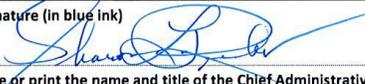


New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE						
Log Number		Date Received				
District (LEA)		LEA Beds Code:				
New York City Department of Education		305100010051				
Lead Contact (First Name, Last Name)						
Sharon Rencher/Mary Doyle						
Title	Telephone	Fax Number	E-mail Address			
Sharon Rencher, Senior Advisor to the Chancellor, Senior Executive Director Mary Doyle, Executive Director, State School Improvement Programs Office of State/Federal Education Policy and School Improvement Programs	(212) 374-0557 (212) 374-2762	(212) 374-5760	SRenche@schools.nyc.gov MDoyle5@schools.nyc.gov			
Legal School Name for the Priority School Identified in this Application			School Beds Code			
P.S./M.S. 031 The William Lloyd Garrison			320700010031			
Grade Levels Served by the Priority School Identified in this Application			School NCES #			
K-8						
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)			
747			250 East 156 Street Bronx, NY 10451			
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"/>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; border: none;">College/Career <input checked="" type="checkbox"/></td> <td style="text-align: center; border: none;">Family and Community <input type="checkbox"/></td> <td style="text-align: center; border: none;">Individualized Learning <input type="checkbox"/></td> </tr> </table>	College/Career <input checked="" type="checkbox"/>	Family and Community <input type="checkbox"/>	Individualized Learning <input type="checkbox"/>
College/Career <input checked="" type="checkbox"/>	Family and Community <input 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 July 19, 2016
Type or print the name and title of the Chief Administrative Officer Sharon Rencher, Senior Executive Director/Senior Advisor to the Chancellor	
DO NOT WRITE IN THIS SPACE	

II. School-level Plan – Turnaround, Restart, Transformation, Innovation and Reform Framework, Evidence-based and Early Learning Intervention

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

The LEA/school must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs that are identified as the result of a systemic analysis process. This section must address each of the following elements:

- i. Use school data and descriptive language, to describe the school's student population, and the unique needs of sub-groups (e.g.: underperforming sub-groups, students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college).

07X031, PS/MS 31 as is a K-8 school located in the Mott Haven section of the Bronx with an enrollment of 747 students across grades PK-8. The school population is comprised of 71% Hispanic, 26% Black, 2.1% each for Asian and Whites, 1.6 % American Indian or Alaskan Native students. Of the total school population, 32% are Students with Disabilities, 18% are English Language Learners, and 28 % of students lives in temporary housing.

The SY 15-16 attendance rate was 92.3%. In SY 15-16 the percent of students eligible for free or reduced lunch was 92.9%.

On the 2014-15 state assessments 94% of students performed below standards in ELA and 92% are performing below standards in Mathematics.

The data described above evidences unique needs in both student academic performance as well as social and emotional growth and development. The student academic performance demonstrates the following patterns and trends:

- The average ELA score was 1.74 and the average Math score was 1.66 for the 2014-2015 NYS exams.
- 0% of students starting in the 5th grade at Level 2 in either ELA or Math scored a 3 or 4.
- Since 2013, the school has seen a -3% drop in ELA proficiency as measured by the NYS ELA exams.
- Since 2013, the school has seen only increased +1% in Math proficiency as measured by the NYS Math exams.
- Since 2013, the school has averaged 20% in ELA and 23% in Math below the city average in proficiency as measured by NYS exams.

Based on the School Quality Snapshot for 2015 - 2016, the school has identified the following:

- 85% for a Supportive Environment with regards to the social-emotional needs of students while the city average was 81%.
- 86% for Collaborative Teachers.
- The school was on target with the city for effective school leadership; however, for program coherence the city was at 81% and the school at 79% and instructional leadership fell at 81% for the school while it was at 85% citywide.
- The school was at 81% while the city is at 84% for strong family community ties.
- The average ELA score was 2.1 and 8% of students scored a level 3 or 4 on the 2014-2015 NYS exams.

- The average Math score was 2.1 and only 10% of students scored a level 3 or 4 for the 2014-2015 NYS exams.
- ii. Describe the most recent systematic in-depth diagnostic review of the school conducted by the district, and the school data used (e.g.: a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), and/or related outside education experts) to determine its existing capacity, strengths, and needs. If a Family and Community School Design pathway is selected within the Innovation and Reform Framework, also describe the community-wide needs assessment.

07X031 underwent a State Visit and NYCDOE Quality review between 2014-15 and 2015-16: which evidenced capacity, strengths and needs. Additionally the School Quality Guide showed that in the area of Student Progress the school was not in target. In the area of Student Achievement school was at 2.24 out of 4.99 target. In the area of School Environment the school was at 2.72 out of 4.99 target and in Closing the Achievement Gap the school was not at target.

The most recent NYCDOE Quality Review evidenced the following needs across the school:

2.2 Teachers' use of a broad range of assessment data does not consistently lead to meaningful instructional planning, adjustments and interventions for students. There is little actionable feedback provided to students in terms of next academic steps.

The inconsistent use of assessment results to adjust curricula and instruction hinders the ability to meet all students' learning needs. As a result, teachers' assessment of student learning does not always lead to targeted interventions, varied scaffolds and shared instructional planning to meet all students learning needs.

1.2 While pedagogy provides consistent instructional supports, including questioning and discussion techniques, the use of strategic entry points and extensions that foster deep reasoning in student work products was not evident in some classrooms. Impact: The consistent use of instructional strategies and scaffolds for students enables them to access learning in a meaningful way. However, in some classrooms, high quality supports and extensions into the curricula do not consistently challenge high achieving students.

The 2015-2016 PPR/MOLP evidenced the following needs across the school:

- All teachers must be supported in consistently implementing instructional strategies that provide multiple entry points into the curricula so that instruction reflects the use of targeted scaffolds that allow all students, including ENLs and SWDs, to produce meaningful work products and participate in evidence based authentic student to student discussions.
- Professional Development and collaboration opportunities must focus on developing pedagogical strategies designed to ensure that all students are engaged in appropriately challenging tasks and student to student dialogue that reflect critical thinking, creativity, innovation and problem solving.

- Teachers must monitor student learning through frequent checks for understanding throughout the lessons using a variety of strategies to elicit information about individual student learning and trends. Based on the data gathered, the administrative team must ensure that teachers provide actionable (i.e. accurate, specific, timely) feedback so that students are aware of their next steps for improvement and have clear guidance on how to implement those next steps.

The 2015-2016 Quality Review evidenced the following needs across the school:

- Targeted professional development (PD) to ensure curriculum and pedagogy are meeting the needs of all learners.
- Cohesive and fluid assessment plan with PD to support staff understanding and use of student data.

Additionally, as students struggle academically, a need to offer expanded learning time for students in all grades has arisen.

iii. Discuss evidence of community and family input in this review.

The School Leadership Team (SLT) met to review the data and determine prioritized needs and provide input within this application. The SLT consists of family and community members. The needs align with the school goals:

- Improved pedagogy school wide
- Implementation of new ELA curriculum
- Expand ELT opportunities for all students K-8
- Improve assessment plan and use of student data
- Describe the results of this systematic school review, specifically the capacity, strengths, and needs to dramatically improve student achievement.

Across the specific reviews the following patterns and trends were noted within the NYCDOE Framework for Great schools:

Rigorous Instruction

Teachers need to be consistent across the school by stopping to check students for understanding during instruction. They can use varied techniques, i.e. exit slips, rubrics, self-assessments, etc. Assessing what students are learning will inform teachers about skills they may need to reteach or modify.

Supportive Environment

There is a need to expand learning opportunities for students in all grades. Enrichment opportunities will be offered for students in grades K-8.

Collaborative Teachers

Teachers need to improve the use of data. Protocols, systems for collection and assessment need to be further developed.

Effective School Leadership

Professional development must strategically support the improvement of teaching schoolwide.

Strong Family and Community ties

As per all feedback families are satisfied with the school community, however there is a need to further support the social-emotion needs of all students.

- iv. Describe the results of this systematic school review, specifically the capacity, strengths, and needs to dramatically improve student achievement.

Across the specific reviews the following patterns and trends were noted within the Framework for Great schools.

Rigorous Instruction

Teachers need to be consistent across the school by stopping to check students for understanding during instruction. They can use varied techniques, i.e. exit slips, rubrics, self-assessments, etc. Assessing what students are learning will inform teachers about skills they may need to reteach or modify.

Supportive Environment

There is a need to expand learning opportunities for students in all grades. Enrichment opportunities will be offered for all students.

Collaborative Teachers

Teachers need to improve the use of data, including implementation across grade levels and content areas, and protocol regarding systems for collection and assessments that need to be further developed.

Effective School Leadership

Professional development must strategically support the improvement of teaching school wide.

Strong Family and Community ties

As per all feedback families are satisfied with the school community, however there is a need to further support the social-emotion needs of all students, both during the school day and during ELT.

- v. Discuss how the LEA/school will prioritize these identified needs to implement the SIG model and plan.

In order to implement the College and Career Readiness pathway we will prioritize the evidenced needs through the following:

The school will prioritize their identified needs based on input from the SLT, knowledge of the Superintendent, and the support of the SIM and Borough Field Support Center. In order to best prioritize stakeholders will first of all focus on improving pedagogy to meet the needs of all learners. We will use data to support this work in a targeted and high impact way. Additionally by offering expanding learning time to all students K-8 we will support academic improvement even for the youngest learners.

B. School Model and Rationale

The LEA/school must propose a SIG plan as a plausible solution to the challenges and needs previously identified. This section must address each of the following elements:

- i. Describe the rationale for the selected model (*Turnaround, Restart, Transformation, Innovation and Reform Framework, Evidence-based, or Early Learning Intervention*). The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed in Section A.
- ii. Refer to the description of the model on pages 5-9 and describe the research-based key design elements and other unique characteristics that will comprise this model.

We have chosen the Innovation and Reform Framework: College and Career Readiness Design SIG model and pathway which will support the work of ensuring that all students are college and career ready. This SIG model will allow for an integrated focus on academics and technical skills as well as experiences in project and work-based learning with a focus on the following outlined below.

A comprehensive reading model and approach to literacy mastery which supports students' ability to read at grade level by third grade, therefore by grade seven the students will be able to demonstrate various levels of mastery, combined with an instructional approach which supports students' ability to take dual enrollment and college-credit bearing courses in a college or career pathway high school.

Rigorous Instruction

- Based on the needs assessment in Part A, the average ELA score was 2.1 and 8% of students scored a level 3 or 4 on the 2014-2015 NYS ELA exam.
- Based on the needs assessment in Part A, the average Math score was 2.1 and only 10% of students scored a level 3 or 4 on the 2014-2015 NYS Math exam.

Supportive Environment

- Based on the needs assessment in Part A, the school was rated at 85% for a Supportive Environment with regards to the Social-Emotional needs of students while the city average was 81%.

Collaborative Teachers

- Based on the needs assessment in Part A, the school was at 86% for Collaborative Teachers.

Effective School Leadership

- Based on the needs assessment in Part A, the school was on target with the city for effective school leadership, however for program coherence the city was at 81% and the school at 79%.

Strong Family and Community ties

- Based on the needs assessment in Part A, the school was at 81% while the city is at 89% for strong family community ties.

The SIG Innovation and Reform framework: Career and College Readiness model will support our school’s needs through providing partnerships and resources that will support this redesign model. The SIG will be leveraged to support the schools in the following ways:

- Through a partnership with TCRWP, a comprehensive reading model and approach to literacy mastery will be implemented and supported
- Through a partnership with Generation Ready, a comprehensive reading model and approach to literacy mastery for ENLs
- Through a partnership with NTN Math, we will support engaging, student-centered, hands-on mathematics instruction schoolwide.
- Through a partnership with Center for Education Innovation with an emphasis on PLC to promote a culture of teacher collaboration and inquiry study.
- Through a partnership with School Data Corp., we will effectively collect, analyze and use targeted student data to better adjust teaching.
- Through a partnership with Datacation, we will effectively inform parents and students of real time data to promote a culture of transparency while addressing student achievement.
- Through a partnership with Practice Makes Perfect we will address the need of closing the achievement gap by providing students with targeted interventions during Winter/Spring Breaks and Summer Session.

- iii. Describe the process by which this model was chosen, including how the school staff, leadership, labor unions, families, and community stakeholders were engaged in both the design and the decision-making processes.

This model was chosen with input from the School Leadership Team (SLT) which is comprised of parents, teachers (members of the UFT, members of DC37 – school support staff, as well as with input from school leadership. The selection of this model aligns with school goals. The SLT will continue to be engaged throughout the school year on SIG plan implementation.

C. Determining Goals and Objectives

The LEA/school must determine and present broad goals directly aligned to the in-depth diagnostic review and model selection, as well as specific objectives that have been developed

to guide key strategies in a time-specific and measurable manner. This section should demonstrate effort on the part of the LEA/school to backward plan key components of school turnaround specific to the school and must address each of the following elements:

- i. Identify, describe and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of English language arts (ELA). Provide the means by which the objective(s) will be assessed. For all schools having primary-grade students, one objective must discuss how all children will be able to read at grade level by age 8.

Throughout the grant implementation period we will focus on the following goal in ELA. As noted in the 2014 Quality Review, the school needs to implement protocols for reviewing unit and lesson plans to ensure alignment with the Common Core Learning shifts and monitoring the impact and effectiveness of professional development in curriculum planning, instruction, and achievement.

We will leverage the following objectives in ELA within the Framework for Great Schools to support progress towards realizing this goal.

Framework Area: Rigorous Instruction

In partnering with TCRWP, we will provide comprehensive professional development and support to teaching staff in grades K-8 to ensure they are all experts at teaching reading and writing. We will provide ample materials to support the implementation of the new curriculum.

Framework Area: Supportive Environment

To ensure students are excited to learn and actively engaged in classrooms that are welcoming, safe, and orderly, the administrative team ensures varied supports are in place: advisory, afterschool enrichment, access to school based counselors and social workers, and access to outside support. Additionally, the administrative team works with teachers, coaches and consultants to ensure student-centered engaging instruction is planned and implemented. Through our partnership with TCRWP, Generation Ready, we will ensure students are engaged in all areas of the school.

Framework Area: Collaborative Teachers

High quality teachers work together towards a single goal, improved student achievement. Teachers collaborate regularly during weekly grade and subject team meetings, after school professional development, intra and inter-school visits, and work with consultants and coaches. The administrative team regularly meets with teachers to provide meaningful and actionable feedback based on observations of teaching and learning. This work will continue and be deepened with the support of TCRWP, Generation Ready, School Data Corp, Center for Education Innovation and Datacation.

Framework Area: Effective School Leadership

The school leadership team regularly emphasizes the need for high expectations for all and the importance of every child and learner in the community. School leadership conducts regular observations of teaching and learning and then provides actionable, targeted feedback to all

staff. The leadership team works collaboratively with the entire school community to ensure all key stakeholders are supported. The leadership team will be engaged in PD to support the implementation of the new literacy curriculum and use of data more deeply. The leadership team will attend, Center for Education Innovation, TCRWP PD, will work with School Data Corp as well as Datacation to ensure appropriate support and feedback is provided to staff.

Framework Area: Family and Community Ties

Through our work with Datacation, School Data Corp, support students, we will:

- support students, parents/guardian in understanding current levels of performance and what next steps are needed for improvement
- celebrate successes defined by increased mastery for students and hold school-wide celebrations to honor commitment and dedication to this work for school staff

In order to assess implementation towards meeting this objective, we will monitor progress through the following data sources:

- Data collected in collaboration with Datacation and School Data Corp inclusive but not limited to:
 - Interim Assessments
 - WOD – Writing on Demand
 - Observations of teaching and learning
 - HEIDI Ratings
 - NYS Exam Scores
- ii. Identify and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of mathematics. Provide the means by which the objective(s) will be assessed.

Throughout the grant implementation period we will focus on the following goal in Math. This will be assessed through meeting CCLS standards in Math based on interim assessment results that require additional instructional support in an effort to increase student proficiency on the New York State ELA and Math exams by 12%, across grades. We will leverage the following objectives in math within the Framework for Great Schools to support progress towards realizing this goal.

Framework Area: Rigorous Instruction

In partnering with Metamorphosis, NTN Math, we will provide comprehensive professional development and support to teaching staff to ensure they are all experts in the delivery of student-centered, constructivist math instruction. We will provide ample materials to support the implementation of the curriculum.

Framework Area: Supportive Environment

To ensure students are actively engaged in classrooms that are welcoming, safe, and orderly the administrative team ensures varied supports are in place: advisory, afterschool enrichment, access to school based counselors and social workers, and access to outside support. Additionally, the administrative team works with teachers, coaches and consultants to ensure

student-centered engaging instruction is planned and implemented. Through a partnership with Metamorphosis, Practices Makes Perfect and additional CBOs we will ensure students are engaged in all areas of the school.

Framework Area: Collaborative Teachers

High quality teachers work together towards a single goal, improved student achievement. Teachers collaborate regularly during weekly grade and subject team meetings, after school professional development, intra and inter-school visits, and work with consultants and coaches. The administrative team regularly meets with teachers to provide meaningful and actionable feedback based on observations of teaching and learning. This work will continue and be deepened with the support of Center for Education Innovation, Metamorphosis, School Data Corp and Datacation.

Framework Area: Effective School Leadership

The school leadership team regularly emphasizes the need for high expectations for all and the importance of every child and learner in the community. School leadership conducts regular observations of teaching and learning and then provides actionable, targeted feedback to all staff. The leadership team works collaboratively with the entire school community to ensure all key stakeholders are supported. The leadership team will be engaged in PD to support the implementation of the new literacy curriculum and use of data more deeply. The leadership team will attend PD, will work with School Data Corp as well as Datacation to ensure appropriate support and feedback is provided to staff.

Framework Area: Family and Community Ties

Through our work with Datacation, School Data Corp, and Literacy Support Systems, we will:

- support students, parents/guardian in understanding current levels of performance and what steps are needed for improvement
- celebrate successes defined by increased mastery for students and hold school-wide celebrations to honor commitment and dedication to this work for school staff

In order to assess implementation towards meeting this objective, we will monitor progress through the following data sources:

- Data collected in collaboration with Datacation and School Data Corp inclusive but not limited to:
 - Unit Assessments
 - Beginning, Middle, EOY assessments
 - Interim Assessment Data
 - Observations of teaching and learning
 - HEIDI Ratings
 - NYS Exam Scores
 - Performance Tasks

- iii. As applicable, identify and present additional goal(s) and corresponding objective(s) directly aligned and specific to the needs assessment of the school and the school improvement model selected. Provide the means by which the objective(s) will be assessed.

All content teachers will use data collection and analysis protocols to examine student achievement data to make appropriate instructional decisions to meet the targeted needs of students.

We will leverage the following objectives in both ELA and Math within the Framework for Great Schools to support progress towards realizing this goal.

Framework Area: Rigorous Instruction

Through partnerships with Datacation and School Data Corp, teachers will have access to systems to effectively and efficiently collect, analyze, and articulate with each other around student achievement data.

Framework Area: Supportive Environment

Through partnerships with Datacation and School Data Corp, teachers will have access to systems to effectively and efficiently collect, analyze, and articulate with each other around student achievement data therefore providing instruction targeted to the specific needs of students.

Framework Area: Collaborative Teachers

High quality teachers will work together towards a single goal, improved student achievement. Teachers collaborate regularly during weekly grade and subject team meetings, after school professional development, intra and inter-school visits, and work with consultants and coaches. The administrative team regularly meets with teachers to provide meaningful and actionable feedback based on observations of teaching and learning. This work will continue and be deepened with the support of School Data Corp and Datacation.

Framework Area: Effective School Leadership

The school leadership team regularly emphasizes the need for high expectations for all and the importance of every child and learner in the community. School leadership conducts regular observations of teaching and learning and then provides actionable, targeted feedback to all staff. The leadership team works collaboratively with the entire school community to ensure all key stakeholders are supported. The leadership team will be engaged in PD to support the implementation of the new literacy curriculum and use of data more deeply. The leadership team will attend TCRWP PD, will work with School Data Corp as well as Datacation to ensure appropriate support and feedback is provided to staff.

Framework Area: Family and Community Ties

Through our work with Datacation and School Data Corp, we will:

- support students, parents/guardian in understanding current levels of performance and what steps are needed for improvement
- celebrate successes defined by increased mastery for students and hold school-wide celebrations to honor commitment and dedication to this work for school staff

In order to assess implementation towards meeting this objective, we will monitor progress through the following data sources:

- Data collected in collaboration with Datacation and School Data Corp inclusive but not limited to:
 - Unit Assessments
 - Beginning, Middle, EOY assessments
 - Interim Assessment Data
 - Observations of teaching and learning
 - NYS Exam Scores
 - Performance Tasks

Framework Area: Rigorous Instruction

Through partnerships with Goldmansour students' social, emotional, and academic needs will be met through additional learning time. Intervention as well as enrichment opportunities will engage and support all learners.

Framework Area: Supportive Environment

Through partnership with Goldmansour Incorporated, our students' social, emotional, and academic needs will be met through additional learning time. Intervention as well as enrichment opportunities will engage and support all learners.

Framework Area: Collaborative Teachers

Through the additional learning time, teachers will provide instruction of an academic and enrichment nature. Teachers will be part of the planning and implementation of the ELT program.

Framework Area: Effective School Leadership

The school leadership team will work in collaboration with the ELT partners to enhance all opportunities for children K-8. Through the partnership with Center for Education Innovation, students' social, emotional, and academic needs will be met through additional learning time. Intervention as well as enrichment opportunities will engage and support all learners.

Framework Area: Family and Community Ties

Students' social, emotional, and academic needs will be met through additional learning time and ELT will allow more time to engage families in school.

In order to assess implementation towards meeting this objective, we will monitor progress through the following data sources:

- Data collected in collaboration with Datacation and School Data Corp inclusive but not limited to:
 - School survey
 - Observations of teaching and learning
 - Formative and Summative Assessment

In order to assess implementation towards meeting this objective, we will monitor progress through the following data sources:

- iv. As applicable, identify and present additional goal(s) and corresponding objective(s) directly aligned and specific to the needs assessment of the school and the school improvement model selected. Provide the means by which the objective(s) will be assessed.

Goal 3: Build a college and career culture based on early awareness, planning, preparation, and by nurturing in students the confidence to aspire to a post-secondary educational experience and the resilience to overcome challenges they may face along the way.

We will leverage the following objectives to support progress towards realizing this goal:

1. Align Curriculum, Instruction, and Assessments to the Common Core
2. Strengthen Teacher and Leader Effectiveness
3. Facilitate community partnerships that support college and career readiness
4. Engage all stakeholders (families, school staff, partners and the larger community) in students' education
5. Establish an Advisory Committee among teachers, school leaders, community partners and parents to guide implementation of the SIG plan

The above objectives support both the Framework for Great Schools and progress towards realizing this goal. Our school has a commitment to build strong partnerships with business and community-based organizations that foster college and career readiness. Our students will develop the awareness, knowledge and skills that lay the foundation for academic rigor and social development necessary for college and career readiness and success.

In order to assess implementation towards meeting this objective, we will monitor progress through the following data sources: *(Include Progress Monitoring for each objective listed)*

1. Using the NAEP reading and math tests as indicator of "college preparedness," increase the percent of 4th graders scoring at or above proficient in reading and in math
 2. Assess teacher and principal practice using a teacher and principal rubric
 3. Assess the efficacy of community based partnerships in promoting college and career readiness
 4. Assess perceptions of school culture and community understanding school improvement process and purpose as measured by focus groups/surveys.
- v. Complete the School-level Baseline Data and Target-Setting Chart (Attachment B).

For the purposes of this RFP, goals are intended to be broad and to guide the formation of linear objectives. An objective is a statement of intended outcomes that is clear, focused, measurable, and achievable in a specified time frame. In addition, it should be noted that more than one objective may apply to a given goal.

D. School Leadership

The LEA/school must have the mechanisms in place to replace the existing principal, if applicable based on the selected model, and select/assign a new school principal, and

supporting leaders that possess the strengths and capacity to drive the successful implementation of the SIG Plan. (While the replacement of the principal is not a requirement of all models, the LEA and EPO/EMO should have the mechanism to replace the existing principal if through a screening process by the LEA/EPO/EMO, principal replacement is determined to be the best approach to ensuring school and student success.) The LEA must provide a clear rationale and supporting evidence that the principal identified is likely to be successful in effectively implementing the SIG plan and model. This section must address each of the following elements:

- i. Identify and describe 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. Please refer to, “Competencies for Determining Priority School Leaders” which may be found at: <http://www.p12.nysed.gov/turnaround/CompetenciesforDeterminingPrioritySchoolLeaders.html>.

Principals are rated utilizing the Principal Practice Observation Tool. This tool enables reviewers to gather evidence aligned with the Quality Review rubric which exemplifies the core competencies of the school leader necessary to meet the needs of the school. The following quality review indicators are included in the principal practice observation tool; 1.1, 1.2, 1.3, 1.4, 2.2, 3.1, 3.4 and 5.1. These quality review indicators are most closely aligned with specific competencies for determining priority school leaders evidenced below in the chart. The competencies aligned to the Quality Review indicators below are necessary to meet the needs of the school, produce dramatic gains in student achievement and implement the SIG model.

<u>Quality Review Indicator from the Principal Practice Observation Tool</u>	<u>Competencies for Determining Priority School Leaders</u>
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards;	<p>*Demonstrates the expertise to identify and support necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English language learners and students with disabilities in order to positively impact their educational outcomes.</p> <p>*Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.</p>
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching , aligned to the curricula, engaging, and meets the needs of all learners so that all	*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.

students produce meaningful work;	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products;	*Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults;	*Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input. *Demonstrates expertise in providing social-emotional supports for all students.
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels;	*Develops and shares a clear vision to ensure that all students, including high needs students, have access to resources and supports necessary to put them on the path for college and career readiness
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community;	*Develops, in a collaborative manner, measurable goals connected to student outcomes, and develops systems and structures to monitor progress toward those goals.
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations;	*Creates opportunities for meaningful dialogue with educators, students and families. Uses these opportunities to enhance reciprocal communication, to strengthen partnerships, and to achieve identified goals.
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection;	*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.
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student	*Demonstrates the expertise to create differentiated professional development opportunities that support teachers' improvement, including those that are new to the field.

learning; and	
5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS.	<p>*Demonstrates the 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 professional development in a way that ensures that teachers successfully utilize data to make instructional decisions.</p> <p>*Incorporates data in the development of school policies and procedures, and uses data to monitor progress, to make adjustments when progress is not being made, and to determine success.</p> <p>*Implements a system for regularly self-assessing and adjusting strategic improvement plans</p>

- ii. Provide the school principal’s name and a short biography which includes an explanation of the leadership pipeline from which s/he came, the rationale for the selection in this particular school, and how this principal’s capabilities are aligned to the selected SIG model. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools; OR
- iii. If the specific person who will serve in this position is not yet known, describe the action steps necessary to put leadership in place, and identify the formal LEA/school mechanisms that enable this personnel action. The principal selected to lead the school must be in place within 30 days of receipt of preliminary award letter, to ensure sufficient time to lead summer activities in preparation for the beginning of the school year. Identify any barriers or obstacles to accomplishing these tasks, as well as strategies for overcoming them. ***Note: If the principal selected to lead the school is not in place within 30 days of receipt of the preliminary award letter, or does not meet the quality standards set forth in this application, the SIG will be suspended immediately and the LEA will be at risk of having the grant terminated.***

Principal Jayne Hunnewell has been an educator in the Department of Education for the past 19 years. She started her career as an elementary school teacher, educating students in kindergarten through fourth grade. As a kindergarten teacher, she served as an exemplary model for District 7. Teachers from throughout the district regularly observed her instructional practice in an effort to refine their own craft. Soon after, she became a Staff Developer, and for three years developed and enhanced a school-wide literacy curriculum for grades K-6. As Staff Developer, she not only developed curriculum, she also mentored teachers, modeled lessons and conducted data analysis as the school’s Data Specialist. In 2001, Ms. Hunnewell became the Administrative Assistant. In this role she supported curriculum development, instructional strategies to supports ELLs and SWDs as well as provided professional development. In 2004, as a result of her expertise she was offered a position as the 3-5 Assistant Principal at PS/MS31.

As an Assistant Principal, she supported teachers with developing effective classroom management systems and lesson planning and preparation. In 2012, she became principal at PS/MS 31x. In this role Ms. Hunnewell concentrated on supporting her teachers with understanding the Common Core Learning Standards, the Danielson framework, and how to use both tools to provide rigorous instruction to promote student achievement. As the instructional leader of the school, she has implemented daily common planning time, developed the curriculum, set school-wide expectations, and created a safe and nurturing environment for all children

- iv. Provide the specific job description and duties, aligned to the needs of the school, of the following supporting leadership positions; 1) assistant principal/s who will serve in the building; 2) School Implementation Manager (SIM), if the school is utilizing one.

PS/MS 31 currently employs two assistant principals. The immediate supervision of the school is divided into Elementary School and Middle school whereas one assistant principal supervises grades pre-kindergarten through grade 5 and the other supervises grades 6 through 8.

Each assistant principal is responsible for the daily supervision of teaching and learning without exclusion of subject or subgroup.

Framework Area: Rigorous Instruction

The administrative team regularly observes teaching and learning to ensure all instruction is CCLS aligned and meets the targeted needs of our students. Co-planning, looking together at student work, and comprehensive curriculum mapping is monitored by the administrative team.

Framework Area: Supportive Environment

To ensure students are excited to learn and actively engage in classrooms that are welcoming, safe, and orderly the administrative team ensures varied supports are in place: advisory, afterschool enrichment, access to school based counselors and social workers, and access to outside support. Additionally, the administrative team works with teachers, coaches and consultants to ensure student-centered engaging instruction is planned and implemented.

Framework Area: Collaborative Teachers

High quality teachers work together towards a single goal, improved student achievement. Teachers collaborate regularly during weekly grade and subject team meetings, after school professional development, intra and inter-school visits, and work with consultants and coaches. The administrative team regularly meets with teachers to provide meaningful and actionable feedback based on observations of teaching and learning.

Framework Area: Effective School Leadership

The school leadership team regularly emphasizes the need for high expectations for all and the importance of every child and learner in the community. School leadership conducts regular observations of teaching and learning and then provides actionable, targeted feedback to all staff. The leadership team works collaboratively with the entire school community to ensure all key stakeholders are supported.

Framework Area: Family and Community Ties

The School Implementation Manager (SIM) serves as the project manager ensuring that schools receive appropriate guidance, technical assistance, and coaching in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in schools undertaking the intervention models, and are responsible for meeting federal and state reporting requirements related to schools' interim and summative performance. The SIM provides direct targeted support for all the schools in their caseload. The SIM's job description addresses areas of the Framework for Great schools. The SIM is responsible for providing both on-site as well as off-site targeted support for their caseload of schools. The SIM is on-site in each school at least twice per month. Additional visits support crafting quarterly progress reports, budget, annual renewals, budget, and SED site visits. See the expanded framework areas below:

Rigorous Instruction – SIMs support and monitor the whole school reform model articulated in the schools approved plan. This support is both on and off site. They engage in any of the following with building leadership: classroom observations, observe expanded learning time (ELT) program(s), cabinet & partnership meetings, curriculum review, teacher team/inquiry team meetings, learning walks, data analysis, as well as leadership level conversations developing next steps at the school level.

Supportive Environment - SIMs work alongside of school leadership to identify supports needed, and help to facilitate social/emotional partnerships for students and the community.

Collaborative Teachers - SIMs work with leadership to monitor and identify needed supports for teachers. SIMs engage with building leadership in learning walks, where they observe teachers utilizing the Danielson framework. SIMs attend/participate in teacher team meetings as well as PD provided by partnership.

Effective School Leadership - SIMs support leadership in monitoring the implementation of the SIG plan, analyzing formative/summative data around the leading/lagging indicators as well as provide support with budget. SIMs work alongside of building leadership to monitor the SIG plan and meet with partnerships to ensure that the needs of the school are being met with the provided services. In addition, on an annual basis SIMs work in concert with the RSCEP development process and review feedback provided through the QR and IIT reports with each school on their caseload.

- v. Describe and discuss the school's current supporting leadership profile in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students. Identify specific individuals who will remain in supporting leadership positions from the previous administration and discuss the strategies employed by the new school principal and the LEA/school to ensure buy-in and support from the entire leadership team. Identify any barriers or obstacles to obtaining leadership buy-in or support as well as strategies for overcoming them.

Currently our school has the following supporting leadership positions:

- Math Coach – support high quality planning and implementation of instruction
- Literacy Coach – support high quality planning and implementation of instruction
- New Teacher Mentor – support high quality teaching and supports new teachers to improve teacher retention
- Dean of Students – support positive student behavior, school structures for discipline, and professional development for classroom management
- Lead Teachers – serve as liaisons for working in collaboration with the administrative team, idea generation, problem solving and action planning

The following strategies will be employed to ensure buy-in and support from the entire leadership team.

- Weekly cabinet meetings
- Weekly lead teacher meetings

E. Instructional Staff

The LEA/school must have the mechanisms in place to assign the instructional staff to the school that have the strengths and capacity necessary to meet the needs of the school and its students.* This section must address each of the following elements:

- Identify the total number of instructional staff in the building, and the number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the school's approved APPR system.

The total number of instructional staff in the building is 42. The chart below shows the breakdown by HEDI rating for all ADVANCE eligible staff.

HEDI Rating	Number of Staff
Highly Effective	0
Effective	34
Developing	8
Ineffective	0

- Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness to the needs of students in this school and the selected SIG model. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation, and throughout the implementation period of the grant.

Year over analysis of the HEDI ratings and qualitative information from the teacher observation reports identify the following areas of need:

- Domain 3 – Instruction
 - 3b: Using Questioning and Discussion Techniques
 - 3c: Engaging Students in Learning
 - 3d: Using Assessment in Instruction

Based upon the needs evidenced above; we feel that the following staffing changes are needed

between the time of the application and start-up of the model and during the grant period:

- Literacy Coach – full time staff to support implementation of new ELA curriculum – partnership with TCRWP
- Additional AIS staff – full time and F-status
- New ENL teacher – 3 full time staff in addition to 2 bilingual classroom teachers
- Additional MS ELA teacher therefore increasing the number of periods of ELA/week for MS students from 8 to 12

The SIG model: College and Career Readiness will support the needs articulated by providing:

- Additional and new professional development partnerships focused on improving pedagogical practice in all content areas including delivery of instruction to identified subgroups
- New partnerships with vendors to support the collection, analysis and use of student data to improve instructional focus

iii. For each key instructional staff to be employed at the start of model implementation identify and describe the characteristics and core competencies necessary to meet the needs of its students and the selected SIG model.

We believe that the core competencies and characteristics needed to meet the needs of the students are best described through the four domains of the Danielson Framework.

iv. Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited. Identify any barriers or obstacles to assigning the appropriate staff as required by the model and new school design, as well as strategies for overcoming them. Include in the description how the school recruits and develops a more diverse workforce aligned to its student population.

A citywide “open market” staff hiring and transfer system is available every year from spring through summer that principals may use to identify school pedagogical staff seeking transfers as well as those who wish to apply to specific vacancies or schools. Principals are thus able to recruit, screen, and select instructional staff new to their schools based on need. While principals have discretion over the schools’ budget and staffing decisions, one barrier that schools may face are hiring restrictions set by the district for certain subject areas, grade levels, and titles or licenses. Exceptions are given in certain cases based on critical needs such as for high-need subject areas. Human resource directors on budgeting, recruiting and hiring procedures also support schools. In addition, all principals have access to an online human resources portal for up-to-date data and activities related to talent management. Similarly, resources are available to instructional staff on recruitment fairs, workshops, school vacancies, transfer options, as well as professional development, citywide award programs, and leadership opportunities to promote staff retention.

Hiring at 07X31 is a very serious and intense process that begins in May. The school uses all available NYCDOE resources as well as contacting local colleges and universities to post projected vacancies. All staff are pre-screened and then invited for an interview. All

interviewees work through a similar set of questions, references are checked if appropriate, and demonstration lessons are done by all candidates. If all areas are exemplary, an offer is made to join the school community.

*This standard and the actions that accompany it are required regardless of the model chosen. If the *Turnaround* model is chosen for the Priority School in this application, responses to this section should be planned/proposed in the context of the requirements for that model, retaining no more than 50% of existing instructional staff. A new school staff meeting the *Turnaround* requirement must be in place within 30 days of receipt of preliminary award letter. If *Turnaround* staffing requirements are not met within 30 days of receipt of preliminary award letter SIG funding will be immediately suspended and the LEA will be at risk of having the grant terminated.

F. Partnerships

The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Management Organization (EMO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. LEA/schools are encouraged to have a few targeted and purposeful partnerships with shared goals, rather than a large variety of disconnected partner groups/services with multiple goals. This section must address each of the following elements:

- i. Identify by name, the partner organizations that will provide services critical to the implementation of the SIG model. Provide the rationale for the selection of each partner. Explain the role each will play in the implementation of the new school design.*

To support implementation of this school's CTE/College and Career Readiness model, the school will be matched to an effective lead industry partner. The NYCDOE four pillars of high-quality CTE are industry engagement, work-based learning, academic integration, and program quality. NYCDOE offers programs in 16 areas of study, and provides career maps (see attached example) in each area for students and families. For more information on NYCDOE CTE program selection and career pathways, see attached website page and [here](#).

The process outlined below describes the steps that must be taken to confirm this partnership, which will happen this fall.

Step 1: With support from the NYCDOE's Career and Technical Education Unit in the Office of Postsecondary Readiness (OPSR), the school identifies potential lead industry partners that could be a good match for their school.

Step 2: School reaches out to potential lead industry partners to schedule a formal interview. The interview team must include the principal and School Leadership Team, and may also

include other key stakeholders.

Step 3: Each member of the interview team that is present for the formal interview completes the lead industry partner rating sheet.

Step 4: The ratings from the team are summarized in one lead industry partner rating sheet, which is emailed back to Office of Postsecondary Readiness (OPSR).

Step 5: Once OPSR receives the completed summary rating sheets for all lead industry partner interviews conducted, OPSR reviews, compiles scores, and communicates back to the school which lead industry partner has been matched to the school. This information is also communicated by OPSR to the new lead industry partner.

Through the SIG, we would like to partner with the following organizations to provide supplemental resources in order to address the needs articulated in the needs assessment, Part A and realize our goals and objectives. Our school will establish multiple partnerships to ensure there is an intense and strategic focus on improving community services, academic interventions, teacher support and development and, thus, student performance.

Partner Organization	Rationale	Role/Services to support the school redesign
Center for Educational Innovation (CEI)	<p>As per the 2015 School Quality Guide (on a scale of 1.00-4.99), X031 has:</p> <p>Rigorous Instruction is Approaching Target at a score of 2.76</p> <p>Supportive Environment is Approaching target at a score of 2.72</p> <p>Effective School Leadership Just Met target at a score of 3.08</p> <p>Student Achievement is Approaching Target at a score of 2.24</p> <p>Note: The School Quality guide rates the elements of the Framework for Great Schools based on information from Quality Review, The NYC School</p>	<ul style="list-style-type: none"> • CEI will provide school leaders with instructional knowledge and skills to work with instructional staff to develop strategies which meet curricular and instructional goals • CEI will guide school leaders to implement policies that have a clear focus and that support the necessary changes to address the identified strengths and needs of all students • CEI will provide regular, ongoing supervisory support to school administration • CEI will ensure full adoption of CCLS, focusing on institutional shifts, assist in realigning curriculum maps to the CCR standards, and provide robust professional development

	<p>survey, student attendance and movement of SWD to LRE.</p>	<p>in all targeted curricula areas</p> <ul style="list-style-type: none"> • CEI will guide school staff to implement assessment systems across all content areas to identify student needs, to monitor student progress, and to inform instruction. • CEI will guide school staff to imbed formative assessments are embedded across all content areas and will be aligned with standards and summative assessments • CEI will ensure the adoption of a whole school model to ensure for improved climate and culture • CEI will facilitate the implementation of a teacher effectiveness and professional development systems that recognize a teacher’s need for deep content and pedagogical knowledge and skills and include a broad set of recruitment, induction, professional growth, and retention policies and practices
TCRWP	<p>As articulated within our needs assessment data in Part A, only 8% of our students performed at proficiency on the NYS ELA assessment. Additionally formative assessment data reveals that less than 35% of our students in grades K-3 are reading at grade level.</p>	<p>TCRWP will provide professional development and coaching for teachers differentiated by grade. We will work with an onsite consultant as well as have the opportunity to send teachers and school leaders to targeted professional development sessions. Through the work with TCRWP we will</p>

		transform the way we provide literacy instruction, engaging students in reading and writing in deeper and more meaningful ways.
Generation Ready	As articulated within our needs assessment data in Part A, <u>only 8%</u> of our students performed at proficiency on the NYS ELA assessment. Additionally formative assessment data reveals that less than 35% of our students in grades K-3 are reading at grade level.	Through our partnership with Generation Ready, we will focus on MS ELA instruction. The team will co-plan units of study organized by theme that embed the CCLS into daily instruction. By integrating issues of social justice student engagement will improve. The partnership will provide coaching, modeling, co-planning, and onsite PD.
Metamorphosis and NTN Math	As articulated within our needs assessment data in Part A, <u>only 10%</u> of our students performed at proficiency on the NYS Math assessment. Additionally formative assessment data reveals that less than 35% of our students in grades K-3 are reading at grade level.	Through our partnership with Metamorphosis, and NTN Math we will focus on mathematics instruction. The partnership will provide coaching, modeling, co-planning, onsite and off-site PD.
School Data Corp	As articulated in our needs assessment, instruction must be targeted to meet the unique needs of our students. In order to do so we must more effectively collect, analyze and use targeted student data to better adjust teaching.	<ul style="list-style-type: none"> • Professional development for leadership team and teaching staff • Collaborative creation of assessment plan • Creation of data collection system • Support with inquiry process once data is collected
Datacation	As articulated in our needs assessment, instruction must be targeted to meet the unique needs of our students. In order to do so we must more effectively collect, analyze and use targeted	<ul style="list-style-type: none"> • Professional development for leadership team and teaching staff • Use of online data collection platform • Support with use of online data platform

	student data to better adjust teaching.	
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- ii. Complete the Evidence of Partner Effectiveness Chart (Attachment C). Each partner selected should have a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs and selected SIG model
- iii. While some partners may be funded by other sources, for those funded by SIG clearly describe how the LEA/school will hold the partner accountable for its performance.

The process of partnership accountability and evaluation will be managed in the following manner: all partners will become part of the principal’s cabinet and will provide updated logs to the school detailing supports/activities/events provided; additionally each partner will be strategically linked to specific or groups of school data points aligned with the services which they provide. This two-fold approach allows for both a qualitative and quantitative methodology of assessing partnership performance. The chart below details the quantitative methodology further.

*If the model chosen for this school is either *Restart* or *Innovation and Reform Framework*, the LEA must provide in this application a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO/EMO and the broad achievement outcomes for the school. The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. The external partnership/s may vary in terms of role and relationship to the governance of the school. If the model chosen for this school is *Restart*, the fully executed EMO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED within 30 days of receipt of the preliminary award letter. If the fully executed EMO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated. If the model chosen for this school is *Innovation and Reform Framework*, the fully executed EPO-district contract, signed by both parties, must be received by NYSED within 30 days of receipt of the preliminary award letter.

G. Organizational Plan

The LEA/school must provide a sound plan for how the school will operate, beginning with its governance and management. It should present a clear picture of the school’s operating priorities, delegation of responsibilities, and relationships with key stakeholders. This section must address each of the following elements:

- i. Submit a school organizational chart (or charts) identifying the management and team structures, and lines of reporting. (If a *Restart* model is being proposed, be sure to include the specific role of the EMO in governance and decision making that is compliant with education law).

Attached.

- ii. Describe how the structures function in day-to-day operations (e.g., the type, nature, and frequency of interaction, data-sources used to drive discussion and decision making, manner in which the results of interactions are communicated and acted upon, etc.).

The attached organizational chart articulates the management and teaming structures with their respective lines of reporting. Day to day functions are managed through cabinet and team level interactions. Multiple leading and lagging data sources are used to drive conversation utilizing the Framework for Great Schools in the areas of rigorous instruction, supportive environment, collaborative teachers, effective school leadership and family and community ties. Each teaming structure is further articulated below.

Cabinet

The cabinet is comprised of the following members, Principal, Aps, Dean of Students, Literacy Coach, Math Coach, AIS Coordinator, and SPED Coordinator. The cabinet meets weekly on Fridays and functions in the following capacity regular needs assessment, action planning, and data analysis. The cabinet considers both leading and lagging data sources to drive discussions and school level decisions making including but not limited to; grade and school wide summative and formative student data, state and city accountability data, ADVANCE teacher observation data, attendance, OORs.

School based support teams

The school based support teams are comprised of the following members: SPED/AIS Coordinator, Literacy Coach, AP, social worker, and guidance counselor. The school based support team meets bi-weekly period 1 on Thursdays and functions in the following capacity assessing the needs of specific students and setting action plans. They consider both leading and lagging data sources to drive discussions and school level decisions making including but not limited to; summative and formative student data, attendance, chronic absenteeism, OORs.

Teacher Teams

Teacher teams exist on all grade levels by grade and subject as appropriate. Teacher teams focus on looking together at student work and planning for success. Teacher teams use school developed protocols to support their work. Teacher teams meet different times and days each week and functions in the following capacity. They consider both leading and lagging data sources to drive discussions and school level decisions making including but not limited to; summative and formative student data, attendance, chronic absenteeism, OORs

School Leadership Team

The School Leadership Team (SLT) is comprised of the following members, (include member's ex. Principal, AP DSR, CSD, parents, teachers etc.). The SLT meets monthly and functions in the following capacity to assess needs, share feedback, and action plan. The SLT considers both leading and lagging data sources to drive discussions and school level decisions making including but not limited to; grade and school wide summative and formative student data, state and city accountability data, attendance, OORs.

- iii. Describe in detail, the plan for implementing the annual professional performance review (APPR) of all instructional staff within the school. Include in this plan an identification of who will be responsible for scheduling, conducting, and reporting the results of pre-observation conferences, classroom observations, and post-observation conferences.

During the 2016-2017 school year, the school leader, with the assistant principals, will implement *Advance*, the annual professional performance review (APPR) according to the requirements set forth by the collective bargaining agreement between the NYC DOE and the United Federation of Teachers (UFT) and the specific needs of the school as described in Section A. Teachers rated *effective* or *highly effective* will engage in an initial planning conference with the assistant principal responsible for supervising the teacher's given subject area (see organization chart.) Teachers rated *ineffective* or *developing* (will engage in an initial planning conference with the principal and the assistant principal responsible for supervising the teacher's given subject area, at which time a formal Teacher Improvement Plan will be developed. All initial planning conferences will take place within 10 instructional days from the start of the school year. Following the initial planning conferences and an administrative cycle of norming where observations are calibrated to determine elements of instructional effectiveness, the instructional supervisors will conduct a minimum of 4 cycles of observations in which all teachers will be observed and evaluated a minimum of one time per cycle.

The plan for scheduling and conducting the observations is detailed below based upon each teachers HEDI rating.

- For those teachers, rated effective or highly effective, who have selected an evaluation option requiring a formal pre-observation, full period observation and formal post-observation, the assistant principal will schedule, conduct and report the results for the pre-observation, the full period observation and the post observation conference.
- For those teachers, rated effective or highly effective, who have selected an evaluation option requiring only short, informal observations, the assistant principal will schedule, conduct and report the results for the pre-observation, informal observation and the post observation conference.
- For those teachers, rated developing or ineffective, who have selected an evaluation option requiring a formal pre-observation, full period observation and formal post-observation, the principal will schedule, conduct and report the results for the pre-observation, the full period observation and the post observation conference, in conjunction with the supervising assistant principal.
- For those teachers, rated developing or ineffective, who have selected an evaluation option requiring only short, informal observations, the principal will schedule, conduct and report the results for at least one pre-observation, informal observation and the post observation conference, in conjunction with the supervising assistant principal.

The plan for evaluation and communication is detailed below based upon each teachers HEDI rating.

- Each teacher rated effective or highly effective will meet with their supervising assistant principal for a mid-year evaluation meeting who will schedule, conduct and report the results of the meeting.
 - Each teacher rated developing or ineffective will meet with the principal and assistant principal for a mid-year evaluation meeting, at which time the teacher, principal and assistant principal will discuss progress toward the actions steps in the Teacher Improvement Plan.
 - Finally, each teacher rated effective or highly effective will meet with their supervising assistant principal for an end of year meeting and each teacher rated developing or ineffective will meet with their supervising assistant principal and the principal to review progress made on the Teacher Improvement Plan.
- iv. Provide a full calendar schedule of the APPR events listed in “iii” for the 2016-2017 school year that reaches all instructional personnel who will staff the building.

Attached.

H. Educational Plan

The LEA/school must provide an educationally sound and comprehensive educational plan for the school. This section must address each of the following elements:

- i. *Curriculum.* Describe the curriculum to be used with the selected SIG model, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program (see: <http://engageny.org/common-core-curriculum-assessments>).

In implementing the SIG model, Career and College Readiness our curriculum will ensure a focus on :

- Literacy programming and activities supports proficiency by grade three and seeks to strengthen our students cross curricula skills cognitive speaking and writing skills as well as providing learning experiences across subject which prepare students to take dual enrollment and college-credit bearing courses in a college or career pathway high school.
- Mathematics programming and activities supports proficiency. We seek to improve numeracy across grade and content areas through cross curricula experiences, constructivist instruction and targeted daily instruction.
- Collecting, analyzing and using student achievement data to improve targeted instruction across grades and content.

- Improving ELT opportunities for students in all grades K-8.

- ii. *Instruction.* Describe the instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Provide details of how the events of instruction in additional required and elective courses will be arranged to reflect all of these instructional shifts. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).

The instructional strategies to be employed include an intense focus on reading and writing through TCRWP and a deep understanding and regular collection of data are aligned to the following instructional shifts in ELA:

- Targeted reading instruction based on individual student reading levels
- Targeted writing instruction based on WOD assessments

The instructional strategies to be employed, constructivist mathematics instruction, are aligned to the following instructional shifts in math:

- Targeted mathematics instruction based on individual and group level needs
- Developing a greater sense of numeracy starting in the early grades

The model will support our school in making meaningful improvements to the quality and quantity of instruction.

- iii. *Use of Time.* Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule **to increase learning time by extending the school day and/or year**. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here: <http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>.

Our school's ELT schedule is attached and demonstrates a model aligned with the Regents memo, Update on New York State's Next Generation Accountability System - Approval of Recommended Revisions to the Elementary and Secondary Education. In addition non mandated extended learning time and enrichment opportunities and are provided before school from 7:15-8:00AM, afterschool Monday through Friday (selected dates and times grade dependent) 2:20 – 5:30 PM, and Saturdays. Our ELT program combines an integration of academics, enrichment, and skill development through hands-on experiences. The following programs are offered during ELT academic enrichment, arts, athletics, and engaging clubs such as chess, debate, newspaper. In order to strengthen career and college readiness we have focused on the following strategies during ELT broadening students' exposure to content and experiences. In order to meet the unique learning needs and interests of all types of students our school has employed the following strategies such as employing teachers, coaches, student teachers, and college level students. We will also continue our partnerships with Urban Dove, Hands in 4 Youth, South Bronx United, and Asphalt Green.

- iv. *Data-Driven Instruction/Inquiry (DDI)*. Describe the school’s functional cycle of Data-Driven Instruction/Inquiry (DDI). Present the schedule for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space/time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. (See <http://engageny.org/data-driven-instruction> for more information on DDI).

Our school implements Data Driven Inquiry (DDI) in the following manner articulated through the Framework for Great Schools. Teachers at 07X031 meet on a weekly basis by grade and subject. They work collaboratively using protocols to Look Together at Student Work. They then use this analysis with the protocol for Co-Planning for Success. The work is usually done in two week cycles whereas teams Look at Student Work for two weeks and then Co-Plan for two weeks before cycling back to looking at student work.

Our schedule for administering common interim assessments in both ELA and math is shown in the chart below. In our efforts to support teachers and coaches we will partner with:

- School Data Corp
- Datacation
- TCRWP

Grade	Subject	Assessment	Frequency
K-8	ELA	Running Record (TC Reading Level)	4X/Year (Ongoing as appropriate)
K-3		Sight Words	3X/Year
K-2		Foundations	5-15X/Year
3-5		Words Their Way	3X/Year
K-8		Writing on Demand	6X/Year
6-8		Interim Assessments	3X/Year
3-8		ELA Simulations	2X/Year
K-8		Math	Unit Assessments
K-8		Performance Task	3X/Year
K-8		Interim Assessments	3X/Year
3-8		Math Simulations	2X/Year

- v. *Student Support*. Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, underperforming subgroups, disengagement/drop-out, and health issues and then present the key

interventions chosen to support them. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services.

vi.

We have instituted the following systems and structures articulated in the Framework for Great Schools: Supportive Environment to identify at risk students both academic and social/emotionally:

- Middle School Advisory
- Small group at-risk counseling
- Dean of Students – serve as point person for at-risk students
- PBIS
- ELT

Some of the key interventions have been but are not limited to ongoing parent outreach, ongoing analysis of OORS data, character education, book clubs on matters of social justice, town hall meetings, and work with our CBOs. Through DDI we have identified specific data sources to identify at risk students as well as underperforming subgroups include including, attendance, chronic absenteeism, lateness, OORs, and academics.

vii. *School Climate and Discipline.* Describe the strategies the model will employ to develop and sustain a safe and orderly school climate. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs. As applicable, discuss preventing youth violence and providing second chances.

Our schools approach towards student behavior management and discipline is driven both by; feedback provided through state/city reports, data, community needs articulated through the Framework for Great Schools: Supportive Environment. In consultation with our SLT we have been able to establish a list of priorities which has guided our approach towards programming. These priorities include:

- Reduction of OORS infractions
- Improve attendance rate overall with a focus on chronic absenteeism
- Cohesive school culture

viii. *Parent and Community Engagement.* Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge parent and community satisfaction. Programs and initiatives described should be aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>. If you selected the Family and Community School Design pathway, discuss the parent, family, and community engagement components listed on page 8.

Our school supports parent engagement through various means articulated through the Framework for Great Schools: Strong Family-Community Ties- Parents and families which

includes:

- Family Workshops (e.g. Adolescent Stress, Healthy Eating, and Supporting Students with Homework and Study Skills)
- Conducting parent/guardian surveys to ascertain topics of relevance for our families
- Family Events (Fall and Spring Carnival, Family Trips)

I. Training, Support, and Professional Development

The LEA/school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs. This section must address each of the following elements:

- i. Describe the process by which the school leadership/staff were involved in the development of this plan.

These six elements of the Framework are the core values that are essential for the success of the school of our instructional program. In collaboration with our SLT and cabinet the SIG plan was developed. All decisions about supports, partnerships, and staffing were driven by the needs assessment data. The needs are aligned to our schools SIG as well as R/SCEP.

The UFT is an integral part of planning, and an expected comprehensive partner in the implementation of this grant. The partnership will include the UFT – PLC program that will help strengthen school communities and improve academic outcomes, staff members need support to understand and anticipate behavior issues before they escalate. The Positive Learning Collaborative (PLC) is a joint initiative between the DOE and UFT that provides intensive training and direct consultation to educators in order to develop the skills that prevent crises and help students focus on academic goals. Schools make a three year commitment to work with PLC to build systems that are the foundation of positive school environments. Being part of PLC means the school will receive an in-depth survey that measures school climate and an in-depth analysis of that survey identifying strengths and weaknesses of the school climate. In addition the PLC team collaborates with the school to develop an individualized faculty driven action plan that addresses area of need identified through the survey and analysis process. Each school is assigned a PLC behavior specialist. Staff members will receive intensive training, particularly Cornell’s 4 day certification course, Therapeutic Crisis Intervention for Schools. PLC provides classroom consultation for implementation of Therapeutic Crisis Intervention, PBIS, Social Emotional Learning skills and Restorative Practices. The PLC behavioral specialist works to develop a school based team that will take on the work of ensuring sustainability of system and practices developed with PLC during the 3 year commitment. The benchmarks will include a decrease in incident rates, a decrease in suspension rates, a decrease in disruptive behavior, an increase in teacher’s ability to manage challenging student behaviors, and an increase in academic achievement.

The UFT is an integral part of planning, and an expected comprehensive partner in the implementation of this grant. The partnership will include the UFT – PLC program that will help strengthen school communities and improve academic outcomes, staff members need support to understand and anticipate behavior issues before they escalate. The Positive Learning

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- ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year-one implementation period (September 1, 2016 to June 30, 2017). The professional development must be aligned to the needs of the students and to the SIG model. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project

narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

The chart attached demonstrates the year one training, support and professional development events for our school. Each event shown below is critical to the successful implementation of this SIG model because of the alignment to our needs assessment data.

Attached.

- iii. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data.

The principal along with her professional development team created an on-going school-wide professional development plan based upon teacher needs and teacher feedback. Teachers will engage in professional development that targets the identified components and addresses content specific applications. Cycles of low stakes observations with actionable feedback provided to teachers in the moment or as close as possible to the time of observation. Teachers will engage in three benchmark conversations with the administration to set goals and identify professional development needs. These data/goal conferences in November, March and May will include student data. Formal observations will begin in December to provide feedback and support to teachers.

- iv. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data.

As articulated in the chart above, our school will evaluate the impact and success of each of our PD, training, and support frequently to ensure that we are continually evaluating, being responsive to the needs of our staff and making adjustments to key strategies when needed. .

Our key method for evaluation are as follows:

Personnel:

- Principal
- Assistant Principal
- Expeditionary Learning (professional development team)
- Professional Development calendar
- Danielson Rubric & Teacher Effectiveness Rubric
- Framework for Great Schools

J. Communication and Stakeholder Involvement/Engagement

The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school’s Priority status and on the implementation status of the SIG plan. This section must address each of the following elements:

- i. Describe in detail, the process (methods and frequency) that will be used to regularly and systematically update parents, families, the community and other stakeholders on the implementation status of the SIG model and plan. This process should also include, but is not limited to, analyses of evidence of success or challenges with implementing the model and plan by referencing leading indicator data.

In order to continually update and engage the community within SIG implementation in terms of; progress, improvements, next steps and decision-making processes; we will engage in the following communication methods: e-newsletter, website announcements, SLT, PTA, town hall, community outreach, and professional development. Beginning in the new school year we will meet with the entire staff to review the SIG plan, how it was developed, the data used for the needs assessment, the partnership choices that were made, and the expectations for implementing coaching and professional development support. Additionally, during SLT meetings we will present evidence or practice and impact within the key strategies and overall goals to assess implementation of the SIG plan. The types of data which will be shared during these meetings are:

Communication Method	Description	Frequency	Target Audience
Progress Reports	Students progress reports will detail interim progress	Student progress reports will sent home at the mid-point of the marking period (4 times/year)	Parents and Students
Report Cards	Students report cards will detail academic progress	Quarterly	Parents and Students
Data from Interim Assessments	Student mastery of CCLS in ELA and Math will be presented	6-8 week cycles	Teachers, Parents, and Students
Attendance	Student attendance will be examined as an early warning indicator	Weekly	Teachers, Guidance Department, Parents, and Students
Results from Practice	Student results will	Quarterly	Teachers, Parents,

Regents Exams	detail progress towards high school subject level mastery		and Students
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K. Project Plan Narrative/Timeline

The LEA/school must provide a project plan and timeline that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIG plan and are directly aligned to the components of the selected model. This section must address each of the following elements:

- i. Identify and describe the key strategies for year-one implementation period (September 1, 2016 to June 30, 2017) that are aligned to the goals and objectives identified throughout Section II, with specific reference to student academic achievement, staffing, professional development, partnerships and stakeholder involvement.
- ii. Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation period and foster increased buy-in and support for the plan. In addition, provide evidence of focused strategies aimed specifically at long-term capacity building and sustainability.
- iii. Identify the leading indicators of success that will be examined on no less than a bi-monthly and/or quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.
- iv. Describe the means by which the key strategies identified throughout Sections I and II ensure that each of the required elements of the selected model have been met.

The goal, key strategies, early wins and connection to the SIG model is articulated below for ELA. Throughout our SIG implementation, our school will demonstrate consistent and sustainable growth in the ELA performance of all students, as evidenced by NY State assessment outcomes. Specifically in year 1 our school will identify three CCLS standards in ELA based on interim assessment as well as from a collection of independent reading levels that require additional instructional support in an effort to increase student proficiency on the New York State ELA exams by 12%, 30 students across grades 3-8 and move 50% of students in K-Grade 3 to be on grade reading level.

We will set new targeted goals each year of the grant focused on improved student achievement through targeted instruction.

In order to improve student achievement we will implement a robust ELA curriculum with the support of TCRWP. One key strategy will be to increase the amount of reading and writing students engage in on a daily, weekly, and yearly basis. For example will increase the amount of time MS students have ELA in their schedule from 8 periods a week to 12 periods a week.

Each of these key strategies help to ensure that the required elements of the Career and College Readiness design model are met by providing a focus on rigorous academics.

As we implement our new ELA curriculum with support from TCRWP, we will see an increase in on-grade reading levels. By December we will see an average improvement of 2 reading levels for all students in grades K-2.

The goal, key strategies, early wins and connection to the model is articulated below for Math.

By June 2017, students will demonstrate an improved sense of numeracy as a result of instructional support provided by Metamorphosis. Our school will identify three CCLS standards in Math based on interim assessment results that require additional instructional support in an effort to increase student proficiency on the New York State ELA and Math exams by 12%, 30 students across grades 3-8.

Throughout our SIG implementation, our school will demonstrate consistent and sustainable growth in the ELA performance of all students, as evidenced by NY State assessment outcomes. Specifically in year 1 our school will identify three CCLS standards in Math based on interim assessment results that require additional instructional support in an effort to increase student proficiency on the New York State ELA and Math exams by 12%, 30 students across grades 3-8.

We will set new targeted goals each year of the grant focused on improved student achievement through targeted instruction.

Each of these key strategies help to ensure that the required elements of the Career and College Readiness design model are met by providing a focus on rigorous academics with a direct result of having students improve their numeracy and overall number sense.

There will be an increase in the number of students demonstrating proficiency on their interim assessments compared to their baseline results from September.

The goal, key strategies, early wins and connection to the model is articulated below for our comprehensive use of data to drive our instructional practices.

Content teachers will use data collection and analysis protocols to examine student achievement data to make appropriate instructional decisions to meet the targeted needs of students.

By partnering with SDC and Datacation, students will be frequently measured by varied assessments including but not limited to reading levels, conferring, unit assessments, benchmark assessments, test simulations, etc. Staff will identify school trends and create action plans for improvement. Through established systems and professional development to support staff all content teachers will become experts in gathering and using student data.

Teachers will accurately and effectively enter data into systems allowing leadership greater

access to identify school trends

The goal, key strategies, early wins and connection to the model is articulated below for ELA.

Through a combination of a revamped Positive Intervention Behavior System, a new Middle School advisory curriculum, a structured recess, Expanded Learning Time offered to all students K-8 and additional social-emotional supports from the Guidance Department such as small group counseling, there will be 5% decrease in the number of B21, A/B24, and B36 incidents and an 20% increase in the number of students participating in ELT.

We will set new targeted goals each year of the grant focused on improved student achievement through targeted instruction.

Through advisory, ELT including before school, afterschool and weekends, students engagement will improve.

Each of these key strategies help to ensure that the required elements of the Career and College Readiness design model are met by providing a focus on rigorous academics.

In working with identified CBOs, create before school enrichment, lunchtime clubs, and afterschool opportunities for all students K-8 we will see an improvement in student attendance, a decrease in OORS incidents, as well as improvements in academic achievement.