed of deans, guidance, administrators, teachers and students) will meet weekly to monitor department and external partner’s progress towards annual goals.</p>	<p>September 2012-August 2013 (20 new staff members)</p> <p>September 2013-August 2014 (2-5 new staff members)</p>	<p>OTPS – Educators for Social Responsibility (\$1,080/day x 93 days = \$101,221) both year 2 and 3.</p> <p>PS – 20 Teachers x 27.5 hours x \$50 = \$27,500 (training)</p> <p>PS – Team for School Improvement (48 hours/year) 5 teachers x 48 hours = 240 hours, School Psychologist x 48 hours, 2 Guidance Counselors x 48 hours = 96</p>

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		hours, 2 admin x 39 hours = 78 hours, 1 principal x 39 hours  Year 2012-2013: \$63,000 Year 2013-2014: \$63,000
Columbia University Teachers College Reading and Writing Project (TCRWP): The school will partner with the TCRWP to provide literacy professional development aligned to the Common Core Learning Standards. ELA, Science, and Social Studies Teachers will engage in cycles of lab site observation, student work analysis, and lesson development in order to embed explicit literacy instruction on a daily basis.	September 2012-June 2013 Train new hires in the model and revise curriculum aligned to the common core.  September 2013-2014 Create sustainability in shared practices	Year 2012-2013: \$30,000  Year 2013-2014: \$30,000

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**Action Required By Turnaround Model:**

**5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

**a. Description of how the action will be accomplished by LEA:**

JHS 22 will put in place a variety of structural and programmatic changes designed to improve student learning from the levels currently seen. These structural and programmatic changes will be supported by JHS 22’s hiring process which will allow the DOE to put in place a process to screen and hire those teachers with the specific skills and talent necessary to properly implement these changes. This will give all non-graduating students currently attending J.H.S. 22 access to an improved faculty.

Given the number of structural and programmatic changes that must be made in order to ensure that JHS 22 is able to effectively serve the needs of the students, the DOE believes that the newly screened and hired staff will be among the most important changes at JHS 22.

Based on resources, student needs, and the availability of SIG funding, new elements planned for JHS 22 include but are not limited to: a greater focus on the acquisition of critical literacy and technology skills, new strategies for tracking and assessing student work, changes in program for students with disabilities and English Language Learners (ELL), and targeted professional development opportunities that promote differentiated instruction.

Deans for each of JHS 22’s three small learning academies will support teams in implementing classroom-based interventions, coordinate in-school support staff, ensure implementation of behavior intervention plans, and facilitate student intervention teams as they conduct functional behavior assessments and locate outside services for tier three interventions.

New elements will be supported through the below actions:

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>

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<p>To address literacy needs of English Language Learners across the content areas JHS 22 will add a Teachers College Staff Developer to work specifically with content area teachers to use reading level data to inform instruction. PD Cycles will focus on comprehending rigorous texts at an instructional level and revising and editing writing.</p>	<p>September 2012-August 2013  September 2013-June 2014</p>	<p>OTPS – Teachers College Reading and Writing Project  Year 2: \$30,000 Year 3: \$30,000</p>
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**Action Required By Turnaround Model:**

**6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

JHS 22 will plan to work to refine co-teaching partnerships to allow teachers to form stronger relationships with their colleagues as well as specialize in a content area. In these efforts, Integrated Co-Teaching (“ICT”) and Special Education Teacher Support Services (“SETSS”) teachers will have no more than three partners throughout the week and cover no more than two subject areas. Additionally, all partnerships will have dedicated planning time built into their schedules. The above plan for JHS 22’s ICT and SETSS partnerships would apply to English as a Second Language (“ESL”) teachers as well, both in terms of limiting the number of teaching partners and content areas and in terms dedicated partnership planning time.

Pending the availability of SIG funding and based on student needs, JHS 22 will thread the use of technology throughout its curriculum and school design and draw upon the experiences from the pilot program to inform where students are succeeding or struggling.

A key element of JHS 22’s instructional model will be to have two adults, including general education teachers, special education teachers, ESL teachers, interns from local universities, and teaching residents, in every classroom for at least part of every school day. This initiative will ensure that for certain class periods, adult to student ratios will be sufficiently small to allow for differentiated and deeper student academic support.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>To significantly expand the quantity and quality of Common Core Standard aligned student writing, JHS 22 will adopt a blended learning strategy with a focus on literacy. As part of the Middle School Quality Initiative and iLearnNYC, JHS 22 will offer a suite of literacy interventions including Wilson and Achieve 3000. Wilson will include the tier 2 intervention of Just Words (JW) and the tier 3 intervention of Wilson Reading System (WRS).</p> <p>This will require the schools to upgrade their laptops and/or ipads in order to support the writing process. Teachers will also be issued laptops or ipads to share and</p>	<p>September 2012-August 2013 ipads and netbooks purchased for every classroom.</p> <p>September 2013-August 2014 ipads and netbooks purchased based on replacement needs and software developments.</p>	<p>OTPS – Achieve 3000, (\$75 x 200 students = \$15,000) Wilson (JW: 2 teacher kits x \$810, assessments \$450, 30 student kits x \$57 = 1,710. WRS: Student notebooks, workbooks, tiles x 30 students \$505, starter set \$132) = \$3,607.</p>

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analyze student data.		<p>Lenovo (210 laptops x \$551</p> <p>Apple Computers.(70 ipads x \$399 )</p> <p>Year 2012-2013: \$143,496</p> <p>Year 2013-2014: \$62,520 (breakdown of laptops and ipads TBD based on 2012-2013 experience and technology updates)</p>
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**Action Required By Turnaround Model:**

**7. Establish schedules and implement strategies that provide increased learning time**

**a. Description of how the action will be accomplished by LEA:**

JHS 22 will launch an Early Morning Academic Program that focuses on non-fiction reading comprehension. Based on an ongoing assessment of needs and resources, JHS 22 will enhance the program by focusing the intervention to the students' reading level, using data from the Degrees of Reading Power reading assessment, running records, and the Wilson Reading Program. Students would then be grouped based on need.

As needed, the School-based Options ("SBO") process allows individual schools to modify provisions in the UFT collective bargaining agreement or NYCDOE regulations as related to class size, rotation of assignments or classes, teacher schedules and/or rotation of paid coverage for the school year. Rather than enforcing a one-size-fits-all model for how all schools must extend its day, structure schedules, or set faculty meeting times, the SBO process allows each school to determine how these elements may be most effectively implemented for its own situation and needs, based on approval by staff and the principal. The union chapter committee and school principal review SBOs in March-April of each year. The principal and union chapter leader must agree to the proposed modification which will then be presented to school union members for vote. Fifty-five percent of the voting members must affirm the proposed SBO in order for it to pass. The SBO option is available to all schools, including PLA schools.

JHS 22 will offer several sports and after-school extra-curricular activities and clubs. Even though JHS 22 will start with small enrollment, when it reaches stable enrollment in 2014-2015, it will still enroll 390-420 students. This is a sufficient size to continue offering a wide array of sports and after-school activities and clubs.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
<p>In order to increase the academic performance of the lowest-performing students and English Language Learners, teachers at JHS 22 will provide individualized instruction after school and during Saturday academies. These programs will include sports and arts to embed language in engaging activities, support relationships between staff and students, and increase attendance.</p> <p>JHS 22 will provide special courses for preparing for the Earth Science and Integrated Algebra regents.</p>	<p>September 2012-August 2013</p> <p>September 2013-August 2014</p>	<p>Per Session: M-Th 3-5:30 Supervisor x 390 hours = \$17,500</p> <p>20 teachers x 390 hours = 7,800 hours=\$327,600</p>

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**Action Required By Turnaround Model:**

**8. Provide appropriate social-emotional and community-oriented services and supports for students.**

**a. Description of how the action will be accomplished by LEA:**

Pending school needs, JHS 22 will pursue participation in the CHAMPS (Cooperative, Healthy, Active, Motivated, and Positive Students) Middle School Sport and Fitness League which provides resources to middle schools to promote physical activity through traditional and non-traditional sports and fitness activities, such as flag football, floor hockey, table tennis, cricket, double-dutch, dance, and yoga, in order to encourage physical activity and school connectedness for students regardless of their athletic ability.

JHS 22 will partner with the school-based health center, Morrisania NFCC, and will plan to pursue additional partnerships with mental health agencies that provide services on-site.

Other activities in support of this goal are included below:

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
JHS 22 will partner with Computers for Youth and Teaching Matters through the NYC Connected Learning grant to provide computers for home use and build our school website as a communication hub for students and families.	September 2012-August 2013  September 2013-August 2014	No cost to grant

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**Action Required By Turnaround Model:**

**9. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality**

**a. Description of how the action will be accomplished by LEA:**

The school may identify providers of interest for specific services needed for its educational programs from a pre-qualified pool of contracted vendors. The school is welcome to bid for those contractors with whom they seek to partner; they do not require approval from NYCDOE about the selection of partners. NYCDOE conducts a vetting process in advance to build the pool of qualified vendors for specific types of services. The “Multiple Task Award Contract” process entails prospective providers to submit a full proposal of its program plan, organizational capacity, prior experiences and outcomes, and pricing for specific scope of services that NYCDOE identifies. Each proposal will have been reviewed by an evaluation committee and require approval by senior officials from the Division of Contracts and Purchasing as well as the Panel for Educational Policy, NYCDOE’s governing body, before a provider may be contracted for schools to consider as a potential partner.

By carrying out the evaluation of a service provider and ascertaining its qualifications prior to its formalized contracted work with a school, NYCDOE allows the school to focus on determining if the partner’s scope of services and cost is the right fit for it.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	The principal will identify prospective external partners as needed to meet the school’s needs.	Applicable external partners described above

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**Action Required By Turnaround Model**

**10. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability**

**a. Description of how the action will be accomplished by LEA:**

Positions have been established at the Central office of NYCDOE to support the new Turnaround school under SIG. The Division of Portfolio Planning (DPP) comprises of offices dedicated to creating and supporting high-quality schools and programs that meet community needs, including coordinating across the DOE to align the needs of students with available resources to improve outcomes. Under DPP, a dedicated team manages citywide implementation of the intervention models under SIG. This encompass responsibilities to monitor progress on leading indicators and school goals, work with the principal to determine effective ways to overcoming obstacles or barriers that emerge in the school, make site visits, and complete required reports and evaluations to the NYSED and/or federal agencies. In conjunction with DPP, the Division of Academic, Performance and Support ensures that all new Turnaround schools receive day-to-day support from their Children First Networks (CFN) staff and supervising Cluster, who monitor and provide continuous support for each school’s use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. The assigned School Implementation Manager (SIM) will monitor the academic progress of each Turnaround school, and provide related professional development in the area of accountability to the school.

<b>a. Description of how the action will be accomplished by LEA</b>	<b>b. Describe when the action will occur during the grant period (include actions taken during the pre-implementation period), and why at that time:</b>	<b>c. Description of costs associated with the action (should align with budget narrative and budget provided for grant):</b>
Described above	September 2012-August 2013 September 2013-August 2014	Central positions funded from SIG are described in the District application section. Ongoing supports through Children First Network provided through local funds.

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<b>Cost of Implementation of Model (over 3 years)</b>	<b>Amount of 1003(g) funds LEA will allocate to school</b>	<b>Amount of additional funds, to be provided by other sources, LEA will allocate to school</b>
<b>\$4,489,489</b>	<b>\$2,439,000</b>	<b>\$2,050,489</b>

**APPENDIX B: TURNAROUND MODEL**

**Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.**

In addition to school-directed Fair Student Funding, each school will continue to receive applicable categorical allocations (including State and Federal funding) along with programmatic funding relevant to programs at the school. A sample listing of funding sources that may support the continuing progress for the school is provided below. These, with the infusion of resources through the SIG funds, will allow the school to fully implement its intervention model and improvement efforts. As the new Turnaround school approaches the end of its grant period, DOE will work with the school to plan its scale-down from SIG funding and other aligned resources for Turnaround schools so that the school may transition its most effective practices from SIG into its overall budget over the course of a one-to-two year period after SIG.

The school will receive direct support from the Children First Network and key Central staff supporting schools undergoing Turnaround (described in Section B of the Central plan). These supports include working with the school to support day-to-day operational and academic services, ongoing leadership support for Turnaround initiatives including human resource management processes (hiring staff, teacher effectiveness practices), student support and family services, legal services, and evaluation and monitoring. These supports may come in the form of direct technical assistance via specific offices from across the divisions within DOE, or in modifying or aligning policy, schedules, or staffing to address issues that emerge as part of the implementation of the Turnaround model.

*Sample listing of additional potential resources for school:*

21ST CENTURY EASY DOES IT FUNDS PUB SCHL IDEA ARRA CTT IDEA ARRA Mandatory CEIS - Schools IDEA ARRA RELATED SERVICE IEP PARA IDEA IEP PARA IDEA Mandated Counseling Shared IDEA SBST SHARED	Federal Competitive Grant: Your School Your Choice Program Private grants Title I Schools In Need of Improvement Grant TITLE II D Ed Tech program TITLE III TITLE IV DRUG FREE ROTC 14 SELF SUSTAINING Grants
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Federal Competitive Grant: Teaching American History Grant	State Competitive Grant: Extended School Day Violence Prevention
Federal Competitive Grant: Smaller Learning Communities	Student Assistance Program (City Council)
State Competitive Grant: Learning Technology	THE GATEWAY DRUG PROGRAM
Federal Competitive Grant: Magnet School	TITLE I
	Title I SIG Restructuring Grant
	TITLE II D Allocative and funded tech
	Title IIB Math/Science Partnerships

**Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces with this particular school, and how the LEA plans to address these challenges.**

An aggressive timeline will be followed to ensure that all of the Turnaround model elements are met. DOE will have a cross-divisional Cabinet made up of senior officers, including the Chief Executive Officer for Turnaround, who will oversee the management of all activities. Engagement with the most important stakeholders—students, faculty, school leadership, and families—are underway and will continue as each step of the Turnaround process is carried out.

A key element is ensuring access to a pipeline of qualified and high-quality teachers from which the school will be able to screen and hire as part of the Turnaround model. NYCDOE works in partnership with a number of teacher preparation programs which, in addition to the talented current teachers who enter the hiring market each spring, will be key resources for providing candidates to the hiring pool. These programs include the NYC Turnaround Residency for School Turnaround, NYC Teaching Fellows, Select Recruits, Teach for America, as well as DOE’s broad-scale recruitment efforts at local colleges and universities.

**Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.**

At this time, the policies in place at NYCDOE do not need to be modified for the Turnaround model to be implemented. DOE will continue to review and strategize on the implementation to consider any potential practices or policy that may need to be amended and work with relevant officials to resolve conflicts.

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**Appendix A: BASELINE DATA**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA and submit with the completed LEA School Improvement Grant Application. To inform and evaluate the effectiveness of the interventions described in this application, NYSED will monitor a school's progress on achievement and leading indicators required for reporting by the School Improvement Guidelines for Section 1003(g). Data on other indicators required by the SIG Guidelines will be provided to the LEA by NYSED prior to the application deadline.

<b>School:</b>	JHS 22 Jordan L Mott
<b>NCES#:</b>	04461
<b>Grades Served:</b>	6-8
<b>Number of Students:</b>	642
<b>Model to be Implemented:</b>	Turnaround

**1. Number of minutes within the school year** 69,300

**2. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes** # N/A %

**3. Teacher attendance rate (Avg. Yearly Absences per Teacher All Events – 2009-10)** # 96% %

**4. Distribution of teachers by performance level on LEA’s teacher evaluation system** S-43, u-5

Directions: Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.

The annual performance review for teachers, as per DOE and UFT contractual agreement, is based on classroom observation by a principal or supervisor which includes pre- and post-observation conferences and written feedback. Where appropriate, reviews include recommendations for professional growth. Teachers are rated with either “S” (Satisfactory) or “U” (Unsatisfactory) at the end of the school year. Teachers are evaluated in characteristics that are summed in five areas: Personal and Professional Qualities; Pupil Guidance and Instruction; Classroom or Shop Management; and Participation in School and Community Activities. The principal has the final responsibility for rating a teacher’s performance.

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**Section B: Descriptive Information**

**Directions:** When completing this section, LEAs should refer to the Overall LEA SIG Application Rubric, to ensure quality responses.

- 1. Describe the capacity of the LEA to implement one of the four models in each Tier I and Tier II school that the LEA has committed to serve. In order to demonstrate capacity, LEAs must provide a letter signed by union and district representatives committing to the creation of a teacher evaluation system as required by New York State Education Law 3012-c, with 20% of the evaluation based upon student growth on state assessments, and 20% based upon locally determined student achievement assessments (see Appendix D for suggested language). In addition, LEAs may also demonstrate capacity to fully implement the four models through taking the following actions :**
  - Submission of any revised collective bargaining agreements that support full implementation of models or a jointly signed letter indicating the status of discussions.
  - Hiring a fulltime School Implementation Manager (SIM) for each PLA school. A SIM will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.
  - Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models.
  - Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED.
  - Adding at least one period of instructional time per day and/or extending school year for each PLA school.
  - Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities.
  - Providing at least 10 days of site-based training each school year for all teachers in PLA schools.
  - Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three year grant period.
  - Identifying partner organizations and the role that they will play in supporting implementation of a model.

**In addition, the LEA should indicate that it has the ability to get the basic elements of its selected models up and running by the beginning of the school year. If the LEA asserts that it does not have the capacity to implement one of the four models in each Tier I and II school that has been identified , the LEA must submit in this section a detailed explanation of the specific reasons that it lacks capacity.**

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**THE NEXT PHASE OF CHILDREN FIRST REFORM**

Since 2002, the New York City Department of Education (NYCDOE) has implemented a bold education reform plan called Children First to prepare all students for success in the 21<sup>st</sup> Century. The plan is focused on the only outcome that really matters: student success. This has meant putting the needs of children above everything else. Today, our work to provide every child in New York City with a high-quality education – no matter their zip code or background – is more important than ever.

There are 4 objectives in the next phase of NYCDOE's Children First work:

- 1) Great Schools: Schools that are high-performing and held to the highest standards
- 2) Great Teachers: Talent that can deliver high-quality instruction
- 3) Great Classrooms: Classrooms that embrace instructional innovation and prepare students for success
- 4) High Standards: Expectations that ensure every child receives the best possible education

1. Great Schools: Schools that are high-performing and held to the highest standards

Children attend schools, not school systems. So our job since day one has been to develop a city full of high-performing schools. To this end, we have phased out/closed dozens of failing schools which were not serving the needs of students, and opened hundreds of new schools that better serve our diverse student population. By continuing this important work to create a system of great schools, we hold ourselves accountable to our most important stakeholder: public school families.

2. Great Teachers: Talent that can deliver high-quality instruction

Every parent intuitively understands that nothing has a greater impact on student learning than his or her teacher. Countless studies support this fact: the more effective the teacher, the more students learn. Developing school and classroom leaders has always been a critical component of our work; we know that it's our staff on the front lines who are ultimately responsible for helping our students do their best. If we want to prepare students for success in the 21<sup>st</sup> Century– then we need to provide our students with better teachers. The next phase of our work will help us manage the process of making sure every classroom in New York City has an effective teacher.

3. Great Classrooms: Classrooms that embrace instructional innovation and prepare students for success

Most classrooms today look the same as they did a few decades ago; but that doesn't make much sense given that today's job market is so drastically different. For our schools to prepare students for success in the 21<sup>st</sup> Century, we need to expand how teachers teach, students learn, and update our classrooms with the latest technology. Our work ahead is rethink the standard model of a classroom – teacher at the front, desks in rows – and develop a plan to teach 21<sup>st</sup> Century skills in innovative, effective, and engaging ways.

4. High Standards: Expectations that ensure every child receives the best possible education

High standards send a clear message about what we expect of students. In New York City, we have begun to set these expectations by introducing the Common Core Learning Standards. These new standards provide teachers and parents citywide with a common understanding of what all students are expected to learn. In New York City, we have a lot of work to do to prepare our 1,700+ schools to work with these new standards. This work includes preparing teachers to teach new skills and content, developing new measures of student progress, and ensuring that schools have the tools and supports they need to have high expectations that will encourage student achievement.

**SCHOOL IMPROVEMENT GRANTS AS A CALALYST FOR REFORM**

Through the School Improvement Grant (SIG) program, NYCDOE has an unprecedented opportunity to

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advance its Children First reform plan. SIG funding will enable NYCDOE to devise creative solutions and offer individualized learning that will dramatically improve student achievement, particularly at our persistently-lowest achieving (PLA)/Priority schools, which are the schools that need it the most.

This SIG application proposes funding for initiatives that are high-potential for two of New York City's PLA schools. NYCDOE has developed a coherent action plan to improve student achievement and prepare students for success in college and careers. SIG will allow NYCDOE to tackle this mandate more dynamically than otherwise would have been possible.

Specifically, SIG will allow NYCDOE to develop comprehensive reform strategies to ensure that our schools will serve the needs of students at a greater level than the current status. The Turnaround model has elements that allow for dramatic intervention in a school's performance trajectory, including increasing teacher and leader effectiveness, promoting the continuous use of student data, and providing staff with high-quality professional development. We know that teacher and leader effectiveness is crucial in school improvement and are continuing to address this area through the Turnaround model. NYCDOE is expanding upon its proven new schools strategy, while also committing to new strategies that have the potential to transform the learning experience for our highest-need students. In support of this work, NYCDOE will alter its practices at all levels – systemwide, network, school, and classroom – to ensure that every action performed by managers and educators is a catalyst for sustainable student progress.

#### **KEY LEVERS FOR CHANGE**

The central goal of the Children First reforms has always been a simple one: to create a system of great schools. Every child in New York City deserves the best possible education. This starts with a great school – led by a dedicated leader with a vision for student success. Over the Mayor's nine years in office, our graduation rate has steadily increased to an all time high of 65 percent in 2010. When today's ninth graders were entering kindergarten, 16,000 New York City high school graduates enrolled at CUNY schools. Last fall more than 25,000 City graduates enrolled at CUNY, an increase of over 50%.

To ensure that as many students as possible have access to the best possible education, under this Administration New York City has replaced 117 of our lowest-performing schools with better options and opened 535 new schools: 396 districts schools and 139 public charter schools. As a result, we've created more high-quality choices for families. The MDRC study that analyzes the effect of new schools created since 2002 finds that the new schools created under this Administration have helped students graduate, be better prepared for college, complete required Regents exams, and earn credits at a higher rate than schools created before 2002—not to mention schools we've closed schools with graduation rates that were below 50, and sometimes 40, percent.

In June 2010, MDRC issued another report on NYC's new small schools strategy. MDRC concluded: "it is possible, in a relatively short span of time, to replace a large number of underperforming public high schools in a poor urban community and, in the process, achieve significant gains in students' academic achievement and attainment. And those gains are seen among a large and diverse group of students — including students who entered the ninth grade far below grade level and male students of color, for whom such gains have been stubbornly elusive." (MDRC, "Transforming the High School Experience," June 2010.) New findings released in January 2012 from MDRC showed that these schools are having a sustained effect on graduation rates with positive impacts for virtually every subgroup. In addition, the small high schools show positive impacts on five-year graduation rates and on a measure of college readiness.

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When you compare the student demographics of the high schools we've phased out to the small schools we've created in their place, you'll find they're very similar in terms of the percentages of black and Latino students, English language learners, and students with disabilities.

	<b>Black or Hispanic</b>	<b>English Language Learner</b>	<b>Special Education (w/IEP)</b>
<b>Phase out school</b>	92.7%	16.2%	13.3%
<b>New school</b>	93.1%	16.9%	13.9%

Yet with comparable student populations these new small schools are significantly outperforming NYC high schools that were phased out. Below are a few examples:

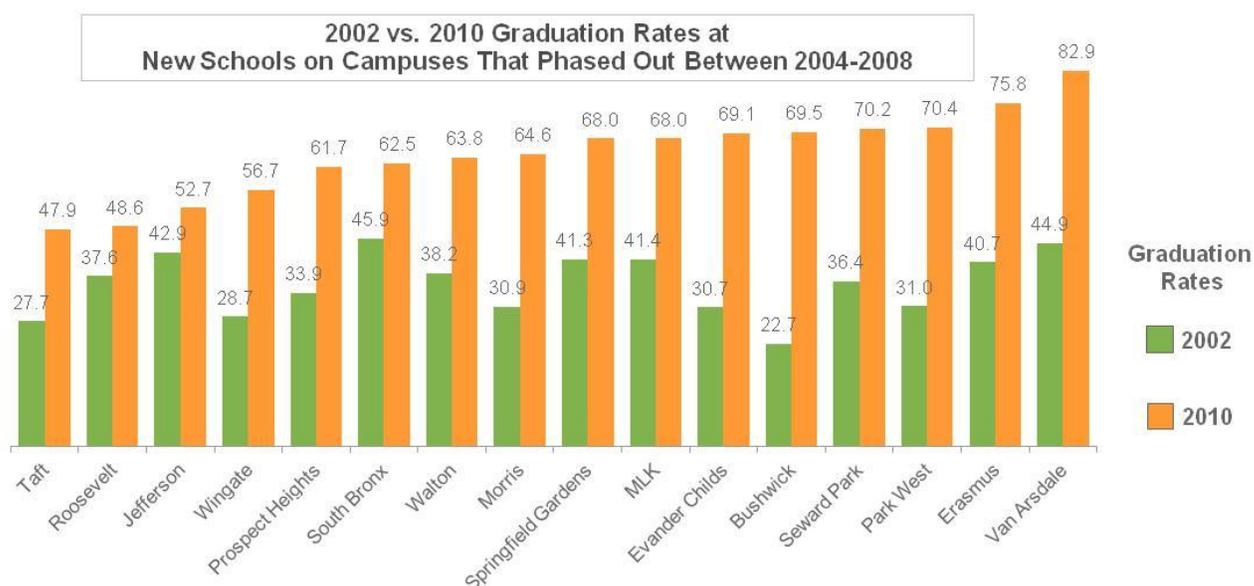
Manhattan

- The new schools located on the Seward Park Campus in lower Manhattan had a graduation rate of 70.2% in 2010, compared to Seward Park High School's graduation rate in 2002 of 36.4% (Seward Park HS phased out in 2006).
- The new schools located on the Park West Campus in Manhattan had a graduation rate of 70.4% in 2010, compared to Park West High School's graduation rate in 2002 of 31.0% (Park West HS phased out in 2006).

Brooklyn

- In 2010, the schools on the Van Arsdale campus in Brooklyn had a graduation rate of 82.9%—nearly 40 points higher than the former Harry Van Arsdale High School's graduation rate of only 44.9% in 2002.
- The Erasmus Hall Campus graduated only 40.7% of student in 2002. The new schools on the Erasmus campus are getting tremendous results, graduating 75.8% of students in 2010.

In every case, new schools on campuses of phasing out schools had higher graduation rates in 2010 than the 2002 graduation rates of the high schools they replaced.



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**ALIGNING SIG RESOURCES TO SUPPORT SCHOOLS**

NYCDOE has demonstrated that we can dramatically improve student achievement across the City in traditionally underserved communities that need high-quality educational options. The NYCDOE school improvement process is based on three core principles from our new schools process:

1. A great school starts with a great principal.

Over the past nine years we have learned the powerful role a principal can play as change agent. We seek principals who demonstrate the qualities of visionary and effective leadership.

2. We need community partners to help us develop great schools.

We have worked with local and national intermediary organizations to help us develop and scale schools. These partners provide critical start-up support and help push the thinking of our school leaders. We have also attracted high-performing public charter schools to New York City to bring an even greater breadth of quality options to public school families.

3. There isn't one "recipe" for what makes a great school.

Certainly there are conditions that contribute to an effective school – a mission; leadership; and great teachers devoted to student success – but there are different ways of organizing a school to create these conditions, especially given the need to serve diverse student populations. We encourage leaders to be entrepreneurial, to leverage their expertise to develop innovative models.

The new schools process is designed to gauge a candidate's readiness to weather and master the challenges of running a school. It is staged in four phases. At each stage candidates are evaluated, and only the strongest candidates proceed to the next phase.

In Phase One, candidates form planning teams to develop their school blueprint. Candidates are also evaluated on their "elevator pitch" – how they would explain their school model to potential students and families. Throughout the process there is an emphasis on connecting the proposed new school to its future community.

In Phase Two, applicants flesh out the school blueprint, deepening the vision for the school, the instructional model, and the professional development plan. During targeted feedback sessions, leadership coaches review the candidate's school blueprint and assess the candidate's leadership capacity.

In Phase Three, our coaches conduct a school visit to observe the applicant at work. This is an opportunity to see candidate in his or her "element." At the visit, coaches will talk with the candidate about his or her observations of the school, discuss instruction, and take time to speak with the candidate's colleagues and students.

Finally, the strongest candidates are invited to submit full proposals. These proposals are then vetted and the strongest applicants are invited to interviews. Panel interviews are conducted with multiple representatives from across the Department of Education. After the interviews, recommendations are made to the Chancellor regarding which school leaders should be approved.

For schools that opened in September 2011, we approved 26 of 246 applicants who submitted letters of intent. Through this thoughtful and objective process we selected only the best – about one in ten of original new school applications. Our 16 PLA replacements were among those schools that were ultimately selected through this process, and we have observed this year through our New School Quality Review, joint SED-DOE visits,

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and periodic assessments that these schools are beginning to make progress with their student populations at a rate that in many cases is greater than the PLA school prior to phase out.

**TURNAROUND – BUILDING ON THE NEW SCHOOLS STRATEGY**

Over the past 10 years, NYCDOE has demonstrated success in improving student achievement and graduating increasing numbers of students through our phase out phase in/new small schools strategy. Concurrently, we have also recognized that we must continue to pursue a variety of other structural interventions as well since no one model is right for all struggling schools, and as such have made investments in alternative approaches such as grade reconfigurations and supporting the development and redesign of small learning communities. Our initial investments under SIG have sought further diversify our portfolio strategies even further.

NYCDOE is actively working to reach an agreement with the UFT on the implementation of New York State Education Law 3012-c, with 20% of the teacher evaluation system based upon student growth on state assessments, and 20% based on locally determined student achievement assessments. We understand the importance of this agreement towards realizing dramatic school intervention in persistently lowest-achieving/Priority schools. As the 3012-c agreement is a necessary component of the Transformation and Restart models, NYCDOE is not pursuing these models at this time.

NYCDOE proposes to utilize the Turnaround model for schools that meet the intervention requirements and are poised for significant progress. JHS 22 Jordan L. Mott has a strong leader that will carry out the Turnaround elements in order to substantially improve student achievement outcomes.

JHS 22 Jordan L. Mott is continuing to use the Turnaround model – without the phase in/new school strategy – but with the same core elements of the Turnaround model. The leader has demonstrated the ability to screen staff to ensure their effectiveness and ability to meet the needs of students in a turnaround environment.

This is not a new school, and the school is in the same building serving the same student population; however, the school is significantly improving their practices in the following ways:

- A mission and vision for student success and faculty excellence;
- A process for rehiring staff and hiring new staff based on rigorous, mission-driven school-based criteria;
- Instructional programming and approaches to serving high-needs students;
- Professional development plans for staff;
- Structural changes that create positive learning environments for students;

In this school, the important and deliberate work of improving teacher quality through screening and rehiring staff based on rigorous school-based competencies is at the forefront of the school's change management plan. The school met the Turnaround requirement to screen and rehire no more than 50% of staff and to select new staff, and the principal is committed to continuing to meet this requirement.

In order to truly turn the school into the high-achieving environment that our students deserve, NYCDOE is taking a two-tiered approach to ensuring that, at all levels, these schools are setup to implement each Turnaround principle. At each level – (1) Systemwide and (2) School-based – NYCDOE is seeking to alter or enhance its existing practices.

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**(1) SYSTEMWIDE TURNAROUND INITIATIVES**

**(1a) Turnaround Principal Institute**

*Suggested NYSED SIG Action: Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models*

We have learned from our new small schools work that principals must receive extensive training and support on how to implement effective school leadership practices well before the school is even opened. Based off of our existing New Schools Intensive training, NYCDOE has developed an analogous Turnaround Principal Institute, where the leaders of the proposed new school are instructed in best practices for designing and running a successful school.

PLA principals participated in a 5-month Turnaround Principal Institute, which began meeting weekly starting in February. The Institute supported principals in the development and implementation of their school's turnaround plan. Sessions included a focus on the following areas:

- Developing Your Turnaround School
- Hiring: Staffing your school
- The Turnaround Mindset
- Good to Great: Personal Leadership
- Turnaround Plan: Identifying priorities
- Analyzing School Data
- Crafting your Instructional Vision and Plan
- Teacher Effectiveness
- Community Engagement
- Leveraging Management Tools
- 90-Day Action Plan

To support principals throughout the Institute and to enable smaller group work and facilitation, we also identified peer mentor principals who have led successful “turnarounds” in their schools and turnaround coaches. This staff rounds out the team that supported the Turnaround principals through this critical and formative spring/summer planning period.

**(1b) Streamlining Accountability and Interventions for PLA Schools**

*Suggested NYSED SIG Action: Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED*

In summer 2010, NYCDOE created the Division of Portfolio Planning to encompass the Department's work on managing school portfolio decisions, school interventions, and new school development. By creating this Division, the Department was able to streamline its organization and accountability structures for all of its work related to managing its lowest-performing schools.

Within the Division of Portfolio Planning, 3 offices – each with a specific charge – jointly serve to coordinate and manage the School Improvement grant work. First, the Division of Portfolio Planning oversees the completion of the SIG application, manages school-level implementation of the intervention models, and coordinates with NYSED on all SIG policy matters.

Second, the Office of New Schools executes the new school design and development process and the New Schools Intensive training noted above for our PLA phase in replacements. Third, a new office, the

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Turnaround Office, was recently created in January 2012 as an analogue to the Office of New Schools. Based on the unique needs of the new Turnaround school leaders who will be designing and leading an entire school within one year (as opposed to phasing in a new school gradually over time), the Division formed the Turnaround Office led by Elaine Gorman, the Chief Executive Officer for Turnaround. Ms. Gorman is a veteran educator with a demonstrated track record in supporting school leaders in transforming low-performing school across several districts. Most recently in New York City, Ms. Gorman served as Manhattan High School Superintendent and Deputy Chief of Innovation before taking on this new role. As Chief Executive Officer for Turnaround, she manages Turnaround principals as they develop their schools' mission, plan instructional and operational structures, conduct screening and hiring for their new schools, and bring together core leadership teams to launch their Turnaround schools. The Chief Executive Officer for Turnaround will be accountable for ensuring that the necessary ongoing support outlined in each school's Turnaround plan is being delivered with quality, and work in close consort with the schools' Network and Cluster to make sure this happens.

**(1c) Recruitment, Development, and Meaningful Evaluation of Teachers**

*Required Action: Implementing an annual professional performance review consistent with Commissioner's Regulations.*

*Suggested NYSED SIG Action: Providing training to new teachers that join PLA schools.*

In January 2010, NYCDOE launched an initiative to redesign the way in which school leaders evaluate, develop, and support their teachers. A cross-functional working group at NYCDOE led by the Division of Talent and Labor, in consultation with the United Federation of Teachers (UFT), designed a new teacher evaluation and development model that would consider both classroom practice and student outcomes to assess teacher effectiveness, using the guiding principles detailed in this guide. To test the model, NYCDOE began working with groups of schools to pilot this new system starting in the 2010-11 school year. In this low-stakes pilot, NYCDOE collected data on the new teacher ratings and sought feedback from both teachers and school leaders to identify what elements worked well and what should change.

As part of the School Improvement Grant, NYCDOE, in partnership with the UFT, designed an evaluation and development model for Transformation and Restart schools, drawing on lessons learned from the pilot year. The model aims to fairly and accurately assess each teacher's performance and provide opportunities for each teacher to develop his/ her effectiveness. The model considers both classroom practice and student outcomes to assess teacher effectiveness, using the guiding principles detailed in this guide. We hope that continued data collection and feedback from our education professionals will help us continue to improve this model and make it rigorous, beneficial, and fair. This new model marks a significant change from the current Satisfactory/Unsatisfactory rating scale. Under this new approach, NYCDOE seeks to raise the bar for both teachers and their school leaders, who must obtain a detailed understanding of each teacher's practice and work with each teacher to support their development.

This new model emphasizes a comprehensive review of teaching practice against clear standards, based on multiple observations. Following observations, school leaders provide teachers with specific feedback, diagnosing teacher development needs, and tailoring support to these needs. NYCDOE expects school leaders to communicate clearly their expectations with teachers on an individual basis and to use classroom observations to assess whether those expectations are met.

Three core beliefs underpin the evaluation and development model:

1. All children can achieve, no matter their life circumstances.
2. Teachers are the key levers in influencing the achievement of their students.
3. School leaders have the ability to lead the change necessary to implement strong teacher effectiveness

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practices in their schools.

Driven by those beliefs, NYCDOE has incorporated the following key elements into the design of the new teacher evaluation and development model:

- Clear expectations and a common language for teacher effectiveness
- More frequent, concrete feedback to teachers about their practice, informed by multiple classroom observations and an ongoing review of student academic growth
- Targeted development and support opportunities for teachers to improve their practice
- Increased collaboration between teachers and school
- Accurate differentiation in evaluation ratings, to better support teachers who are developing in their practice and to recognize highly effective teachers
- Multiple measures of teacher performance, to ensure the most accurate and complete understanding of each teacher's practice and development needs and to recognize teachers' efforts to help their students make academic progress.

The new evaluation structure consists of two components:

1. Assessment of Teacher Practice: an evaluation of the core instructional practices that positively affect student learning, based on the quality of planning and instruction and the classroom environment a teacher creates.
2. Measures of Student Learning: Multiple measures of student learning outcomes appropriate for each grade and subject, including state-required and locally-selected assessments.

This new model integrates measures of student learning to capture the extent to which each teacher ensures that their students master grade level standards and makes progress that sets them on track for college and career readiness. The selected measures will adhere to the following guiding principles:

- Sound teaching practice that leads to student learning: Measures of student learning should lead to better supports for teacher development and, as a result, improved student learning.
- Equity and fairness: Measures of student learning should be fair to all teachers, regardless of where and who they teach and comparable across all teachers. Where possible, measures of student learning should include multiple assessments and metrics so many data points are included in a teacher's rating.
- Teachers' support: Measures of student learning should be understood and supported by the teachers held accountable to them.
- Compliance with new state policy: Measures of student learning should adhere, wherever possible, to requirements of new state policy.

As part of our School Improvement Grant, NYCDOE is seeking to fund continued support for staff in the Division of Talent and Labor, specifically with its Office of Teacher Effectiveness which is charged with leading the development and implementation of the performance management and evaluation system for teachers described above. This office will also oversee and support the Teacher Effectiveness work in Turnaround schools to inform preparation for the roll-out of the new state requirements for teacher evaluation.

In addition, NYCDOE launched a teacher residency program in summer 2011 to support the successful implementation of school intervention models. In its first year, approximately 25 teachers certified in Math, Science, English and Social Studies participated in a one year, school-embedded training program to equip them with the knowledge and strategies they need to be successful in a school turnaround context. Graduating residents are being hired by Priority schools for 2012-2013. In subsequent years, larger cohorts of 50 teachers will be trained to correspond with the staffing needs of Turnaround schools.

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Candidates will conduct their residency year in training sites within Priority or Focus Schools and be ready for placement in Priority Schools after their training year concludes. Residents will be paired with a mentor teacher and will take on increasing levels of accountability in the classroom throughout their training year. They will receive regular coaching and feedback and will be evaluated on their ability to advance student learning using the teacher evaluation rubric agreed upon by the UFT and DOE for Transformation/Restart Schools. During their residency year, Residents will also be providing staffing assistance to the SIG funded Transformation Schools via in school or after school tutoring hours for students in need of academic support, or as teaching assistants in classes with students in need of intervention.

Teacher residency models have been highly successful as levers for turnaround in other large urban districts, most notably, Chicago. Chicago's AUSL model prepares cohorts for teacher residents to be placed in Chicago's turnaround schools. NYC is working closely with AUSL to develop the NYC Teaching Residency for school turnaround model.

NYCDOE is also working closely with Urban Teacher Residency United (UTRU), an organization founded through a collective effort to launch and support high-functioning Residency programs in high-needs urban districts. The success of the network can be attributed to a shared set of core values — through the open exchange of feedback, results and innovations, UTRU and its partner programs are setting the standard for urban teacher preparation nationwide. UTRU's mission is to build and manage a national network of high-performing urban teacher residencies dedicated to accelerating student achievement through the training, support, and retention of excellent teachers. UTRU serves the network by developing and supporting strong residencies and through technical assistance, advocacy, and evaluation. NYCDOE receives comprehensive guidance and support from UTRU through a combination of intensive series of learning institutes along with site-based, individualized consulting services under its Residency for Residences Program. The RRP leverages the learning from all seventeen of UTRU's network partners, and their experiences in building and sustaining a high quality residency program.

Given the staffing needs and emphasis on transforming school culture that are necessary for successful turnaround models, NYCDOE is confident this teacher preparation pipeline will be an integral strategy to implementation of the Turnaround model. We are seeking SIG funding to continue to implement and expand upon the AUSL and UTRU residency work to date.

Finally, along with these opportunities, NYCDOE has a locally-developed program that assists schools with hiring highly effective educators to support their school improvement efforts. The Lead Teacher program is open to NYC schools seeking to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. Selection takes place in a two-stage process. First, selections are made by a personnel committee comprised of NYCDOE and UFT representatives. The central personnel committee screens applications according to qualifications and create the pool from which school committees can select. In the second stage, each participating school establishes its own personnel committee made up of the principal, administration representatives, staff representatives and parent representatives with a majority of teachers. This committee makes selections from the pool established by the central personnel committee. There are no SIG-funded central costs associated with the Lead Teacher program, though as evidence by the school-based plans, most Turnaround schools are seeking to utilize Lead Teachers to take on teacher leadership roles in their new schools.

NYCDOE shall engage relevant collective bargaining units to the extent required.

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**(1d) Creating a Network-based approach to supporting low-performing schools**

*Suggested NYSED SIG Action: Hiring a fulltime School Implementation Manager (SIM) for each PLA school.*

Though the initial support and development that each new Turnaround schools will receive from the Division of Portfolio Planning and Division of Talent and Labor is crucial, the success of these schools once they open their doors can only happen predicated on a wide and deep support structure that expands beyond “central office” support.

Since 2010, NYCDOE has implemented a citywide Network-based structure to serve as the primary support team for all schools. Networks are cross-functional teams that deliver operational and instructional support directly to schools. The goal of Networks is to devolve as much decision-making power as possible to the people who know their schools best – principals, teachers, and school staff. Schools self-affiliate with Networks of their choosing, and Networks are organized to serve the unique needs and priorities of their schools. These Networks are themselves organized into one of 5 Clusters that support all schools citywide.

The theory behind this organizational structure is as follows:

- If operational and instructional service providers are integrated in a small, non-geographically based team that is tightly aligned with the schools' educational goals, then this team of service providers can be empowered to solve problems for schools.
- These teams can then be held accountable to principals for their performance ratings.
- This structure leads to innovation since schools will select teams that better meet their needs, which improves quality and efficiency of service and drives down costs.
- Principals will spend less time and funds solving operational problems, and have more time and financial resources for instruction and supervision which results in a school support structure that is efficient and cost-effective, and focused on increasing student achievement.

The Turnaround schools will leverage the Network structure in order to ensure that their reform work is thoughtfully and coherently embedded in schools. Because Networks deliver tailored supports to schools based on a deep understanding of an individual school's needs, they are uniquely positioned to introduce reforms in a way that is meaningful and relevant to ensure uptake.

One of the core functions that Networks play are to help schools to implement a diverse range of classroom-level supports during the school day that are targeted and specific to each school's needs and improvement plan, including individual instruction, small-group work, team teaching, targeted and well-planned after-school tutoring during extended day time. Networks also play a key role in training and supporting principals and teachers as they integrate the new national Common Core standards into school curricula and teaching practice, and will also be a vital resource with preparing schools for the state-mandated teacher evaluation system beginning in 2012-13.

In order to ensure that Networks are able to meet the wide needs of their schools, each Network team is staffed with various instructional personnel, including Achievement Coaches, Special Education and ELL specialists, that work intensively with principals and teachers to ensure that each school implements and strengthens curriculum and teacher practice in ways that will meet the needs of struggling students. These staff members help schools to identify best practices, target strategies for specific students in need of extra help, and prioritize competing demands on resources and time.

NYCDOE is seeking to leverage SIG funding to hire/continue employing additional specialists who are Network/Cluster-aligned to ensure that specific components of each schools plan are implemented and robustly

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supported. The goal in embedding specialized staff with the Department's existing Network/Cluster structure is twofold:

- Provide direct, specialized expertise to SIG schools that may not be currently existing in all Networks
- Use the specialized staff to develop the capacity of Networks to better meet the needs of SIG schools and low-performing school overall, so that the improvements brought about through SIG can be sustained after the completion of the grant.

Jointly reporting to the Division of Portfolio Planning and the Clusters, NYCDOE is seeking to fund continued support for School Implementation Managers (SIMs). A SIM will be assigned to each Cluster with a SIG-funded school and work with SIG-funded schools to provide implementation support. These SIMs will be primarily responsible for all aspects of SIG implementation and compliance for the schools in their Cluster and will provide guidance to principals and their leadership teams on research-based practices for turning around low-performing schools. SIMs ensure that Networks and schools receive appropriate guidance, coaching and professional development in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. SIMs are also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in schools undertaking the intervention models, and are responsible for meeting federal reporting requirements related to schools' interim and summative performance. The amount of time each SIM will spend on-site will vary by the specific needs of the schools in the Cluster. This may range from weekly check-ins to provide regular technical assistance to times when SIMs are conducting daily visits to their school(s) to support the start up on an on-site initiative.

**(1e) Developing and managing a pipeline of lead partners**

*Suggested NYSED SIG Action: Identifying partner organizations and the role that they will play in supporting implementation of a model.*

Partner organizations play a key role in all of the intervention models being implemented by NYCDOE. Informally, school and principal empowerment allows any PLA school to work with external partners that it believes will help implement its SIG model. The Division of Portfolio Planning, with the Department's contract office, has identified a variety of external partner organizations that will be instrumental in the success of implementation of the models. These partners (identified where relevant in the school-specific plans) have been selected through review and evaluation of over hundreds of potential partners (e.g.: intermediaries/school development organizations, whole school reform organizations, Community Based Organizations (CBO), not-for-profit agencies, vendors).

The roles that these partners play depend on the particular organization, but can include a wide range of services, both to the Department and directly to school leaders and staff, such as:

- Principal and teacher development
  - identifying, hiring, and supporting new school leaders
  - developing rigorous, transparent, and equitable evaluation systems
  - providing staff with high quality, job-embedded professional development
- Use of data to drive instruction
  - using data to identify and implement an instructional program that is research-based
  - promoting the continuous use of student data from formative, interim, and summative assessments
  - using data to identify and implement an instructional program that is research-based and vertically-aligned
- Revamp instructional programs

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- using and integrating technology-based supports and interventions as part of the instructional program
- increasing rigor by offering opportunities for students to enroll in advanced coursework
- improving student transition from middle to high school
- conducting periodic reviews to insure that the curriculum is being implemented with fidelity and is modified if ineffective
- Increase learning time opportunities
  - assisting schools in establishing schedules and strategies that increase learning time
  - extending the school day and/or school year
- Supporting parent involvement
  - promoting ongoing mechanisms for family and community engagement
  - partnering with parents and parent organizations and/or faith or community based organizations, health clinics and others to meet students' social, emotional and health needs
- Supporting schools in other facets of school life

More formally, the respective school plans describes how external partners are key collaborators in the intervention model. Prospective external partners that schools have identified thus far (subject to their approval through the DOE's contracting process) are named and described in the individual school plans.

For the schools that were originally placed under the Restart model, NYCDOE conducted an expedited competitive solicitation process in spring 2011 to identify Educational Partnership Organization (EPO). Through this competitive process, NYCDOE was able to identify and contract with organizations that have a track record of effectively supporting and transforming low-performing schools. Consistent with Education Law §211-e, EPOs have taken on the lead role in managing and supporting their schools and implementing their intervention plans.

NYCDOE currently has 6 approved Educational Partnership Organizations:

- Abyssinian Development Corporation
- Center for Educational Innovation Public Education Association (CEI-PEA)
- Institute for Student Achievement (ISA)
- John Hopkins University/Diplomas Now
- New Visions for Public Schools
- Southern Regional Education Board – High Schools that Work

NYCDOE is making school-by-school assessments to ensure that established partnerships toward whole school reform efforts may continue as needed even while shifting away from a formal EPO relationship. Use of these organizations as whole school reform partners can be found in school applications. We are continuing to work with these partners to support school improvement efforts and to ensure continuity of the plans started by schools.

## **(2) SCHOOL-BASED TURNAROUND INITIATIVES**

Given the unique needs of schools, the respective plans will provide the most insight into each school's specific Turnaround plans. However, certain school-based initiatives will be implemented in the Turnaround schools and as such will be heavily supported centrally. They are described below.

### **(2a) Conducting a rigorous screening and rehiring process**

*Required NYSED SIG Action: Use locally adopted competencies to measure the effectiveness of staff who can*

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*work within the turnaround environment to meet the needs of students. Screen all existing staff and rehire no more than 50 percent and select new staff.*

As a key lever of change, the Turnaround model provides schools with the opportunity to build a professional teaching community that is committed and prepared to undertake the challenges of reforming a PLA school.

These two schools have been screening their staff based on local competencies as required by the Turnaround model, and have met the 50% staffing turnover threshold. More detail is provided in each school's application. The principals in these two Turnaround schools will be given ongoing guidance and support to carry out the steps necessary to identify qualified teachers and staff who share their vision while also strictly adhering to the relevant collective bargaining agreements. The Turnaround Principal Institute provided training on the components of the intervention model and the elements that principals and their teaching staff would need to implement in their school.

JHS 22 used local competencies to screen and select staff.

**JHS 22 Selection Criteria:**

The successful candidate will demonstrate:

- Evidence of willingness to carry out the above duties and responsibilities.
- Ability to incorporate reading, writing, listening and speaking strategies in daily routines and classroom instruction in all content areas.
- Ability to monitor and analyze data to inform instruction and increase student achievement.
- Evidence of effective verbal and written communication skills.
- Commitment and willingness to continuous professional growth (i.e. participation in labsites and school study groups, intervisitations, formal education, etc.).
- Excellent classroom management skills that consider adolescent development and use clear routines and positive redirecting to set students up for success.
- Willingness to collaborate with colleagues and mentor teaching residents and new teachers.

**(2b) Increasing student learning time**

*Suggested NYSED SIG Action: Adding at least one period of instructional time per day and/or extending school year for each PLA school.*

In NYC, schools are empowered to drive key decisions on budgets, instruction, sources of support, and programming. As such, we invited the PLA schools to prepare their improvement plans with attention toward building in levers of change that have shown success in moving the needle on student achievement. This included ensuring that creating additional learning time opportunities for students is a critical component of all Turnaround school plans. Schools have articulated a variety of ways to do this in their school-based plans, including paying teachers for additional instructional per session, creating Saturday and vacation break sessions, contracting with an extended learning time partner, working with virtual/distance learning programs.

One process that PLA schools are utilizing to ensure there are opportunities to provide students with increased learning time is the Department's existing school-based option (SBO). The SBO process allows individual schools to modify provisions in the collective bargaining agreement related to class size, rotation of assignments or classes, teacher schedules and/or rotation of paid coverage for the school year. Rather than enforcing a one-size-fits-all model for how all schools must extend its day, structure schedules, or set faculty meeting times, the SBO process allows each school to determine how these elements may be most effectively

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implemented for its own situation and needs, based on approval by staff and the principal. The principal and union chapter leader must agree to the proposed modification which will then be presented to school union members for vote. Fifty-five percent of the voting members must affirm the proposed SBO in order for it to pass.

**(2c) Infusing innovation into classrooms**

*Required NYSED SIG Action: Establish schedules and implement strategies that provide increased learning time*

As part of its Children First reform, NYCDOE has sought to embrace instructional innovation in order to determine new and better ways for students to acquire the content knowledge that will prepare them for success. The iZone, started in 2010, is a critical outgrowth of this effort. Currently serving 250 schools, including a majority of our SIG schools, the iZone is a community of highly innovative schools, each of which is taking dramatic steps toward personalizing the student experience. Through various initiatives, iZone schools are developing bold learning structures and practices for their own schools as well as sharing these innovations with other schools on behalf of the larger school district.

One of these initiatives, iLearnNYC, is a critical part of the instructional plan for many of our schools proposed for the Turnaround model. iLearnNYC is a blended and online learning program that cultivates visionary leadership, personalized data-driven pedagogy, and promotes school change through collaboration. Teachers in iLearnNYC schools have access to online learning and digital resources that personalize, extend, and deepen the classroom learning experience of their students. Students have anytime, anywhere access to learn, always under the guidance of a licensed, in-school teacher. iLearnNYC students also have the ability to gather, reflect, and share their work online with peers, teachers, and parents, and to communicate and learn from external subject matter experts through video conferencing. iLearnNYC schools also expand learning opportunities for their students by offering online courses for Advanced Placement, credit recovery, world languages, and other electives not currently offered at the school.

**Section B: Descriptive Information (cont.)**

- 2. Describe any obstacles (ex: collective bargaining, lack of professional staff, etc.) the LEA faces in implementing the four models in identified schools. Describe the LEA's plan for addressing these obstacles, including specific activities, responsible personnel and expected timeline for overcoming the obstacles.**

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An aggressive timeline will be followed to ensure that all of the Turnaround model elements are met. DOE will have a cross-divisional Cabinet made up of senior officers, including the Chief Executive Officer for Turnaround, who will oversee the management of all activities. Engagement with the most important stakeholders—students, faculty, school leadership, and families—are underway and will continue as each step of the Turnaround process is carried out.

A key element is ensuring access to a pipeline of qualified and high-quality teachers from which the school will be able to screen and hire as part of the Turnaround model. NYCDOE works in partnership with a number of teacher preparation programs which, in addition to the talented current teachers who enter the hiring market each spring, will be key resources for providing candidates to the hiring pool. These programs include the NYC Turnaround Residency for School Turnaround, NYC Teaching Fellows, Select Recruits, Teach for America, as well as DOE's broad-scale recruitment efforts at local colleges and universities.

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- 3. Describe any LEA level activities or services (including establishing operating conditions, planning, implementation, and monitoring) that will support the implementation of the four models in identified schools. Provide a timeline of these activities that extends over the three year grant period, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.**

**LEA level Activities for Tier I and II Schools**

<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
Educational Impact Statement (EIS) published on NYCDOE website.	February-March 2012	Division of Portfolio Planning; Division of Academics, Performance and Support; Deputy Chancellors	Formal announcement to communities on proposed plans for schools, explaining rationale to carry out Turnaround model as mechanism to drive necessary changes. Education Impact Statements posted on NYCDOE website pursuant to Chancellor’s Regulation A-190 (“Significant Changes in School Utilization”), related to any facilities needs and changes, zoning changes, supports for schools, possible interventions for PLA schools, etc., in anticipation of implementation in fall 2012. (No additional cost to grant)
Community meetings held on schools’ proposed intervention model	March-April 2012	Division of Portfolio Planning; Division of Academics, Performance and Support; Deputy Chancellors	Inform community of potential decisions regarding current status and future restructuring of PLA schools. (No additional cost to grant)
Proposed plans for school intervention and improvement presented to NYCDOE’s Panel for Educational Policy for vote.	Late April 2012	Panel for Educational Policy (Board of Education)	Decide on educational impact statements for proposals for changes to PLA schools identified for Turnaround model. (No additional cost to grant)

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
Review district capacity and individual PLA school for SIG-funded interventions, including communication with internal and external stakeholders needed to operate SIG-funded models.	Winter-Summer 2012	All divisions, led by Chancellor's Cabinet	Central planning on viable intervention strategies for schools, in concert with feedback from school community engagements, JIT reviews, SED and NYCDOE accountability data. Revisit and plan for the central organizational structure that is needed to implement citywide SIG-funded activities. (Cost indicated below under Central staff)
Hiring of staff for new Central-level positions that support all PLA schools implementing models of interventions	Winter-Spring 2012	Division of Portfolio Planning; Division of Human Resources; Charter school Office; School Planning Office; Office of New Schools; Division of Financial Planning and Management	<p>Description of duties provided under FS-10.</p> <p><u>Office of Turnaround</u>  Office of Turnaround Director (1)  Office of Turnaround Deputy Director (1)  Chief HR Administrator (1)  Executive Director, State Portfolio Policy (1)  HR and Business Services Managers (2)  Senior Implementation Manager (1)  Turnaround Project Manager (2)  School Improvement Managers (SIM) (5)</p> <p><u>Office of New Schools</u>  Associate Director for Pipeline Development (1)  Associate for Business Operations (1)  Deputy Executive Director (1)  Director for Partnership Support &amp; Capacity (1)  Director for Pipeline Development (1)  Director of Implementation and Support (1)  Senior Director (1)</p>

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Type of Activity/Description	Timeline	Persons Responsible	Description of Duties and Costs to Grant (where appropriate)
			<p><u>Operations and Legal</u> Director of School Improvement Grants Fiscal Management (1) Administrative Assistant (1) Operations Analyst (1) Partner Compliance, Office of General Counsel (2)</p> <p><u>Portfolio Engagement</u> Engagement Specialists- Planning Team (5)</p> <p><u>NYC School Turnaround Residency</u> Residency Managers (2) Training stipends for Mentor Teachers Consulting services on teacher residency model from external partner, Academy of Urban School Leadership (AUSL)</p> <p><u>Teacher Effectiveness</u> Teacher Effectiveness Implementation Manager (1) Teacher Effectiveness Implementation Administrative Assistant (1)</p>
Begin Turnaround Principal Institute for principals identified to lead new Turnaround schools	February-June 2012	Division of Academics, Performance and Support; Division of Portfolio Planning	The five-month Institute supported PLA principals in the development and implementation of their schools' turnaround plans. Topics covered include: Developing Your Turnaround School Proposal; Hiring: Staffing your school through the 18D process; The Turnaround Mindset; Good to Great: Personal Leadership; Turnaround Plan: Identifying priorities; Analyzing school data; Crafting your Instructional Vision and Plan; Teacher Effectiveness; Community Engagement; Leveraging Management Tools.
City-wide teacher	Spring 2012	Division of Talent,	Annual open market and job application period for teachers citywide.

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
recruitment activities launch, including for teacher incentive and Turnaround Residency programs		Labor and Innovation	Teacher recruitment activities also include for current teachers interested in becoming lead teachers as well as for prospective teachers for the residency training.
Finalize decisions on PLA/ Priority schools and corresponding school intervention models communicated to each school and its community.	Late summer 2012	District superintendents, Divisions of Portfolio Planning & Accountability, Performance and Support	Conduct information training session for superintendents, Cluster and Network leaders. Conduct school-based meetings, issue informational flyer to parents on decisions and timeline of next steps.
Coordinate vetting process to contract potential support partners for schools.	Year-round for 2012-14	Division of Portfolio Planning; Division of Contracts and Purchasing	Oversee process to obtain external service providers with capacity to support Turnaround schools. (Local funding)
Coordination and training for Networks and Clusters for supporting Turnaround schools	Spring-Summer 2012	Division of Portfolio Planning; Division of Accountability, Performance and Support; Cluster and CFN	Meetings with various Cluster and Network leaders to gauge capacity and specific support needed to carry out Turnaround activities.
Hold NYC Teacher Residency orientation for teacher residents	August 2012	Division of Talent, Labor and Innovation	Cohort of teacher residents informed on sequence of program model, expectations, introduced to leadership and staff of host schools that serve as their training academies.
School buildings prepared for opening; Conduct school walkthroughs and confirm preparedness to	July-September 2012	Division of School Facilities, in collaboration with Division of Portfolio	Renovations, painting, repair work; classroom preparation, library preparation; parent room preparation, as necessary. Facilitate leadership preparation for school opening and beginning conversations with School Implementation Managers, including goal-

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
open		Planning and Division of Academics, Performance and Support	setting and action planning.
Schools open under Turnaround model	September 2012	Schools with Cluster and Networks	Schools open under new name and school administration.
School-directed support is provided to all schools implementing models of intervention under SIG.	Ongoing throughout school year	Division of Portfolio Planning; Division of Academics, Performance and Support	Follow-up support for PLA schools in the implementation of all required model activities; support for implementation of Joint Intervention Team recommendations; support for schools before, during and after NYSED site visits on SIG-funded activities, respond to school needs in other areas of need to remove barriers and obstacles
Residency period begins for NYC Teacher Residents at schools	September 2012 through June 2013	Division of HR; Host schools serving as resident training academies	<p>Residents begin training program on effective teaching in schools undergoing turnaround while beginning graduate coursework, meet with mentors teachers and resident instructors.</p> <p>Service fee stipends for Teacher Residents (50) Teacher Apprentices undergoing residency to teach in turnaround schools. Residents are “teachers in training” who undergo a year-long school-embedded training program as a Teacher’s Assistant in a high-need school learning to equip them with the knowledge and strategies they need to be successful in a Turnaround context. Residents will be paired with a mentor teacher, receive regular coaching and feedback, participate in master’s degree coursework weekly, and will take on increasing levels of accountability in the classroom throughout their training year.</p>
Central evaluation planning for SIG-funded activities	September 2012- June 2013	Division of Portfolio Planning; Division of	With external consultant, plan and coordinate process to evaluate effectiveness of Central activities implemented in Turnaround schools.

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
		Contracts and Purchasing	Actual evaluation process will occur over the three year grant period.
Ongoing support and monitoring from School Implementation Managers	September 2012- June 2013	Division of Portfolio Planning	SIMs ensure that schools and networks receive appropriate guidance, coaching and professional development in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model.
Central planning on status of schools, ensure capacity to sustain support to Turnaround schools, check with schools on planning for next school year.	Winter/Spring 2013	Division of Portfolio Planning, Division of Academics, Performance and Support	Review of school performance and monitoring data, determine progress in school's improvement. Coordinate with School Implementation Managers, Clusters and CFNs, and Central staff on recommendations for schools' next steps for following year. Identify other Priority Schools that demonstrate ability to implement the Turnaround model and conduct school and community engagement.
Have schools report on year's implementation of SIG-funded activities and plans. Include any other data collection process needed for NYCDOE SIG activities evaluation.	Spring 2013, 2014	Division of Portfolio Planning; Cluster and Networks, SIMs, and EPOs	Poise schools to engage school community and parents to share out year's 'big wins' and progress, as well as discussion on planning for following year.
NYCDOE prepares and submits reports on schools for NYSED.	Spring 2013, 2014	Division of Portfolio Planning	Report activities, actions, results, academic performance, etc., as required by law.
NYCDOE conducts preparation for following year's implementation of Central activities.	Spring 2013	Division of Portfolio Planning; Academics, Performance and Supports; and Human Resources	Prepare SIG applications for any additional Priority Schools identified to implement Turnaround model. Revise Central operations, staffing structure and activities, as needed, based on evaluation recommendations.
Open application process	April-May 2013	Division of Human	Ongoing process as described above

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
for candidates interested in applying for the vacancies, Lead Teacher program		Resources; Division of Portfolio Planning	
Launch application, recruitment and screening process for following year's NYC Teacher Residency Program	April-May 2013	Division of Human Resources; Division of Portfolio Planning	Ongoing processes as described above
Principals of Turnaround schools conduct staff hiring, including Lead Teachers	May-June 2013	Principals; Division of Talent, Labor and Innovation	Ongoing processes as above
Remove staff who, after ample opportunities, have not improved their professional practice	June-July 2013, 2014	Office of Labor Relations; United Federation of Teachers Chapter Leaders	Evaluation using locally adopted competencies. (N.B.: All applicable legal and contractual mandates will be followed when a decision to remove staff has been made)
Training begin for next cohort of NYC Teacher Residents	Summer 2013	Division of Talent and Human Resources	Ongoing processes as described above
Revisit and set protocols for evaluation of Central initiatives, to ensure readiness for implementation during school year	Late summer/ fall 2013	Portfolio Planning; Division of Human Resources; Charter school Office; School Planning Office; Office of New Schools; Division of Finance	Ongoing processes as described above
Ensure schools are prepared for continuing implementation of	Late summer/ fall 2013	Portfolio Planning; Division of Human Resources; Charter	Cross-divisional follow-up to address pending issues related to school facilities, SIG funding, external partner contracting, staffing, student enrollment, etc.

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<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of Duties and Costs to Grant (where appropriate)</b>
Turnaround activities		school Office; School Planning Office; Office of New Schools; Division of Finance	
Schools continue implementation of their improvement activities.	September 2013- June 2014	Portfolio Planning; Division of Human Resources; Charter school Office; School Planning Office; Office of New Schools; Division of Finance	Support from Central staff, EPOs, Cluster and Networks, external partners. School Implementation Managers continue to help project manage and monitor execution of schools' plans and progress as appropriate.
Reporting by school on yearly activities to ensure progress being made toward meeting and surpassing grant goals	Winter/Spring 2013, 2014	School Principals; EPOs; Division of Portfolio Planning	Report school activities, actions, results, academic performance, evaluations, etc., as required by law.
NYCDOE prepares progress report (or final reporting) on school implementation of SIG-funded activities to NYSED.	Spring 2013, 2014	Division of Portfolio Planning	Report all school and Central activities, actions, results, academic performance, evaluations, etc., as required by law.

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**Section B: Descriptive Information (cont.)**

- 4. For each Tier I and Tier II school that the LEA commits to serve, please complete the baseline data chart (Appendix A) and appropriate LEA Model Implementation Plan (Appendix B). When completing the LEA Model Implementation Plan, LEAs should refer to the Model Implementation Plan Rubric, to ensure quality responses.**

See related information in Appendices A and B

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**Section B: Descriptive Information (cont.)**

5. Describe the annual goals the LEA has established for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier I and II schools that receive school improvement funds. Additionally, please include annual goals for the leading indicators listed on page 18. Describe the LEA's plan for assessing school progress on meeting those goals, and for monitoring the implementation of the four models.

An LEA's annual ELA, math and graduation goals should be designed so that a school that achieves them each year will no longer be persistently lowest achieving within three years. Please see NYSED guidance on setting goals for persistently lowest achieving schools at <http://www.p12.nysed.gov/accountability/memos.html>.

Note that the determination of whether a school meets the goals for student achievement established by the LEA is in addition to the determination of whether the school makes AYP as required by section 1111(b)(2) of the ESEA. In other words, each LEA receiving SIG funds must monitor the Tier I and Tier II schools it is serving to determine whether they have met the LEA's annual goals for student achievement and must also comply with its obligations for making accountability determinations under section 1111(b)(2) of the ESEA.

In addition to regular performance and participation requirements for demonstrating adequate yearly progress under section 1111(b)(2) of the ESEA, each NYC PLA school implementing a model is expected to achieve the following annual improvement goals:

- For all schools: reduce the percentage of students in the All Students subgroup who are performing below the Proficient level (Levels 1 and 2) on NYSED ELA and Math assessments by 10% or more from the previous year;

NOTE: DOE is aware of the changes pertaining to resetting of the Annual Measurable Objectives (AMO) in Grades 3-8 English language arts (ELA) and mathematics beginning with the 2010-11 school year for purposes of making Adequate Yearly Progress (AYP) determinations. The approved amendment by USDE permits NYS to adjust the 2009-10 Safe Harbor baselines, so that accountability groups that have achieved a 10 percent gap reduction between 2009-10 and 2010-11 based on the new achievement standards may be credited with making AYP.

- For high schools; attain a minimum Total Cohort graduation rate of 60% after one year of implementation; (or) annually reduce the gap by a minimum of 20% between the school's Total Cohort graduation rate and the State's 80% graduation rate standard.

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Below are our proposed benchmarks for leading indicators for SIG schools in 2011-2012.

- (1) Number of minutes within the school year
  - 100% of schools meeting the mandated number of instructional minutes
- (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
  - At least 95% of all students and all subgroups participating in math and English state assessments.
- (3) Dropout rate
  - Decrease from last year by 5 percentage points.
- (4) Student attendance rate
  - Reach or maintain an attendance rate above 85%.
- (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes
  - Increase percentage of students completing advanced coursework from last year by 5 percentage points as defined by NYC progress report college prep course index.
- (6) Discipline incidents
  - To be determined on a school by school basis
- (7) Truants
  - To be determined on a school by school basis
- (8) Distribution of teachers by performance level on an LEA's teacher evaluation system
  - To be determined on a school by school basis
- (9) Teacher attendance rate
  - Reach or maintain an attendance rate above 95%.

Additionally, each PLA school implementing an intervention model will be expected to demonstrate improvement on NYC Progress Report metrics, as evidenced by the achievement of a higher overall grade or by showing positive trends on each of the three Progress Report grading measures (school environment, student performance, student progress). School Progress Report grades are based on three elements:

- *School Environment* constitutes 15% of a school's overall score. This category consists of attendance and the results of parent, student, and teacher surveys.
- *Student Performance* constitutes 25% of a school's overall score. For elementary and middle schools, student performance is measured by students' scores each year on the New York State tests in English Language Arts and Mathematics. For high schools,

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student performance is measured by diplomas and graduation rates.

- *Student Progress* constitutes 60% of a school's overall score. For elementary and middle schools, student progress measures average student improvement from last year to this year on the New York State tests in English Language Arts and Mathematics. For high schools, student progress is measured by credit accumulation along with Regents completion and pass rates.

A school's results on each of the three Progress Report elements are compared to results of all schools serving the same grades throughout the City. Results are also compared to a peer group of up to 40 similar schools. Schools can earn additional credit when they help special education students, English Language Learners, and other high-need students make exemplary progress.

Interim progress measures and leading indicator data for each implementing school will be regularly monitored by central staff to ensure that implementation of the model is on-track and leading to the achievement of annual improvement goals. For example, periodic and predictive assessments administered three to five times a year in schools will provide interim data on the school's progress toward meeting the stated goal of "reducing the percentage of students in the All Students subgroup who are performing below the Proficient level (Levels 1 and 2) on NYSED ELA and Math assessments by 10% or more from the previous year." Ongoing monitoring of students' credit accumulation and progress toward meeting graduation requirements will support the school in tracking progress toward meeting the stated goal of "attaining a minimum Total Cohort graduation rate of 60% after one year of implementation; (or) annually reduce the gap by a minimum of 20% between the school's Total Cohort graduation rate and the State's 80% graduation rate standard. Monitoring of these interim progress measures will also inform the school's improvement on Progress Report metrics.

PLA implementing schools and network teams will have access to robust tools and technology to analyze student learning and other data on a regular basis – weekly, monthly, and quarterly (following periodic assessments administered 3-5 times a year) to enable ongoing monitoring of student performance and the overall implementation effort. Frequent analysis of this data will enable principals and teachers to make rapid changes based on what is and isn't working.

Across all SIG-funded schools, regardless of intervention model, NYCDOE is using a school performance dashboard that compiles data points on NYSED ELA and Math assessment, graduation rates, and NYCDOE Progress Reports, to ascertain the progress toward set goals. NYCDOE also looks at leading indicators as proxies for various aspects of the school's improvement work as it impacts school culture and environment, student participation and

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credit accumulation, and professional climate and capacity. All NYCDOE offices that play a key role in supporting schools will have access to these dashboards along with school CEPs, Quality Review reports, State (and Federal) monitoring reports as applicable, and SIG plans to ensure that data is not being interpreted in isolation from important context of the school itself.

The central Division of Portfolio Planning, working with the Division of Academics, Performance and Support, will use data analytics tools to regularly monitor the performance trends of each school implementing an intervention model, based on student outcome and leading indicator data. The results of these interim analyses will be regularly communicated to the school, network, SIM, and DTTS to inform the progress of the SIG-funded effort and enable prompt and appropriate intervention when leading indicator data show the intervention model effort is potentially off-track.

An annual evaluation report for each school, focused on student outcomes, will be developed to inform key stakeholders of the progress being made as a result of the model implementation effort.

The assigned School Implementation Manager will monitor the implementation of strategies and will report regularly to the Clusters and Division of Portfolio Planning jointly any concerns that arise to enable appropriate intervention and prompt resolution. Quarterly implementation and monitoring reports for each school that were successfully developed last year will continue to be used, which look at *process* of the school improvement effort through the intervention models, and are aimed toward improving the effort during the course of implementation.

The reports from site visits by the NYSED at the schools will continue to inform schools and the DOE as to ways to improve implementation, both at the school and district level. In fact, the reports from the site visits during the 2010-2011 school year have helped to inform DOE in the preparation of this application.

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**Section B: Descriptive Information (cont.)**

- 6. Describe how the LEA has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and II schools. Identify stakeholders, and describe any relevant outcomes from the consultations. Complete Appendix C: Collaboration and Consultation Form with signatures from consulted stakeholders. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy.**

The Department's efforts to ensure consultation with all of the stakeholders who are affected by Turnaround are extensive. As a matter of State Education Law and NYCDOE's Chancellor's Regulation A-190, there is an explicit and detailed process set forth for proposing and implementing significant changes in school utilization in New York City schools, which includes consultation with numerous parties, both at a central level and at the school level. Because Turnaround constitutes a significant change in school utilization according to these guidelines, NYCDOE will go through a rigorous public review process to implement Turnaround. Through this process NYCDOE aims to:

- Engage a broad range of community partners early and often—before, during, and after proposals are made;
- Use public feedback to inform proposals and gain a deeper understanding of the schools and communities these changes affect;
- Keep the public informed with more and improved communications;
- Share documents that are informative and parent-friendly;
- Be responsive to individual questions and concerns;

For schools identified as PLA, DOE first engages the school, along with families, on the school's performance and collects feedback on the status of the school. After considering community input along with the historical information on the school's progress, a decision is made about an intervention model to best address the school's challenges. In this case, NYCDOE has determined that the Turnaround model under SIG is the intervention strategy that can best address the needs of these schools.

In mid- to late-January, NYCDOE held school-based meetings at schools proposed for Turnaround. Meetings were held with SLTs, Teachers, and Parents at each school. The purpose of these meetings was to provide additional information about the Turnaround model and address questions and concerns from the question before a formal proposal is issued. See

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Appendix G for a schedule of the engagement meetings held with the stakeholders at each of these schools.

As part of A-190, NYCDOE is required to develop and issue formal proposals for significant changes in school utilization. These Educational Impact Statements (EISs) outline the proposed plan for the school and its impact on the community. In the EIS, NYCDOE describes the key information that has led to its decision that the school should implement Turnaround, including the school's historical performance, learning environment, enrollment figures, as well as improvement efforts made. A description of DOE's full analysis on the potential impact of the Turnaround model on the school site is provided, including projected student enrollment, potential ramifications on the community, impact on current and affected students as well as personnel and school services, any potential use of the building for other educational or administrative services, as well as impact on surrounding schools in the community.

The EIS is posted, both at the school and also on DOE's website, at least six months prior to the first day of the school year in which the proposed change will take effect. The EIS is also shared with key constituents such as the Panel for Educational Policy (PEP), the impacted Community Educational Council (CEC), community boards and superintendents, the Citywide Council on English Language Learners and Citywide Council on Special Education, the Citywide Council on High Schools (if applicable), and the District 75 Council (if applicable). The community is informed by the appropriate superintendent or community school district on the EIS or amendments to the EIS. The EIS for schools proposed for Turnaround will be issued no later than March 6, 2012. Community members will be able to provide direct feedback on these EISs via the DOE's website.

Furthermore, a Joint Public Hearing is held for each proposed school change with the appropriate CEC as well as the Leadership Team at the impacted school. The hearing is scheduled on a date that is at least thirty (30) days after the EIS is posted publicly; it must be held no later than forty-five (45) days after its release. The date is proposed either by mutual agreement by the school principal and representatives from the above-mentioned councils, or by a Chancellor's designee in accordance to the indicated timeframe. The date is publicly notified both on DOE's website along with the applicable community boards. Based on the public comments received from the joint public hearing, DOE may revise or make amendments to the EIS. Joint public hearings for proposed Turnaround schools will be held from late March to mid-April 2012.

Any proposal by the Chancellor for significant changes in school utilization requires approval from the PEP. An analysis of the public comments received on the proposed plan are posted twenty-four (24) hours prior before the PEP meeting, which includes an explanation of what, if any, revisions were made to the school proposal or why any significant alternatives were not

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incorporated. The PEP meeting is open to the public and is invited to provide comments to the governing board on the proposed school plan prior to the voting by members.

If a proposed plan is approved by the PEP, DOE begins to move forward with the necessary planning and activities to implement the Turnaround model for the school, which will require the closure of the current PLA school and opening a new Turnaround school with a new mission and vision. The PEP meeting for the schools proposed for Turnaround is scheduled for April 26, 2012.

Members from the principals' and teachers union are welcome to – and have historically provided – their input about our SIG proposals through the EIS feedback form and the Joint Public Hearings. We anticipate that they will similarly provide input on the Turnaround proposal through these forums as well. In addition, the DOE will provide additional consultation and collaboration opportunities to the CSA and UFT consistent with past practice. The Department is in the process of scheduling meetings with the leaders of the UFT and CSA respectively to review this application with them in order to ensure that they are informed of our district plan and our plan for each school, and to provide them with a targeted opportunity to provide additional input.

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**Section B: Descriptive Information (cont.)**

7. Describe for each Tier III school that the LEA commits to serve, the services the school will receive or the activities the school will implement (including establishing operating conditions, planning, implementation, and monitoring) that will support an increase in student achievement in identified Tier III schools. Provide a timeline of these activities that extends over the three year grant period, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.\*

NOTE: NYCDOE is not committing any SIG 1003(g) funding to any Tier III schools. The activities shown below are part of the ongoing supports that are provided to all Schools in Need of Improvement (Tier III schools), using local funds, Title I SIG 1003(a) funds, and other fund sources.

**LEA level Activities for Tier III Schools**

<b>Type of Activity/Description</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Description of duties</b>
Ongoing support for all Schools identified as in Need of Improvement, including Tier I, II and III	Years 1, 2 and 3	Division of Portfolio Planning	<p>A primary function of the Division of Portfolio Planning is to work with districts and schools through all aspects of the school improvement process from identification, which includes changes in comprehensive planning for schools identified as being in need of improvement, corrective action and restructuring, supporting the implementation of proposed strategies, identifying and working to eliminate hindrances to effective implementation, and monitoring the implementation.</p> <p>School Improvement Managers (SIMs) work with Network Teams to prevent Focus Schools from becoming Priority Schools and by supporting non-School Improvement Grant approved Priority Schools. SIMs share the effective improvement practices from SIG-funded schools across other struggling schools.</p> <p>Children First Network (CFN) is an initiative designed to integrate operational and instructional support for schools. The goal is to expand the philosophy of devolving as much decision-making power as possible to the people who know schools best: principals, teachers and</p>

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		<p>school staff. Each CFN employs a small cross-functional team directly accountable to principals that delivers personalized service to schools. The ultimate goal is to streamline operations and build capacity within schools so school-based staff can focus their time on instruction and accelerate student achievement.</p> <p>Network Teams are an integrated team of staff that serve approximately 25 schools in their network. Network Teams consist of approximately 12-15 members responsible for providing services to their schools, which may be one or more self-affiliated networks. Positions that support this specific work include Achievement Coach, Talent Coach, and Special Services Manager. These team members work with a range of specializations to support the individual schools in the network(s) and spend most of their time in the schools. They assist the schools in sourcing services from within the Department of Education (DOE) and from third parties. Together, the Network Teams work closely to support affiliated principals, who select the team and have significant input into their ratings.</p> <p>Achievement Coaches work closely with principals in the network providing specialist support on student achievement-related functions across the network. In addition, Achievement Coaches work with the Network and central leadership to provide additional specialist support for network schools. Team members work together to ensure best practices in network support are utilized throughout the team and service to principals is seamless and coordinated. The Achievement Coaches work closely with the Network Team to help schools develop plans for meeting their performance targets.</p> <p>Talent Coaches play a pivotal role in the</p>
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		<p>implementation of a teacher evaluation and development system focused on improving teacher effectiveness. This entails providing program planning, research and technical support to school leaders as they implement a pilot teacher evaluation and development system. In this capacity, Talent Coaches assist school leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high-quality developmental feedback to improve teacher effectiveness. Talent Coaches also inform central efforts to develop and refine systems, research tools and program policies that support school leaders across New York City in providing meaningful evaluations and targeted professional development to teachers.</p> <p>The CFN Director of Student Services is a critical member of the CFN team that serves approximately 25 schools. The Director of Student Services manages one or more specialists, strategically coordinating and supporting the team’s scope of student services work. Additionally, the Director of Student Services develops a specialty, closely managing and executing at least one student services function, such as special education, instructional support, safety, or accountability. The Director of Student Services specialty may vary from team to team and will depend on their prior experience. CFN Director of Student Services has significant discretion and independent decision-making authority, serving as an advisor to the CFN Network Leader.</p> <p>Such technical assistance and support for educational planning is provided to schools that are planning for school improvement efforts in their Comprehensive Education Plan (CEP); their 1003(a) Grant applications; participating and</p>
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			<p>assisting in planning and implementation of the Diagnostic Tool for School and District Effectiveness, and follow-up implementation of recommendations.</p> <p>These processes are informed by student achievement data and by best instructional and leadership practices. The processes attempt to support schools through a continuous improvement approach to educational planning.</p> <p>The steps in the process include:</p> <ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Determination of causal factors</li> <li>• Identification of goals and objectives</li> <li>• Determination of appropriate strategies to address identified needs</li> <li>• Action planning</li> <li>• Preparation for implementation</li> </ul> <p>Support visits to Priority and Focus schools are scheduled on a regular basis.</p> <p>The process of monitoring plan implementation starts with questions:</p> <ol style="list-style-type: none"> <li>1. What focused interventions are being implemented?</li> <li>2. What professional development was planned for the staff to be delivered prior to the school year, for staff new to the school and/or assignment, and for supervisors and administrators?</li> <li>3. What changes in budget/resource allocations were anticipated for the current school year?</li> <li>4. What changes in student support services, parent involvement and use of technology were planned?</li> <li>5. What were other key elements of the plan?</li> </ol> <p>The monitoring process then continues as team members conduct conversations with key staff, network and cluster personnel; parents, students; review documents such as professional development schedules and budgets; and participate in instructional walkthroughs (plan</p>
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			<p>specific, focusing on specific changes, i.e. changes in instructional methodologies to English Language Learners) to gather evidence of plan implementation. Members of the team (central/district) debrief their observations and findings and prepare to share with school leadership. The focus of conversation is to determine the extent to which the school has been able to implement a plan and their identification of hindrances, if any. The Network Leader, Network personnel and Central support personnel provide support to remove hindrances.</p> <p>The monitoring process focuses on the extent of implementation of the Comprehensive Educational Plan/Restructuring Plan/Redesign Plan and to provide technical assistance. As a result of the monitoring process, useful information is incorporated into midcourse adjustments during the school year, consistent with school improvement processes for continual improvement.</p>
	Years 1, 2 and 3	Central DOE	<p>All schools receive support and assistance from their superintendent and Children First Network team, a group of educators who work directly with schools. This team helps schools identify best practices, target strategies for specific students in need of extra help, and prioritize competing demands on resources and time. Each school community chooses the network whose support best meets its needs, and each network works to improve student achievement in all of its schools.</p> <p>To ensure that all schools are fully supported, the DOE has added instructional staff to each network team, including a Coordinator of Early Intervention Services, who are working intensively with principals and teachers to strengthen curriculum and teaching in ways that will meet the needs of struggling students.</p> <p>Additionally, networks are helping schools implement a diverse range of classroom-level supports during the school day, including individual instruction, small-group work, team</p>

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			<p>teaching, targeted and well-planned after-school tutoring during extended day time, and training and supporting principals and teachers as they integrate the new national Common Core standards into school curricula and teaching.</p>
	<p>Years 1, 2 and 3</p>	<p>Central DOE</p>	<p>To identify the kind of action that will be best for this school and its students, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback. The DOE considers:</p> <ul style="list-style-type: none"> <li>• Improvement strategies already in place that are showing promising results;</li> <li>• Student performance data over time, including previous years' performance;</li> <li>• Demand and enrollment trends;</li> <li>• School leadership;</li> <li>• Teacher effectiveness;</li> <li>• School culture;</li> <li>• Local district needs.</li> </ul> <p>The DOE uses a wide range of data and information to identify schools that are struggling. Schools that receive a grade of D, F, or a third consecutive C on the Progress Report and schools that receive a "below proficient" rating on the Quality Review are considered for intensive support or intervention.</p> <p>The Department of Education works closely with struggling schools to help them improve by offering resources such as professional development and teacher training, and additional funding for specialized programs. In some cases, the DOE decides more aggressive interventions are necessary to ensure that all students are being prepared for future success. These interventions include:</p> <p>Keep the school open and continue to support it, but even more intensively through:</p> <ul style="list-style-type: none"> <li>• Staff replacement;</li> <li>• Leadership change;</li> </ul>

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			<ul style="list-style-type: none"><li>• Bring in mentor teachers at higher salaries;</li><li>• Introduce new programs to attract additional families;</li><li>• Grade reconfigurations (for example, transforming a 6-12 school to a 9-12 school)</li></ul>
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\*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

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**Section B: Descriptive Information (cont.)**

- 8. Describe the annual goals the LEA has established for monitoring student achievement on the State’s assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier III schools that receive school improvement funds.\***

**According to the USED Guidance on School Improvement Grants under Section 1003(g), “An LEA must establish, and the SEA must approve, goals to hold accountable the Tier III schools it serves with SIG funds (see section II.C(a) of the final requirements), although the LEA has discretion in establishing those goals. For example, the LEA might establish for its Tier III schools the same student achievement goals that it establishes for its Tier I and Tier II schools, or it might establish for its Tier III schools goals that align with the already existing AYP requirements, such as meeting the State’s annual measurable objectives or making AYP through safe harbor. Note that the goals that the LEA establishes must be approved by the SEA.”**

Tier III schools are held accountable to goals that align with the regular performance and participation requirements for demonstrating adequate yearly progress under section 1111(b)(2) of the ESEA. Consistent with NYSED’s approved ESEA waiver, Tier III schools will develop goals to address their identification as Priority Schools.

\*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.



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**APPENDIX D: SUGGESTED LANGUAGE FOR COMMITMENT LETTER**

**Please provide a document signed by the Superintendent and the Local Teachers Union Leader, and where applicable a document signed by the Superintendent and the Leader of the Union representing building principals, committing to the following:**

By no later than the end of the 2010-11 school year, any existing collective bargaining agreement shall be amended as necessary to require that teachers (or building principals where applicable) assigned to schools for which the district is receiving §1003(g) funds to implement a transformation model will be evaluated using a system that fully implements all of the provisions of Education Law section 3012-c that will be applicable in the 2011-12 school year and thereafter, including those provisions that must be implemented in accordance with locally developed procedures negotiated pursuant to the requirements of Article 14 of the Civil Service Law.

*The Turnaround Model does not require revision of existing bargaining agreements with the United Federation of Teachers (UFT) or the Council of School Supervisors & Administrators (CSA) since implementation of 3012-c is not required as part of the Turnaround model.*

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**BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER I AND II**

Directions: For each model type (turnaround, restart, closure, or transformation), complete the following budget narrative. List all of the schools implementing the model type, and complete the chart detailing the costs. For example, if the LEA is implementing turnaround in four schools, the individual schools would be listed below, but the budget narrative would detail the total costs associated for implementing turnaround in all four schools.

Model:     **Turnaround**    

List of Schools implementing model – Cohorts 1, 2, 3

(see following pages)

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**Statement of Assurances**

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with state and federal laws, regulations, and grants management requirements and certifying that you have read and will comply with the following assurances and certifications.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate):

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

**General Federal Assurances**

1. The program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
2. Each LEA shall assure its compliance with all supplement not supplant requirements;
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
4. The applicant will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

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5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
7. The applicant agrees to comply with the following civil rights authorities, their implementing regulations, and appropriate federal and State guidelines: Title VI of the Civil Rights Act of 1964, Title IX of the Federal Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

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**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

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As the duly authorized representative of the applicant, and by signing the application cover page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other

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nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction sub agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

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14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department**

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**CERTIFICATIONS REGARDING LOBBYING**

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Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

**1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
  
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and
  
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

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**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY  
AND  
VOLUNTARY EXCLUSION — LOWER TIER COVERED TRANSACTIONS**

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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

**Instructions for Certification**

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without

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modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

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**Certification**

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

***ED 80-0014, as amended by the New York State Education Department***

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**GENERAL EDUCATION PROVISIONS ACT ASSURANCES**

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These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education.

As the authorized representative of the applicant, by signing the application cover page, I certify that:

(1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section [1232f](#) of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) that in the case of any project involving construction –

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section [794](#) of title [29](#) in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

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(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

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**NEW YORK STATE DEPARTMENT OF EDUCATION  
NO CHILD LEFT BEHIND ACT ASSURANCES**

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These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

(1) each such program will be administered in accordance with all applicable statutes, regulations, program

plans, and applications;

(2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and

(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will

administer the funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such program, including—

(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and

(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

(6) the applicant will—

(A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and

(B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;

(8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;

(9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);

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(10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;

(11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

(12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and

(13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

## **SCHOOL PRAYER CERTIFICATION**

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

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**School Improvement Grants Under 1003(g)**  
**Addendum: Expanded Learning Time, Program Descriptions and Assurances**

**Part II: ELT Program Descriptions for Each SIG School not served by a 21CCLC grant**

Provide the following information in narrative form for each school. Responses should be brief (no longer than two pages for each school), consistent with the description the district has provided in their approved SIG plan for each school, and single-spaced with 12-point font.

**Middle School 22 Jordan Mott - Grades 6-8 - Turnaround Model**

1. Provide summary description of the ELT program at the school.

The ELT program at MS 22 consists of using the following programs: Wilson Just Words, Achieve 3000 Teen Biz, and English 3D. In addition to these programs, teachers work after school and prepare students for the integrated algebra, living environment, and US history regents, as well as preparing students for the specialized high school exam.

2. Describe how the program integrates academics, enrichment, and skill development for through hands-on experiences that make learning relevant and engaging.
  - A. The ELT program at MS 22 combines the use of interactive technology (Achieve 3000 Teen Biz, English 3D) with dynamic educators to integrate academics and skill development through hands-on learning experiences.
  - B. We partner with Learning Through an Expanded Arts Program to provide enrichment activities that support the core curriculum and contribute to a well-rounded education.
  - C. Our teachers analyze department common assessments and New York State exam histories to develop and execute precision guided instruction to target lagging skills.
3. Describe the range of activities offered and identify the actionable strategies for capturing student interest and strengthening student engagement.

<b>Extended Learning Time Activity</b>	<b>Estimate number/ range of participating students</b>	<b>What is the purpose of this activity?</b>	<b>Which students does the activity target?</b>	<b>Is this activity voluntary OR compulsory? (Indicate one)</b>
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**School Improvement Grants Under 1003(g)**  
**Addendum: Expanded Learning Time, Program Descriptions and Assurances**

<b>Extended Learning Time Activity</b>	<b>Estimate number/ range of participating students</b>	<b>What is the purpose of this activity?</b>	<b>Which students does the activity target?</b>	<b>Is this activity voluntary OR compulsory? (Indicate one)</b>
Extended PM School for reading intervention using Wilson Just Words and Achieve 3000 Teen Biz.	260-315	Increase instructional time for students who lack phonemic awareness. Provide targeted computer-streamed reading resources for students based on timely assessments to target and improve specific skill sets.	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	Compulsory
Extended PM School for Integrated Algebra, Living Environment, and US History regent preparation.	40-60	Increase instructional time for advanced instruction in preparation for the integrated algebra, living environment, and US history regents.	8 <sup>th</sup>	Voluntary
Extended PM School for specialized high school preparation	25-30	Preparing students for the specialized high school exam.	7 <sup>th</sup>	Voluntary
Extended PM School for English language learners using English 3D.	60-75 students	Support long-term English language learners through the use academic discourse by framing conversations around academic vocabulary.	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	Compulsory
Extended PM School for the marching band.	80 students	Increase mental mathematical computation abilities through the use of music.	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	Voluntary

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<b>Extended Learning Time Activity</b>	<b>Estimate number/ range of participating students</b>	<b>What is the purpose of this activity?</b>	<b>Which students does the activity target?</b>	<b>Is this activity voluntary OR compulsory? (Indicate one)</b>
Extended PM School for the baseball team.	35-50 students	Increase oral communication and interpersonal skills by fostering and nurturing a supportive and competitive team environment committed to academic and physical excellence.	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	Voluntary
Extended PM school for cheerleading.	15-20 students	Build self-confidence and oral presentation skills by fostering and nurturing a supportive and competitive team environment committed to academic and physical excellence.	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	Voluntary
Extended PM school for the soccer team.	10-15 students	Increase oral communication, language acquisition, and interpersonal skills by fostering and nurturing a supportive and competitive team environment committed to academic and physical excellence.	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	Voluntary
Extended PM school for dance.	20-30 students	Build self-confidence and oral presentation skills by fostering	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	Voluntary

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Extended Learning Time Activity	Estimate number/ range of participating students	What is the purpose of this activity?	Which students does the activity target?	Is this activity voluntary OR compulsory? (Indicate one)
		and nurturing a supportive and competitive team environment committed to academic and physical excellence.		
Extended PM school for the basketball team.	30-50 students	Increase oral communication and interpersonal skills by fostering and nurturing a supportive and competitive team environment committed to academic and physical excellence.	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	Voluntary
Saturday Academy	150-200 students	Additional preparation for the ELA and Math exams.	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	Voluntary

4. Describe how the program is designed to meet academic, social, and emotional outcomes and identify enrichment opportunities within the program.

The programs are designed to engage and challenge students both inside and outside of the classroom. Mastering the content is coupled with an emphasis on social and emotional development by building a team culture with strong conflict management and problem solving approaches. These activities further enrich the extended learning time experience.

5. If the program is voluntary, provide a description of how the school/district will encourage participation of at least fifty percent of the lowest performing students in the program.

The school will encourage increased participation from students by publicizing extended learning opportunities broadly through marketing and direct outreach from the school staff. On an annual basis, the school will continue to increase both the type and number of activities

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planned in order to reach a higher number of students. NYCDOE central will offer suggestions for new programming at schools with limited participation rates as needed.