

SIG SUBMISSION CHECKLIST - Turnaround, Restart, Transformation, Innovation and Reform Framework, Evidence-based and Early Learning Intervention Models

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in blue ink)</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Attachment A Consultation and Collaboration Form (required)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Attachment B (required) School-level Baseline Data and Target Setting Chart	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Attachment D Budget Summary Chart	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
FS-10 Form for Year-One Implementation Period. FS-10 available here: http://www.oms.nysed.gov/cafe/forms/	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Budget Narrative	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Memorandum of Understanding <i>(required only if proposing Restart or Innovation model)</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

M/WBE Documents Package (containing original signatures)			
<input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input checked="" type="checkbox"/> ✓	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor's Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>

SED Comments:
 Has the applicant submitted all of the documents listed above? Yes No
 Reviewer: Paul May Date: 7/25/16



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Dr. Edwin M. Quezada
Superintendent of Schools

Dr. Andrea S. Coddett
Deputy Superintendent

Ms. Elaine Shine
Executive Director, School Improvement

July 20, 2016

New York State Education Department
Attn: School Improvement Grant
Office of Grants Management – Room 475 EBA
89 Washington Ave
Albany, New York 12234

RE: 1003(g) School Improvement Grant (SIG) /RFP# GC16-015

To whom it may concern,

The **1003(g) School Improvement Grant (SIG) /RFP# GC16-015 Application for School 23** is attached for your review. Please contact me with any suggestions or questions you may have.

Thank you for your ongoing support.

Sincerely,

A handwritten signature in cursive script that reads "Elaine Shine".

Elaine Shine

ES/ms

cc: E. Quezada; C. Jarufe

New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

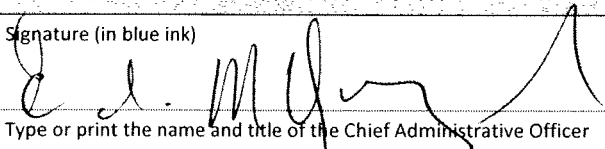
DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:	
Yonkers City School District			662300010000	
Lead Contact (First Name, Last Name)			RECEIVED	
Elaine Shine			JUL 22 2016	
			GRANTS MANAGEMENT	
Title	Telephone	Fax Number	E-mail Address	
Executive Director, School Improvement	(914) 376-8183	(914) 376-8236	eshine@yonkerspublicschools.org	
Legal School Name for the Priority School Identified in this Application			School Beds Code	
School 23			662300010023	
Grade Levels Served by the Priority School Identified in this Application			School NCES #	
PreK-8			363192004266	
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)	
590			56 Van Cortlandt Park Ave, Yonkers, NY 10701	

School Model Proposed to be Implemented in the Priority School Identified in this Application					
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Innovation and Reform Framework <input checked="" type="checkbox"/>		
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College/Career <input type="checkbox"/>	Family and Community <input checked="" type="checkbox"/>	Individualized Learning <input type="checkbox"/>

Certification and Approval

I hereby certify that I am the applicant's Chief 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 application guidelines and instructions, Assurances, Certifications, Appendix A, and Appendix A-1G and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink)	Date
	7/19/16
Type or print the name and title of the Chief Administrative Officer	
Dr. Edwin M. Quezada, Superintendent of Schools	
DO NOT WRITE IN THIS SPACE	

I. District-level Plan-Innovation and Reform Framework

Pathway 2. Family and Community School Design for School 23

A. Yonkers City School District Overview

i. Yonkers City School District (YCSD) is the fourth largest school district in New York State, located in the lower Hudson Valley, immediately north of New York City. A vibrant learning community of over 26,000 students from 100 diverse cultures and nationalities in grades Pre-Kindergarten through 12, it is guided by a rigorous core curriculum and innovative programs in 40 schools. Students participate in learning opportunities in the classroom, with colleges and universities, museums and cultural institutions, major corporations and local businesses, as well as non-profit and community groups, and government agencies. The District’s mission is to prepare all learners for the opportunities of today and tomorrow in a culture of inquiry. All are encouraged to take initiative for their own development, think critically, actively listen, participate and acquire decision making and leadership skills.

To improve the District’s lowest achieving schools and bring the **Innovation and Reform Framework Model** utilizing the *Pathway 2: Family and Community School Design to School 23*, while ensuring that all students graduate high school ready for college and careers, one looks at the whole District and its capacity for system-wide improvement. Superintendent of Schools Dr. Edwin M. Quezada first shared the *2016-2019 School District Three Year Strategic Plan* at the Board Instructional Affairs Committee Meeting in Spring 2016. The *Plan* outlines strategies for achieving the following five overarching goals: 1) Student Achievement - Provide curricula that fosters high levels of student achievement that embed 21st Century skills; 2) Professional Development – Continue to develop and enhance current practices and efforts in order optimize student learning outcomes; 3) Data Driven Culture – Create a school wide culture based on high expectations and accountability; 4) Student Needs – Establish a community that supports students with diverse social and emotional needs for student growth and development; and 5) Stakeholder Involvement/Engagement – Develop the family and the community infrastructure to support student success. The District’s Theory of Action is based on a Logic Model that is applied to each individual school improvement plan as noted in this proposal under *Section II, School-level Plan, A.ii. Diagnostic Review of the School.*

*ii. The YCSD has proven itself to be a conduit of change through a systematic approach to school improvement. The Superintendent’s School District Goals are non-negotiable and include components of the USDOE whole school reform principles. Aligned to the *Three Year Strategic Plan* is the District Comprehensive Improvement Plan (DCIP). The DCIP is based on findings and recommendations of the District and school administration, faculty, parent and student focus groups, as well as the NYSED Diagnostic Tool for School and District Effectiveness (DTSDE) Reports for 2015-2016 that are currently in an accountability status, the six tenets of the Diagnostic Tool for District and School Effectiveness and concentrated on the Priority and Focus schools. Incorporating multiple annual reports and evaluation reviews, the DCIP was created to improve the Priority/Struggling Schools. The Office of School Improvement oversees implementation of the DCIP with the school administration and community, and ensures that it is in alignment with the School Comprehensive Education Plans (SCEP). Through a clear systemic coordination of activities from district departments to contracted consultants to community organizations with Priority/Struggling Schools sharing the same goals, the District expects significant improvement in **School 23.***

Superintendents of Elementary and Secondary Instruction hold weekly department meetings where support and intervention strategies are designed. There is a link from the District website established for each department to share all Professional Development opportunities, meetings, and resources. District objectives for student support include: a focus on the Response to Intervention (RtI) multi-tiered approach to the early identification and support of students with learning and behavior needs; expanded partnerships with social service agencies, and addressing the Dignity for All Students Act (DASA). District readiness to build upon its current strengths is evident through the Parent Advisory Council that reviews surveys of parent workshops, community partners, and communications annually. Actively engaged in creating a long-term plan that incorporates these annual findings and identifies opportunities for parent involvement and engagement, the Council identifies areas of need for educational workshops, community partnerships, family supports, and school-based Parent Welcome Centers.

Additionally, the YCSD has utilized the resources of the Yonkers Pathways to Success Adult Education Program to offer parents across the Priority/Struggling Schools on Life Skills, ESL classes, and Computer Literacy. The District has introduced new partnerships including the Hudson Valley Regional Bilingual Resource Network and the Special Education School Improvement Support to schedule parent meetings. It is the District's expectation that through these efforts, a significant increase in parent participation in school meetings and programs will lead to system-wide improvement in its accountability.

B. Operational Autonomies

i. The operational autonomies and accountability measures for YCSD Priority/Struggling Schools are described in detail as follows:

1) YCSD Staffing Policies - With respect to transfers and filling open positions in schools, the District follows a negotiated process as described in the labor agreement with the Yonkers Federation of Teachers. The current process relies on district seniority. Staffing needs are based on projected enrollment for the next school year in order to meet the pedagogical, safety, administrative, and social/emotional needs of the students. In the event that positions are added, a "building shuffle" is held in April at which time the open positions are offered to other faculty in the building. New vacancies in each school are listed by school and content area in "Postings" and distributed to all schools. At the closing of the two separate posting periods, Central Office awards new positions to the most senior teacher who has requested to be transferred to another position.

2) School-Based Budgeting - Generally in an effort to provide the principal and school administration with the autonomy and flexibility to utilize staff and implement strategies to best support the school, the district uses the zero-based budget philosophy for extended learning day programs. The principal presents to Central Office a proposed budget, outlining cost of programs to be implemented in the school. The principal's budget contains the total costs of various initiatives including all costs related to personnel and supplies. However, as the recipient of the SIG 7 grant, the **School 23** principal is provided with the budget as awarded and works with Central Office administrators to create and implement a spending plan. This practice has been in place for previously awarded SIG grants and principals at the schools had operational autonomy with support from Central Office administrators.

3) Use of time during and after school – This effort continues to be determined District-wide by all schools following a 180-day yearlong schedule with a 6.5-hour instructional day time period.

the conditions for work that match the *Family and Community School Design* needs of **School 23** are stipulated in Article 10. Staffing and Teaching Conditions (pages 40-49) Section A. Level of Staffing; Section B. Maximum Class Size regarding Pre-K-8; Section D. Minimum Preparation Periods; Section E. Teaching Loads; Section F Teaching Periods; Section G. Teacher’s Lunch Period; and Section H. Teacher’s Day (1.5) Pre-K-8. Each section clearly defines labor-management mutually agreed upon and adhered to policies. For **School 23** teachers sign in at 8:30 am, report to their assignment by 8:35 am and have 30 minutes per day for unassigned preparation period. The teachers’ day shall be six hours and 45 minutes, with eight 47-minute periods. A representative teacher from each of the core area subjects (English, Social Studies, Science, Mathematics and Foreign Languages) are given time to attend District-wide meetings in their relative disciplines.

C. District Accountability and Support

i. The District ensures that all federal requirements of the school’s chosen model are fulfilled and continue to be fulfilled throughout the duration of the grant by assigning a specific Central Office lead administrator to serve as the SIG Project Director. The selected administrator is Executive Director of School Improvement, Ms. Elaine Shine, who is highly qualified and experienced in grants administration and whole-school change model implementation processes. Ms. Shine communicates all SIG federal requirements to the Superintendent and his cabinet prior to grant development, writing and submission to enable them to make an informed decision regarding the choice of intervention model and pathway design. Once the grant is awarded, the Executive Director of School Improvement reiterates the federal requirements and the goals and objectives of the project to the Superintendent, his cabinet and **School 23’s** principal. In turn, the principal shares all of the pertinent information and requirements with his teachers, staff, parents and community partners. Daily meetings and communications among Central Office administration and the principal; and monthly meetings with partners occur throughout the implementation process to serve as a checks-and-balance mechanism for assurance that the grant is being administered according to its stated goals, objectives and federal requirements.

ii. The specific senior leadership who will direct and coordinate the District’s improvement efforts are the Executive Director of School Improvement, Ms. Elaine Shine, who will serve as Project Director and oversee the SIG 7 grant implementation; Assistant Superintendent for Elementary Instruction and Administration, Ms. Christine Montero, who supervises Pre-K-8 school administration; Assistant Superintendent of Special Education and Pupil Support, Dr. Luis Rodriguez, who supervises support services for special education teachers and students with disabilities; and Executive Director of Student Information, Assessment and Reporting, Dr. David Weinberger, who is responsible for all pertinent data, assessments, and state accountability measures. Other administrators providing support include the Executive Director of Language Acquisition, Ms. Tiara Reyes-Vega, who oversees programs for ELL and bilingual students; Executive Director of Professional Development, Dr. Christopher Macaluso; Director of Literacy/ELA/Reading, Ms. Johanna Tramantano; Director of Instructional Technology/Science, Ms. Lisa Perry; and Director of Library Services Ms. Gina Bell. Additionally, Budget Analyst, Ms. Cristina Jarufe will oversee implementation of grant budgets.

iii. A chart is attached in *Section II, G. i*, to better identify how the Central Office administration is organized to support and provide high accountability to **School 23**. Another attached chart captures the coordinated manner in which all parties are introduced and linked over the timeframe of the grant and the feedback mechanisms that are in place. The cycle of planning has been captured in two

- Implementation of SIG Plan and Goals - Responsible for Delivery: Executive Director of School Improvement, Assistant Superintendent of Elementary Instruction and Administration, Principal
- Instructional Support, Training, and Professional Development- Directors of Literacy/ELA/Reading, Instructional Technology/Science and Library Services
- Analysis and Accountability of Implementation - Executive Director of Student Information, Assessment and Reporting, Executive Director of School Improvement, Assistant Superintendent of Elementary Instruction and Administration, Principal

D. Teacher and Leader Pipeline

i. The YCSD considers attracting and retaining educators who are facilitators of learning, data driven collaborators, creative curriculum adapters, coaches and role models of highly effective instruction the single most essential element in improving student achievement. Placing high-quality teachers in every classroom and administrators in every school is the District's goal. To fulfill this goal, especially in the low-achieving, high poverty and high minority schools, the District advertises through regional media outlets and nationally via the Web. The District's Human Resources staff participates in numerous regional college and career fairs with the aim of recruiting certified graduates from highly rated teacher/administrator preparation programs. Through its partnerships with local Schools of Education, the District provides an urban laboratory for intern residencies. These internships allow aspiring teachers and administrators to hone their skills through on the job experiences under the guidance of master educators. The District created teaching assistant positions that are often filled by certified teachers. These teaching assistants work in collaboration and under supervision of qualified classroom teachers. When teaching positions open, those teaching assistants and interns, whose performance has been satisfactory, are encouraged to apply. Subsequently, the District benefits from a preview of a potentially skilled workforce. Similarly, the Teachers of Tomorrow grant allows the District to hire aspiring teachers as tutors, who under the supervision of experienced staff, provide a valuable service to our students.

ii. As previously noted, the District creates Gateway postings in collaboration with collective bargaining units to recruit experienced professionals to fill positions requiring specific qualifications and expertise to ensure that appropriate personnel are hired for schools undergoing dramatic change and to meet the needs of their students. For altering hiring procedures, certain competencies and provisions may be required, such as an agreement to participate in trainings designed specifically for the school's new focus; ongoing commitment to professional growth and development; and workshop facilitation. Increased opportunities for promotion and career growth are also made available. Gateway openings are posted for all qualified staff to apply, committees are formed to screen applicants and conduct interviews, and those who meet all requirements are hired. Fiduciary supports are available through the YCSD budget or grants. Budget timelines for grant implementations are dependent upon award notifications and take effect immediately thereafter. The District's annual budget that includes salaries is voted on by the Board of Education in June and awarded by the City of Yonkers in July to ensure appropriate personnel are in place for the school year.

iii. The District-wide training programs designed to build capacity of *leaders* to be successful in leading dramatic change in low-achieving schools coincided with the onset of the 3012-c APPR in 2012. To-date, YCSD leaders have received professional development (PD) in evidence-based observations, utilizing the New York State United Teachers (NYSUT) Rubric (2012 edition), Multidimensional Principal Performance Rubric (MPPR, 2011 ed.), Response to Intervention (RtI)

questioning, and Math knowledge); and developing leadership capacity of the teaching staff at low-achieving schools. From June 2012-present, the YSCD has been transforming the teaching and learning landscape by transitioning into smaller Professional Learning Communities (PLCs) charged with collective ownership of the school reform process. Active and functioning PLCs can be found in schools that were grant recipients of a prior School Improvement Grant (e.g., Community School 13), School Innovation Fund (e.g., Enrico Fermi School), and Section 1003a funds (e.g., Cornell Academy). PLCs are specifically designed to identify teacher leaders and provide them with the requisite training for identifying challenge areas in their schools and recommending instructional interventions with guidance and input from school administration.

Past training programs described above have been funded through the following grants: Race to the Top (RttT), Title IIA, Mathematics and Science Partnership (MSP), Teachers of Tomorrow Grant (ToT), Systemic Support Grant, and NYSED 1003a Basic Grant. These PD activities were developed and implemented in partnership with the University of Delaware Academy for School Leadership (DASL), Mercy College School of Education, The Center for Technology and School Change at Teachers College, Columbia University, and NWEA; and were designed utilizing the most current research in building capacity of effective teachers.

v. A detailed Professional Development Events and Implementation Chart 2015-2017 can be found in Attachment D. The PD Chart relays information regarding training events referenced in items *iii* and *iv* above and future events scheduling during year-one of the SIG 7 implementation period (September 1, 2016 - June 30, 2017). For each planned event, the specific agent and/or organization responsible for delivery is noted. The desired measurable outcomes for **School 23** have been specifically developed by the Principal of School 23, Michael Walpole, to reflect the school's most critical needs in ELA and Math instruction; and are in alignment with the District's *Three Year Strategic Plan* Goal 2 – Professional Development: Continue to develop and enhance current practices and efforts in order to ensure teacher growth leading to enhanced student learning outcomes. **School 23's** PD measurable outcomes are: 1) 100% of teachers in Pre-K-Grade 8 will increase their capacity to implement strategies that enhance students' skills in content area vocabulary, inference, details and central idea; 2) 100% of teachers working with Students with Disabilities (SWD) will be able to identify and implement strategies for accurate tiers of intervention levels (I,II, III) using the RtI Models for students identified as SWD; and 3) 100% of teachers working with ELL students will build capacity in the area of vocabulary development and academic conversation that enhances instruction of ELL students.

The method by which outcomes will be analyzed and reported is based on a monthly analysis of student data reviewed by the **School 23** Data Team and Community Engagement Team. The rationale for each planned PD event encompassed the school's most critical needs in terms of the NYSED **Priority/Struggling School** evaluation status, low student MAP scores in Spring 2016, and low student proficiency scores in ELA and Mathematics as reported in 2014-2015. Upon review and analysis of **School 23's** PD needs, and in relation to its SIG 7 developed goals and objectives, the YSCD has determined that Teachers College, Columbia University will provide PD leadership in the Reading/Writing Workshop and Go Math! methodologies.

E. External Partner Recruitment, Screening, and Matching to Priority Schools

i. The first step in the process is a posting of an RFP. The criteria of selection, goals and objectives are outlined in the RFP. All applications are then reviewed and rated based upon a rubric. Those

procurement for the pre-implementation period and are in place for the implementation period, September 1, 2016.

iii. The District selects Partners based on prior success, industry recognized organizations, proven pedagogical experience, knowledge and understanding of student demographics, and individual thematic focus of each school within the District. Once the Principal of School 23 and his cabinet determines their specific educational needs, they can either ask for a specific partner, based on prior knowledge and involvement, they can ask for recommendations from District Staff, or they can perform due diligence in ascertaining what potential partners have been recognized for bringing about positive academic results using researched based strategies. This information is then considered when partner applications are reviewed in the RFP process.

<i>Month *</i>	<i>Action</i>	<i>Principal Actions</i>
July -August	RFP process	Collaboration and preparation of RFP, review of applications
August	Applicant Interviews	Rubric Scoring to Identify Candidates
End of August- beginning of September	Review of 8 Questions and Appendix B, presentation to appropriate administrators and negotiation of contract	Coordination of efforts with appropriate Central Office administrators
September	Presentation of contracts to Budget and Finance Committee and Board of Education	Attendance at presentations
September- June	Implementation of contracted services	Oversight of school based activities
January-February	Initial evaluation of services	Review of services provided to date by partner, impact on school community activities and instructional program
June	Annual evaluation of services	Complete review of services provided. Principal solicits input from all stakeholders impacted, e.g. teachers, students, parents, etc. District Administration is included in the review process.
July - August	Determine disposition of Partner services	Request that partner services be continued as is, continued with revisions, or discontinued.

F. Enrollment and Retention Policies, Practices, and Strategies

i. Similarities among School 23 and the other Priority/Struggling schools include the relative number of ELL students (Refer to chart below). Among the Priority/Struggling schools, School 23, Martin Luther King Jr. Academy, and Museum School 25 have a proportional enrollment of ELL students. This is due to the demographics of the school neighborhoods and parent choice to enroll their children in the balloting procedure. The majority of the ELL population in each school is of Hispanic/Latino descent. In addition, Martin Luther King Jr., School 23 and Museum 25 schools are located in the lowest socioeconomic areas of Yonkers.

communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally. The assessments are conducted in the child's dominant language including psychological and educational testing. A comprehensive Social History is conducted with the parent/guardian as informant with interpreters provided as needed. Core area teachers, as well as Title I reading and math teachers are required to carefully evaluate and describe each student's skills, including learning styles, strengths and weaknesses. After the evaluations are completed, the Committee on Special Education (CSE) schedules a meeting with parent(s)/guardian(s), and other mandated participants. At the CSE meeting evaluations are reviewed, and determination is made as to whether the student meets state established criteria to be classified as a student with a disability. If the student is found eligible, the committee recommends appropriate level of service. A student cannot be determined eligible for special education if the determinant factor is limited English proficiency. Upon receipt of Consent for Initial Services, the student will be given appropriate services across a wide continuum – which can range from a related service (e.g. speech or occupational therapy) to special class placement. Annual Reviews are conducted for each student in the spring to determine what level of services is warranted for the next academic school year.

All students are eligible to participate in programs before, during and after school hours. In addition, ELLs and SWD are scheduled to receive/offered the opportunity to participate in all enrichment and support programs within a school and when offered districtwide. Magnet programs in individual schools include components for identified groups. All subgroups of students are included in the total school model and are not isolated in any way.

YCSD firmly believes that students need effective instruction to achieve success. The district's policy focuses on providing intervention strategies to students whose level of achievement needs to be raised, whether academic or behavioral. These intervention strategies are taught in the classroom and through the support of Title I Reading and Math Teachers. School wide behavioral expectations, as well as classroom behavioral expectations and supports are in place. In the cases in which TIER 1 or 2 behavioral interventions and supports are unsuccessful, consent is requested from the parent to conduct a functional behavioral assessment (FBA), and consequently, develop and implement a behavior intervention plan (BIP). Students who are given an Academic and/or Behavioral supports, which should include measureable and attainable goals. If the standards on the grade level are not reached after a specified period of instruction, Intervention Plan goals are reassessed and other alternatives are implemented to meet and address the student's needs. The school's mission is not accomplished until all children are successful. In assessing a child's promotion at the end of a school year, retention is the last available option. It should be considered only after all other alternatives and interventions have been explored and implemented with consideration given to district guidelines. All interventions are documented and evaluated. Final determination is made with great care and caution by all parties concerned, including the child's parent.

iii. The Yonkers City School District complies with all State Education procedures for enrollment and placement of students. Priority is given to parental requests, if seating is available at the school and grade level the student will be enrolled. Otherwise a seat will be provided to the students in a school where available. ENL caseloads are frequently monitored to ensure equity and distribution of ELL students per school. ENL teacher caseloads are monitored to ensure that they can properly provide services to all enrolled ELL students in their respective schools. The Departments of Registration and Community Affairs, and Language Acquisition communicate regarding appropriate

Schools and his cabinet, the School Improvement Grant (SIG) whole school reform model choices and implementation schedule.

In July 2016, the requirements of the School Improvement Grant and intervention models were shared with school leadership. Together, with District administration, the models were identified as well as potential partners.

Also in July 2016, representatives from the YFT, YCA, CSEA and PTA President were informed of the SIG application. The Executive Director of School Improvement and the staff grant writer met with representatives from the Yonkers Council of Administrators and the Yonkers Federation of Teachers to outline the School Improvement Grant application and met with the President of the CSEA and PTA to review the SIG application. Recommendations were made for support and additional resources to further enhance the future Family and Community School. The District Executive Director of School Improvement and the writing team reviewed all notes from the DTSDE focus groups to gather participants' recommendations and areas of need/concerns school wide. Nothing contained in this grant will conflict with the current collective bargaining agreement between the Yonkers Board of Education and the Yonkers Federation of Teachers.

ii. As required the completed consultation and Collaboration Form is in Attachment A.

II. School-level Plan-Innovation and Reform Framework

Pathway 2. Family and Community School Design for Cross Hill Academy

A. Assessing the Needs of the School Systems, Structures, Policies and Students

i. **School 23** is a Pre-Kindergarten-Grade 8 school with a Global Learning Through Technology Magnet Program focus. According to the latest data reported to the NYSED Student Information Repository System (SIRS) on July 6, 2015, School 23 served a total of 590 students in 2014-2015. Of those served, 52% were male, 48% were female, 59% were Hispanic or Latino, 26% were Black or African American, 10% were White, 4% were Asian or Native Hawaiian/Other Pacific Islander, 0% American Indian or Alaskan Native, and 1% were Multiracial. Other School 13 student sub-groups included 16% English Language Learners (ELL), 16% Students with Disabilities, 93% economically disadvantaged, and 92% were eligible for free (89%) and reduced-priced (3%) lunch.

Grades 3-8 ELA assessment data showed that of the 378 students who were tested in 2014, only 10% were found to be proficient, but proficiency decreased in 2015 when 387 students were tested and 7% were assessed proficient. When the ELA data was analyzed further by gender, it showed that females were consistently more proficient than males by 4% in both 2014 and 2015. When analyzed by ethnicity, White students were more proficient than other ethnic groups, rating 22% proficient in 2014; but they showed a 14% decrease in proficiency in 2015. ELL students and Students with Disabilities scored the least proficient at 0% in 2015. Economically disadvantaged students scored lower than non-economically disadvantaged students with 9% less in 2014 and 11% less in 2015. Overall, no group scored higher than 18% proficient, which were the not economically disadvantaged students scores recorded in 2014. Therefore upon an honest systemic analysis process of the ELA assessment, **School 23** has critical student achievement gaps and needs that will greatly benefit from this SIG 7 grant.

The school community has created a culture of partnerships among staff, families and the surrounding community in which all understand the importance of working together to promote student growth and success. The parent focus group indicated that the school engages parents on many levels to support their children's academic as well as social emotional developmental (SED) needs. Multiple media/technological tools as well as letters and flyers are used by the staff to keep parents informed including those who speak languages other than English. Parents stated that immediate attention is paid to their concerns and the principal maintains an open and welcoming environment. Parents of students in the Special Education program stated how well their students' needs are being met. They are particularly pleased with the services provided by the Family Welcome Center and hope that this new resource will be funded in the future. There are curriculum components that keep parents informed of what is being taught such as ThinkCentral. Parents are connected to VIVE programs that are more accessible to the parent community and address parent needs especially for English Language Learners. An overall conclusion from the parent focus group was that the school's efforts in family/community engagement have brought about an atmosphere of collaboration that supports academic achievement and social/emotional growth.

Parent requested additional workshops focused on data, social media, the CCLS and health/wellness. Parents were excited about the Dental program that was introduced in the school and requested onsite medical services as they are facing many financial hardships and are unable to afford insurance. Finally, they requested Work Readiness workshops to assist families with job searches. Parents appreciate all that the school does for and with them but need more for their families to live happier and healthier lives.

iv. In terms of identified strengths and existing capacity, School 23 is welcoming to parents, guardians, and the community. School administrators proactively work to ensure that established protocols for school safety and security are well communicated to parents, guardians, and guests. Students take pride in their learning environment, helping to create a welcoming school environment. Students are aware of classroom rules and routines that positively facilitate rapport, responsibility, and respect. Teacher rapport with students and classroom management was observed as being strong. The Extended Learning Time Program is well promoted and provided to students in reading, language, arts, science, the arts and mathematics.

Identified needs for dramatically improving student achievement included organizing and creating classroom environments that reflect a balanced literacy approach. This balanced literacy approach would have an impact on scores for the ELA assessment, which are significantly below both NY State and District averages. Additionally, lessons observed in several classes had low student engagement and demonstrated a lack of strategies to engage students and address their learning needs. There were varied expectations and differing approaches from teachers in lesson designs, implementation, and monitoring of instructional outcomes, which created many inconsistencies from classroom to classroom. Lessons lacked academic rigor, had low expectations, and content was not consistently aligned to the grade level and subject area expectations. Classroom environments lacked visuals to support English Language Learners and Students with Disabilities.

v. Under the direction of the Assistant Superintendent that oversees the content specialists and the Executive Director of School Improvement, the District and school will work collaboratively to prioritize identified needs to implement the SIG model and plan. The Division of Teaching and Learning will oversee and support all instructional initiatives. The District Adult Program, Vive,

type of structured program. The professional learning community will develop an articulated vision to promote strategies that ensure high student engagement to support teaching and learning, as well as, a focus on the infusion of technology into teaching practices to help engage learners and ensure increased attendance rates. Part of this vision will include the development of an instructional model to ensure that teachers effectively implement a balanced literacy approach and are provided with resources and support systems through professional development plans and partnerships with higher learning institutions.

Teaching practices at School 23 would greatly benefit from the revival of technology to infuse rigor into lessons and increase student engagement. Priority will be given to establishing a high-quality blended learning approach to engage students in advanced online interactive experiences and multimedia-rich content, as an extension of the classroom experience. This not only allows for individualized pacing that is student controlled, but creates enriching opportunities for students.

The Assistant Superintendent and Executive Director will meet weekly with the content specialists to monitor progress and develop action plans to address any challenges faced during their meetings at School 23. In addition, challenges will also be shared with the Superintendent and the Cabinet at bi-weekly meetings. The Executive Director of School Improvement will also attend school leadership team meetings and School/Partner meetings to ensure that the school is making significant progress toward SIG goals and to oversee any adjustments based on data.

B. School Model and Rationale

i. The rationale for selecting **School 23's Innovation and Reform Framework** model and the *Pathway 2: Family and Community School Design* was based on a critical analysis of the student population, assessment scores, achievement gaps and needs of the whole-school community. Additionally, through a series of discussions among the Superintendent of Schools, Assistant Superintendent of Elementary Instruction and Administration, Executive Director of School Improvement and the principal, it was determined through a process of elimination regarding the other models and designs; and in reviewing the success that Community School 13 has had over the past three years that the best intervention model and design for **School 23** is the **Innovation and Reform Framework** utilizing the *Family and Community School Design*.

Other deciding factors included a significant increase in YCSD enrollment, which made it not feasible to consider a **Restart Model**. As a district we need more space, not less. If we were to subscribe to the **Restart Model**, we would lose an essential school site. At this time there is one charter school in the district and a significant number of students attending are from outside of the school district. Restart as a charter school is not an option because it would not absorb the student population. There is no local EPO that has demonstrated significant academic achievement at PreK-Grade 8 from which to select at this time.

Implementation of the SIG at two PLA schools has been very informative to the YCSD. One PLA School initiated the Transformation Model and improvement has been difficult. To build a school within a school requires a significant cultural change when the community within the school and beyond the campus has a preconceived image of a school that is serving students as it transitions out. Even in the third year of transformation, one finds that parents and students refer to the initial school. It has had a long history in the community, and that history is beloved by many regardless of its poor performance academically. The new school is becoming established and brings significant

iii. The process by which this model was chosen included the engagement of school staff, leadership, labor unions, families and community stakeholders. The District’s Executive Director of School Improvement served as the design and decision-making process facilitator who brought the key stakeholders together in sub-committee meetings to develop this SIG 7 plan for **School 23’s** specific **Innovation and Reform Framework** *Family and Community School Design*. Those involved in the research, planning and development included the District’s Superintendent of Schools, his cabinet, **School 23** principal and teachers, Board of Education, Yonkers Federation of Teachers, PTA, City of Yonkers Office of Workforce Development, Teachers College, Columbia University, Interactive Health, LLC, Hudson River Health Care and Smile New York.

C. Determining Goals and Objectives:

i. **Goal 1:** To improve student academic achievement in all content areas with a focus on English Language Arts (ELA).

Objective 1: There will be a 5% increase in the number of grades 3-8 students who are at or above state proficiency levels in New York State ELA Assessment from year to year.

Objective 2: There will be a 5% absolute growth in students on NWEA MAP Reading scores from fall to spring.

Activities: Working with Teachers College Center for Professional Education of Teachers (CPET), School 23 will provide curriculum planning, in-class ELA coaching and targeted professional development to ensure alignment of curriculum with CCLS modules to maximize the educational opportunities for students. CPET will tailor existing products and services for implementation in School 23. This includes faculty and doctoral students working continually to increase the understanding of how best to address the challenges of urban education. Through the CPET nationally recognized educators will speak to School 23 students. In addition, School 23 will provide the reading/literacy and numeracy supplemental materials, associated with CCLS, in advance of the school year to teachers so that they may focus their time and efforts on student development.

PD by district administration will implemented to ensure reliable and effective instructional leadership in teaching, includes providing developing Professional Learning Communities, creating space for colleague mentoring and feedback and Teacher-led PD reflecting the needs identified by teachers.

Performance Measures: In an effort to insure that **School 23** program implementing the PD and programs there will be continuous program evaluation, and accountability and performance metrics to increase academic achievement. The school will review and utilize the annual New York State ELA assessment scores and MAP (NWEA) scores in fall, winter, and spring for to determine student progress. Baseline, Midline, and End of Year uniform writing assessments will be developed by teacher teams, administered, and scored using a rubric that aligns with the NYS writing rubrics. Principal will present data and analysis to District representatives quarterly.

ii. **GOAL 2:** To improve student academic achievement in all content areas with a focus on Math.

Objective 1: There will be a 5% increase in the number of students who are at or above state proficiency levels in the New York State Math Assessment from year to year.

are discrepancies among teachers, parents and students, can become the focus of future efforts to strengthen the school. In addition, data will be collected from participant feedback forms that will be administered after all relevant family workshops and programs.

iv. Attached is the School-level Baseline Data and Target-Setting Chart (Attachment B)

D. School Leadership

- i. The specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school, produce dramatic gains in student achievement, and implement the selected SIG model and design specifically for **School 23** are listed below:
1. Demonstrates the ability to identify effective teaching and learning, and the ability to convey to staff the impact of effective teaching and learning to the change process.
 2. Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
 3. Develops, in a collaborative manner, measurable goals connected to student outcomes, and develops systems and structures to monitor progress toward those goals.
 4. Demonstrates expertise to identify and support necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as ELLs and Students with Disabilities in order to positively impact their educational outcomes.
 5. Plans every action to be purposeful and aligned with the school's vision and the District's vision of student success and educator quality.
 6. Creates opportunities for meaningful dialogue with educators, students and families; and enhances reciprocal communication to strengthen partnerships to achieve identified goals.
 7. Develops and communicates a clear vision to ensure all teachers fully implement high quality, deeply rigorous curriculum aligned to the Common Core Learning Standards.
 8. Demonstrates the expertise to make frequent observations and provide actionable evidence-based feedback to teachers in ways that ensure that instruction is constantly improving in its alignment to the Common Core.
 9. Demonstrates expertise to implement a whole-school strategy for data-driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate PD to ensure that teachers successfully utilize the data.
 10. Demonstrates expertise to create a professional environment where staff feel supported.
 11. Demonstrates expertise to create differentiated professional development opportunities that support teachers' improvement, including those that are new to the field.
 12. Understands the importance of race, ethnicity, language, class and gender in the process of interacting with all constituencies involved, and cultivates a culture of respect for all.
 13. Develops and shares a clear vision to ensure all students, including high needs students, have access to resources necessary to prepare them for college or career pathways.
 14. Incorporates data in developing school policies and procedures; and uses data to monitor progress, make adjustments as needed and determine success.
 15. Understands and accepts the need for the school principal to bear personal accountability for student learning and other measures of school success.
 16. Implements a system for regularly self-assessing and adjusting improvement plans.
 17. Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voices and inputs.
 18. Demonstrates expertise in providing social-emotional supports for all students.

recommendations are made, resources and classroom support is provided through team teaching or modeling of the instructional practice by administration or teacher leader.

- Principal Walpole has been able to work collaboratively with key stakeholders to review current data and how it impacts decisions and instruction. During stakeholder meetings, he reports on evidence that the impact data has had and communicates the emergence of new data. Collaborative systems have been developed that assess the school needs and discuss its SCEP plan, and allow for adjustments throughout the year.
- In caring for families, Principal Walpole offered numerous opportunities for families to engage in dialogue with administrators and faculty; and via Coffee and Curriculum Talks. He is committed to giving students a voice through student focus groups conducted bi-monthly. Under his leadership, the school has strengthened partnerships and provided a forum for stakeholders to discuss and analyze data, and make recommendations towards **School 23's** receivership indicator goals.
- Principal Walpole is committed to the enhancement of teacher practice in regards to CCLS. Through his resolve, **School 23** has partnered with several agencies to ensure that its faculty is always heightening their awareness of the CCLS. He consistently sets aside time in the schedule to have weekly congruence meetings with a PD focus and provide common preps across all grade level teachers.
- Principal Walpole has created a data team that meets to critically look at data and report to the faculty monthly on their findings and how it impacts instruction. The team has developed a data system using the MAP Learning Continuum, along with the Workshop Model Instruction to provide small-group instruction and individual goal setting. Principal Walpole has repeatedly conducted PD with small groups of faculty to deepen their use of MAP data and skill level awareness.
- Regarding his leadership style, Principal Walpole favors a collaborative approach with the faculty and staff. He has created a professional learning community that is based on shared decision-making and one that challenges teacher to strengthen instruction through planning and creative activities to produce high levels of cognitive engagement.
- Principal Walpole facilitates a highly active Professional Development Committee. This committee assesses the building's needs based on data and plans relative PD.

Specific individuals who will remain in supporting leadership positions from the previous administration are Principal Michael Walpole and Assistant Principal Theresa Abate. The decision to keep these leaders in the school as it evolves into the **Innovation and Reform Framework** school with a *Family and Community School* design was based on the quality of the leadership they have demonstrated to-date and their exceptional commitment to the students, parents, families, and community stakeholders. It was determined that sustaining the positive relationships built thus far by these leaders in this school will serve the model conversion well; and continue to build upon advancements made in instruction and the students' and community's health and well-being.

In addition, **School 23** will hire a School Improvement Manager/Community Schools Coordinator who will have NYS Administrative Certification (SDA or SDL); at least five years of administrative experience at the building and/or central administration level; impressive academic background; enthusiastic, conscientious, and thoughtful; experience in teaching and learning; experience in supervision and personnel management; demonstration of collaborative leadership; expertise with facilitating professional development; and public relations expertise along with spoken, written, and

HRHCare delivers culturally sensitive, linguistically appropriate, full life cycle primary, preventative, behavioral and oral health care and enabling & care coordination services, regardless of one's ability to pay. Their goal and commitment is to help our communities get and stay healthy. They believe high quality health care starts with compassion and dignity, and is available when and where you need it.

Senior Management at HRHCare are active participants in the Yonkers Community. When visiting and inquiring into partners in current Community Schools, the District received very positive feedback about this organization. After discussions with representatives from HRHCare team, the District and school leadership chose to enter this partnership. School 23 will establish an onsite medical clinic for students and families. Families have communicated a need for this service in the past during focus groups and meetings. In addition, during outreach calls to families, School 23 staff found that many absences were due to all day visits to clinics. With this onsite clinic, it is anticipated that student absenteeism will decrease.

Teachers College Columbia University Center for the Professional Education of Teachers (CPET)
Teachers College, Columbia University, is an internationally renowned research university, The Center for the Professional Education of Teachers' (CPET) primary mission is to advance global capacities in teacher education, research and whole school reform for grades K-12, with emphasis on secondary school grades, 6-12. CPET advocates excellence and equity in education through direct service to educators and youth, innovative school projects that promote students right to achieve, international research that examines and advocates the highest quality instructional and assessment practices today, and sustainable school and network partnerships that leverage current policy and mandates to raise literacy levels and embed collaborative communities of learning. Uniting theory and practice, CPET promotes rigorous and relevant scholarship and is committed to making excellent education accessible worldwide.

The Center for the Professional Education of Teachers (CPET) brings valuable resources of Teachers College to professional development programs for schools. Based on their belief that all educators must be outstanding leaders with deep knowledge of teaching and learning, the District collaborated with CPET to provide an array of school and TC-based services, as well as summer professional development opportunities in integrative and differentiated balanced literacy programs for teachers, lead teachers, coaches, and school administrators.

CPET is led by a team of professional development advisors, supervisors, administrators, scholars, and other educational leaders. CPET works with approximately 40 NYCDOE partner schools each year, in addition to NYC DOE networks and districts. CPET's work has an outreach that impacts hundreds of educators and administrators each year, as well as nearly 3,000 students in city schools. CPET also provides professional development services to partner schools in New Jersey, Connecticut, and Washington. CPET worked with Yonkers administrators and teachers in the 2015-2016 school year. The District reviewed all PD evaluations and determined that participants found the workshops to be highly effective. The school and District administration agreed to partner with this group.

Interactive Health, LLC.

This partner provides management, data collection, and evaluation expertise developing protocols and building information sharing environments that foster collaboration. They will provide guidance

Student Liaisons: Student Government representatives
Team Structures – Leadership Groups/Description
<p>Principal:</p> <ul style="list-style-type: none"> • Responsible for operational achievement, alignment, and development of SIG plan • Lead Evaluator responsible for APPR compliance • Collaborate with district administration to provide ongoing communication with building initiatives, and development of systemic priorities supporting school improvement and design objective. • Building role model and leader and ‘community’ developer for all school stakeholders
<p>Assistant Principal:</p> <ul style="list-style-type: none"> • Responsible for data analysis and application to collaborative instructional design aligned delivery • Responsible for ongoing support of operations, evaluation, and professional development • Work collaboratively with school and district administration • Available to building wide stakeholders as team member supporting school principal and leadership/organizational design
<p>Instructional Leadership Team:</p> <ul style="list-style-type: none"> • Communicate and facilitate among faculty items as identified in Theory of Action • Responsible for collaboration and ongoing communication with school leadership team efforts; documentation assisting in identification of progress, evaluation of areas of need; support and development of instructional leadership culture • Available to building wide stakeholders as role model and leader of educationally relevant support and efforts, and team member supporting school leadership/organizational design
<p>Parent/Guardian Team:</p> <ul style="list-style-type: none"> • Collaborate and provide ongoing communication with school administrative team, school staff • Assist in development of a parental support and community links • Assist in outreach to support extended learning • Available to leadership team in advisory capacity
<p>Student Representatives:</p> <ul style="list-style-type: none"> • Collaborate and provide ongoing communication with school representatives and peers • Development and support of leadership modeling opportunities • Provide ongoing assessment and feedback regarding student experience • Development of student governing practice and support of efforts • Contributors of school and student body success, available to leadership team in advisory capacity
Lines of Reporting: Schemata and Description
<p>Administrative Communications and Reporting:</p> <ul style="list-style-type: none"> • Provide ongoing staff communications via daily announcements, staff communiques, newsletters • Bi-Weekly data shared via multiple strategies (i.e., team, staff/faculty meetings, reports, data walls) • Weekly reflections on school development efforts • Development of documentation materials in paper, digital, and media formats • Monthly communication with district leadership team on: <ol style="list-style-type: none"> a) leading indicators of change, areas of strength b) areas in need of development following Theory of Action and Professional Development Plans c) clarified priorities for academic achievement identifying efforts underway for focus populations d) partnerships • APPR reporting as noted in chart <i>Section Organizational Plan, item iii.</i>
<p>Stakeholder Communications (Home/Students/Staff): Ongoing communications regarding:</p>

<ul style="list-style-type: none"> • Weekly: Grade level and focus area meetings • Bi-monthly – School Improvement Team • Monthly: Parent, student government • Bi-Monthly or more – staff PD; student learning opportunities • Ongoing APPR activities, per calendar provided <i>Section Organizational Plan, item iv</i>
<p>Manner in which results of interactions are communicated and acted upon</p> <ul style="list-style-type: none"> • Meetings – Teams (grade level, focus area, student, parent) • Communications – daily announcements, weekly announcements, newsletters, letters home • Visuals / demonstration (i.e., data walls, posted materials, plays) • Surveys and feedback loops • Clarity of value of communications – Communications acknowledged, clearly identified as source of information (i.e., in the meeting last week, in review of last week’s data, in a note I received), and direct correlation with response clearly identified • APPR related see calendar of communications see <i>Section Organizational Plan, item iv</i>

iii. The plan for implementing the APPR of all instructional staff within any school is determined by the Yonkers Public Schools collectively bargained Education Law 3012-c-aligned June 2014 Teacher APPR Evaluation Guide (see Attachment I). Using the above-referenced guide as the framework, school-based administrators are responsible for scheduling, conducting, and reporting the results of pre-observation conferences, classroom observations, and post-observation conferences.

iv. In 2016-17, the District will continue to implement the Yonkers Public Schools collectively bargained Education Law 3012-c-aligned June 2014 Teacher APPR Evaluation Guide, which is available in the relevant pages June 2014 Teacher APPR Evaluation Guide (see Attachment I).

H. Educational Plan

i. Curriculum

ELA: The curriculum will ensure use of the Common Core-aligned Journeys Core Reading Program in conjunction with resources from Engage NY ELA modules and resources from the Teachers College Reading and Writing Project. Data from Measures of Academic Progress (MAP) and formative assessment data from uniform baseline and midline assessments will inform curriculum planning. Teachers will work in vertical and grade level teams to analyze student data and implement curricula that meet student needs through assessment and planning. This will be supported through partnerships with the The Center for the Professional Education of Teachers at Teachers College and in conjunction with the District Director of ELA/Literacy.

The *Journeys* Reader’s Workshop for Grades K-6 is designed to enable students to think, talk, read, and write about a variety of texts. The Literacy and Language Guide, from *Journeys* consulting author Irene Fountas, breaks the reading block into three main categories: Whole Group, Small Group, and Independent Literacy Time. The *Journeys* writing instruction integrates the Common Core through a mini lesson format to be used during the Writer’s Workshop component. Mini lessons provide a focus in informative, argumentative, and narrative writing. To support the *Journeys* writing approach, “Units for Teaching Writing, Grade by Grade: A yearlong Curriculum Narrative, Informational and Persuasive Writing, Grades K-8” by Lucy Calkins will be implemented. The Journey’s Digital Gateway provides online supportive resources and provides students and teachers with a personalized solution for customized instruction. A two year

ELA A focus on the Reading and Writing Workshop Model in conjunction with ongoing literacy coaching will ensure that the 6 instructional shifts are met for ELA. A comprehensive approach to reading and writing instruction will ensure that the shifts are addressed in all common-branch subjects and core courses. Allington (2012) discusses the importance of student choice in reading and notes the importance of volume. Reading and Writing Workshop practices such as those from the Teachers College Reading and Writing Project can provide additional methods of supporting literacy-based practices across the content areas. The TCRWP, “In addition to providing students research-supported protected time to read, TCRWP practices are also aligned with the research base supporting the notion that students should be reading texts they can read independently, with at least 96% fluency, accuracy, and comprehension, and supporting students to move up levels of text complexity” (<http://readingandwritingproject.org/about/research-base>). The Reading and Writing Workshop will be implemented in all grades to enhance student reading and writing performance outcomes as indicated in the NYS ELA testing program, and ongoing MAP assessment data. A proposed partnership with The Center for the Professional Education of Teachers at Teachers College will provide job-embedded coaching and services that will leverage literacy-based practices by: Supporting curriculum adaption implementation and providing literacy strategies for exponential growth. According to CPET. “Sponsored by Teachers College, Columbia University, internationally renowned research university, CPET’s primary mission is to advance global capacities in teacher education, research and whole school reform for grades K-12” (<http://cpet.tc.columbia.edu/>).

In order to continue to support the 6 Shifts in ELA/Literacy, a multi-faceted approach will be implemented, based upon consultants, resources, and strategic programming:

Instructional Strategies to Address 6 Shifts in ELA/Literacy		
Shift 1	Informational & Literary Texts	Use of the Journeys Core Reading Program, Engage NY Modules, in conjunction with the implementing best practices in the reading and writing workshop approach. Use of additional resources from NY Ready CCLS workbooks and web resources will be used as well. Implementation of the Learning Progressions and Units of Study from the TCRWP will support Informational and Narrative reading and writing of texts. The curriculum resources will support the 50/50 balance of informational and literary texts in K-5, and 60/40 balance in Grades 6-8. Teachers will receive additional professional development on supporting independent reading and guided reading in the classroom.
Shift 2	Knowledge in the Disciplines	Professional development will reinforce content area connections and literacy across all core area subjects. Implementation of the revised Social Studies curriculum aligns with the NYS Social Studies Framework and implemented the C3 Inquiries, thus enhancing reading, writing, and speaking opportunities for students in Social Studies. In addition, grade level teams will create lists of relevant Tier 2 and 3 Vocabulary to be addressed across all content areas, supporting semantic networks and developing background knowledge. Partnerships with local museums and institutions will broaden students’ understanding of their world.
Shift 3	Staircase of Complexity	Use of the MAP data to ensure students are reading appropriate texts and leveled texts are provided to ensure students are engaged in guided reading groups that are fluid and based on student progress. Implementation of the TCRWP Units of Study in addition to the Journeys reading program will address this shift through teacher

Duke, Pearson, Strachan, and Billman (2011, pp. 51-93) propose ten tenets of effective reading comprehension instruction, indicating that the characteristics of good readers can be promoted through teacher intervention, and should be implemented in a “gradual release” model: 1. Build disciplinary and world knowledge, 2. Provide exposure to a volume and range of texts, 3. Provide motivating texts and contexts for reading, 4. Teach strategies for comprehending, 5. Teach text structures, 6. Engage students in discussion, 7. Build vocabulary and language knowledge, 8. Integrate reading and writing, 9. Observe and assess, 10. Differentiate instruction (Duke et al., 2011, p. 52). In addition, Allington (2012, p. 203) indicates that teacher expertise in reading instruction is vital to supporting student needs. On-site coaching to address these best practices will enhance performance outcomes by supporting data-driven instructional decisions by leveraging resources and methodology/pedagogy. In addition, teacher teams will meet regularly in congruence meetings to plan for instructional interventions and review lessons and associated curricula to ensure best practices are continually in place to meet individual student needs.

Professional development surrounding data driven instruction will inform instruction. Strickland and Riley-Ayers (2006) indicate that the following data needs to be collected:

- Comprehension—language and reading
- Knowledge—background and linguistic
- Structure—phonology, syntax, and semantics
- Decoding—lexical, cipher, and phonemic
- Concepts about print.

A proposed partnership with the CPET/Teachers College will provide the teachers with resources to support reading through the application of best practices to support literacy outcomes across the curriculum. The Director of ELA/Literacy/Reading will support the data collection and implementation of data driven instruction to enhance student performance outcomes, allowing teachers to meet in Inquiry Teams/Data Teams to review student progress and implement interventions. Inquiry-based discussions will be enhanced through work CPET to drive instructional decisions that meet student needs.

The following timeline is proposed for school-wide focus for professional development:

- Year 1: Vocabulary development across the curriculum to enhance comprehension (i.e, Marzano’s model for vocabulary instruction) and explicit reading and writing instruction through the Reader’s and Writer’s Workshop model.
- Year 2: Continued focus on vocabulary development across the curriculum (i.e, Marzano’s model for vocabulary instruction) and explicit reading and writing instruction. Engaging students in classroom discussion through a variety of methods.
- Year 3: Continued focus on vocabulary development and continue to build on writing instruction to focus on writing across the content areas, with a focus on differentiated literacy instruction and technology integration.
- Year 4: Continued focus on vocabulary development and build on writing instruction to focus on writing across the content areas, with a focus on differentiated literacy instruction and technology integration.

*Embedded in all years: a focus on data-driven instruction and continual refinement of curriculum based on interim assessment data to leverage literacy practices and resources, leading to enhanced student performance outcomes.

Consultants and partners will ensure that teachers, parents, and students feel supported while working toward a shared vision and mission based on the needs assessment and relevant data. *Museum partnerships* funded through other sources will ensure collaboration with school-based

- Designing hands-on science inquiry learning experiments and activities
- Reviewing student data and how it informs instruction
- Designing writing centers in all classrooms
- Designing classroom libraries and reading centers in all classrooms
- Incorporating the use of authentic assessments when evaluating students
- Using the new Work Sampling online assessment tool
- Integrating families and community into the learning environment

To support instruction for the increasing population of English Language Learners and to provide an introduction for all staff members, the District Executive Director of Language Acquisition will conduct a series of workshops during the mandated 8:05 staff meetings focused on topics such as Academic Vocabulary, Language Objectives, Cultural Sensitivity and Assessment for ELLs during the first year of the implementation of the SIG 7 grant.

In years two through five of the SIG 7 grant, School 23 will partner with the Center for Applied Linguistics. During the professional development **workshops for teachers new to the SIOP Model**, teachers will learn about and practice the eight components of the SIOP Model in order to effectively integrate language and content instruction. The workshops will include a variety of activities, such as demonstration and explanation, analysis of video teaching sequences, small group tasks, and the development of instructional activities and SIOP lesson plans. Teachers will have the opportunity to work in grade level and/or school teams in order to foster collaboration during and beyond the workshop. School administrators will also attend the SIOP workshops.

The purpose of the **job-embedded support** is to provide additional assistance to teachers as they implement the SIOP Model in their classrooms. The facilitator will meet with teachers in teams or individually. The teachers can select from a menu of options. These could include but are not limited to: SIOP coaching, unit planning, guided lesson design, SIOPizing an existing lesson, analyzing classroom materials for academic language to teach, creating a bank of content and language objectives for upcoming units, adapting an assessment for English learners, creating activities for specific SIOP features (e.g., vocabulary teaching), co-teaching and problem-solving sessions to attack challenges in SIOP implementation. Instructional coaches and administrators will have the option of shadowing these sessions in order to build site-based capacity.

The **SIOP for Administrators** workshop will be devoted to introducing administrators to the fundamentals of the second language acquisition process and the SIOP Model, and highlighting ways administrators can support teachers as they begin to implement the SIOP Model in their classrooms. The workshop will include demonstration and explanation, analysis of video teaching sequences, and small group tasks. Administrators will know what evidence to look for during classroom walkthroughs and observations.

In addition, a cohort of SIOP teacher leaders will be established at the school and specific trainings will be focused on their professional growth. The objective of the **SIOP Model for Teacher Leaders** is to provide additional support to teachers as they implement the SIOP Model in their classrooms and to help SIOP lead teachers plan for and deliver SIOP Model workshops. The specifics of the sessions will be determined collaboratively with the administrators and lead teachers. At the end of each session the teachers will have a turn-key plan for all eight SIOP components.

Strategies for the use of instructional time that will lead to a pedagogically sounds restructuring of an increased schedule will include:

1. -Two hours daily of ELA instruction, including two 45 minute periods of ELA/Literacy instruction in grades K-8 that incorporates reading and writing instruction and intervention
-1 hour daily of Social Studies instruction
2. Increased opportunities for teachers to collaborate, plan and engage in professional development, including 30 minutes - one hour daily of congruency and/or professional development.

K-5 ELA instruction will be increased five hours per week. The 6-8 ELA instruction will have increased by 47 minutes daily.

MATH Increased learning time and instructional in core academic of Mathematics

- 1.5 hours of daily mathematics instruction for K-8 that incorporates intervention.
- I Ready
- Professional Development on Mathematics Content for teachers six two hours sessions from September 2016 – May 2017 (teachers)

K-6 math instruction will have increased by 2.5 hours per week. The 7-8 Math instruction will have increased by 47 minutes daily totaling 3.9 hours a week.

iv. *Data-Driven Instruction/Inquiry (DDI)* refers to a teacher’s use of the results from various student assessments to plan instruction (Thompson, 2010). The core idea is that assessments will be the starting point to drive instruction, versus the end point. The four principals of effective data driven instruction will become part of the culture: assessment, rigorous interim assessments; analysis, examination of results to identify the causes of both strengths and shortcomings; action, teach effectively what students most need to learn; and culture, create an environment in which data-driven instruction can survive and thrive.

The *Journeys* core reading program will provide students in K-6 with two benchmark ELA assessments per year to measure cumulative mid-year and yearly progress. In addition, the following assessments will be administered as applicable and on a needs basis: Emerging Literacy Survey (K-1)-diagnostic instrument to assess basic reading skills, Diagnostic Assessment-Individually administered tests that diagnose basic reading skills plus passages for reading in context; Comprehensive Screening-Group administered tests that act as an initial screening of previous year’s skills (Language Arts, Phonics, and Writing, plus passages for Comprehension and Vocabulary). Weekly Assessments that align with the week’s lessons to assess the five key areas. Comprehension assessment is tied to the main selection and includes cold reads. Running Records from Fountas and Pinnell (monthly). The TCRWP Narrative Reading Progressions may be used for grade level planning. For Grades 7 and 8, assessments will be administered as outlined in the modules available on Engage NY, uniform assessments will be developed by teachers based on resources from Engage NY, NY Ready CCLS, and the *Collections* literacy program.

Additionally, the basic schedule for administration follows, and can be replicated in successive years:

- District ELA interim assessments from MAP in fall, winter, and spring for K-8
- Baseline, Midline, and End of Year uniform writing assessments will be developed by teacher teams, administered, and scored using a rubric that aligns with the NYS writing rubrics

- **October 2016**-Define the long term goal
- **November 2016**-Define learning targets and short term goals
- **November 2016**-Analyze the target population's conditions of learning and systems that produced conditions of learning
- **December 2016**-Design and implement change strategy
- **January/February 2017**-Continue to monitor the implementation of change strategy. Add more students into the sphere. Revisit and revise as needed
- **Launch 2nd Inquiry Team**
- **January 2017**-Define a school-wide focus group consisting of Teachers, Administrators, and Parents
- **February 2017**-Define a target population (skill, sub-skill and students) after examining the 2016 NYS ELA/ Math results
- **February 2017**-Define the long term goal
- **March 2017**-Define learning targets and short term goals
- **March 2017**-Analyze the target population's conditions of learning and systems that produced conditions of learning
- **April 2017**-Design and implement change strategy
- **May 2017**-Continue to monitor the implementation of change strategy. Add more students into the sphere. Revisit and revise as needed
- **June 2017**-Reflect on the findings of the inquiry teams and prepare for change

v. Student Support

School 23 uses the RtI model to determine and address the need for academic supports. Three annual school-wide assessments along with MAP assessment data are used to identify students in need of academic intervention. Based on the academic data, social emotional needs are also addressed.

If weaknesses are identified in any area, the pupil support team meets to discuss interventions and documents the intervention over a 6 to 8 week period. Additionally, the parent is requested to meet with the team and counseling is recommended from outside agencies or within school building. Based on the number of students in a class and the teacher match, adjustments may be made to the student's schedule to tailor their needs.

The school wide framework encompasses the system used in the identification of at-risk students. The academic and special emotional identification of students in need of services involve the same procedures used under the RtI model. The system for social emotional development is used within and outside the classroom. Instructing students on their functional level through the use of pull out services by the Psychologist, or Reading teacher to address individual or a small group of students is found to be most successful. Students are slowly reintegrated into their larger classroom setting. The provision of interventions is based on the staff available to provide services.

The at risk students and students deemed for intervention are tracked on a weekly basis by the pupil support team. Classroom observations and groupings by teachers and differentiation techniques are used in grouping. Professional development is designed based on data and how the PD techniques are implemented and adjusted to classroom instruction to address needs. MAP data reports capturing the student learning curriculum is the focus of team discussions.

One invaluable service which the Welcome Centers offer to promote parent/family engagement is the Family and Me Program. Like the Family Welcome Centers, Family and Me was initiated at the Vive School and then replicated at other locations throughout the District, based on the overwhelmingly positive response of parents and guardians. The goal of the program is to connect families with learning, so that parents become an integral part of their child's education, therefore contributing to the child's social, emotional and academic development.

In the Family and Me Program, PreK and K parents attend sessions which teach them how to support and complement their children's classroom learning at home. The program provides hands-on parent/child activities through a series of workshops in early reading and math, to enhance the classroom experience.

At the conclusion of every Family and Me Program, there are culminating activities which involve the collaboration of parents, children and teachers. These activities provide the participants with an opportunity to demonstrate the skills and strategies they have learned in the program in an informative and entertaining fashion. As an example, a formal Cooking Class is offered for adults during the program. As a culminating activity, both adults and children participate in the preparation of a nutritious meal, this fostering parent/child engagement and teaching everyone involved healthy eating habits.

In addition to the topics covered in the Family and Me Program, workshops will be conducted throughout the year on a variety of important topics. At each school, principals will conduct outreach and survey the parents/ guardians in order to ascertain what their areas of interest are. Specific topics could include employment assistance, housing, health and financial literacy, language/cultural barriers, and more.

Support services will be made available for parents with limited English proficiency, in order to further support and promote their engagement in their children's education. Parents will be encouraged to attend ESOL classes, at the Vive School/Pathways to Success or one of the program's satellite facilities. Enrollment in such classes includes an oral assessment of the individual's reading skills (via the Best Plus Exam), and placement in a class appropriate to their level of English proficiency. Additional services available will include parent training in "life skills" (such as nutrition, healthy eating, household budgeting, etc.), individual tutoring, joint book-reading strategies to promote reading and literacy, and disseminating information and family outreach materials in the "home" language. Additional strategies to be employed include parents and guardians meeting with school teachers and/or administration on a regular basis, in order to discuss their children's attendance, homework assignments, behavior and overall academic progress. This will also allow parents to become shared decision-makers in all aspects of their children's education. In order to facilitate these meetings, the schools will create a warm and welcoming environment for parents and guardians. Family members will be made aware of each school's open door policy and specific hours, so that their busy schedules can be accommodated, and translating will be made available for those family members who require it.

Because of the adverse childhood events (ACE) – relocation from native country, non-documented status, inability to communicate, unemployment, fractured family composition - experienced by so many of the families in our community, wraparound family support services are needed. Such services would greatly promote positive family functioning, and strengthen the parents to assist the learning process, both theirs and that of their children.

satellite facilities. Enrollment in such classes includes an oral assessment of the individual’s reading skills (via the Best Plus Exam), and placement in a class appropriate to their level of English proficiency. Additional services available will include parent training in “life skills” (such as nutrition, healthy eating, household budgeting, etc.), individual tutoring, joint book-reading strategies to promote reading and literacy, and disseminating information and family outreach materials in the “home” language.

I. Training Support, and Professional Development

i. Focus groups in each school were interviewed around their needs and those of their students. Teacher evaluations of prior professional development initiatives are reviewed. Careful review of staff observations, evaluations and walk-throughs indicate areas of need. Recommendations documented in external audit reports with regard to professional development are taken into account. Analysis of assessment data informs the direction of instructional practice and the design of best practice training. Current research in teaching and learning provides the knowledge base for the type of programs to be presented. The expertise of administration in core area and instructional support departments is a key resource in the creation and planning of these programs. Equally important is the Superintendent’s suggestion to design a community school that opens its doors from 7:30 a.m. to 6:00 p.m. daily thus allowing for expanded instructional periods, scheduled congruence time, and opportunities for professional development in a job embedded learning community. When presented with this concept, a school focus group considered it an excellent model for the school to implement.

ii. Each partner identified has a critical role in supporting School 23’s efforts to achieve the identified school and district goals. The finite timeline of the professional development calendar will be designed with partnership organizations in September to ensure alignment of initiatives and assurance of goal attainment.

MONTH	EVENT	AGENT	OUTCOME	REPORTING
SEPT	<ul style="list-style-type: none"> • Development and sharing of action plan including PD calendar • Identify success criteria for each goal & partner • Gather baseline data 	District Admin, Interactive Health, LLC	<ul style="list-style-type: none"> • School and all partners will have clear understanding of goals, success criteria and plan 	<ul style="list-style-type: none"> • Collect beginning of year performance data on students and staff • Summary report by school
SEPT	<ul style="list-style-type: none"> • On site consulting work supporting development of instructional skills across all content areas 	District Admin	<ul style="list-style-type: none"> • Teacher practice and student performance will be improved 	<ul style="list-style-type: none"> • Partners submit summary of work completed, progress towards goals and plans for next quarter • Data from formal and informal assessments
SEPT	<ul style="list-style-type: none"> • Open Family Welcome Center • PD for staff focused on developing best practice in classroom mgt, character development, health, and wellness. 	Teachers College Center for Professional Education (CPET), Hudson River Health Center,	<ul style="list-style-type: none"> • Action plan for support of social emotional well-being of students 	<ul style="list-style-type: none"> • Partners submit summary of work completed, progress towards goals and plans for next quarter • Surveys from parents

Teaching and Learning administrators, school administrators, and partners to share and explore information. Through the monthly Parent Advisory Council meetings held at Central Office from 10:30 a.m. to 12:00 p.m., information is shared District-wide and then disbursed to schools throughout the district. The YCSD PTA representatives meet monthly with Central Office administration at the District; and at schools either during class time for special projects or in the evening from 7:00 p.m. to 8:30 p.m. The Executive Director of Administration meets monthly with school administration at Central Office during the day via conference calls or in meetings with principals in attendance. These same communication strategies will be implemented throughout the SIG 7 grant; and parents, families, the community and other stakeholders will be regularly and systemically updated via a monthly newsletter, web postings, email blasts and local press/media outlets.

Following the successful practice of previous YCSD SIG-funded schools, there will be quarterly meetings among all stakeholders at the school site and during the school day. Central Office, school administrators, partners, bargaining unit representatives, parents, and students are invited to join these sessions. During these meetings, the SIG 7 plan will be reviewed, progress identified, and findings addressed. Every parent is afforded the opportunity to participate in a parent-teacher conference twice-a-year either during the school day or evening to discuss their student's progress, academic outcomes, and any issues that may arise. Throughout the year, Title I and ESL teachers host parent meetings and educational workshops at the school and District-wide, during the school day, after school, and on Saturdays. Updates are provided at these meetings. The school principal meets weekly with the school PTA president and student government representatives where updates and exchanges of information occur. **School 23's Welcome Center** will serve as a daily repository site for information on the SIG 7 plan.

Concurrent with these methods, stakeholders will be involved and engaged by:

1. Utilizing a home-to-school/school-to-home communication system, using methods that work best for specific parents and teachers (mail, phone, email, communication notebooks, and face-to face meetings).
2. Ensuring that parent contact information is up-to-date so that communication flows.
3. Creating school and classroom newsletters, web postings, blogs, and events calendars.
4. Using online classroom apps like echalk for communication between home and school.
5. Offering materials in other languages for parents of English for Speakers of Other Languages (ESOL) students.
6. Engaging in personal contact to ensure effective communication.
7. Conducting home visits by special educators and administration when necessary.
8. Offering special events such as "Cake with the Counselor," "Coffee with the Principal," or "Parents and Pastries" to encourage more communication between parents and school.
9. Requiring parent signatures on assignments to monitor their child's learning progress.
10. Writing progress reports and conducting home follow-up for parents of students who are receiving speech, physical, or occupational therapy services.
11. Convening group meetings with therapists, counselors, teachers, administrators and parents, and frequent contact between case managers and parents.
12. Inviting parents to Special Education Advisory Committee Meetings.
13. Conducting educational workshops throughout the school year that address specific needs and requests of parents, families, and community members on pertinent topics such as Workforce Development Training and Housing Information Sessions.

<p>3. School improvement committee to focus on revitalization of school through visible evidence of clean, attractive, stimulating environment; development of model classrooms.</p>
<p>b) Learning Time / Efficiency:</p> <ol style="list-style-type: none"> 1. Streamlined process to access and distribute resources; 2. Well organized classroom spaces free of clutter, clearly identified learning centers, common strategy charts throughout the school; 3. Streamlined arrival and dismissal procedures to increase instructional time.
<p>c) Behavior:</p> <ol style="list-style-type: none"> 1. Highly visible consistent school-wide positive student behavior plan; 2. School-wide practices for manifesting positive environment (e.g., greeter students, public acknowledgement of positive behaviors, caring/charitable events during strategic times throughout the school year; 3. Parent, family, and community use of the Family Welcome Center.

iii.

Leading Indicators of Success
<p>Goal 1: Student Achievement Outcomes Prekindergarten – Grade 8</p> <ol style="list-style-type: none"> A. Twenty percent (20%) of all students in Grades 3-8 will score at proficiency (Level 3) on the New York State ELA and Mathematics assessments B. Two percent (2%) of all students in Grades 3-8 will score at mastery (Level 4) on the New York State ELA and Mathematics assessments C. Five percent (5%) of all Students with Disabilities (SWD) in Grades 3-8 will score at proficiency or mastery (Levels 3 and 4) on the New York State ELA and Mathematics assessments D. Five percent (5%) of all Limited English Proficiency (LEP) students will score at proficiency or mastery (Levels 3 and 4) on the New York State ELA and Mathematics assessments E. Sixty percent (60%) of all students in Grades 3-8 will score at Level 2 or higher on the New York State ELA and Mathematics assessments <ol style="list-style-type: none"> a) Short-cycle progress monitoring in ELA and math using identified intervention assessments b) Collaborative planning of grade level team to problem-solve and brainstorm focus efforts to support increased student achievement; documentation of same c) Evidence and demonstration of one or more grade wide project based learning opportunities <p>Focus indicator Year 1: A 10% increase in attendance at school based events by parents/guardians, at least 4 Shared Decision Making meetings held throughout the school year with representation by the required groups (parents, students in grade 4 or higher).</p> <p>Focus indicator Year 1: A 5% decrease in the number of students who receive an Out of School Suspension or In School Suspension/Intervention, a 50% decrease in the number of students who are referred to the office for administrative intervention.</p>

What	How collected	Who will analyze & Reporting Protocol
<p>Monthly progress monitoring data</p>	<ul style="list-style-type: none"> • In class assessment data ELA/Math • Progress monitoring data for targeted skills • Open ended student work to assess multiple content sub-strands • Student attendance data 	<p>Analysis: Leadership Committee, Inquiry/Data; Classroom teachers PLC Reporting: 1) PLC meeting minutes, 2) Progress monitoring data sheets, achievement using prescribed NYS open rubrics for ELA and Math, 3) eSchool (student attendance repository) student attendance reports</p>

Attachment A
Consultation and Collaboration Documentation Form

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 this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows: collective bargaining units, school leaders, teachers, parents, and community members.

The superintendent's signature below verifies that there was appropriate consultation with school stakeholder groups including collective bargaining units, school leaders, teachers, parents, and community members.

 (Signature)
Dr. Edwin M. Puciszewski (Printed Name of Superintendent)
July 20, 2016 (Date)

Attachment B-SCHOOL 23
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20	Target for 2020-21
I. Leading Indicators								
a. Number of minutes in the school year	min	72,800	72,800	80,900	89,000	91,160	91,160	91,160
b. Student participation in State ELA assessment	%	88.7%	96.5%	96.5%	98.4%	98.4%	98.4%	98.4%
c. Student participation in State Math assessment	%	86.4%	93.8%	93.8%	95.7%	95.7%	97.6%	97.6%
d. Drop-out rate	%	19%	0.2%	.2%	.2%	.2%	0%	0%
e. Student average daily attendance	%	93%	90.0%	90%	91.89%	91.89%	93.6%	93.6%
f. Student completion of advanced coursework	%							
g. Suspension rate	%	16%	60/11.0%	10%	9.89%	9.6%	9.4%	9.2%
h. Number of discipline referrals	num	117	115	100	90	80	70	60
i. Chronic absenteeism rate	%	3.9%	6%	4%	4%	3.5%	3%	2.5%
j. Teacher attendance rate	%	93.2%	96%	96%	96%	96%	96%	96%
k. Teachers rated as "effective" and "highly effective"	%	97.9%	100%	100%	100%	100%	100%	100%
l. Hours of professional development to improve teacher performance	num	97.9%	35	39	43	48	44	42
m. Hours of professional development to improve leadership and governance	num	20.2	34	37	41	45	42	40
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	20.2	36	40	43	47	47	45
II. Academic Indicators								
a. ELA performance index	PI	123	42	47	51	53	54	55
b. Math performance index	PI	125	53	59	65	66	68	70
c. Student scoring "proficient" or higher on ELA assessment	%	20.3%	7.0%	7.8%	8.56%	8.77%	8.98%	9.2%
d. Students scoring "proficient" or higher on Math assessment	%	24.0%	10.9%	12.11%	13.33%	13.65%	13.98%	14.32%
e. Average SAT score	score	x	x	x	x	x	x	x
f. Students taking PSAT	%	x	x	x	x	x	x	x
g. Students receiving Regents diploma with advanced designation	%	x	x	x	x	x	x	x
h. High school graduation rate	%	x	x	x	x	x	x	x
i. Ninth graders being retained	%	x	x	x	x	x	x	x
j. High school graduates accepted into two or four year colleges	%	x	x	x	x	x	x	x

*Telephone calls will be conducted with LEAs to consider interim data and progress being made toward yearly targets.

Yonkers City School District –School 23
 School Improvement Grant 2016-2021
 Attachment C. Evidence of Partner Effectiveness Chart

Hudson River Health Care

Peekskill High School	
<i>School Year</i>	<i>Student Attendance Rate</i>
2011-2012	90%
2012-2013	91%
2013-2014	90%
2014-2015	15-16 Report Card Not Available

Peekskill Middle School	
<i>School Year</i>	<i>Student Attendance Rate</i>
2011-2012	95%
2012-2013	95%
2013-2014	96%
2014-2015	15-16 Report Card Not Available

Woodside Elementary School	
<i>School Year</i>	<i>Student Attendance Rate</i>
2011-2012	93%
2012-2013	96%
2013-2014	96%
2014-2015	15-16 Report Card Not Available

Roosevelt High School – Early College Studies	
<i>School Year</i>	<i>Student Attendance Rate</i>
2011-2012	91%
2012-2013	90%
2013-2014	91%
2014-2015	91%

New York State Education Department:
Local Education Agency (LEA) 1003(g) School Improvement Grant Application
Under 1003(g) of the Elementary and Secondary Education Act of 1965
Attachment D - (1003g) Budget Summary Chart

Agency Code	662300010000	
Agency Name	Yonkers City School District - School 23	
Year 1 Implementation Period (September 1, 2016 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$206,306.00
Support Staff Salaries	16	\$19,965.00
Purchased Services	40	\$168,000.00
Supplies and Materials	45	\$22,020.00
Travel Expenses	46	\$600.00
Employee Benefits	80	\$71,887.00
Indirect Cost (IC)*	90	\$11,222.00
BOCES Service	49	\$0.00
Minor Remodeling	30	\$0.00
Equipment	20	\$0.00
Total		\$500,000.00
Year 2 Implementation Period (July 1, 2017 - June 30, 2018)		
Categories	Code	Costs
Professional Salaries	15	\$210,432.00
Support Staff Salaries	16	\$19,965.00
Purchased Services	40	\$168,000.00
Supplies and Materials	45	\$16,857.00
Travel Expenses	46	\$600.00
Employee Benefits	80	\$72,706.00
Indirect Cost (IC)*	90	\$11,440.00
BOCES Service	49	\$0.00
Minor Remodeling	30	\$0.00
Equipment	20	\$0.00
Total		\$500,000.00
Year 3 Implementation Period (July 1, 2018 - June 30, 2019)		
Categories	Code	Costs
Professional Salaries	15	\$214,640.00
Support Staff Salaries	16	\$19,965.00
Purchased Services	40	\$167,000.00
Supplies and Materials	45	\$12,704.00
Travel Expenses	46	\$600.00
Employee Benefits	80	\$73,624.00
Indirect Cost (IC)*	90	\$11,467.00
BOCES Service	49	\$0.00
Minor Remodeling	30	\$0.00
Equipment	20	\$0.00
Total		\$500,000.00
Year 4 Implementation Period (July 1, 2019 - June 30, 2020)		
Categories	Code	Costs
Professional Salaries	15	\$218,933.00
Support Staff Salaries	16	\$19,965.00
Purchased Services	40	\$167,000.00
Supplies and Materials	45	\$7,477.00
Travel Expenses	46	\$600.00
Employee Benefits	80	\$74,558.00
Indirect Cost (IC)*	90	\$11,467.00
BOCES Service	49	\$0.00
Minor Remodeling	30	\$0.00
Equipment	20	\$0.00
Total		\$500,000.00
Year 5 Implementation Period (July 1, 2020 - June 30, 2021)		
Categories	Code	Costs
Professional Salaries	15	\$223,312.00
Support Staff Salaries	16	\$19,965.00
Purchased Services	40	\$163,000.00
Supplies and Materials	45	\$6,035.00
Travel Expenses	46	\$600.00
Employee Benefits	80	\$75,512.00
Indirect Cost (IC)*	90	\$11,576.00
BOCES Service	49	\$0.00
Minor Remodeling	30	\$0.00
Equipment	20	\$0.00
Total		\$500,000.00
TOTAL Project Period (September 1, 2016 - June 30, 2021)		
Categories	Code	Costs
Professional Salaries	15	\$1,073,623.00
Support Staff Salaries	16	\$99,825.00
Purchased Services	40	\$833,000.00
Supplies and Materials	45	\$65,093.00
Travel Expenses	46	\$3,000.00
Employee Benefits	80	\$368,287.00
Indirect Cost (IC)*	90	\$57,172.00
BOCES Service	49	\$0.00
Minor Remodeling	30	\$0.00
Equipment	20	\$0.00
Total		\$2,500,000.00

MWBE Documents

M/WBE Goal Calculation Worksheet
 (This form should reflect Multi-Year Budget Summary Totals)

RFP # and Title: RFP#GC16-015 1003(g) School Improvement Grant (SIG)

Applicant Name: Yonkers City School District - School 23

The M/WBE participation for this grant is 30% of each applicant's total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) and fringe benefits, as well as rent, lease, utilities, and indirect costs, if these are allowable expenditures.

Please complete the following table to determine the dollar amount of the M/WBE goal for this grant application.

	<u>Budget Category</u>	<u>Amount budgeted for items excluded from M/WBE calculation</u>	<u>Totals</u>
1.	Total Budget		<u>\$2,500,000</u>
2.	Professional Salaries	<u>\$1,073,623</u>	
3.	Support Staff Salaries	<u>\$99,825</u>	
4.	Fringe Benefits	<u>\$368,289</u>	
5.	Indirect Costs	<u>\$57,171</u>	
6.	Rent/Lease/Utilities	<u>\$0</u>	
7.	Sum of lines 2, 3, 4, 5, and 6		<u>\$1,598,908</u>
8.	Line 1 minus Line 7		<u>\$901,092</u>
9.	M/WBE Goal percentage (30%)		0.30
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		<u>\$270,328</u>

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Grants Finance, Rm. 510W EB
Albany, New York 12234

**PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/15)**

YPS CODE # FY 2016-2017

Local Agency Information

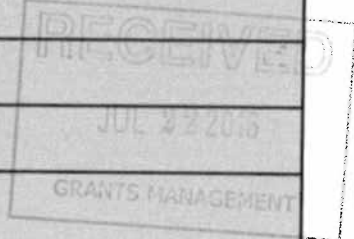
Funding Source: 1003(g) School Improvement Grant (SIG 7) - School 23

Report Prepared By: Elaine Shine

Agency Name: Yonkers School District

Mailing Address: One Larkin Center

Street		
Yonkers	NY	10701
City	State	Zip Code



Telephone # of Report Preparer: (914) 376-8183 County: Westchester

E-mail Address: eshine@yonkerspublicschools.org

Project Funding Dates: 9/1/2016 6/30/2017
Start End

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$206,306
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
SIM/Community Schools Coordinator - to provide guidance and serve as a liaison to Central Office	1.00	\$110,000	\$110,000
Professional development	School Administrators	2 Administrators x 100 hours x \$65 hourly rate	\$13,000
Professional development	Teachers	35 Teachers x 40 hours x \$51.38/hr.	\$71,932
Professional development substitute coverage	Per diem sub	80 subs x \$142.17 per day	\$11,374

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$19,965
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Family Welcome Center Liaison	Support Staff	180 days x 5.5 hours x \$12/hr.	\$11,880
Clerical/Safety Support	Support Staff	147 hours x \$55	\$8,085

PURCHASED SERVICES

			Subtotal - Code 40	\$168,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure	
Hudson River Health Care will establish an onsite clinic	Hudson River Health Care	75 days x \$1,000 per day	\$75,000	
Program Evaluator	Health Interactive, LLC.	116 days x \$500 per day	\$58,000	
Professional Development and Instructional Coaching including: Curriculum Adaption and Implementation, Data Driven Instruction, and Literacy Strategies for exponential growth	The Center for Professional Education of Teachers Teachers College Columbia University	20 days x \$1,500 per day	\$30,000	
Transportation for students	Various Transportation Contracts	Various district contracts	\$4,000	
Snacks for students	Food Service Department	\$200 per meeting	\$1,000	

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$22,020
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Instructional supplies and supplemental technology/materials to support the needed resources in order to achieve positive outcomes for the school and community	Based on Need	Based on Need	\$22,020

TRAVEL EXPENSES			
			Subtotal - Code 46
			\$600
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
School Administration, Faculty and District Administration	To attend NYSED and National Technical Assistance Meetings	\$200 depending on conference or seminar	\$600

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)	\$400,778
B.	Approved Restricted Indirect Cost Rate	2.80%
C.	Subtotal - Code 90	\$11,222

For your information, maximum direct cost base = \$488,778.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

BUDGET NARRATIVE-23

School District:

YONKERS CITY SCHOOL DISTRICT

For:

1003(g) School Improvement Grant (SIG) 2016-2021 –School 23

BEDS Code:

662300010023

Major Activity	Project Activity	Explanation/Justification	Goal	Outcome	Cost	Sustainability
The District will provide a more autonomous staffing process and hire the following staff: School Improvement Manager /Community Schools Coordinator	Support improvement of student achievement and growth, and the development of the Community Schools Model	The new staff member will oversee all reporting in collaboration with the District Office of School Improvement as well as oversight of all Board documents, MOUs, partners, calendars, and use the time during and after school to support students academically, socially, emotionally, and physically (health and wellness).	Goal #1, #2, #3	A cohesive community of practice that includes all school personnel, increase in student academic growth, and improvement in attendance for students and parent perception of school climate.	\$110,000	By building a foundation for a learning community model and a community school model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness
Professional Development (PD) for teachers and school leaders on the Workshop Model	Contract with Teachers College Center for Professional Education of Teachers (CPET) to provide job embedded PD	Curriculum planning, in-class coaching on ELA, targeted PD - focus alignment of curriculum with CCLS- Modules	Goal #1	Increase in the use of effective and current instructional strategies; infusion of rigor; incorporation of differentiated instruction; implementation of appropriate interventions; aligning curriculum to CCLS Modules	\$83,306	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness
Professional development (PD) as identified in indicators of the APPR	District Administration will provide training for administration and teachers.	Professional Development hourly time for teacher and administrator coaching and professional development to ensure reliable and effective instructional leadership and teaching.	Goal #1, #2	Improved performance as monitored through observations, student assessments, and other resources	\$13,000	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness.
To increase parent involvement and to provide wraparound	Partnership with Hudson River Health	The goal is to establish a clinic which will provide medical services to students	Goal #3	Strengthening student and family health and wellness; improved	\$94,965	School 23's integrated focus on academics, health and social services, youth and

Instructional Materials	Supplemental Supports and Resources	The reading/literacy and numeracy supplemental materials, associated with CCLS.	Goal #1, #2	Use of resources to support professional development and instructional applications as monitored through observations and student academic performance	\$22,020	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness
School Administration, Faculty and District Administration Travel	Conferences	School Improvement Team will attend NYSED conferences, National Technical Assistance, ASCD Leadership conferences, and partner meetings and seminars	Goal #1, #2, #3	Dissemination of conference content to broader school and identification of opportunities to incorporate ideas to improve school	\$600	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus building capacity at the district and school level.
Contractual Employee Benefits	Benefits related to the project	The employee benefits are required by contractual agreements for professional and support staff salaries as well as hourly compensation	Goal #1, #2, #3	Improved performance as monitored through observations, student assessments, and other resources.	\$71,887	Building a learning community model which lays a foundation for long term professional growth and accountability; Ensuring student success in college and career readiness
Administrative Costs	Administrative Costs	NYS Approved Indirect Cost (2.8%)	Goal #1, #2, #3	Fidelity to implementation of the awarded SIG as evidenced by annual performance reviews and site visits.	\$11,222	Building a learning community model which lays a foundation for long term professional growth and accountability; Ensuring student success in college and career readiness

MEMORANDUM OF UNDERSTANDING
BETWEEN INTERACTIVE HEALTH, LLC
and
YONKERS PUBLIC SCHOOLS

1. Parties.

This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between INTERACTIVE HEALTH, LLC ("IH") and Yonkers City School District ("YCSD") effective as of signature date, below.

2. Purpose.

The purpose of this MOU is to establish projected responsibilities under which IH provides services to School 23 in order to jointly redesign and turnaround the school into a high performing, high quality organization.

3. Projected Responsibilities for IH:

Interactive Health (IH) will work with School 23 and their partners to define measurement objectives that align school and specific partner program initiatives to the overall objectives of the School Improvement Grant. IH will provide data identification, collection, and management expertise to support the development of evaluation methodology in line with best practices. IH will work with Yonkers School District to ensure all protocols and information sharing environments foster collaboration.

IH will provide guidance how to best develop the community wrap around model, including the use of reliable and valid measures to collect data in order to identify needs and gaps and to determine the most effective ways to serve the school and community. IH will assist in the monitoring of progress that is being made toward meeting project goals as well as determining if adjustments to programs and services are warranted. They will work in partnership to redesign this school into a high performing, high quality community-oriented school, serving both students and adults in the community. Finally, IH will work with Yonkers to identify and codify learnings and best practices so that they may be shared throughout the district.

4. Projected Responsibilities for School 23:

Manage the day-to-day operations of the school. Track individual student enrollment and attendance and share between partners. Administer grant specified surveys and measurement tools. Process timely payments for all services rendered, in accordance to the mutually acceptable service agreement and to YCSD standard operating procedures. Comply with all information and program evaluation requests of NYSED Comply with all financial management and reporting requirements of NYSED.

5. Joint projected Responsibilities for IH and School 23: Reach annual targets for all metrics described application.

6. Terms of Termination

This MOU shall remain in effect as of the signature date until:

- Official announcement or notice of the cancellation of the Notice Inviting Applications;
- Receipt of written notice from the NYSED that it will not award a SIG grant to School 23;
- Receipt of written notice from NYSED that School 23 has received a SIG grant award, and a final service agreement is negotiated between IH and School 23.

Either IH or Yonkers City School District may terminate this MOU by giving thirty (30) days written notice to the other party.

7. Payment. No payment shall be made to either party by the other party as a result of this MOU.

8. Assignment.

Neither party may assign this MOU or any of its rights or obligations hereunder without the prior written consent of the other party.

9. Signatures.

In witness whereof, the parties to this MOU through their duly authorized representatives have executed this MOU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

The effective date of this MOU is the date of the signature last affixed to this page.

IH:

Yonkers City School District

Name

Dr. Katherine Roberts, President

Name

Elaine Shine

Date

7/20/2016

Date

July 20, 2016

Signature

Katherine J. Roberts

Signature

Elaine Shine

MEMORANDUM OF UNDERSTANDING
BETWEEN TEACHERS COLLEGE - CENTER FOR THE PROFESSIONAL EDUCATION OF TEACHERS
and
YONKERS PUBLIC SCHOOLS

1. Parties.

This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between TEACHERS COLLEGE - CENTER FOR THE PROFESSIONAL EDUCATION OF TEACHERS ("TEACHERS COLLEGE/CPET") and Yonkers City School District ("YCSD") effective as of signature date, below.

2. Purpose.

The purpose of this MOU is to establish projected responsibilities under which TEACHERS COLLEGE/CPET provides services to School 23 in order to jointly redesign and turnaround the school into a high performing, high quality organization.

3. Projected Responsibilities for TEACHERS COLLEGE/CPET:

The Center for the Professional Education of Teachers (CPET) advances global capacities in teacher education, research and whole school reform. CPET advocates excellence and equity in education through direct service to youth and educators, innovative school projects that promote students' Write to Achieve, international research that examines and advocates the highest quality instructional and assessment practices today, and sustainable school partnerships that leverage current policy and mandates to raise literacy levels and embed collaborative communities of learning. Uniting theory and practice, CPET promotes rigorous and relevant scholarship and is committed to making excellent education accessible worldwide. In the event that the School 23 is awarded a SIG GRANT, TEACHERS COLLEGE/CPET agrees to negotiate in good faith and proceed in a timely manner to conclude a mutually acceptable service agreement, based on the Proposal Narrative submitted by the YSCD as part of the grant application process. TEACHERS COLLEGE/CPET will tailor existing products and services for implementation in School 23. These products and services include: Teachers College, Center for the Professional Education of Teachers (CPET), faculty and doctorate students work to continually increase our understanding of how to address the challenges of urban education. We invite nationally recognized educators to speak to our students. CPET can make these pre-eminent speakers and faculty available to inform and enrich teachers and administrators. CPET speakers and workshop facilitators can be included as part of institutes we develop in collaboration with district sponsored events. Target audiences includes new teachers, experienced teachers, lead teachers, APs, instructional coaches, principals and prospective school leaders.

4. Projected Responsibilities for School 23:

MEMORANDUM OF UNDERSTANDING BETWEEN

**Hudson River HealthCare, Inc. (HRHCare)
and
Yonkers Public Schools**

The purpose of this Memorandum of Understanding is to define and outline the responsibilities of

HRHCare

(Health Care Provider)

and

**Yonkers Public Schools
Cross Hill Academy and School 23**

(Schools)

in order to provide comprehensive health care services through a school-based health center (SBHC) located at the school:

The School Principal agrees to provide the following support to the project staff at this site:

1. FACILITIES

Space for the SBHC that will include:

- a) Adequate office space for all SBHC staff
 - b) examining rooms with lavatory accessibility
 - c) Private counseling room
 - d) Waiting room/area for students and parents
 - e) Adequate heat, lights and ventilation in all areas
 - f) Locked storage closet for supplies and equipment
- Security for all areas of the school based health center
Maintenance and cleaning of the health center area
Safety instructions/guidelines for evacuation

Approval is obtained from NYSED for any construction/renovation to the space being allocated to the SBHC.

2. EQUIPMENT AND SUPPLIES

At least one dedicated telephone and telephone line
Accessibility to a photocopier

3. PROGRAMMATIC COMPONENTS

Assistance with:

- a) marketing the School Health Program and distribution of communication materials
- b) obtaining informed parental consent
- c) encouraging parental presence at the initial examination

- d) assisting the SBHC in obtaining insurance and Medicaid information from students and parents
- e) providing follow-up on broken appointments implementing joint health education workshops, when appropriate, in all project schools

The Health Care Provider (HRHCare) will provide the following:

1. ON-SITE SERVICES (For enrolled students only - with parental consent)
 - a) Comprehensive primary and preventive health and mental health services for children according to the *New York State Guidelines for School-Based Health Centers* including referral and follow up for needed medical, dental, and psycho-social care
 - b) Ongoing care for chronic diseases such as asthma
 - c) Social service case work as needed
 - d) Health education activities for parents and teachers in cooperation with the school
 - e) First aid and emergency care (available to all students in the school)

2. BY REFERRAL TO THE SPONSORING ARTICLE 28 FACILITY
Continuity of care: 24 hours a day, 7 days a week, through

HRHCare
(Facility Name)

- a) Assistance with enrollment in Child Health Plus and Medicaid Managed Care.
- b) Referral and follow up as indicated for additional medical, mental, dental and social services.


3. Terms of Termination

This MOU shall remain in effect as of the signature date until:

- Official announcement or notice of the cancellation of the Notice Inviting Applications;
 - Receipt of written notice from the NYSED that it will not award a SIG grant to Cross Hill Academy and School 23;
 - Receipt of written notice from NYSED that Cross Hill Academy and School 23 has not received a SIG grant award, and a final service agreement is negotiated between Hudson River Health Care and Cross Hill Academy and School 23.
- Either Hudson River Health Care or Yonkers City School District may terminate this MOU by giving thirty (30) days written notice to the other party.

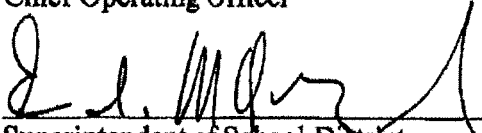
4. The terms of the Memorandum of Understanding shall not financially bind either party until the School Improvement Grant is awarded.

.....
SIGNATURES:



Chief Operating Officer

7/20/14
(Date)



Superintendent of School District
BG

7/20/14
(Date)

M/WBE COVER LETTER Minority & Woman-Owned Business Enterprise Requirements

NAME OF GRANT PROGRAM: 2016-2020 1003(g) School Improvement Grant (SIG 7)

NAME OF APPLICANT/BIDDER: Yonkers City School District – School 23

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-144, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission.

- Full Participation – No Request for Waiver (PREFERRED)
- Partial Participation – Partial Request for Waiver
- No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.

Dr. Edwin Quezada

Typed or Printed Name of Authorized Representative of the Firm

Superintendent of Schools

Typed or Printed Title/Position of Authorized Representative of the Firm

Signature/Date

7/19/16

M/WBE UTILIZATION PLAN

INSTRUCTIONS: All bidders submitting responses to this procurement must complete this M/WBE Utilization Plan unless requesting a total waiver and submit it as part of their proposal. The plan must contain detailed description of the services to be provided by each Minority and/or Women-Owned Business Enterprise (M/WBE) identified by the bidder.

Bidder's Name
 Address
 City, State, Zip

Yonkers City School District
 One Larkin Center
 Yonkers, New York 10701

Telephone:
 Federal ID No.:
 RFP No.:

(914) 376-8068
 136007340
 RFP# GC16-015 – School 23

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME: Interactive Health, LLC ADDRESS: 162 Lake Drive CITY, ST, ZIP: Mountain Lakes, NJ 07046 PHONE: 973-588-7682 E-mail: Elaine.Shine@yhsd.org	NYS ESD Certified MBE <input type="checkbox"/> WBE <input checked="" type="checkbox"/> <input type="checkbox"/> For Profit <input type="checkbox"/> Not -For-Profit	Interactive Health, LLC will conduct an evaluation and assess the project's progress towards achieving its stated objectives. Both quantitative and qualitative process evaluation data will be collected and used to determine program fidelity, the extent to which various components are implemented, to identify aspects of programs most and least likely to be implemented as planned; and to determine the acceptability and perceived utility of programs and services. Data will be analyzed on a continuous basis generating reports to the school district and partners. The results of both the process and outcome evaluation will measure progress, guide program service delivery, and will be used to make adjustments in program and services, if necessary. For the process evaluation, a variety of data sources will be used to assess program implementation and fidelity.	\$270,328

FEDERAL ID No. 223691525

PREPARED BY (Signature) Elaine Shine

DATE July 19, 2016

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-1, 5 NYCRR PART 143 AND THE ABOVE REFERENCE SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL DISQUALIFICATION.

NAME AND TITLE OF PREPARER: Elaine Shine
 TELEPHONE/E-MAIL (914) 376-8183 / eshine@yonkerspublicschools.org
 DATE 7/19/16

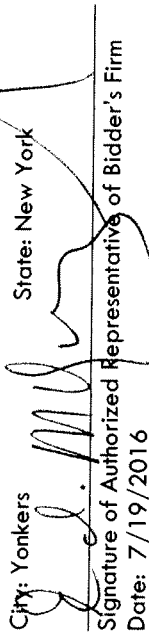
(print or type)

REVIEWED BY _____	DATE _____
UTILIZATION PLAN APPROVED YES/NO _____	DATE _____
NOTICE OF DEFICIENCY ISSUED YES/NO _____	DATE _____
NOTICE OF ACCEPTANCE ISSUED YES/NO _____	DATE _____

**M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE**

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Contractor unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The bidder/contractor must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal.

Bidder Name: Yonkers City School District – School 23
Address: One Larkin Center
City: Yonkers State: New York Zip Code: 10701


Signature of Authorized Representative of Bidder's Firm
Date: 7/19/2016

Federal ID No.: 13-6007340
Phone No.: (914) 376-8068
E-mail: edwin.quezada@yonkerspublicschools.org

Dr. Edwin Quezada, Superintendent of Schools
Print or Type Name and Title of Authorized Representative of Bidder's Firm

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT:

Name of M/WBE: Interactive Health, LLC
Address: 162 Lake Drive
City, State, Zip Code: Mountain Lakes, NJ 07046
Federal ID No.: 223691525
Phone No.: (973) 588-7682
E-mail: roberts@interactivhealth.com

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:

Interactive Health, LLC will assess the program implementation of the MSP initiative. Both quantitative and qualitative process evaluation data will be collected and used to assess fidelity of implementation of the program and services as designed, determine whether the program and services are meeting the target population, and the extent to which various components are implemented. In addition, data will be collected to identify aspects of programs most and least likely to be implemented as planned and to determine the acceptability and perceived utility of programs and services. Data will be analyzed on a continuous basis generating reports to the school district and partners. The results of both the process and outcome evaluation will measure progress, guide program service delivery, and will be used to make adjustments in program and services, if necessary. For the process evaluation, a variety of data sources will be used to assess program implementation and fidelity. Valid and reliable instruments will be used to establish baseline measures, focus groups conducted, data collection systems utilized, and reports generated to inform the School Receiver and used to make adjustments in delivery, if necessary.

DESIGNATION: MBE Subcontractor WBE Subcontractor MBE Supplier WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).
 The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

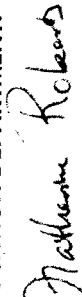
THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER CONDITIONED UPON THE BIDDER'S EXECUTION OF A CONTRACT WITH THE NEW YORK STATE EDUCATION DEPARTMENT.

The estimated dollar amount of the agreement \$270,328

7/19/2016
Date

Signature of Authorized Representative of M/WBE Firm

Dr. Katherine Roberts, President
Printed or Typed Name and Title of Authorized Representative



EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN

Applicant Name: Yonkers City School District Telephone: (914) 376-8086
 Address: One Larkin Center Federal ID No.: 136007340
 City, State, ZIP: Yonkers, New York 10701 RFP No.: 2016-2017 SIG 7 School 23

Report includes:
 Work force to be utilized on this contract
 Contractor/Subcontractor's total work force
 Reporting Entity: Contractor
 Subcontractor - Name: _____

Enter the total number of employees in each classification in each of the EEO-Job Categories identified.

EEO - Job Categories	Race/Ethnicity - report employees in only one category																		
	Hispanic or Latino		Male							Female									
	Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	
Total Work Force	3	1								2									
Executive/Senior Level Officials and Managers																			
First/Mid-Level Officials and Managers			1							1									
Professionals	1	3	4	1						18	2				1				
Technicians																			
Sales Workers																			
Administrative Support Workers																			
Craft Workers																			
Operatives																			
Laborers and Helpers																			
Service Workers																			
TOTAL	36	2	5	1	0	0	0	0	0	21	2	0	0	0	1	0	0	0	

PREPARED BY (Signature): *Cristina Jarufe* DATE: 7/19/2016
 NAME AND TITLE OF PREPARER: Cristina Jarufe, Budget Analyst TELEPHONE/EMAIL: (914) 376-8086 / cjarufe@yonkerspublicschools.org
 (print or type)

INDEX-School 23

- ATTACHMENT A: CONSULTATION AND COLLABORATION DOCUMENTATION FORM**
- ATTACHMENT B: SCHOOL-LEVEL BASELINE DATA AND TARGET-SETTING CHART**
- ATTACHMENT C: EVIDENCE OF PARTNER EFFECTIVENESS CHART**
- ATTACHMENT D: POLICY**
- ATTACHMENT E: AGREEMENT**
- ATTACHMENT F: PROFESSIONAL DEVELOPMENT EVENTS AND IMPLEMENTATION CHART
2015-2017**
- ATTACHMENT G: ADMINISTRATOR RESUMES**
MICHAEL G. WALPOLE, PRINCIPAL
- ATTACHMENT H: SCHOOL 23 ORGANIZATIONAL CHART**
- ATTACHMENT I: ANNUAL GUIDELINES FOR APPR PROCESS**
- ATTACHMENT J: HEDI INSTRUCTIONAL STAFF IDENTIFICATION**

The Center for the Professional Education of Teachers

TEACHERS COLLEGE COLUMBIA UNIVERSITY

EVIDENCE OF EFFECTIVENESS

Professional Development Workshop End of Year Feedback 2014-15

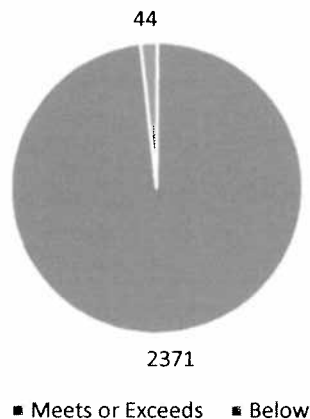
Type of Service: In-School and Teachers College Professional Development Workshops

Target Audience: New York City Teachers

Type of Evidence: HEARS Feedback Data

Throughout the 2014-2015 school year, CPET conducted more than forty professional development workshops with teachers on a variety of topics. Anchored in CPET's Five C's framework: Cycles of Inquiry, Communities of Practice, Contextualized Practice, Critical Reflection, and Cultivating Strengths, these school and Teachers College based workshops were designed to serve a variety of professional development needs. Sample topics included: using data inquiry cycles to guide instruction, aligning assessment and instruction to both engage students and achieve common core standards, integrating art and design principles into science and math education to increase student engagement, and using student publication projects to promote standards based literacy. Teacher responses to these workshops were overwhelmingly positive: **98% (2371 of 2415 Total Responses)** reported that CPET met or exceeded expectations.

2014-2015 Workshop Series Responses: Meets or Exceeds vs. Below Expectations



The Center for the Professional Education of Teachers

TEACHERS COLLEGE COLUMBIA UNIVERSITY

EVIDENCE OF EFFECTIVENESS

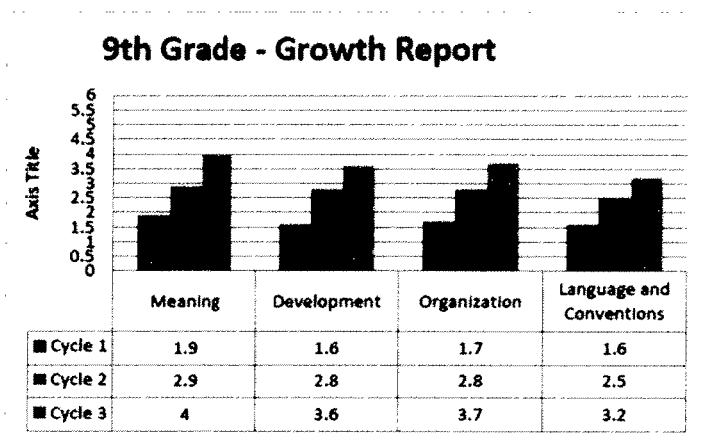
Morris Academy for Collaborative Studies

Matthew Mazzaroppi, Principal

Mmazzaroppi2@schools.nyc.gov

The 9th and 10th grade ELL teacher was concerned about his students' performance on their baseline periodic assessment.

After the first administration, his ninth grade students had a 0% passing rate on the assessment. With 36% of his students scoring an average score of 1, the lowest possible score, 58% scoring at a level 2, leaving only 6% of students on the border of a passing score. Out of six points, the average score was a 1.5 which is the equivalent to a 28%



After seeing the data, the teacher worked with a CPET coach who provided guidance and professional development that helped the teacher use the data to inform instruction.

By the end of the school year, it was clear that the results were consistent. The final periodic assessment cycle demonstrated a continued increase in student scores in every trait with an overall average of 3.6/6, a 60%. Typically,

we wouldn't be cheering over a 60%. In most schools, a 60% is a failing grade. But when we consider that the starting average was 28% -- this 60% average represents a 32% increase in student performance within 7 months. When these students took the Regents two years later -- their performance was consistent with these periodic assessment scores with a 62% average and a 53% passing rate across the school.

The Center for the Professional Education of Teachers

TEACHERS COLLEGE COLUMBIA UNIVERSITY

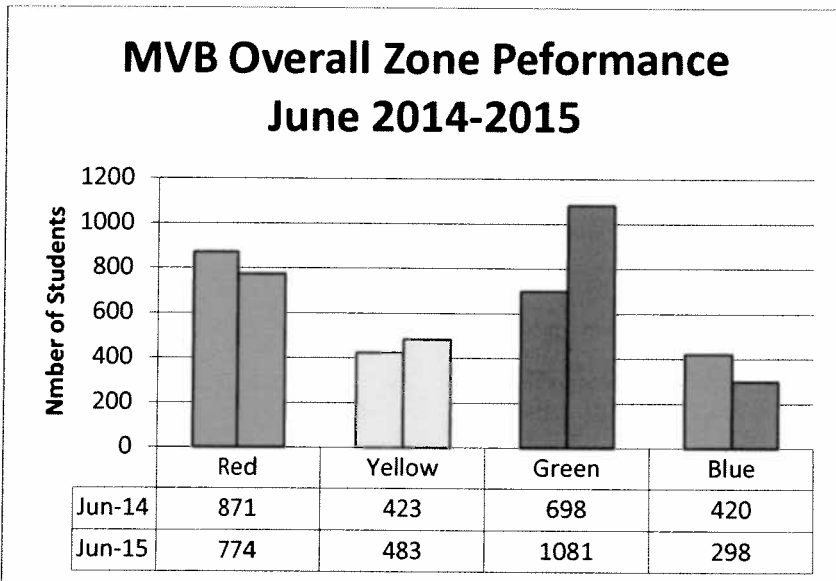
EVIDENCE OF EFFECTIVENESS

Martin Van Buren High School
Sam Sochet, Principal
SSochet@schools.nyc.gov

Through a SIG funded professional development partnership, CPET has been providing professional development support to Martin Van Buren since 2013. A significant portion of CPET's support has been in content area coaching where the coach is helping teachers to implement specific, data-informed instructional strategies based on an in-depth analysis of Regents data.

In tracking the data as a measurement of teacher and student growth, CPET noted significant gains across content area Regents performance from June 2014 to June 2015 Regents exams. The chart below indicates the different performance zones and number of students within each zone. It is clear from this data that the school saw a sharp increase of students in the Green Zone (65-84) with over 350 additional students earning a passing score.

These scores are directly related to the professional development coaching and support CPET provided to the teachers within the department, as coaches partnered with teachers to help them better understand their data as well as develop effective instructional strategies as a result.



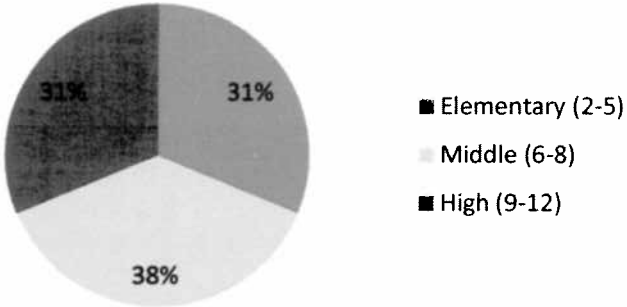
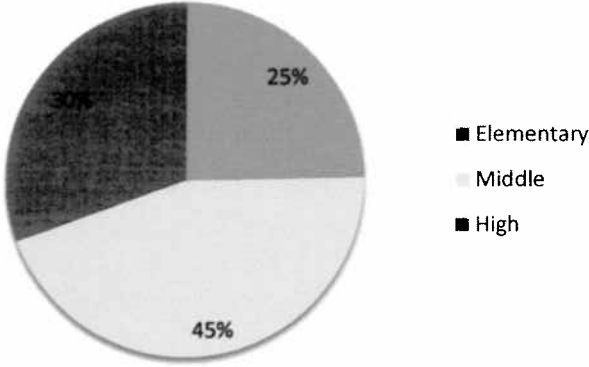
The Center for the Professional Education of Teachers

TEACHERS COLLEGE COLUMBIA UNIVERSITY

EVIDENCE OF EFFECTIVENESS

Queens High School for Teaching
 Jae Cho
JCho3@schools.nyc.gov

In 2015-2016, the CPET Professional Development coach worked closely with the English Department at Queens HS for Teaching to design and implement Common Core Aligned Curriculum. In particular, CCLS Aligned Unit plans focused on rigorous instruction as well as promising practices for supporting struggling readers. The CPET coach worked closely with the 9th grade teacher to monitor the impact of curriculum and instruction on students' performance in reading assessments. Using the Performance Series Reading Assessment as a baseline and end of year assessment, the teacher was able to track 7% growth in student performance as students shifted from the Elementary zone to the Middle School Zone – many students improving multiple reading levels within a few months. CPET provided data reports and worked with the teacher directly to interpret the data, and use it to inform instruction in the future.

<p style="text-align: center;">9TH GRADE READING ASSESSMENT: FALL 2015</p>	<p style="text-align: center;">9th Grade Student Breakdown (Fall)</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>■ Elementary (2-5)</td> <td>31%</td> </tr> <tr> <td>■ Middle (6-8)</td> <td>38%</td> </tr> <tr> <td>■ High (9-12)</td> <td>31%</td> </tr> </table>	■ Elementary (2-5)	31%	■ Middle (6-8)	38%	■ High (9-12)	31%
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■ Middle (6-8)	38%						
■ High (9-12)	31%						
<p style="text-align: center;">9TH GRADE READING ASSESSMENT: SPRING 2016</p>	<p style="text-align: center;">9th Grade Student Breakdown (Spring)</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>■ Elementary</td> <td>25%</td> </tr> <tr> <td>■ Middle</td> <td>45%</td> </tr> <tr> <td>■ High</td> <td>30%</td> </tr> </table>	■ Elementary	25%	■ Middle	45%	■ High	30%
■ Elementary	25%						
■ Middle	45%						
■ High	30%						

The Center for the Professional Education of Teachers

TEACHERS COLLEGE COLUMBIA UNIVERSITY

EVIDENCE OF EFFECTIVENESS ADDITIONAL EVIDENCE

Professional Development Workshop for Private School with Special Education Teachers

Type of Service: PD Workshop for Special Education Teachers

Target Audience: Instructional Staff

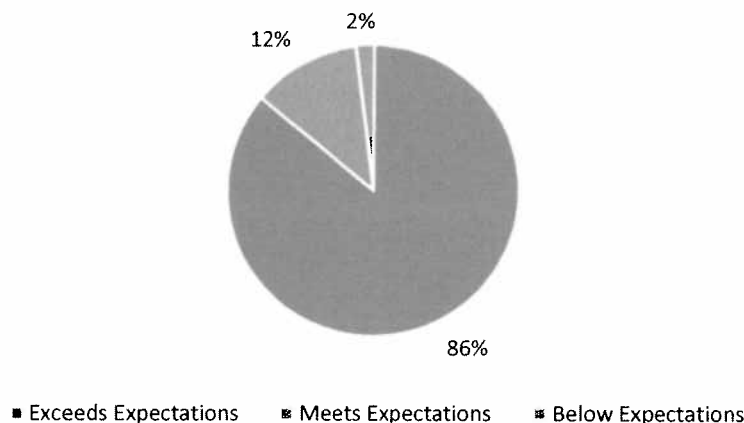
Type of Evidence: HEARS Feedback Data

Objective: Use Classroom Evidence to Build Culture and Community with Learners with IEPs

In this professional development workshop for special education teachers, participants learned how to use evidence to assess, evaluate, and appropriately respond to off task behavior involving students on IEPs. Based on consultation with the school, CPET paired this teacher-identified topic of inquiry with a session on engaging questioning and discussion strategies to minimize problematic behavior.

CPET's understanding of the needs of diverse learners and the teachers who serve them is clear in the overwhelmingly positive feedback from staff. 86% of staff reported that this workshop, the first CPET workshop at their school, "exceeded their expectations" while 98% of staff reported that the workshop "met or exceeded their expectations". The positive response highlights CPET's ability to support SPED teachers in understanding how to leverage assessment to meet student needs.

Staff Responses: Total Meets, Exceeds, & Below Expectations



The Center for the Professional Education of Teachers

TEACHERS COLLEGE COLUMBIA UNIVERSITY

EVIDENCE OF EFFECTIVENESS

Professional Development Workshop with Teacher Educators

Type of Service: Summer 2015 Global Capacities Workshop Series

Target Audience: Faculty of Education from a Chinese University. Members of the CPET Global Learning Alliance.

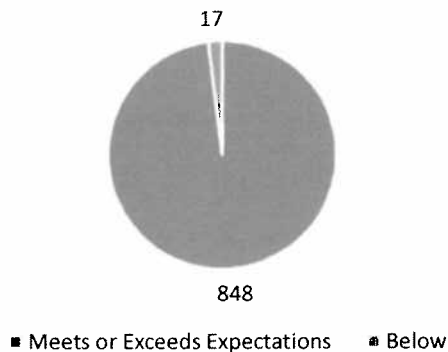
Type of Evidence: HEARS Feedback Data

Objective: Teacher educators will apply the 21st Century Global Capacities Framework to their content assessments and teacher-educator curricula.

The Global Capacities Workshop Series provided faculty from a Chinese university the opportunity to investigate 21st century capacities with CPET facilitators using the Global Capacities Framework. CPET's Global Capacities Framework is grounded in research from schools in five top-ranked PISA performing countries, which form part of the CPET-led Global Learning Alliance. Participants at the workshop engaged in goal setting, curriculum and instructional design, and assessment strategies toward growing 21st century skills from CPET's Global Capacities Framework. These 21st century skills are categorized within the Global Capacities Framework under four categories: Critical Capacity, Creative Capacity, Communicative Capacity, and Global Minded Capacity.

CPET facilitators led inquiry sessions helping participants contextualize 21st century capacities in the Chinese national context, utilize technology to leverage global learning and assessment, explore the role of mindsets in teaching science, and implement the Common Core Standards. Based on these collaborative inquiries, Chinese faculty formed action plans to implement the Global Capacities Framework in their work with Chinese educators. Response to these "train-the-trainer" sessions was overwhelmingly positive as the feedback chart below demonstrates—over 98% of responses indicate that the various dimensions of the workshop series met or exceeded expectations.

Workshop Series: Number of Responses Met or Exceeded Expectations vs. Below



The Center for the Professional Education of Teachers

TEACHERS COLLEGE COLUMBIA UNIVERSITY

EVIDENCE OF EFFECTIVENESS

Professional Development Workshop Series to Develop Performance Assessments

Type of Service: Reimagining Assessment Workshop Series

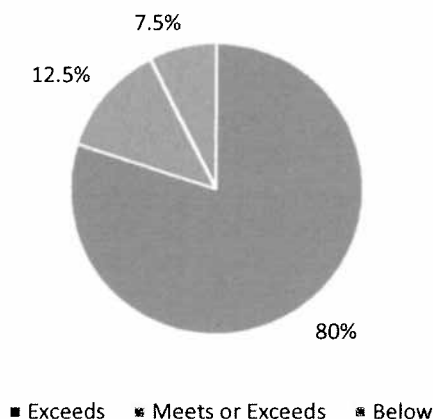
Target Audience: Instructional Staff

Type of Evidence: HEARS Feedback Data

Objective: Teachers will learn strategies to plan to achieve standards based assessment goals using publication projects.

This professional development opportunity helped teachers re-envision their literacy curriculum to be both standards and project-based. With support of facilitators, teachers built a long-term writing project into their existing curriculum, which culminated in a professionally designed, print-based publication and a reading celebration. This project invites teachers and students to creatively and critically engage with their curriculum in new and rigorous ways. Teachers walked away from this series with artifacts to support a publication project and that are aligned with the five phases of the SPI publishing process. These include specific instructional strategies for designing and implementing a future publishing project. Teacher feedback in response to this workshop series was overwhelmingly positive. More than **80% of responses report that the series “exceeded their expectations”** while **nearly 93% found that it “met or exceeded” their expectations.**

Reimagining Assessment & Writing Participant
Feedback: Exceeds, Meets, or Below Expectations



The Center for the Professional Education of Teachers

TEACHERS COLLEGE COLUMBIA UNIVERSITY

EVIDENCE OF EFFECTIVENESS

Professional Development Workshop Series for New Teachers

Type of Service: Workshop Series for Teachers College New Teacher Network (NTN)

Target Audience: Teachers in their First Three Years of Service

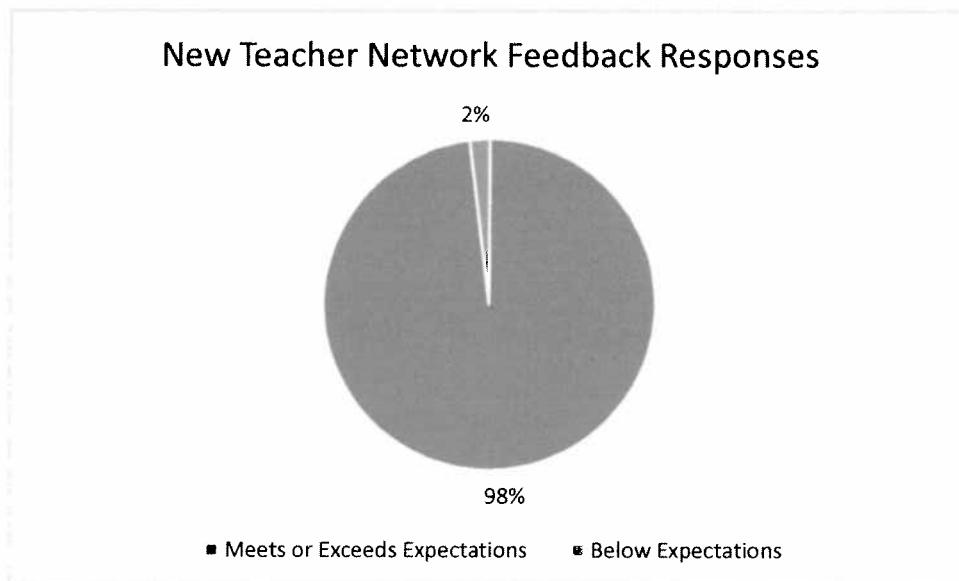
Type of Evidence: HEARS Feedback Data

Objective: Support the development of New Teachers in their first year teaching.

Teachers College graduates have a unique opportunity to participate in a professional support network for new teachers through CPET. The New Teacher Network at Teachers College (NTN@TC) is a community of practice for TC's newest teachers. Our work with the New Teacher Network demonstrates CPET's ability to meet the needs of a diversity of teachers using a variety of modalities (ie. In person, online, etc.).

Using a blend of in-person and online collaboration, NTN@TC is a learning initiative that provides personalized support through customized professional development workshops, mentoring and coaching, as well as a dedicated NTN@TC online community. Participants gain access to practical resources, and the opportunity to continue collaborating with TC Colleagues in their first three years of teaching.

Teacher responses to the workshop series supporting the various components of this CPET program were overwhelmingly positive. 98% of participant responses indicate that the program met or exceeded their expectations. The high level of positive responses, once again, showcases CPET's ability to support a **wide diversity of teachers** at various stages of their careers, using a variety of tools, including **online learning communities**.



The Center for the Professional Education of Teachers

TEACHERS COLLEGE COLUMBIA UNIVERSITY

EVIDENCE OF EFFECTIVENESS

Professional Development for Turn-Key Training for School Leaders

Type of Service: Monthly PD workshops, with on-site coaching follow up

Target Audience: Teacher Leaders, grades K-12 from a network of 7 schools in Harlem

Type of Evidence: Feedback from participants

Objective: Participants develop leadership and facilitation skills, deepen instructional strategies, develop CCLS aligned assessments and maps, and plan to turnkey at their schools

Over the past 2 years, CPET has supported a network of 7 Harlem schools grades K-12 with both a monthly workshop series and on-site follow up coaching. The monthly workshop series is designed to support teacher leaders to develop leadership skills and turnkey plans for CCLS-aligned assessment and curriculum planning, as well as key instructional strategies. The workshops were each planned based on 3 components: a) group and leadership skill building, b) modeling of CCLS-aligned curriculum, assessments, and key instructional strategies; and c) a final part to plan to turnkey the session. Each session includes a group of participants facilitating a short PD session for the other participants. This embeds hands on practice into each session.

Over the past 2 years, a consistent team of developing teacher leaders from K-12 have enthusiastically joined the sessions, and asked to return for a third year! The on-site coaching continues to support the participants with implementation of their learnings from the sessions a majority of the program's participants report that they are successfully turn keying the strategies learned at the sessions.

Some of the feedback we have received from participants has included:

"These workshops have changed my practice."

"They have extended my thinking"

"This was invaluable information"

The Center for the Professional Education of Teachers

TEACHERS COLLEGE COLUMBIA UNIVERSITY

EVIDENCE OF EFFECTIVENESS

Professional Development Workshop Series for Turn-Key Training of School Leaders

Type of Service: PD Workshop

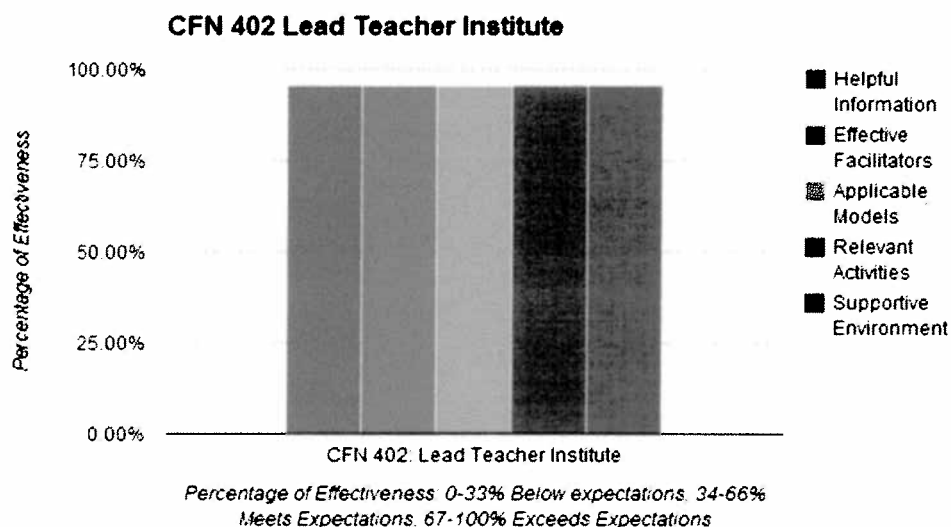
Target Audience: Teacher Leaders

Type of Evidence: Chart of Participant Feedback

Objective: Build Capacity with Networks

CPET always seeks to build capacity through partnership with schools, Networks, Cluster and when appropriate, with DOE Central. By working alongside our partners, we work to demystify pedagogy and reveal the theory and the strategy behind highly effective practices.

In partnership with Children's First Network 402, CPET coaches collaborated with Network Achievement Coaches to plan and facilitate a series of Professional Development Workshops that included inter-visitation and a focus on Assessment for Learning Strategies (AFL) for Lead Teachers. The coach met with the group of lead teachers monthly, facilitated inter-visitation observations and debriefings, as well as lead Professional Development workshops on a variety of AFL and Self-Assessment strategies. The collaboration between CPET and the Network was strong, with a goal towards capacity building both for the lead teachers involved in the sessions as well as the Network's Professional Development structures and resources. Feedback from the sessions are outlined below.



The Center for the Professional Education of Teachers

TEACHERS COLLEGE COLUMBIA UNIVERSITY

EVIDENCE OF EFFECTIVENESS

Professional Development Instructional Coaching for Assessment & Rubric Design

Type of Service: On Site Embedded Coaching

Target Audience: Teacher Leaders

Type of Evidence: Feedback and Debriefing

Objective: Build capacity for developing leadership skills for teacher leaders and new administrators

CPET believes that one of the most effective ways to bring about transformation in a school is to leverage the role of the teacher leader. Through coaching teacher leaders, CPET has seen classroom teachers grow in their own instruction, as well as emerge as instructional mentors, team and subject area leaders, who set new expectations for professionalism.

Coach's Reflection & Teacher Feedback: After preparing periodic assessment data reports for a Social Studies team, I sent an email to the Department Leader offering some suggestions on how to present the data to the team. I explained my delight at the efficiency of his team in turning in their scores and how impressed I was by their Social Studies Writing Rubric, which described student writing in ways that would be helpful for the team to diagnose the stumbling blocks the students were experiencing. Cautioning the Lead Teacher to be sensitive and positive as he looked at the data with the team, I reminded him that looking at data can be a vulnerable experience for many teachers, who fear negative consequences for low scores. I pressed Send on the email. Early the next day I received this reply:

This is amazing! Thank you so much for ALL the work you do. Your enthusiasm is contagious and I truly believe that our history dept. will begin to turn around their disposition toward learning from assessments and data.

I find that it's a constant battle in this profession against negative thinking and cynicism even among young teachers. Unfortunately, to be cynical is to appear more experienced and not naive like a rookie teacher. As I am a developing school leader I [want] to be infectious, that I will speak with [true] authority and wisdom, that people will be inspired and willingly follow and take ownership of the mission to tangibly and significantly impact students. I'm hoping our work with periodic assessments will be the start of that transformation.

I look forward to sitting down with you with the data as well. Thanks again for putting in all these hours. You're amazing!

**WOODSIDE SCHOOL - SCHOOL REPORT CARD DATA [2012
- 13]**

ATTENDANCE (2011 - 12)

ANNUAL ATTENDANCE RATE



93%

**WOODSIDE SCHOOL - SCHOOL REPORT CARD DATA [2013
- 14]**

ATTENDANCE (2012 - 13)

ANNUAL ATTENDANCE RATE



96%

WOODSIDE SCHOOL - SCHOOL REPORT CARD DATA [2014 - 15]

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE



96%

**PEEKSKILL MIDDLE SCHOOL - SCHOOL REPORT CARD
DATA [2012 - 13]**

ATTENDANCE (2011 - 12)

ANNUAL ATTENDANCE RATE



95%

**PEEKSKILL MIDDLE SCHOOL - SCHOOL REPORT CARD
DATA [2013 - 14]**

ATTENDANCE (2012 - 13)

ANNUAL ATTENDANCE RATE



95%

**PEEKSKILL MIDDLE SCHOOL - SCHOOL REPORT CARD
DATA [2014 - 15]**

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE



96%

**PEEKSKILL HIGH SCHOOL - SCHOOL REPORT CARD DATA
[2012 - 13]**

ATTENDANCE (2011 - 12)

ANNUAL ATTENDANCE RATE



90%

**PEEKSKILL HIGH SCHOOL - SCHOOL REPORT CARD DATA
[2013 - 14]**

ATTENDANCE (2012 - 13)

ANNUAL ATTENDANCE RATE



91%

**PEEKSKILL HIGH SCHOOL - SCHOOL REPORT CARD DATA
[2014 - 15]**

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE



90%

**ROOSEVELT HIGH SCHOOL - EARLY COLLEG - SCHOOL
REPORT CARD DATA [2012 - 13]**

ATTENDANCE (2011 - 12)

ANNUAL ATTENDANCE RATE



91%

**ROOSEVELT HIGH SCHOOL - EARLY COLLEG - SCHOOL
REPORT CARD DATA [2013 - 14]**

ATTENDANCE (2012 - 13)

ANNUAL ATTENDANCE RATE



90%

**ROOSEVELT HIGH SCHOOL - EARLY COLLEG - SCHOOL
REPORT CARD DATA [2014 - 15]**

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE



91%

MATH 3-8 Results, 2013 - 2015
by Year

School Cross Hill Academy		Math Performance Level				Math Proficiency Status		All
		1	2	3	4	Below Standard	At/Above Standard	
2013	Number	304	73	11	none	377	11	388
	Percent	78.4	18.8	2.8	0.0	97.2	2.8	100.0
2014	Number	288	101	27	2	389	29	418
	Percent	68.9	24.2	6.5	0.5	93.1	6.9	100.0
2015	Number	180	72	23	4	252	27	279
	Percent	64.5	25.8	8.2	1.4	90.3	9.7	100.0

ELA 3-8 Results, 2013 - 2015*by Year*

School Family 32		ELA Performance Level				ELA Proficiency Status		All
		1	2	3	4	Below Standard	At/Above Standard	
2013	Number	215	122	36	6	337	42	379
	Percent	56.7	32.2	9.5	1.6	88.9	11.1	100.0
2014	Number	194	150	30	5	344	35	379
	Percent	51.2	39.6	7.9	1.3	90.8	9.2	100.0
2015	Number	197	117	55	4	314	59	373
	Percent	52.8	31.4	14.7	1.1	84.2	15.8	100.0

MATH 3-8 Results, 2013 - 2015
by Year

School Family 32		Math Performance Level				Math Proficiency Status		All
		1	2	3	4	Below Standard	At/Above Standard	
2013	Number	241	100	24	10	341	34	375
	Percent	64.3	26.7	6.4	2.7	90.9	9.1	100.0
2014	Number	226	107	39	12	333	51	384
	Percent	58.9	27.9	10.2	3.1	86.7	13.3	100.0
2015	Number	185	100	38	21	285	59	344
	Percent	53.8	29.1	11.0	6.1	82.8	17.2	100.0

ELA 3-8 Results, 2013 - 2015*by Year*

School 30		ELA Performance Level				ELA Proficiency Status		All
		1	2	3	4	Below Standard	At/Above Standard	
2013	Number	126	157	61	5	283	66	349
	Percent	36.1	45.0	17.5	1.4	81.1	18.9	100.0
2014	Number	108	155	75	15	263	90	353
	Percent	30.6	43.9	21.2	4.2	74.5	25.5	100.0
2015	Number	91	152	55	9	243	64	307
	Percent	29.6	49.5	17.9	2.9	79.2	20.8	100.0

MATH 3-8 Results, 2013 - 2015
by Year

School 30		Math Performance Level				Math Proficiency Status		All
		1	2	3	4	Below Standard	At/Above Standard	
2013	Number	135	147	56	13	282	69	351
	Percent	38.5	41.9	16.0	3.7	80.3	19.7	100.0
2014	Number	114	140	75	25	254	100	354
	Percent	32.2	39.5	21.2	7.1	71.8	28.2	100.0
2015	Number	87	123	50	21	210	71	281
	Percent	31.0	43.8	17.8	7.5	74.7	25.3	100.0

ELA 3-8 Results, 2013 - 2015
by Year

School Fermi		ELA Performance Level				ELA Proficiency Status		All
		1	2	3	4	Below Standard	At/Above Standard	
2013	Number	365	169	29	6	534	35	569
	Percent	64.1	29.7	5.1	1.1	93.8	6.2	100.0
2014	Number	340	190	36	3	530	39	569
	Percent	59.8	33.4	6.3	0.5	93.1	6.9	100.0
2015	Number	295	176	56	5	471	61	532
	Percent	55.5	33.1	10.5	0.9	88.5	11.5	100.0

MATH 3-8 Results, 2013 - 2015
by Year

School Fermi		Math Performance Level				Math Proficiency Status		All
		1	2	3	4	Below Standard	At/Above Standard	
2013	Number	381	159	47	3	540	50	590
	Percent	64.6	26.9	8.0	0.5	91.5	8.5	100.0
2014	Number	315	198	77	15	513	92	605
	Percent	52.1	32.7	12.7	2.5	84.8	15.2	100.0
2015	Number	278	204	74	27	482	101	583
	Percent	47.7	35.0	12.7	4.6	82.7	17.3	100.0

ELA 3-8 Results, 2013 - 2015*by Year*

School Dodson		ELA Performance Level				ELA Proficiency Status		All
		1	2	3	4	Below Standard	At/Above Standard	
2013	Number	286	157	35	3	443	38	481
	Percent	59.5	32.6	7.3	0.6	92.1	7.9	100.0
2014	Number	232	166	43	4	398	47	445
	Percent	52.1	37.3	9.7	0.9	89.4	10.6	100.0
2015	Number	239	183	59	6	422	65	487
	Percent	49.1	37.6	12.1	1.2	86.7	13.3	100.0

MATH 3-8 Results, 2013 - 2015*by Year*

School Dodson		Math Performance Level				Math Proficiency Status		All
		1	2	3	4	Below Standard	At/Above Standard	
2013	Number	334	147	23	4	481	27	508
	Percent	65.7	28.9	4.5	0.8	94.7	5.3	100.0
2014	Number	275	166	61	11	441	72	513
	Percent	53.6	32.4	11.9	2.1	86.0	14.0	100.0
2015	Number	281	178	72	17	459	89	548
	Percent	51.3	32.5	13.1	3.1	83.8	16.2	100.0

ELA 3-8 Results, 2013 - 2015*by Year*

School Yonkers MS		ELA Performance Level				ELA Proficiency Status		All
		1	2	3	4	Below Standard	At/Above Standard	
2013	Number	285	191	67	7	476	74	550
	Percent	51.8	34.7	12.2	1.3	86.5	13.5	100.0
2014	Number	190	178	72	14	368	86	454
	Percent	41.9	39.2	15.9	3.1	81.1	18.9	100.0
2015	Number	169	143	69	9	312	78	390
	Percent	43.3	36.7	17.7	2.3	80.0	20.0	100.0

MATH 3-8 Results, 2013 - 2015**by Year**

School Yonkers MS		Math Performance Level				Math Proficiency Status		All
		1	2	3	4	Below Standard	At/Above Standard	
2013	Number	365	151	36	1	516	37	553
	Percent	66.0	27.3	6.5	0.2	93.3	6.7	100.0
2014	Number	242	150	53	6	392	59	451
	Percent	53.7	33.3	11.8	1.3	86.9	13.1	100.0
2015	Number	143	92	35	9	235	44	279
	Percent	51.3	33.0	12.5	3.2	84.2	15.8	100.0

SUPERINTENDENT OF SCHOOLS

The Superintendent of Schools shall be appointed by a majority vote of the Board of Education in accordance with a mutually agreed upon written agreement containing the provisions of employment and a specified length of service.

The Superintendent shall be the chief executive officer of the Board and will have a seat on the Board of Education with the right to speak and advise on all matters before the Board, but not to vote.

The Superintendent shall:

- be directly responsible to the Board for the execution of Board policy and for the faithful and efficient observance of its rules throughout the school system;
- have charge and control of all departments and employees of the district and authority to make rules and regulations for the conduct of the work, the control and management of district property and in meeting the educational mission of the Board;
- have supervision and direction over the enforcement and observance of the instructional program, the evaluation and promotion of students, and implementation of a course of study to meet the requirements established by the State of New York;
- be responsible for the financial management of the district and shall prepare and develop the annual budget for adoption by the Board and have charge and control of all purchases and expenditures of funds in accordance with state and municipal law and Board policy;
- transmit written or verbal reports on the status of the public schools in general or on a specific program or activity as necessary, required or requested as frequently as possible and upon request from the Board; and
- enforce all provisions of law and all mandated rules and regulations relating to the management of the schools and other educational, social and recreational activities or programs under the jurisdiction of the Board.

Ref: Education Law §2565; 2566

Adoption date: May 8, 2007



Public Schools

AGREEMENT
between the
BOARD OF EDUCATION
of the
City of Yonkers, New York
and the
YONKERS FEDERATION
OF TEACHERS, AFT
July 1, 2011 - June 30, 2014



Yonkers Federation of Teachers

Art. 10 Staff & Teach., Sec. B, Max. Class Size

additional hour for each child above two (2) to a maximum of six (6) hours daily.

<u># of Students in Excess of Limit</u>	<u>Cluster Aide Hours</u>
1	2
2	2
3	3
4	4
5	5
6	6

In instances when class size as stipulated above is exceeded by three (3) or more children per class or seven (7) per grade level, an additional cluster teacher shall be employed to assist all classes affected.

An acceptable reason for exceeding the class size shall be that there is no recitation class space available to permit scheduling of any additional class or classes in order to reduce size.

Regularly assigned teaching assistants may also be used to meet overages in class size requirements in place of cluster aides under the same conditions set forth above. However, in the event that a teaching assistant is used for such purposes, the teaching assistant may not be assigned as a per diem substitute teacher under the terms set forth in this contract.

(2) The Superintendent will forward a copy to the Federation of the excess class size report in the month of November.

(3) In the event of the need to make adjustments in Article 10, provisions A, B, F of the Agreement, the two parties shall meet to discuss a mutually acceptable solution to the problems.

(4) The Federation and the District agree that Academic Intervention Services (AIS) class size is important for the program to be effective. Therefore, in the Secondary Schools, while the District reserves the right to assign the number of students to AIS classes subject to the above maximums, the District shall attempt to keep AIS class sizes to no more than 15 students.

Art. 10, Staff/Teach, Sec. C, Clerical; D, Minimum Prep Periods

C. Guidance Clerical Staff

Adequate clerical assistance shall be provided to the secondary guidance departments. Technological changes shall be taken in account in determining whether clerical assistance is adequate.

D. Minimum Preparation Periods

(1) Provisions will be made for teachers to have unassigned preparation periods or equivalent time for professional activities as follows:

Secondary school teachers shall have five (5) unassigned preparation periods per week.

Elementary school teachers shall have 30 minutes per day for an unassigned preparation period.

In those schools without seven (7) classroom periods plus lunch, minimum standards for unassigned preparation periods in some cases are difficult to meet for teachers of non-academic or vocational courses because of staffing and physical plant limitations and nature of the program. In these cases, the teacher's total building assignment shall be adjusted in such areas as homeroom, study hall, and other building assignments if the minimum standards are not met.

In those secondary schools with seven (7) classroom periods plus lunch, Audio-Visual Coordinators shall be given their administratively assigned periods for this work and every effort shall be made to relieve them of homeroom assignments. In other secondary schools, every effort will be made to comply with this provision.

The employment of additional personnel will contribute to the reduction of cafeteria and yard duty by classroom teachers.

(2) In any case where the minimum preparation periods as outlined above are not provided for, the principal shall notify the Superintendent, the Assistant Superintendent and the Director. The Superintendent shall notify, in writing, the President of the Federation of all such cases. In the event that a number of these conditions exist in a single school, the Superintendent shall meet with the Federation in an attempt to resolve the situation.

Art. 10, Staff & Teach Cond., Sec. H, (1.5) Pre-K - 8 Schools

- g. On the day designated above, teachers shall be at their assignments at 9:00 a.m.
 - h. Teachers shall provide, when an additional adult is in the room to assist, thirty (30) minutes of AIS instruction on a daily basis. Any required paperwork shall be completed during the AIS instructional period.
 - i. The day designated pursuant to paragraph (f) above, teachers may, when deemed necessary by the building principal, be assigned coverage from 8:30 to 8:55 a.m. only provided they have been unassigned from 8:05 to 8:30 a.m. Such assignments shall be rotated on an equitable basis amongst the entire staff. If on the designated day, a teacher does not have twenty-five (25) minutes of unassigned time hereunder, the twenty-five (25) minutes will be made up at a time mutually acceptable to the Federation and the District.
 - j. The Federation and the District agree to meet to address concerns in a school or schools with regard to insufficient aides resulting in teacher coverage on the day designated under paragraph (f) above.
- (1.5) Pre-K - 8 Schools**
- a. Teachers shall sign in at 8:30 a.m. and be at assignment at 8:35 a.m.
 - b. The existing lunch period pattern shall continue for Elementary and secondary teachers.
 - c. Elementary teachers shall have thirty (30) minutes per day for an unassigned preparation period.
 - d. The teachers' day shall be six (6) hours and forty-five(45) minutes.
 - e. Teachers may leave at the end of the students' day.

Art. 10, Staff & Teach Cond., Sec. H (1.5) PreK - 8 Schools

- f. On a day designated by the District (other than Mondays or Fridays) all teachers shall sign in at 8:05 a.m. for faculty meetings, grade level meetings, department meetings, and/or staff development meetings which shall end no later than 8:55 a.m.
- g. On the day designated above, teachers shall be at their assignments at 9:00 a.m.
- h. Elementary teachers shall provide, when an additional adult is in the room to assist, thirty (30) minutes of AIS instruction on a daily basis. Any required paperwork shall be completed during the AIS instructional period.
- i. The day designated pursuant to paragraph (f) above, teachers may, when deemed necessary by the building principal, be assigned coverage from 8:30 a.m. to 8:55 a.m. only provided they have been unassigned from 8:05 to 8:30 a.m. Such assignment shall be rotated on an equitable basis amongst the entire staff. If on the designated day, a teacher does not have twenty-five (25) minutes of unassigned time hereunder the twenty-five (25) minutes will be made up at a time mutually acceptable to the Federation and the District.
- j. The Federation and the District agree to meet to address concerns in a school or schools with regard to insufficient aides resulting in teacher coverage on the day designated under paragraph (f) above.
- k. Secondary core area teachers (English, Social Studies, Science, Mathematics and Foreign Languages) shall have a lunch period of forty-seven (47) minutes.
- l. Secondary core area teachers (English, Social Studies, Science, Mathematics and Foreign Languages) shall have five (5) unassigned preparation periods of forty-seven (47) minutes per week.
- m. There shall be eight (8) forty-seven (47) minute periods a day with four (4) minutes of passing time between each period for the secondary classes.



YONKERS PUBLIC SCHOOLS

Department of Professional Development
 Professional Development Implementation Plan Excerpts
 2015–2017

School Leader Practices and Decisions

Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Implementing RtI Systems (Schools with grades K-8)	Terms, mandates, structures and implementing a system	Principals	August 2015 (initial PD) September 2015- June 2016 (implementation)	Standards 1-5 Domains 1-3, 5	2015-2016 SMART Goal: 5 2016-2017 Goals: 1, 3, 4
Department of Elementary Instruction and Administration					
What is Highly Effective Teaching?	Identification and common understanding/interpretation of rubric (evidence)	All administrators	August 2015 August 2016	All Standards All Domains	2015-2016 SMART Goals: 1-7 2016-2017 Goal: 2
Department of Professional Development					
MAP testing logistics	Scheduling, administration, and environment	All administrators	October 2015 September 2016 April 2017	Standard 4 Domain 5	2015-2016 SMART Goals: 2, 5, 6



YONKERS PUBLIC SCHOOLS

Department of Professional Development
 Professional Development Implementation Plan Excerpts
 2015– 2017

Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Professional Development					
Office of Assessment and Evaluation					
DASA	Knowing the law and your responsibilities	All administrators	August 2016 October 2016 (coordinators PD)	Standard 6 Domain 6	2015-2016 SMART Goal: 5 2016-2017 Goal: 4
Department of Professional Development					
Legal Department					
Principals PD Series – ALL	Instructional Leadership	All administrators	October 29, 2015		
Division of Teaching and Learning					
Office of the Superintendent					



YONKERS PUBLIC SCHOOLS

Department of Professional Development
 Professional Development Implementation Plan Excerpts
 2015– 2017

Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Office of ELA/SS	Modules				
Unpacking the EngagenY ELA Modules	Introductory exposure to the Modules	3-4 Teachers	June 2016-July 2017	Standard 2 Domain 2	2016-2017 Goals: 1, 2, 3
Office of ELA/SS	Vertical alignment of Modules; integration of Journeys and the Modules				
Unpacking the EngagenY ELA Modules	Introductory exposure to the Modules	5-6 Teachers	June 2016-July 2017	Standard 2 Domain 2	2016-2017 Goals: 1, 2, 3
Office of ELA/SS	Vertical alignment of Modules; integration of Journeys and the Modules				
Unpacking the EngagenY ELA Modules	Introductory exposure to the Modules	7-8 Teachers	June 2016-July 2017	Standard 2 Domain 2	2016-2017 Goals: 1, 2, 3
Office of ELA/SS	Vertical alignment of Modules				
Unpacking the	Introductory	7-12 Teachers	September 2015-	Standard 2	2015-2016 SMART



YONKERS PUBLIC SCHOOLS

Department of Professional Development
 Professional Development Implementation Plan Excerpts
 2015– 2017

Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Introduction to the Common Core Mathematics Standards	Teacher Center Intro. Course on CCLS	K-6 Teachers	As needed and pending approval by Richard Gazzola Teacher Center Policy Board	Standard 3 Domain 2	2015-2016 SMART Goals: 2, 3, 5, 6 2016-2017 Goals: 1, 2
Richard Gazzola Teacher Center					
Introduction to the Social Studies Framework	Applying disciplinary practices and literacy skills in the content area	K-4 ELA & Social Studies Teachers	September 2015-December 2015	Standards 2, 3 Domain 2	2015-2016 SMART Goals: 2, 3 2016-2017 Goals: 1, 2
Office of ELA/SS					
Introduction to the Social Studies Framework	Applying disciplinary practices and literacy skills in the content area	5-8 Teachers	September 2015-December 2015	Standards 2, 3 Domain 2	2015-2016 SMART Goals: 3, 4 2016-2017 Goals: 1, 2
Office of ELA/SS					



YONKERS PUBLIC SCHOOLS

Department of Professional Development
Professional Development Implementation Plan Excerpts
 2015–2017

Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Office of ELA/SS Implementation of Social Studies curriculum	Introductory exposure to the new Social Studies Framework	K-12 ELA, Social Studies Teachers, and special education teachers	September 2016- June 2017	Standards 2, 3 Domain 2	2015-2016 SMART Goal: 4 2016-2017 Goals: 1, 2
Office of ELA/SS Curriculum Development Using the Social Studies Framework	Unifying Themes- Teaching and learning of key ideas and conceptual understanding	5-8 ELA & Social Studies Teachers	January 2016	Standard 3 Domain 2	2015-2016 SMART Goals: 3, 4 2016-2017 Goals: 1, 2
Office of ELA/SS Curriculum Development Using the Social Studies Framework	Unifying Themes- Teaching and learning of key ideas and conceptual understanding	9-12 ELA & Social Studies Teachers	January 2016	Standard 3 Domain 2	2015-2016 SMART Goal: 4 2016-2017 Goals: 1, 2



YONKERS PUBLIC SCHOOLS

Department of Professional Development
 Professional Development Implementation Plan Excerpts
 2015–2017

Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Next Generation Science Standards	Overview of the framework Applying disciplinary practices and literacy skills in the content area	9-12 ELA and Science Teachers	April 2016-June 2016	Standards 2, 3 Domain 2	2015-2016 SMART Goal: 4 2016-2017 Goals: 1, 2
Office of Science	Unifying Themes- Teaching and learning of key ideas and conceptual understanding	PK-2 ELA and Science Teachers	July 2016-August 2016	Standard 3 Domain 2	2015-2016 SMART Goals: 1, 2 2016-2017 Goals: 1, 2
Office of Science	Unifying Themes- Teaching and learning of key ideas and conceptual understanding	3-5 ELA and Science Teachers	July 2016-August 2016	Standard 3 Domain 2	2015-2016 SMART Goal: 3 2016-2017 Goals: 1, 2
Office of Science	Unifying Themes- Teaching and learning of key ideas and conceptual understanding				



YONKERS PUBLIC SCHOOLS

Department of Professional Development
 Professional Development Implementation Plan Excerpts
 2015– 2017

Teacher Practices and Decisions

Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
What is Highly Effective Teaching? Department of Professional Development Office of Accountability and Research	Identification and common understanding/interpretation of rubric (evidence)	All teachers	September 2015- June 2017 Periodically over the school year (several offerings)	All Standards All Domains	2015-2016 SMART Goals: 1-7 2016-2017 Goal: 2
Introduction to the Fundamentals of RtI	Terms, mandates, structures and implementing a system	All schools	October 2015	Standards 1-5 Domains 1-3	2015-2016 SMART Goals: 2-6
Department of Elementary Instruction and Administration What is MAP?	Basic Overview of MAP (focus on layout and logistics) <i>Proposed pilot Webinar based PD</i>	K-9 teachers	September/October 2015 September/October 2016	Standard 5 Domains 1, 2	1, 3, 4 2015-2016 SMART Goals: 2-6



YONKERS PUBLIC SCHOOLS

Department of Professional Development
 Professional Development Implementation Plan Excerpts
 2015– 2017

Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Assessment					3
Data Literacy – Dissemination and Analysis	How do I read and understand my school's data?	3-8 Teachers	November 2016-June 2017	Standard 5 Domains 1, 2	2015-2016 SMART Goals: 2, 3, 5, 6
Department of Student Information, Reporting, and Assessment			Periodically over the school year (several offerings)		2016-2017 Goal:
Data Literacy – Dissemination and Analysis	How do I read and understand my school's data?	9-12 Teachers	November 2016-June 2017	Standard 5 Domains 1, 2	2015-2016 SMART Goals: 3, 4, 5, 6
Department of Student Information, Reporting, and Assessment			Periodically over the school year (several offerings)		2016-2017 Goal:
Journeys and the Reading/Writing Process	The resources, planning, and implementation using Journeys	K-6 Teachers	Dates	Standards Domains	2016-2017 Goal: X
Office of ELASS					
Exploring Writing Models	Understanding structure, developing writer's voice,	K-6 Teachers	Dates	Standards	2016-2017 Goal:



YONKERS PUBLIC SCHOOLS

Department of Professional Development
 Professional Development Implementation Plan Excerpts
 2015– 2017

Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Reflecting on RtI Division of Teaching and Learning	of school wide RtI Systems	RtI Teams	June 2017	5 Domains 1-3	SMART Goals: 1-6 2016-2017 Goals: 1-3
How to interpret an IEP Department of Special Education and Pupil Support Services	Implementing IEPs in the general education setting <i>Proposed Teacher Center Course</i>	PK-12 Teachers	October/November 2016	Standards 1, 3, 5 Domains 1-3	2015-2016 SMART Goals: 1-4, 6 2016-2017 Goals: 1, 4



YONKERS PUBLIC SCHOOLS

Department of Professional Development
Professional Development Implementation Plan Excerpts
2015– 2017

Identified Need/Responsible Department(s)	Description	Audience	Timeframe	Link to NYSUT/MPPR	Performance Measure
Department of Special Education and Pupil Support Services Office of Guidance and Art Education Office of Physical Education, Health, and Interscholastic Sports		(Secondary 7-12, 9-12)	June 2017 (quarterly)		2

MICHAEL G. WALPOLE

PRINCIPAL SCHOOL 23

Yonkers, New York
July 2014-PRESENT

- Effectively developed a Professional Learning Community with School 23 faculty, staff, students, parents and Community Based Organizations engaged in targeted, strategic, purposeful collaboration that led to demonstrated improvement in key areas of identified need including strengthening teacher practice, transforming school culture, and improving student attendance and academic performance.
- Created instructional coherence across subject areas that are mapped to the Common Core Standards.
- Led the development, design, and implementation of programs and interventions to support students' social/emotional development and growth based on state, local, MAP, and school-based assessment data
- Designed and implemented a school wide observation process aligned with the NYSED Framework for teaching. Using the NYSED and DTSDE rubric, calibrated the observation process with administrative team to support alignment and coherence. Conducted formal and informal observations across multiple disciplines resulting in improved practice and increased student achievement.
- Effectively reduced the incident rate in the school over 70% in two years through concise expectations, effective professional development, and restorative behavioral practices.
- Increased the attendance rate to 92% for the 2015-2016 School Year
- Led the development, innovation, and implementation of both the Extended Learning and GEAR UP Grants throughout the 2015-2016 School Year.

PRINCIPAL CROSS HILL ACADEMY

Yonkers, NY
July 2010-July 2014

- Anchored the creation and implementation of a Pre-K through 8 School as a first-year principal.
- Developed a professional learning community with CHA faculty, staff, students, parents and community-based organizations engaged in targeted, strategic, purposeful collaboration that led to demonstrated improvement in key areas of identified need including strengthening teacher practice, transforming school culture, and improving student attendance and academic performance.
- Created a House Academy Model for Grades 1-5 and Grades 7 and 8.
- Decreased the incident rate over 70% in four years as principal of the school.
- Created instructional coherence across subject areas that are mapped to the Common Core Standards.
- Led the development, design, and implementation of programs and interventions to support students' social/emotional development and growth based on state, local, MAP, and school-based assessment data.
- Led the school through the NYS SIG and DTSDE Review process bi-annually
- Designed and implemented a school wide observation process aligned with the NYSED Framework for Teaching using the NYSED and DTSDE rubric, calibrated the observation process with administrative team to support alignment and coherence. Conducted formal and informal observations across multiple disciplines resulting in improved practice and increased student achievement.

ASSISTANT PRINCIPAL ENRICO FERMI SCHOOL

Yonkers, NY
2006-2010

- Responsible for academics, attendance, discipline and parent engagement for 300+ students.
- Served as the assistant principal for Grades 3 through 5 and Grades 7 and 8.
- Served as key administrator for several departments including Languages Other Than English (LOTE), ESL.
- Served school as lead administrator for AIS After-School program, modified sports program, GEAR UP administrator, and Coordinator/Administrator for Saturday School Program
- Served district as administrator and supervisor for ELA and Math Scoring, Saturday and Summer SIFE Program, and Adult Education Evening and Summer Program Coordinator.

ADMINISTRATIVE INTERN MUSEUM MIDDLE SCHOOL

YONKERS, NY
2004-2005

TEACHING EXPERIENCE

TEACHER
MUSEUM MIDDLE SCHOOL

- Taught 6,7, and 8 Grade ISP and TIP Classes

TEACHER
PS 176X @ TRUMAN HIGH SCHOOL

- Taught SIE 3 and SIE 7 Classes

Yonkers, NY
2002-2006

Bronx, NY
1994-2002

CERTIFICATIONS

SDA, (School District Administrator), New York State, 2005

SAS, (School Administrator and Supervisor), New York State, 2005

SPECIAL Education K-12; Permanent Teacher Certificate New York State, 1994

SCHOOL 23

Table of Organization

2016-2017

Michael Walpole, Principal
Theresa Abate, Assistant Principal

<u>Areas of Supervision</u>	<u>Areas of Supervision</u>
ELA	ELA
Math	Math
Social Studies	Social Studies
Science	Science
Foreign Language, Phys. Ed./Music/Tech., Prep Subs	Spanish (LOTE)/Art/Tech./Phys. Ed., Music, Prep Subs
Pupil Support Services	ESL
Special Education	Transportation
Transportation	Title I Reading/Math
Title I Reading/Math	<u>Responsibilities</u>
<u>Responsibilities</u>	BEDS Reporting
PTSA	Coverages
RTI Committee	CSE Reviews
New World	eSchool
Ceridian	Title I/III Services
Data Team	Century Honors
Professional Development	Data Team/Analysis
NYS Testing Program	Technology
DRA 2	AIS
MAP Testing	Teaching Assistants
State Mandates and Compliance	NYS Regents Exams
School Partnerships	Ancillary Services
Academic Intervention Services	Student Management
Budgets/Grants	PTSA
Building Maintenance/ Facility Management	Margaret's Place
Emergency Management Plan	Field Trips
Comprehensive Education Plan	Lunch Duty
School Safety & Security	Professional Development
Curriculum and Instruction	APPR Evaluations
Professional/Non-Professional Staff	Community Partnerships/Outreach
Technology	Fundraising
Food Services	Pupil Support
Instructional Leadership	Curriculum Planning
Transportation	Naviance
APPR Evaluations	ELT
Community Partnerships/Outreach	Data Analysis
Student Management	Dignity Act Liaison
CSE Reviews	Curriculum and Instruction
Pupil Support Services	School Safety
Data Analysis	Building Maintenance/Facility Management
CSEA	Library Services
YFT	Food Services
ELT	Professional/Non-Professional Staff
PD Committee	
Community Engagement Team	
School Leadership Team	

ANNUAL GUIDELINES FOR APPR PROCESS

All dates are suggested and contingent on data being provided to the teachers by the State/District

SEPTEMBER-OCTOBER: GOAL SETTING

- Teacher Improvement Plan (TIP): For any teachers whose Professional Annual Evaluation Summary, including total composite score, was completed in September due to lack of Assessment scores in June, and received an annual rating of *Developing* or *Ineffective*, develop a TIP by the end of September
- Review last year's students' disaggregated achievement data at professional development, faculty/department meetings, congruence and 8:05 a.m. meetings (October)
- Review curriculum, standards, and rubrics
- Teacher chooses two (2) goals aligned to the NYSUT Teacher Practice Rubric, 2012 Edition
- Present goals from Professional Goals and Activity Form to administrator by the end of October. (Provided data has been released by NYSED and disseminated to teachers)
- By October 15, notify shared teachers which administrator (s) are conducting each observation

SEPTEMBER-NOVEMBER: OBSERVATION

- Pre and Post conferences (Probationary Teachers)
- First formal observation (Tenured/Probationary Teachers – announced)

NOVEMBER-APRIL: OBSERVATIONS

- Pre and Post conferences (Probationary Teachers)
- Second formal observation (Tenured/Probationary Teachers – unannounced)
- Third formal observation (Probationary Teachers – announced/unannounced)

SEPTEMBER-MAY: EVIDENCE GATHERING TO SUPPORT GOALS

- Evidence gathering by teachers and administrators to support goals. May include, but is not limited to:
 - Professional development
 - Reflection of goals
 - Assessments
 - Congruence

JANUARY-FEBRUARY: MID-YEAR INFORMAL REVIEW OF GOALS PROGRESS AND EVIDENCE GATHERING

- Review of progress by teachers and administrators. May include, but is not limited to:
 - Individual review meeting held during the school day at a mutually agreed upon time between teacher and administrator to discuss goal progress, evidence collection, administrator feedback, highlights, professional development

MAY: PRESENTATION OF EVIDENCE (Optional Teacher/Administrator Conference)

- Teacher continues to work toward the accomplishment of goals
- Professional Growth and Activity Form – Teacher submits his/her professional development, highlights, and reflections to support goal accomplishments

ANNUAL EVALUATION SUMMARY INFORMATION

60% Rubric Calculation:

Using the evidence gathered from Walkthroughs, Observations, Professional Growth and Activity Form, Pre and Post-Conferences (where applicable), and other pertinent information, rate the teacher in all sections of the NYSUT Teacher Practice Rubric 2012 Edition, as related to the Teacher Performance Standards (HEDI Scale).

A Summary Worksheet has been provided to use to calculate and measure the evidence collected for the 31 points based on the observations and 29 points based on the Professional Growth and Activity Form.

On the Summary Worksheet in each Element Sections (1-7), calculate the total points and transfer each element score total to the Professional Annual Evaluation Composite Summary Sheet for Teachers in the NYSUT Rubric Summary Area.

20% Growth Rating:

This score will either be provided by the NYSED based on the NYS Assessments (ELA and Math) results or scores provided by the District based on NYS approved assessments.

20% Locally Selected Rating:

This score will be provided by the District based on the locally selected assessment or SLO's.

Composite Score:

A composite score will be calculated based on the NYSUT Teacher Practice Rubric (60%), plus the NYS Assessment Growth Rating (20%), plus the Local Assessment (20%), giving the teacher his/her HEDI rating.

If the NYS Assessment Scores or District Local Scores are not provided before two (2) weeks prior to the last day of school, teachers will be provided with the rating score(s) available. They will sign the Professional Annual Evaluation Summary Worksheet and the Professional Annual Evaluation Composite Summary, pending the completed composite score rating. They will receive a copy of the partially completed portion of the Professional Annual Evaluation Composite Summary. Upon receiving their final composite rating they will receive a completed copy of the Professional Annual Evaluation Summary Worksheet and the Professional Annual Evaluation Composite Summary, at which time they must sign again.

and signature shall be placed into the teacher's personnel file. During the course of a school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them.

(1A) Shared Teacher (Probationary):

Shared teachers are teachers who are assigned to two or more schools for the school year. Shared teachers will receive three (3) formal observations a year by a trained and certified Lead Evaluator (administrator). The process of these observations will be as follows:

- a. If the split is .5/.5, the shared teacher will receive one formal observation from each assigned school for the year. The third formal observation will be decided by both administrators as to who will conduct the observation. The building administrators from these assigned schools will decide who among them will complete the first, second, and third of the three (3) observations. If there is no mutual agreement on which of the administrators will conduct the observations, a designated Central Office Administrator will make the determination. The teacher will be notified no later than October 15th as to who will conduct each of the observations. Administrators from both schools will collaborate on the shared teacher's final evaluation to determine one rubric score (60%).
 - i. One formal observation will be conducted by a trained and certified Lead Evaluator (administrator). The first formal observation will be an announced observation and the observation will be conducted no later than the end of November. Teachers will be notified and the observation must be scheduled within three (3) workdays of the pre-observation conference. In the event that the observation does not take place as scheduled, a new pre-observation conference will be required. A specific time/day of observation will be determined at the pre-observation conference. The pre and post observation conference will be held during the school day at a mutually agreed upon time by the teacher and administrator. The observation will have a total value of 10 points.
 - ii. Two (2) formal observations will be conducted by a trained and certified Lead Evaluator (administrator). These observations will be conducted no later than the end of April; the first of the two (2) observations will be unannounced and the last can be either announced or unannounced. If the third (3rd) observation is announced, teachers will be notified at least three (3) working days before the observation. A pre and post-observation conference will be held during the school day, at mutually agreed upon time by the teacher and administrator. These observations will follow the same procedures as in steps (1A)(a)(i). Each observation will have a total point value of 10.5 points.

- b. The second formal observation will be conducted by a trained and certified Lead Evaluator (administrator). This will be an unannounced observation and will be conducted no later than the end of April. Upon request, the teacher has the right to a post-observation conference during the school day at a time mutually agreed upon by the teacher and administrator. This second observation will have a total point value of 15.5 points.
- c. The observation forms, signed by the administrator and teacher shall be placed in the teacher's personnel file and the teacher may comment on each observation within a school year. During the course of the a school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them.

(2A) Shared Teacher (Tenured):

Shared teachers are teachers who are assigned to two or more schools for the school year. Shared teachers will receive two (2) formal observations a year by a trained and certified Lead Evaluator (administrator). The process of these observations will be as follows:

- a. If the split is .5/.5, the shared teacher will receive one formal observation from each assigned school for the year. Teachers will be notified no later than October 15th as to who will conduct each observation. Administrators from both buildings will collaborate on the shared teacher's final evaluation to determine one rubric score (60%).
 - i. One formal observation will be conducted by a trained and certified Lead Evaluator (administrator). The first observation will be an announced observation and the observation will be conducted no later than the end of November. Teachers will be notified at least five (5) working days before the observation. Upon request, the tenured teacher has the right to a pre and post-observation conference during the school day, at mutually agreed upon time by the teacher and administrator. This will not preclude the administrator from meeting with teachers as s/he deems necessary at a mutually agreed upon time during the school day. The observation will have a total point value of 15.5 points.
 - ii. The second formal observation will be conducted by a trained and certified Lead Evaluator (administrator). The observation will be an unannounced observation and the observation will be conducted no later than the end of April. Upon request the teacher has the right to a post observation conference during the school day at a time mutually agreed upon by the teacher and administrator. This will not preclude the

HEIDI Instructional Staff Identification

School 23		
Overall Composite	Frequency	Percent
70.00-Developing	1	2.86
78.00-Effective	2	5.71
81.00-Effective	1	2.86
84.00-Effective	1	2.86
85.00-Effective	4	11.43
86.00-Effective	3	8.57
89.00-Effective	4	11.43
90.00-Effective	1	2.86
92.00-Highly Effective	1	2.86
93.00-Highly Effective	3	8.57
95.00-Highly Effective	2	5.71
96.00-Highly Effective	4	11.43
97.00-Highly Effective	2	5.71
98.00-Highly Effective	5	14.29
99.00-Highly Effective	1	2.86
Total Number of Developing Staff	1	2.86
Total Number of Effective Staff	17	48.58
Total Number of Highly Effective Staff	18	48.57
Total Number of Evaluated Staff	35	100

Assurances and Waivers for Federal Discretionary Program Funds

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.

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

New York State Assurances and Certifications (For discretionary grant programs only)

- Appendix A
- Appendix A-1G
- Appendix A-2

Waiver for the use of Title I Funding for Whole School Programs

If the LEA identified in this application is a Title I school for specific targeted activities only, signing the certification on the application cover page acts as a waiver request to use specific targeted activity funds from this grant for whole-school change programming.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the Education Department Program Contact listed in the Application. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

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.

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 subagreements.
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.).
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.

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

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS**

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 subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

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 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.

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.

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;

8. 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. 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.

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);
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).

8. INTERNATIONAL BOYCOTT PROHIBITION. In accordance with Section 220-f of the Labor Law and Section 139-h of the State Finance Law, if this contract exceeds \$5,000, the Contractor agrees, as a material condition of the contract, that neither the Contractor nor any substantially owned or affiliated person, firm, partnership or corporation has participated, is participating, or shall participate in an international boycott in violation of the federal Export Administration Act of 1979 (50 USC App. Sections 2401 et seq.) or regulations thereunder. If such Contractor, or any of the aforesaid affiliates of Contractor, is convicted or is otherwise found to have violated said laws or regulations upon the final determination of the United States Commerce Department or any other appropriate agency of the United States subsequent to the contract's execution, such contract, amendment or modification thereto shall be rendered forfeit and void. The Contractor shall so notify the State Comptroller within five (5) business days of such conviction, determination or disposition of appeal (2NYCRR 105.4).

9. SET-OFF RIGHTS. The State shall have all of its common law, equitable and statutory rights of set-off. These rights shall include, but not be limited to, the State's option to withhold for the purposes of set-off any moneys due to the Contractor under this contract up to any amounts due and owing to the State with regard to this contract, any other contract with any State department or agency, including any contract for a term commencing prior to the term of this contract, plus any amounts due and owing to the State for any other reason including, without limitation, tax delinquencies, fee delinquencies or monetary penalties relative thereto. The State shall exercise its set-off rights in accordance with normal State practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State agency, its representatives, or the State Comptroller.

10. RECORDS. The Contractor shall establish and maintain complete and accurate books, records, documents, accounts and other evidence directly pertinent to performance under this contract (hereinafter, collectively, "the Records"). The Records must be kept for the balance of the calendar year in which they were made and for six (6) additional years thereafter. The State Comptroller, the Attorney General and any other person or entity authorized to conduct an examination, as well as the agency or agencies involved in this contract, shall have access to the Records during normal business hours at an office of the Contractor within the State of New York or, if no such office is available, at a mutually agreeable and reasonable venue within the State, for the term specified above for the purposes of inspection, auditing and copying. The State shall take reasonable steps to protect from public disclosure any of the Records which are exempt from disclosure under Section 87 of the Public Officers Law (the "Statute") provided that: (i) the Contractor shall timely inform an appropriate State official, in writing, that said records should not be disclosed; and (ii) said records shall be sufficiently identified; and (iii) designation of said records as exempt under the Statute is reasonable. Nothing contained herein shall diminish, or in any way adversely affect, the State's right to discovery in any pending or future litigation.

11. IDENTIFYING INFORMATION AND PRIVACY NOTIFICATION. (a) Identification Number(s). Every

invoice or New York State Claim for Payment submitted to a New York State agency by a payee, for payment for the sale of goods or services or for transactions (e.g., leases, easements, licenses, etc.) related to real or personal property must include the payee's identification number. The number is any or all of the following: (i) the payee's Federal employer identification number, (ii) the payee's Federal social security number, and/or (iii) the payee's Vendor Identification Number assigned by the Statewide Financial System. Failure to include such number or numbers may delay payment. Where the payee does not have such number or numbers, the payee, on its invoice or Claim for Payment, must give the reason or reasons why the payee does not have such number or numbers.

(b) Privacy Notification. (1) The authority to request the above personal information from a seller of goods or services or a lessor of real or personal property, and the authority to maintain such information, is found in Section 5 of the State Tax Law. Disclosure of this information by the seller or lessor to the State is mandatory. The principal purpose for which the information is collected is to enable the State to identify individuals, businesses and others who have been delinquent in filing tax returns or may have understated their tax liabilities and to generally identify persons affected by the taxes administered by the Commissioner of Taxation and Finance. The information will be used for tax administration purposes and for any other purpose authorized by law. (2) The personal information is requested by the purchasing unit of the agency contracting to purchase the goods or services or lease the real or personal property covered by this contract or lease. The information is maintained in the Statewide Financial System by the Vendor Management Unit within the Bureau of State Expenditures, Office of the State Comptroller, 110 State Street, Albany, New York 12236.

12. EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN. In accordance with Section 312 of the Executive Law and 5 NYCRR 143, if this contract is:

(i) a written agreement or purchase order instrument, providing for a total expenditure in excess of \$25,000.00, whereby a contracting agency is committed to expend or does expend funds in return for labor, services, supplies, equipment, materials or any combination of the foregoing, to be performed for, or rendered or furnished to the contracting agency; or (ii) a written agreement in excess of \$100,000.00 whereby a contracting agency is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon; or (iii) a written agreement in excess of \$100,000.00 whereby the owner of a State assisted housing project is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon for such project, then the following shall apply and by signing this agreement the Contractor certifies and affirms that it is Contractor's equal employment opportunity policy that:

(a) The Contractor will not discriminate against employees or applicants for employment because of race, creed, color, national origin, sex, age, disability or marital status, shall make and document its conscientious and active efforts to employ and utilize minority group members and women in its work force on State contracts and will undertake or continue existing programs

Albany, New York 12245
Telephone: 518-292-5100
Fax: 518-292-5884
email: opa@esd.ny.gov

A directory of certified minority and women-owned business enterprises is available from:

NYS Department of Economic Development
Division of Minority and Women's Business Development
633 Third Avenue
New York, NY 10017
212-803-2414
email: mwbecertification@esd.ny.gov
<https://ny.newnycontracts.com/FrontEnd/VendorSearchPublic.asp>

The Omnibus Procurement Act of 1992 requires that by signing this bid proposal or contract, as applicable, Contractors certify that whenever the total bid amount is greater than \$1 million:

(a) The Contractor has made reasonable efforts to encourage the participation of New York State Business Enterprises as suppliers and subcontractors, including certified minority and women-owned business enterprises, on this project, and has retained the documentation of these efforts to be provided upon request to the State;

(b) The Contractor has complied with the Federal Equal Opportunity Act of 1972 (P.L. 92-261), as amended;

(c) The Contractor agrees to make reasonable efforts to provide notification to New York State residents of employment opportunities on this project through listing any such positions with the Job Service Division of the New York State Department of Labor, or providing such notification in such manner as is consistent with existing collective bargaining contracts or agreements. The Contractor agrees to document these efforts and to provide said documentation to the State upon request; and

(d) The Contractor acknowledges notice that the State may seek to obtain offset credits from foreign countries as a result of this contract and agrees to cooperate with the State in these efforts.

21. RECIPROCITY AND SANCTIONS PROVISIONS.

Bidders are hereby notified that if their principal place of business is located in a country, nation, province, state or political subdivision that penalizes New York State vendors, and if the goods or services they offer will be substantially produced or performed outside New York State, the Omnibus Procurement Act 1994 and 2000 amendments (Chapter 684 and Chapter 383, respectively) require that they be denied contracts which they would otherwise obtain. NOTE: As of May 15, 2002, the list of discriminatory jurisdictions subject to this provision includes the states of South Carolina, Alaska, West Virginia, Wyoming, Louisiana and Hawaii. Contact NYS Department of Economic Development for a current list of jurisdictions subject to this provision.

22. COMPLIANCE WITH NEW YORK STATE INFORMATION SECURITY BREACH AND NOTIFICATION ACT. Contractor shall comply with the

provisions of the New York State Information Security Breach and Notification Act (General Business Law Section 899-aa; State Technology Law Section 208).

23. COMPLIANCE WITH CONSULTANT DISCLOSURE

LAW. If this is a contract for consulting services, defined for purposes of this requirement to include analysis, evaluation, research, training, data processing, computer programming, engineering, environmental, health, and mental health services, accounting, auditing, paralegal, legal or similar services, then, in accordance with Section 163 (4-g) of the State Finance Law (as amended by Chapter 10 of the Laws of 2006), the Contractor shall timely, accurately and properly comply with the requirement to submit an annual employment report for the contract to the agency that awarded the contract, the Department of Civil Service and the State Comptroller.

24. PROCUREMENT LOBBYING.

To the extent this agreement is a "procurement contract" as defined by State Finance Law Sections 139-j and 139-k, by signing this agreement the contractor certifies and affirms that all disclosures made in accordance with State Finance Law Sections 139-j and 139-k are complete, true and accurate. In the event such certification is found to be intentionally false or intentionally incomplete, the State may terminate the agreement by providing written notification to the Contractor in accordance with the terms of the agreement.

25. CERTIFICATION OF REGISTRATION TO COLLECT SALES AND COMPENSATING USE TAX BY CERTAIN STATE CONTRACTORS, AFFILIATES AND SUBCONTRACTORS.

To the extent this agreement is a contract as defined by Tax Law Section 5-a, if the contractor fails to make the certification required by Tax Law Section 5-a or if during the term of the contract, the Department of Taxation and Finance or the covered agency, as defined by Tax Law 5-a, discovers that the certification, made under penalty of perjury, is false, then such failure to file or false certification shall be a material breach of this contract and this contract may be terminated, by providing written notification to the Contractor in accordance with the terms of the agreement, if the covered agency determines that such action is in the best interest of the State.

26. IRAN DIVESTMENT ACT. By entering into this Agreement, Contractor certifies in accordance with State Finance Law §165-a that it is not on the "Entities Determined to be Non-Responsive Bidders/Offerers pursuant to the New York State Iran Divestment Act of 2012" ("Prohibited Entities List") posted at: <http://www.ogs.ny.gov/about/regs/docs/ListofEntities.pdf>

Contractor further certifies that it will not utilize on this Contract any subcontractor that is identified on the Prohibited Entities List. Contractor agrees that should it seek to renew or extend this Contract, it must provide the same certification at the time the Contract is renewed or extended. Contractor also agrees that any proposed Assignee of this Contract will be required to certify that it is not on the Prohibited Entities List before the contract assignment will be approved by the State.

During the term of the Contract, should the state agency receive information that a person (as defined in State Finance Law §165-

APPENDIX A-1 G

General

- A. In the event that the Contractor shall receive, from any source whatsoever, sums the payment of which is in consideration for the same costs and services provided to the State, the monetary obligation of the State hereunder shall be reduced by an equivalent amount provided, however, that nothing contained herein shall require such reimbursement where additional similar services are provided and no duplicative payments are received.
- B. This agreement is subject to applicable Federal and State Laws and regulations and the policies and procedures stipulated in the NYS Education Department Fiscal Guidelines found at <http://www.nysed.gov/cafe/>.
- C. For each individual for whom costs are claimed under this agreement, the contractor warrants that the individual has been classified as an employee or as an independent contractor in accordance with 2 NYCRR 315 and all applicable laws including, but not limited to, the Internal Revenue Code, the New York Retirement and Social Security Law, the New York Education Law, the New York Labor Law, and the New York Tax Law. Furthermore, the contractor warrants that all project funds allocated to the proposed budget for Employee Benefits, represent costs for employees of the contractor only and that such funds will not be expended on any individual classified as an independent contractor.
- D. Any modification to this Agreement that will result in a transfer of funds among program activities or budget cost categories, but does not affect the amount, consideration, scope or other terms of this Agreement must be approved by the Commissioner of Education and the Office of the State Comptroller when:
 - a. The amount of the modification is equal to or greater than ten percent of the total value of the contract for contracts of less than five million dollars; or
 - b. The amount of the modification is equal to or greater than five percent of the total value of the contract for contracts of more than five million dollars.
- E. Funds provided by this contract may not be used to pay any expenses of the State Education Department or any of its employees.

Terminations

- A. The State may terminate this Agreement without cause by thirty (30) days prior written notice. In the event of such termination, the parties will adjust the accounts due and the Contractor will undertake no additional expenditures not already required. Upon any such termination, the parties shall endeavor in an orderly manner to wind down activities hereunder.

Responsibility Provisions

- A. General Responsibility Language
The Contractor shall at all times during the Contract term remain responsible. The Contractor agrees, if requested by the Commissioner of Education or his or her designee, to present evidence of its continuing legal authority to do business in New York State, integrity, experience, ability, prior performance, and organizational and financial capacity.
- B. Suspension of Work (for Non-Responsibility)
The Commissioner of Education or his or her designee, in his or her sole discretion, reserves the right to suspend any or all activities under this Contract, at any time, when he or she discovers information that calls into question the responsibility of the Contractor. In the event of such suspension, the Contractor will be given written notice outlining the particulars of such suspension. Upon issuance of such notice, the Contractor must comply with the terms of the suspension order. Contract activity may resume at such time as the Commissioner of Education or his or her designee issues a written notice authorizing a resumption of performance under the Contract.
- C. Termination (for Non-Responsibility)
Upon written notice to the Contractor, and a reasonable opportunity to be heard with appropriate SED officials or staff, the Contract may be terminated by the Commissioner of Education or his or her designee at the Contractor's expense where the Contractor is determined by the Commissioner of Education or his or her designee to be non-

Assurances for School Improvement Grants

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II, or each priority school that the LEA commits to serve consistent with the final requirements.
- 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 order to monitor each Tier I and Tier II school, or priority 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.
- Report to the SEA school-level data, including baseline data for the year prior to SIG implementation.
- Ensure that each Tier I and Tier II school, or each priority school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Please refer to the Federal Register Volume 8, No. 26 for additional information about School Improvement Grants: <http://www2.ed.gov/programs/sif/index.html>