

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

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

<b>District (LEA)</b>		<b>LEA Beds Code:</b>	
New York City Department of Education		305100010051	
<b>Lead Contact (First Name, Last Name)</b>			
Sharon Rencher/Mary Doyle			
<b>Title</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>E-mail Address</b>
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
<b>Legal School Name for the Priority School Identified in this Application</b>		<b>School Beds Code</b>	
Academy of Public Relations		320700010298	
<b>Grade Levels Served by the Priority School Identified in this Application</b>		<b>School NCES #</b>	
Junior High-Intermediate-Middle			
<b>Total Number of Students Served by the Priority School Identified in this Application</b>		<b>School Address (Street, City, Zip Code)</b>	
312		778 Forest Avenue Bronx, NY 10456	
<b>School Model Proposed to be Implemented in the Priority School Identified in this Application</b>			
<b>Turnaround</b> <input type="checkbox"/>	<b>Restart</b> <input type="checkbox"/>	<b>Transformation</b> <input type="checkbox"/>	<b>Innovation and Reform Framework</b> <input checked="" type="checkbox"/>
<b>Closure</b> <input type="checkbox"/>	<b>Evidence-based</b> <input type="checkbox"/>	<b>Early Learning Intervention</b> <input type="checkbox"/>	<b>College/Career</b> <input checked="" type="checkbox"/>
			<b>Family and Community</b> <input type="checkbox"/>
			<b>Individualized Learning</b> <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.

<b>CHIEF ADMINISTRATIVE OFFICER</b>	
<b>Signature (in blue ink)</b> 	<b>Date</b> July 19, 2016
<b>Type or print the name and title of the Chief Administrative Officer</b> 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).

07X298 is a middle school with an enrollment of 325 students across grades 6-8. The school population is comprised of 77% Hispanic, 23% Black, 1% Asian and Whites, 0% American Indian or Alaskan Native students. Of the total school population, 29% are Students with Disabilities and 24% are English Language Learners and. 19% of students live in temporary housing. During SY 15-16 the percentage of discipline referrals level 3-5 was 79%.

The SY 15-16 attendance rate was 93%. In SY 15-16 the percent of students eligible for free or reduced lunch was 88% with all students receiving free lunch under Universal Meals.

On the 2014-15 state assessments, 91% of students performed below standards in ELA and 97% are performing below standards in Mathematics. The preliminary results on the 2015-16 state assessments in ELA and math show:

- In ELA, students lag behind the city in writing, as evidenced by performance on the extended response section of the exam. Amongst major strands, both 6<sup>th</sup> graders and 7<sup>th</sup> graders last year underperformed the city most significantly on questions testing Number System.
- In Math, students lag behind the city on the response section of the exam, with students earning roughly between 10% and 15% of total possible points on response questions. Amongst major strands, 6<sup>th</sup> graders and 7<sup>th</sup> graders last year underperformed the city most significantly on questions testing the Number System whereas 8<sup>th</sup> graders lagged the city more so on questions testing Expressions and Equations.

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:

- Most of our SWD's and ELL's are in the lowest 1/3 and have difficulty on short and extended responses
- Students in 7<sup>th</sup> grade show a significant decrease in performance from 6<sup>th</sup> grade to 7<sup>th</sup> grade
- While there has been a considerable increase in student performance on short response questions in ELA, students overall perform better within multiple choice question types in comparison to constructed responses that require writing in Math

- In comparison to citywide results, MS 298 needs improvement in the writing cluster of all standards
- Most discipline referrals fall within the Level 3-5 threshold

The student social behavioral data demonstrates the following patterns and trends

- 49% of occurrences happen between 11 am – 2pm
- 19% of occurrences happen after lunch
- 48% of infractions occur after the holidays between January and March
- 5% of students reflect recidivist behavior

- 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.

07x298 underwent the following reviews between 2014-15 and 2015-16:

- A Quality Review which was conducted during the 2014-2015 school year
- Principals Performance Observation (2x)

Additionally the School Quality Guide showed that in the area of Student Progress the school was Meeting Target in ELA and Approaching Target in Math. In the area of Student Achievement school was Meeting Target. In the area of School Environment the school was Meeting Target and in Closing the Achievement Gap the school was Approaching Target.

The **Quality Review** and Principal Performance Observation review evidenced the following needs across the school.

**Areas of Focus/Next Steps:**

**1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults.**

The Principal needs to strengthen and continue efforts to promote meaningful opportunities for student and staff involvement in school activities and decisions. Although the Principal did mention certain events such as Pajama Day, Mix and Match Day and Favorite Sport day, I strongly suggest opportunities that become a “Rite Of Passage” as a student of The Academy of Public Relations. The opportunities afforded should be age appropriate and grade specific with validation on self and college bound ready. The Principal should include establishing a system that actively engages parents, ensures that parental concerns are addressed in a timely fashion while opportunities for parent outreach remain an ongoing priority. In addition, establish and articulate school-based approaches that lead to the adoption of effective academic and personal behaviors. The restorative justice initiative, which is about to begin, will help address this issue. In addition, the hiring of a social worker (Grant just awarded) to address a variety of student issues, including absenteeism, will help to strengthen the social-emotional guidance and support your school community to offer its students. To compliment this effort, professional learning opportunities that build the capacity of staff to meet the wide range of socio-emotional needs of

all students are worthy of your consideration. The above mentioned strategies will help to build a sense of mutual trust that will support the academic and personal growth of members of your school community.

**Area of Focus/Next Steps:**

**3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.**

The Principal needs to model and communicate clear, consistent high expectations to your school community in the areas of instruction, communication, collaboration and other elements of teacher practice. This effort should include a concerted effort to identify and promote school-based strategies that enable students to engage in rigorous instructional activities. Rigorous and higher-order skills will need to be emphasized in curricular and academic tasks so that all students – including ENLs and SWDs – have an opportunity to demonstrate and articulate their thinking. In addition, strategies that provide support for struggling learners across classrooms and across disciplines will need to be identified and implemented. As a focus for professional learning opportunities, rigorous instructional tasks will need to be developed. In addition, efforts will need to be taken to ensure that best practices from such professional learning offerings are placed into practice. Finally, successful partnerships with families will need to be developed to communicate the higher expectations to parents, which will further support and improve student outcomes. Although communication exists amongst teachers, our visit demonstrated a lack of consistency with teacher to student feedback that was actionable and targeted. The physical appearance of the classrooms did not reflect the course of study consistently (“The Answer is in the room”). Student work validated, celebrated, posted, with next steps, portfolios incomplete to be specific. The student discourse was evident yet teachers did not consistently use formative assessments to gauge level of student clarity and understanding. Close attention needs to be given to our students who speak languages other than English as well as Students with Disabilities. All students need to be addressed and provided scaffolds, multiple access which leads to culminating products of quality.

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.

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. Additionally as a response to the feedback provide, the principal has developed a comprehensive action plan document across the framework areas (please see attached)

- The Principal needs to strengthen and continue efforts to promote meaningful opportunities for student and staff involvement in school activities and decisions.
- The Principal needs to model and communicate clear, consistent high expectations to your school community in the areas of instruction, communication, collaboration and other elements of teacher practice.
- Rigorous and higher-order skills will need to be emphasized in curricular and academic

tasks so that all students – including ENLs and SWDs –have an opportunity to demonstrate and articulate their thinking.

(Additionally see document: Action Plan: A Response to the Feedback from the Quality Review)

- 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 school design SIG model we will prioritize the evidenced needs through the following:

The Innovation Framework model is aligned to the work within the Framework for Great schools in that it includes; expanded learning time, supplying resources and supports to ensure effective school leadership and rigorous instruction with strong collaborative teams and partnerships. We will prioritize supports based upon our needs assessment data through, strong partnership with organizations that can provide academic and social emotional supports inclusive of PBIS.

#### 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.

#### **Pathway 1: College and Career Readiness School Design:**

We have chosen the, Innovation and Reform Framework: College and Career Readiness Design SIG model 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:

Preparing students to take dual enrollment and college-credit bearing courses in a college or career pathway high school.

Depending on the Grade, all students will participate in a process to prepare them for higher education:

Grade 6: Students will participate in structured activities that expose them to a variety of careers. This will begin the process of enabling students to start assessing what career directions they may want to explore.

Grade 7: With a possible career path identified in Grade 6, students will participate in trips to various High Schools throughout the city which have areas of concentration in the career direction they show interest in.

Grade 8: Students will participate in trips to various colleges exposing them higher education institutions that offer programs in their area of interest and students will be enrolled in a High School bearing credit courses of Algebra I and Living Environment

As evidenced in Part A. Assessing the Needs of the School Systems, Structures, Policies, and Students, the following needs, core challenges, student populations and strengths and capacity support the rationale in choosing the Innovation and Reform Framework: College and Career Readiness model. School based needs are assessed utilizing the Framework for Great schools and shown below.

#### Rigorous Instruction

All teachers need to develop lesson plans that reflect rigorous instruction regardless of the sub groups that they teach. Some of the components include:

- Curriculum plans include standards based instruction derived from CCLS in ELA, Math Science and Social Studies.
- Necessary scaffolds for sub groups are implemented across all content areas to meet the needs of struggling learners.
- Professional Development for teachers will mirror the instructional strategies needed to address skill deficient learners.
- Formative and summative assessments are administered regularly with appropriate turn around time enabling teachers to inform their instruction according to areas of need for their students.

#### Supportive Environment

All classrooms need to support the social and emotional growth of all students. Some of the components include:

- The school day begins with a town hall meeting of the school referred to as “Morning Press Brief”. This is a 15 minute tone setter for the school day to recognize and reward students who exhibit leadership skills and positive behaviors.
- Activities throughout the school year foster relationship building between students and faculty.
- Students participate in a variety of trips as well as visitors to the school that lend itself to violence prevention, self-awareness and reflection.
- Restorative Practice methodologies will be implemented throughout the school year that supports the social-emotional well being of students.

#### Collaborative Teachers

All classroom need to reflect high quality instruction supported by the work of a variety of teacher led teams:

- All teachers are required to be part of a team that reflects the students they teach. Each team meets weekly.
- Teams include departmental, grade and sub group (Bilingual and Special Education).
- Teachers collaborate on unit plans/maps, reviewing student work, interpreting data to

inform instruction, scoring and review of assessments, inquiry work and decision making in regards to next steps for instruction.

- Teachers decide on inter-visitation schedules to model and improve best teaching practices.

#### Effective School Leadership

The Principal needs to build coherent instructional and social-emotional supports that will positively impact students and faculty:

- Professional Development will be offered consistently for teachers that support best teaching practices as well as the social-emotional skills necessary that promotes a safe and nurturing learning environment.
- Teachers will receive actionable and timely feedback to support their continued growth as instructors to help meet the needs of their struggling learners.
- Structures and systems will be in place that will support the smooth running of a school day on a consistent basis.
- The Principal will be present at all meetings that involve multiple stakeholders of the community to work in collaboration for the success of students.

#### Strong Family and Community ties

The school will provide a welcoming environment for families and build strong partnerships with local businesses and community-based organizations:

- Weekly Parent Engagement activities between faculty and families will enable parents to become more involved with their child's education.
- School activities that include families will promote a sense of community.
- Partnerships with community-based organizations will address the social-emotional needs of our students.
- Establishing ties with local businesses that will support the improvement of the school.

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;

- Community-based organizations such as Marquis Studios and The Leadership Program will provide the necessary social-emotional activities for students.
- Faculty retreats that will provide professional development and ongoing needs assessment for the school.
- Instructional materials will be purchased to scaffold CCLS for struggling learners (ELL's and SWD's).
- Technology will be maintained and upgraded to provide students with the necessary access to internet resources.
- Off campus activities will expose students to experiences that will broaden their scope and potential.

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.

School staff, school leadership and parents worked collaboratively by reviewing school goals to identify areas of need for our struggling learners. This work took place in the form of weekly meetings by content area, grade level, sub-groups and SLT. Decisions were made based on data from assessments, PPO recommendations, and social-emotional reports (OORS) and school environment surveys.

This model was chosen with in input from the School Leadership Team (SLT) which is comprised of the principal, assistant principal, parent coordinator, UFT chapter leader, SLT chairperson, DC37 rep, PTA president, title I parent rep, as well as parents and teachers.

### 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.

Goal: All content area teachers will be engaged in refining curriculum maps, which includes formative/summative assessments aligned to the CCLS, as evidenced by a 5% increase on the ELA State test scores.

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**

- Instruction is customized to student needs as evidenced by reference to specific data sets.
- ELA curriculum is inclusive, motivating and aligned to the CCLS as evidenced by the rich academic texts and the level of discussion in classrooms.
- High standards are set in every classroom as evidenced by the student work displayed in the halls and within the classroom with rubric specific feedback.
- Students are actively engaged in ambitious intellectual activity and developing critical thinking skills as evidenced by their ability to speak to the importance of why and how they are learning the standards.

#### **Framework Area: Supportive Environment**

- The school establishes a classroom and school culture whereby students feel safe,

supported and challenged by their teachers and peers. This will be evidenced by the interactions between students, the ability of staff to de-escalate conflicts and the student relationships formed between teachers, administration and students.

- A schoolwide professional development plan will be created based upon teacher needs and teacher feedback.
- Teachers will engage in professional development that targets the identified components (1e, 3c) and addresses content specific strategies.

#### **Framework Area: Collaborative Teachers**

- Partner Learning teachers will visit each other's classes and provide feedback to one another using the Charlotte Danielson Rubric.
- Teacher will engage in ongoing professional development with Expeditionary Learning, Brienza, SmartStart Education, National Training Network, Engage NY Modules and the New Teacher Center – most of whom are SIG Funded Vendors. The strategic partnerships with these vendors will provide a robust set of support to all teachers in our school, with a specific focus on literacy.

#### **Framework Area: Effective School Leadership**

- Cycles of observation, with actionable AND timely feedback will allow for teachers to understand the school priorities and the importance of increasing student achievement.
- Teachers will engage in three data reviews with administration to identify progress with target students and identify next steps. These data review conferences will take place in November, March and May.
- Frequent meetings with community based partners and vendors to ensure seamless integration of services aligned to school goals
- Planning logistics with regard to additional services to allow for a smooth transition for staff and students

#### **Framework Area: Family and Community Ties**

- Parent orientation workshops to introduce parents to the grade wide and content specific expectations of the school will take place during parent engagement times on Wednesdays from 3:20 pm – 4:20 pm.
- Individual Student Report workshops which detail student performance as they relate to the CCLS will take place with teachers and parents once released (in December).
- Surveys conducted three times during the year
- Frequent meetings with community based partner and vendors to ensure all stakeholder's needs are being met as reflected in a quarterly survey administered in October, January, March and June.

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

All objectives aforementioned will be monitored through the following ways:

- Collected survey results on a quarterly basis
- Collected survey results at the close of each workshop implementation
- Data collection from interim/formative assessments and disaggregation for review
- Data reviews with teachers which provide actionable next steps
- Observation reports with feedback for next steps

- Advance reports which outline areas of teacher need according to the domains within the Danielson Framework
- 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.

All Mathematics teachers will be engaged in refining curriculum maps, which includes formative/summative assessments aligned to the CCLS, as evidenced by a 5% increase on the ELA State test scores.

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**

- Instruction is customized to student needs as evidenced by reference to specific data sets.
- Math curriculum provided by National Training Network is inclusive, motivating and aligned to the CCLS as evidenced by the rigorous tasks that encourage critical thinking and the level of discussion in classrooms.
- High standards are set in every classroom as evidenced by the student work displayed in the halls and within the classroom with rubric specific feedback.
- Students are actively engaged in ambitious intellectual activity and developing critical thinking skills as evidenced by their ability to speak to the importance of why and how they are learning the standards.

#### **Framework Area: Supportive Environment**

- The school establishes a classroom and school culture whereby students feel safe, supported and challenged by their teachers and peers. This will be evidenced by the interactions between students, the ability of staff to de-escalate conflicts and the student relationships formed between teachers, administration and students.
- A schoolwide professional development plan will be created based upon teacher needs and teacher feedback.
- Teachers will engage in professional development that targets the identified components (1e, 3c) and addresses content specific strategies.

#### **Framework Area: Collaborative Teachers**

- Teachers will engage in common planning meetings where they will unpack the CCLS targeted math standards to formulate effective learning targets
- Analyzing the State Released Questions to gain insight on what each state standard requires at each grade level
- Developing questions and task aligned to each of the highly assessed standards
- Teacher teams along with the NTN Math coach will unpack units of study in each

critical area, including standards and tasks, to create a coherent sequence of learning targets.

- Teacher teams along with the NTN Math coach will analyze teacher products and student work and use the findings to create, differentiate and modify instruction for groups of students and individual students including SWDs and ELLs.

### **Framework Area: Effective School Leadership**

- Administrators will identify and leverage teachers who demonstrate effective practices in supporting ELLs and SWDs and/or overage students
- Administrators will conduct cycles of formal/informal observations, learning walks, labsites, instructional rounds focused on providing feedback aligned to student data and professional development foci.
- The administrative staff will increase their ability to observe mathematics settings and provide constructive feedback.

Objective:

- 1) The administrative staff will participate in two days of training regarding the structure and delivery of mathematics instruction.
- 2) The administrators will be trained in the collection, evaluation and provision of feedback based student classroom interaction.
- 3) The administrators will meet weekly with the NTN mathematics coach/consultant to debrief on the school's data and will develop and alter ongoing plans to grow the mathematics capacity of MS 298.

### **Framework Area: Family and Community Ties**

- Parent orientation workshops to introduce parents to the grade wide and content specific expectations of the school will take place during parent engagement times on Wednesdays from 3:20 pm – 4:20 pm.
- Individual Student Report workshops which detail student performance as they relate to the CCLS will take place with teachers and parents once released (in December).
- Surveys conducted three times during the year
- Frequent meetings with community based partner and vendors to ensure all stakeholder's needs are being met as reflected in a quarterly survey administered in October, January, March and June.

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

- Collected survey results on a quarterly basis
- Collected survey results at the close of each workshop implementation
- Data collection from interim/formative assessments and disaggregation for review
- Data reviews with teachers which provide actionable next steps
- Observation reports with feedback for next steps
- Advance reports which outline areas of teacher need according to the domains within the Danielson Framework

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. Through the redesign process of become a College and Career Readiness design school. We will focus on the following goal.

A newly designed attendance team will develop a school wide plan resulting in an increase of 2.5% measured by a 94% yearly attendance, as evidence by attendance reports on ATS.

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**

Teachers will receive an outlined list of students who are in danger of not meeting promotional criteria and have poor attendance and/or chronic absenteeism. Grade team meetings and content specific meetings will reserve time to discuss instructional strategies and outreach for these target students.

**Framework Area: Supportive Environment**

A minimum of 75% of staff members will mentor and monitor 3 at risk students from September 2016 to June 2017. This will include teachers, the Parent Coordinator, office staff, school aides, paraprofessionals and administrative staff.

**Framework Area: Collaborative Teachers**

The attendance team and attendance teacher will meet with the grade teams and the content area teams to discuss students who are falling below the 90% attendance threshold to discuss an action plan which will reduce chronic absenteeism.

**Framework Area: Effective School Leadership**

Administration will maintain a data dashboard which will highlight students who are at risk and will continuously disperse relevant data to teacher teams to discuss chronic absenteeism.

**Framework Area: Family and Community Ties**

Students at risk will be identified and referred to the School Intervention Team Committee and tracked for outside support through our CBO's via guidance, social and emotional learning and family involvement.

At least 50% of parents/guardians of at risk students will participate in workshops using strategies for student guidance in both English and Spanish. Workshops will take place at the school on a biweekly basis.

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

Throughout the school year, we will continue to monitor this process through school-wide assemblies, student reflection surveys and a collection of attendance specific data to determine next steps and continue the cycle of improvement.

**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:

- 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.

<b><u>Quality Review Indicator from the Principal Practice Observation Tool</u></b>	<b><u>Competencies for Determining Priority School Leaders</u></b>
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	*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.

needs of all learners so that all 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	*Demonstrates the expertise to create differentiated professional development opportunities that support teachers' improvement, including those that are new to the field.

and focuses on improved student 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>

- 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*
- 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: Amy Andino-Flohr  
 Ms. Amy Andino-Flohr received her undergraduate degree from the University of Albany. She completed her Master of Science at the same school after receiving a scholarship to obtain a degree in Educational Administration and Policy Studies with a concentration on higher education. After working in the corporate sector for an IT consulting firm, she began her teaching career as an elementary school teacher; teaching grades 2, 3, 4 and 5. In her fifth year of teaching, she accepted a position as Math Coach, a position offered in New York City’s inaugural year of a mandated curriculum which was to be implemented citywide. During her

Math Coach assignment, she was selected to join the first cohort of Hunter College's Administration and Supervision Program under a statewide grant. She received her professional diploma (K-12) in administration in 2003 and at the close of her administrative internship with Hunter College under the supervision program, she was nominated to join the second cohort of the Leadership Academy. Amy Andino-Flohr joined the Leadership Academy in 2004, graduated in 2005 and became the Founder and Principal of the Academy of Public Relations in September 2005. She is now in her eleventh year working as principal for the New York City Department of Education. The Academy of Public Relations and Amy Andino-Flohr have been featured in small pieces in both the New York Times and Daily News. The school has also been featured in the Time Warner Cable Board of Trustees annual report for 2005-2006.

- 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.

**Assistant Principal/s Job Description:**

- Reviewing school wide data as a whole and within the subgroups, to assist with making informed decisions for, but not limited to AIS, afterschool programs, strategic reading groupings and other programs to improve student outcomes.
- Monitoring the progress of students, school wide and in subgroups, for purposes of conferencing with teachers to observe how they are using their students' data to inform their groupings, instruction and modifying their lesson plans to meet the needs of their students and improve student outcomes.
- Conduct frequent teacher classroom observations and provide timely and actionable feedback in alignment with Danielson's Framework for Teaching.
- Developing and maintaining a system to prioritize all expected duties to best meet the needs of the Principal and the school.
- Building capacity to effectively monitor and maintain discipline in the school through the use of three deans, who are assigned one per grade. Enforcing consistent systems and structures in which deans must follow to keep a safe school climate and culture which promote high expectations.
- Meeting with school stakeholders (Grade Team Leaders, Grade Team Leader Residents, Guidance Counselor, School Aides, Paraprofessionals, and School Secretaries) in an effort to build capacity and increase staff ownership which addresses any concerns/issues that arise throughout the school year to maintain a responsive and safe school climate and culture which promotes high expectations.
- Providing Professional Development, in consultation with the School Staff Development Committee, for the faculty that is in alignment with school goals with the purpose of improving student achievement.
- Adjust programming to support professional development activities for staff. (intervisitations, fish bowls, labsites, BFSC and/or MSQI professional development, LPP visits)

- Monitoring mentoring of new teachers to ensure it is applicable and meaningful to teachers.
- Arranging and facilitating activities that promote and strengthen school culture and climate.
- Building strong relationships with students and their families through consistent and transparent communication in the form of conferences, meetings, school events and communication via phone.
- Planning and implementing recruitment activities for elementary feeder school students.
- Assisting teachers with strategies who have difficulty establishing and maintaining positive relationships with challenging students.

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.

- 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.

The Principal, Assistant Principal and team leaders will remain in the leadership roles from the prior year. All supporting leadership personnel has progressed in regards to instructional effectiveness, maintaining a collaborative environment and establishing relationships with students and their families. Buy-in and support among current faculty will not be a barrier. However, new teachers joining the school will experience difficulties and struggles associated with first year teachers. We expect that the current faculty will fully support these new teachers and administration will provide the necessary mentorship.

Currently our school has the following supporting leadership positions:

Principal:

- Ensuring that rigorous instruction is occurring in all classrooms providing the necessary support for struggling learners.
- Ensuring the instructional focus and direction is coherent and clear.
- Analyzing formative and summative data to guide next instructional steps.
- Managing the budget to ensure all resources are obtained in a timely fashion.

Assistant Principal:

- Providing all teachers with actionable and timely feedback from observation cycles to promote best teaching practices.
- Ensuring that all operational logistics run smoothly on a consistent basis.
- Providing and arranging professional development that supports the Principal's instructional focus and direction.
- Ensuring that all student/faculty activities have the necessary resources for successful events.

3 Team Leaders (One per grade):

- Facilitating weekly grade team meetings in alignment with the Principal's instructional goals and objectives.
- Ensuring a collaborative environment exists within the team.
- Being the liaison between teachers and administration.

3 Content Area Lead Teachers (Humanities, Math, Science):

- Facilitating weekly content area meetings in alignment with the Principal's instructional goals and objectives.
- Ensuring a collaborative environment exists within the team.
- Being the liaison between teachers and administration.

2 Sub-Group Teacher Leaders (ELL's, SWD's):

- Facilitating weekly content area meetings in alignment with the Principal's instructional

goals and objectives.

- Ensuring a collaborative environment exists within the team.
- Being the liaison between teachers and administration.

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

- A school Summer Institute before the school year begins will provide an assortment of teacher workshops that are in alignment with the goals and objectives of SIG. A possible obstacle may be 100% teacher attendance due to a non-mandated week of professional development.
- Protocols will be established for all team meetings to ensure a collaborative and productive environment.
- Parent meetings at the start of the school year will inform families regarding the expectations of the school, the students and the parents to ensure success. A possible obstacle may include a significant parent attendance.

#### 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:

- i. 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 27. The chart below shows the breakdown by HEDI rating.

<b>HEDI Rating</b>	<b>Number of Staff</b>
Highly Effective	0
Effective	21
Developing	6
Ineffective	0

- ii. 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:

Teachers need most support with Domains 1 and 3 in the Danielson Framework.

- Planning a preparation in their lesson planning to create engaging activities with high level questioning and ensuring that the activities in alignment with the instructional goal

of the lesson.

- Ensuring that the lesson plan is rigorous and provides multiple access points for struggling learners (ELL's and SWD's).
- Implementing effective questioning and discussion techniques.
- Providing engaging activities that promote authentic student discussion which deepens their understanding of the content.
- Being able to assess student understanding throughout the lesson to inform next steps as well as to identify those students who did not gain mastery of the standard.

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.

- Teachers who have received ratings of developing will have additional observation cycles which include inter-visitations with teachers who can model best teaching practices in their areas of need.
- Administration will play more of a consistent role during the content area meetings to ensure the instructional direction and focus are followed.
- An outside provider will be hired to provide additional AIS services to students who are identified as to falling below the scale score identified by the State.
- ELLs and SWDs will receive a double period block of Achieve 3000 per week in addition to a single period per week.
- If the budget allows, additional teachers will be hired to illicit small group instruction and provide additional support for students and teachers.

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

- The Learning Partner Program will provide teacher teams with concrete next steps by observing other school team protocols.
- MSQI coaches will provide the Humanities team with additional strategies to use with their students to help them gain mastery of commonly assessed standards.
- Reciprocal teaching will be implemented to scaffold for struggling learners (ELL's and SWD's) and maintain rigorous instruction.
- Coaches and teachers were provided time by administration to prepare and revise curriculum maps, adding mid and post unit assessments to help guide instruction.
- Various assessments will be reviewed throughout the school year to inform instruction. This will be a major emphasis of the weekly team meetings.
- "Rites of Passage" for students will be implemented from grade to grade to expose students to college readiness ideology.
- The Team Leader Resident Program will help further build capacity among staff as they will develop leadership skills to help facilitate meetings and take on other significant roles within the school community.
- UFT – PLC program 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 provide 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.

- 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.

- Domain 1 Planning and Preparation: Teachers need to create lesson plans that have clear objectives and goals. All activities need to be in alignment. This includes activities that are engaging, high level questions, providing multiple access points for struggling learners and effectively assessing students throughout the lesson to inform next steps.
- Domain 2 Classroom Environment: Providing a safe and nurturing environment with high expectations is paramount to be able to deliver an effective lesson. This includes the physical environment as well as the social-emotional atmosphere in the classroom that the teacher has expected and maintains.
- Domain 3 Questioning and Discussion Techniques: Planning high level questions and engaging activities to promote rigorous activities and effectively being able to deliver them is the most difficult task a teacher has. Professional development will play a key role in assisting teachers in becoming more effective with strategies that allow for meaningful discussions and active learning to take place. Assessing students throughout the lesson is critical to inform next steps and gain an understanding of which students have gained mastery and which students who need further support.
- Domain 4 Professional Responsibilities: Administration has high expectations for all teachers to be a responsible and active part of the teams that they are assigned to. Professional responsibilities include following the protocols that are set up, respecting all team members, engaging in meaningful discussions, completing assigned tasks by the designated times, and being a collaborative member of the team.

- 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.

- Finding qualified and effective teachers through any of the systems mentioned above can be very challenging for a number reasons.
  1. Working in a high needs area does not appeal to many teachers.
  2. Teachers who possess specialized licenses (Bilingual Science for example) are limited.
  3. Many new teachers have limited skills to be able to effectively teach a high needs population.
  4. Teachers who come from other schools will sometimes bring a mind set and practices with them that are not favorable to a collaborative staff.
  
- Through SIG, we would like to hire a full time Assitant Principal to best meet the various academic and social emotional needs of our students. This position would provide critical academic support in ELA and Mathematics, including AIS and ELT. The position will also provide meaningful social emotional supports through PBIS services and Restorative Justice, while maintaining important reciprocal communication with our community. We believe this important work can be leveraged to share best practices throughout our cluster of schools.

\*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 academic interventions, teacher support and development and, thus, student performance aligned to Career and College Readiness model. These partnerships will ensure our schools ability to: Provide professional supports for our teachers and resources for our students that preparing students to take dual enrollment and college-credit bearing courses in a college or career pathway high school.

<b>Partner Organization</b>	<b>Rationale</b>	<b>Role/Services to support the school redesign</b>
Blue Engine	<p>Teachers receive additional human capital support in their classrooms to provide students a more personalized learning experience. This is all supported by robust data collection on student progress to inform data-driven instruction to enable dramatic academic gains. Blue Engine provides support along the way to build teacher proficiency in two areas: team teaching and math/ELA instructional support. Support may look like team and 1:1 coaching from a dedicated coach, research-based professional development sessions, tools for planning, content, data analysis, pedagogy, and reflection, as well as the opportunity to participate in professional learning communities alongside other team teachers in the school or district.</p>	<p>Information on how BETAs support classrooms/student achievement: Blue Engine believes the traditional structure of classrooms (one teacher to 30 students) actively contributes to massive untapped student and teacher potential. Our theory of change is based on Benjamin Bloom’s research on tutoring, which demonstrated that personalized, differentiated instruction has the potential to dramatically accelerate student learning and compress and sharply shift to the right the normal bell curve of student achievement. When Bloom studied tutoring thirty years ago, he discerned that students who learned in 1:1 tutorials performed two standard deviations (“two sigma”) better than students learning in traditional classrooms with a “lone teacher.” That is, the average tutored student performed better than 98% of students in a 1:30 setting; and still performed significantly better than students in classrooms where the mentor teacher was trained in mastery learning. Bloom posed a challenge to the learning sciences community, the “Two Sigma Problem”: how could we replicate the effectiveness of one-to-one or small-group tutoring in a more cost-effective and scalable way? Blue Engine’s team-teaching intervention is our answer to that challenge.</p>
District Public, LLC	On the 2016 state exams, MS 298 students underperformed	District Public will provide ongoing data analysis of formative

	<p>compared with the city. In ELA, 6<sup>th</sup> and 8<sup>th</sup> grade students scored 9 percentage points lower than the city average, while 7<sup>th</sup> graders scored 16 percentage points lower. In math, 6<sup>th</sup> graders scored 15 points lower, 7<sup>th</sup> graders scored 21 points lower, and 8<sup>th</sup> graders scored 17 points lower. MS 298 requires deeper analysis of student data – student work, assessment results, attendance and other data sources to strengthen instruction and intervention.</p>	<p>and summative assessment results, attendance, and intervention results in order to sharpen instructional focus, evaluate the effectiveness of interventions, and identify areas of need. District Public will provide professional development for teachers and school leaders to enhance understanding of the findings of this analysis, and identify action steps to improve results.</p>
National Training Network	<p>As articulated within our needs assessment data in Part A, only 3% of our students performed at proficiency on the NYS Math assessment. Additionally, the NYS Math assessment data showed students did significantly worse on constructed response questions in comparison to multiple choice questions because of the need to explain and defend their answer .</p>	<p>National Training Network will provide on-going professional development to all math teacher’s grades 6 through 8. Professional Development will be focused on developing teachers content and pedagogical knowledge through the provision of the following “Seven Levels of Professional Development”:</p> <ol style="list-style-type: none"> <li>1. Teacher Training</li> <li>2. Curriculum Planning</li> <li>3. Job-Embedded Coaching</li> <li>4. Data Analysis</li> <li>5. Professional Learning Communities</li> <li>6. PD On-Demand</li> <li>7. Leadership Academies</li> </ol>
Marquis Studios	<p>As articulated within our needs assessment data in Part A, 49% of our disciplinary infractions occur between 11 am- 2 pm.</p>	<p>In order to impact the entire school Marquis Studios will provide engaging curricular-integrated music education designed to incorporate state and national standards, as well as professional development on arts integration for classroom teachers.</p> <p>Expected project outcomes for arts learning include understanding the materials and processes of art making. For example, from a lesson plan: "students will identify</p>

		<p>and compare tempos of fast and slow and loud/soft musical dynamics".</p> <p>Expected project outcomes reflect classroom curriculum and individual IEP goals, as well as State and National Core Standards. For example, from a lesson plan: "students will have an understanding of world music being music from a country studied in the classroom curriculum".</p> <p>Expected project social and emotional outcomes include the understanding, and participation in, the social and interactive elements of arts making. For example, from a lesson plan: "students will recall fundamental skills of musicianship such as listening to one another, taking on leadership roles in the ensemble, and contributing their musical ideas to the larger ensemble".</p> <p>Marquis Studios works with the Teaching Artist and Teachers to provide Professional Development on arts integration, using these arts programs as a model. Planning sessions are done collaboratively and data gathered from each residency is used to provide feedback and further refine arts integration techniques.</p>
Smart Start Inc.	Increased need for Academic Intervention Services	Smart Start will provide comprehensive AIS services in ELA, Math, and Reading and Writing. Smart Start will provide data analytics through AIS, including their proprietary formative assessment systems in ELA and Math. This will provide targeted instruction to all students in the school. Smart Start will

		<p>also provide data analytics to Leadership, in order to identify gaps in instruction, in order to adjust curriculum, and implement instructional strategies in every classroom. Smart Start also provides a robust data analysis set of tools for teachers to target students in need, and share best practices.</p>
<p>Center for Educational Innovation (CEI)</p>	<p>As per the 2015 School Quality Guide (on a scale of 1.00-4.99), X031 has:</p> <p><b>Rigorous Instruction</b> is Approaching Target at a score of <b>2.76</b></p> <p><b>Supportive Environment</b> is Approaching target at a score of <b>2.72</b></p> <p><b>Effective School Leadership</b> Just Met target at a score of <b>3.08</b></p> <p><b>Student Achievement</b> is Approaching Target at a score of <b>2.24</b></p> <p><i>Note: The School Quality guide rates the elements of the <b>Framework for Great Schools</b> based on information from Quality Review, The NYC School survey, student attendance and movement of SWD to LRE.</i></p>	<ul style="list-style-type: none"> <li>• CEI will provide school leaders with instructional knowledge and skills to work with instructional staff to develop strategies which meet curricular and instructional goals</li> <li>• 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</li> <li>• CEI will provide regular, ongoing supervisory support to school administration</li> <li>• 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 in all targeted curricula areas</li> <li>• 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.</li> <li>• CEI will guide school staff to imbed formative assessments are embedded across all content areas and will be aligned with standards and</li> </ul>

		<p>summative assessments</p> <ul style="list-style-type: none"> <li>• CEI will ensure the adoption of a whole school model to ensure for improved climate and culture</li> <li>• 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</li> </ul>
--	--	---

- 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

Attached.

- 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.

**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).

See Attachment G.

- 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 (Attachment G) 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: Ms. Andino-Flohr

Assistant Principal: Mr. Barry Marks

Content Lead Teachers: Humanities/Math/Science

The cabinet meets bi-weekly on Mondays from 3:30pm – 6:00pm. The cabinet functions in the following capacity:

The administration will meet on a weekly basis (Mondays 10:00am – 12:00pm) to discuss and determine the direction and focus of the bi-weekly meetings with the Content lead teachers. This will inform these department heads as to how to facilitate the weekly content area meetings. 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 and information from the guidance department regarding students social-emotional well- being.

### **School based support teams**

The school based support teams are comprised of the following members: Guidance Counselor, Social Worker, Psychologist and case manager. The school based support team meets every Friday from 12:00pm – 1:00pm. This team functions in the following capacity:

The team will review referrals from teachers as well as parents for students who they feel are at-risk emotionally, academically and/or behaviorally. Comprehensive forms are completed by the individual/team that has expressed concern. 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 and information from the guidance department regarding student's social-emotional well- being.

### **Teacher Teams**

Teacher teams exist on grade levels, content areas and sub-groups. The teacher teams focus is as follows:

- Administration devised a schedule that ensures teachers meet for inquiry work weekly in grade, content teams and sub-groups meetings. Teams use a protocol to look at student work and assessments, and for determining skills that require re-teaching in a different way or extensions for students who have mastered skills. Teachers use site-created common formative assessments to analyze where students are struggling and regroup students into small groups providing extensions, counseling, and reteach skills not achieved by using new tasks, strategies, and/or scaffolds until students master the targeted area for growth.
- Teachers submit agendas and minutes to administration, which monitors through daily classroom observations and weekly instructional cabinet meetings. Instructional coaches for mathematics and humanities support teacher teams by participating in meetings, informally observing, and co-planning/co-teaching with teachers. Teachers agreed that receiving immediate feedback from coaches has supported their pedagogy. Teachers stated that through the genuine work in which they engage during these teams has “built a warmth and level of trust and collegiality”.
- Team leaders meet bi-weekly to look at student work and devise instructional strategies so that all students have access to the curricula and achieve. Team leaders shared that this vertical articulation intentionally includes all departments and especially the special education department ensuring that general education teachers understand the rationale behind pedagogical moves by special education teachers who push into classes serving students with special needs. For example, teachers shared best practices to problem solve homework issues as well as vertically articulating providing counter claim and rebuttals for sixth through eighth grades, as aligned to Common Core Learning Standards. Teachers determined methods for introducing strong foundational skills in sixth grade ensuring seventh and eighth graders are poised for mastery of counter claims and rebuttals.
- Administration and teachers determined a need for teachers to receive leadership training and to that end, created the Team Leader Resident Program to develop teacher leadership on site. Teachers receive leadership and facilitation skill training as well as training on the Danielson Framework for Teaching as members of learning walks. Additionally these teacher leaders develop skills as they assume administrative duties including facilitating meetings, receiving and giving feedback, and supporting behavior programs.

### **SLT**

The SLT meets monthly on Mondays from 4:00pm – 5:00pm and functions in the following capacity:

School staff, school leadership and parents worked collaboratively by reviewing school goals to identify areas of need for our struggling learners. This work took place in the form of weekly meetings by content area, grade level, sub-groups and SLT. Decisions were made based on data from assessments, PPO recommendations, social-emotional reports (OORS) and school environment surveys.

### **Attendance Team**

The Attendance Team is composed of a guidance counselor, Social Worker, attendance teacher, designated office staff (for clerical follow through) and the Parent Coordinator. Based on attendance data reports, they will meet with the identified student and parent/guardian to

conduct an interview/social history. The students' past cumulative record is also reviewed to identify any attendance patterns and or reasons for absenteeism. For example, numerous moves, transfers to different schools and temporary housing will be items for further review. Based on this information, a plan is developed along with the family to best address the individual needs of the student as well as provide the family with local agency supports that may be available (since the social worker and the guidance counselor will support attendance initiatives). Students who were chronically absent the year before are identified and monitored closely. A letter is sent home indicating the importance of coming to school as well as a letter indicating the Chancellor's Regulations on attendance. The attendance teacher follows up with a home visit and discusses last year's absenteeism and specifically what goals will be planned for each individual student for the current academic year. In the beginning and middle of the school year, parents are invited to an Attendance Workshop to talk about chronic absenteeism. A school wide letter is mailed to every student's home informing parents of how many days their child has been absent and late. This letter goes out every 2 months.

The APR attendance program monitor's all of the students' attendance in order to help students maintain a school-wide attendance rate of 90% or better. An open door policy exists in which we work with parents as partners to ensure our students' attendance meets the criteria for passing. Workshops on a monthly basis will also be facilitated by the social worker and guidance counselor as mentioned earlier.

To assist with achieving this goal, a school aid calls parents daily to find out reasons for absence. Letters are also sent to parents to inform them of their child's attendance. The Attendance Committee continuously meets with parents to discuss ways to improve attendance on an individual basis. Parents are offered workshops and activities to inform them of state regulations regarding attendance. Further, they are referred to outside agencies if necessary to provide additional options and support.

The attendance teacher makes home visits on Saturdays as well as afterschool to make every effort to personally connect with someone at home. Before the start of the school year, an assembly is scheduled to welcome both students and families.

- 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 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.

See attached chart

#### 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>).

**Engage New York Mathematics Curriculum modules grades 6-8 will include:**

- Year-long scope and sequence documents
- Module framing/overview documents
- Performance tasks (for administration in the middle and at the end of each module)
- Lesson plans
- Lesson plan supporting materials (class work, homework, etc.)
- Formative assessments at the unit level

**Expeditionary Learning Curriculum guides grades 6-8 will include:**

- Expeditionary Learning Model grades 6-8 Middle School that emphasizes high achievement through active learning, character growth, and teamwork.
- Its extensive professional development program provides teachers with powerful instructional strategies and practices to teach the various academic subjects through a challenging set of connected, real-world projects called learning expeditions.
- The integration of literacy into learning expeditions is a special feature of this design.
- New York City Department of Education Scope and Sequence K-8 Social Studies
- New York City Department of Education Scope and Sequence K-8 Science

- 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 , will use Expeditionary Learning and be supported by the Middle School Quality Initiative (MSQI) to provide a deep understanding and regular collection of data aligned to the following instructional shifts in ELA:

- Targeted reading instruction based on individual student reading levels
- Targeted reading instruction based on DRP Assessments
- Improved quantity and quality of writing

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

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

- Targeted mathematics instruction based on individual and group level needs
- Developing a greater sense of number sense

See Attached Chart: AIS and Instructional Strategies.

- 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 (see attachment ELT schedule) 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 will be provided as follows: ELT program combines an integration of academics, enrichment, and skill development through hands-on experiences. The following programs are offered during ELT: Humanities, Math, Algebra Regents, Science, Social-Emotional Activities, Sports, and At-Risk Services. In order to strengthen career and college readiness we have focused on the following strategies during ELT:

Our vision, as it pertains to academic rigor, is simple yet focused on the belief that if we create an environment in which all our student are expected to learn at high levels, then we need to support them so they be able to demonstrate understanding at the highest levels. We understand academic rigor as one of the Tenets that serve as a pathway to college and work readiness.

We expect to see not only growth in a thinking curriculum but measureable performance. Our school needs to present curricula in the content areas that addresses the expectations of a 21<sup>st</sup> Century to include:

- Life skills, problem solving, collaboration, effective leadership, the building of capacity, effective oral and written communication, literary analysis, ability to access and analyze information through project-based inquiry, and thinking in more than one language.
- The instructional shifts will be evident when students are able to:  
Gather evidence and data and share them in the classroom with their classmates, the school, and the family

In order to meet the unique learning needs and interests of all types of students our school has employed the following strategies:

We need to challenge our students to aspire to reach higher levels of thinking by inspiration, support, and validation.

- Our teachers shall include in their lesson plans multiple points of entry that develop not just contextual evidence but capacity to understand it in a complex and challenging manner. Hence, the scaffolding of questioning techniques during instruction incentivizes students to seek answers and formulate their own.
- Our partners Marquis Studios, National Training network (NTN), Smart Start, Inc., Center for Educational Innovation (CEI), District Public, LLC and ASPIRA shall provide academic support, homework help, tutoring, and club based activities during a day of activities in a seamless extension of our current schedule. A percentage of our teachers will join the CBO in meeting the goals of the ELT curriculum.
- In our school, advancing rigor shall be a process that requires professional development involving teachers in a collaborative format to agree to the definition of rigor, to include higher expectations in the delivery of instruction, support and modeling understanding.
- Professional development sessions will be analyzed for efficacy. PD analysis forms will be reviewed to evaluate teacher feedback. PD will be adjusted, when needed, to reflect the needs of our staff and students. Adjustments to PD will be determined by our PD review team consisting of administrators, teachers, and partners.
- Our leadership in the school must observe for evidence of high expectations, showing the teacher projects to the student a form of validation, the positive affect the teacher has on students; caring, trust, and patience for understanding. A genuine teaching and learning situation demonstrates a relationship of understanding and respect. The teacher cannot allow students to become complacent and lack intrinsic motivation (stamina) with no excuses for not trying. Consistency must be evident in all grade levels and content areas.

- 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: Collaborative teacher:

- Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school's curricula. The school uses common assessments to determine student progress toward goals across grades and subject areas. These are developed during the weekly team planning time and during curriculum retreats. Common assessments, well aligned to curricula, provide actionable feedback to students and teachers regarding student achievement and result in informed adjustments to curricula and instruction.

- Students will discuss how they receive rubrics for each assignment. Students will keep their work in their portfolios and rubrics will help them to reflect on how to improve next time. Bulletin boards outside the classrooms demonstrate student work with rubrics and contain actionable feedback with clear next steps that are in student-friendly language. For example, feedback to a student regarding an essay read, “Great job connecting hard conditions to both texts. You organized your paragraphs nicely and you used direct evidence to support your position. Next time proof read for punctuation and spelling errors.”
- Teachers, teacher leaders, and coaches create common formative assessments as well as common summative assessments. Staff use these assessment results to inform adjustments to curricula and instruction, as well as to revise assessments to align to the curricula revisions made. For example, staff determined that the pre/post-assessment was only multiple-choice questions and their students performed poorly on short response questions. To that end, they revised the pre/post-assessments making them open-ended and have seen a positive trend in results.
- Staff reviews several data sources to determine student progress toward goals. These data sources include common formative and summative assessments, benchmarks, portfolios, and running records. Staff uses item skills analysis data to inform curricula and teaching. For example, during the teachers of bilingual students meeting, teachers analyzed and correlated student achievement on both the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State assessments and found that some students had consistent writing scores that plateaued. Upon further analysis, teachers determined that students needed further skill development on accuracy of answering the question posed. To this end, teachers modified curriculum and instruction to support this group of students improve on this skill set.

\*see attached DDI chart for administering Common Assessments

- 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.

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:

School based support teams

The school based support teams are comprised of the following members: Guidance Counselor, Social Worker, Psychologist and case manager. The school based support team meets every Friday from 12:00pm – 1:00pm. This team functions in the following capacity:

The team will review referrals from teachers as well as parents for students who they feel are at-risk emotionally, academically and/or behaviorally. Comprehensive forms are completed by the individual/team that has expressed concern. 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 and information from the guidance department regarding student's social-emotional well-being.

- vi. 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 the following:

**LADDER OF REFERRAL FOR DISCIPLINE PROBLEMS:** The primary responsibility of all the stakeholders is to coordinate and monitor student discipline issues school wide. However, each teacher is primarily responsible for his or her own classroom management and must adhere to the Ladder of Referral protocols before enlisting the assistance of the Assistant Principal or Main Office Personnel(s) in non-crisis situations. Only after pursuing initial interventions on their own should teachers request the aid and support of the Assistant Principals, Principal or Main Office Support Staff Personnel(s). Following such a protocol will make the Assistant Principals or Principal more available at a moment of crisis and better able to impact school wide discipline as a whole. In a crisis situation (e.g. fight or an intruder) immediately summon the aid of the Assistant Principals, Principal or Main Office Support Personnel(s) and the School Safety Agents (SSA's).

Thorough lesson planning, clear and consistent rules, regular routines and procedures: all serve to keep discipline issues at a minimum.

#### Teacher Initiated Interventions

- Verbal warning
- Notation on the section sheet
- Teacher-student conference
- Written referrals
- Discipline check off letter
- Telephone call to parent
- Referral to the Social Worker
- Referral to guidance counselor

#### Deans Initiated Interventions

- Teacher/student conference
- Parent/teacher conference

- Daily report
- Parent request letter
- Lunch time detention
- Student contract
- Referral to guidance counselor
- Home visit

Assistant Principal Initiated Interventions

- Parent conference
- Student suspension
- Placement in alternative learning environment

Restorative justice will be engaging in a series of onsite support to help the entire staff with implementing Restorative Practice strategies within the building in order to support our students during the academic school year 2016-2017 and beyond.

- vii. *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. MS 298 will employ the four components of the community school model-family engagement, mental and physical health services, extended learning and academic enrichment, and community engagement to promote academic achievement for all students.

- Using benchmarks obtained through the needs assessment process, MS298 will conduct ten (10) family engagement activities that will increase parental awareness and understanding of the school's curriculum and how parents can support their children's education.
- Using benchmarks obtained through the needs assessment process, MS298 will provide mental health services specific to the needs of students utilizing a combination of community partners and community school personnel.
- Using benchmarks obtained through the needs assessment process, MS298 will engage in a medical provider to provide screenings and preventive services to students.
- Using benchmarks obtained through the needs assessment process, MS298 will leverage funds provided for SONYC programming to provide academic enrichment to at least 50 students, as measured by program attendance.
- Using benchmarks obtained through the needs assessment process, MS298 will have a fully operational leadership team comprised of local CBOs, parents, local business

partners, and community members.

### 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.

- 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 below 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.

- 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 his 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
- Protocols for best practices and analysis of student work developed at the school level
- Framework for Great School

#### 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. 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: summative and formative student data, attendance, chronic absenteeism, OORs and information from the guidance department regarding student's social-emotional well-being.

The School SIG Plan will include specific objectives, benchmarks and milestones. These will serve as indicators for formative evaluation, to ensure that the SIG grant is functioning well and to provide for adjustments. The principal will monitor the benchmarks and milestones and focus the school community on their achievement. Among measures of successful

implementation and operation will be regularly announced during SLT meetings, Parent Association meeting with well-planned agendas; consistent attendance of a quorum of members; broad and growing representation of stakeholders; and active participation by attendees, as well as posting of action minutes. Meetings feedback and a written to-do list from each meeting will provide evidence of the meetings being productive. Parent engagement success will be measured by active parent participation in the Parent Association meetings and in the SLT along with participation in the activities such as open school night, parent teacher conferences, and learning celebrations. Parents will be informed of all school-wide activities through our monthly calendar. Measurable objectives will include training opportunities for parents to become effective advocates for their children and for themselves in collaboration with the CBO as documented through parent sign-in attendance sheets.

#### 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 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. Throughout the grant implementation period we will focus on the following goal in ELA:

Goal: All content area teachers will be engaged in refining curriculum maps, which includes formative/summative assessments aligned to the CCLS, as evidenced by a 5% increase on the ELA State test scores.

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)**

- Instruction is customized to student needs as evidenced by reference to specific data sets.
- ELA curriculum is inclusive, motivating and aligned to the CCLS as evidenced by the rich academic texts and the level of discussion in classrooms.
- High standards are set in every classroom as evidenced by the student work displayed in the halls and within the classroom with rubric specific feedback.
- Students are actively engaged in ambitious intellectual activity and developing critical thinking skills as evidenced by their ability to speak to the importance of why and how they are learning the standards.

**(Framework Area: Supportive Environment)**

- The school establishes a classroom and school culture whereby students feel safe, supported and challenged by their teachers and peers. This will be evidenced by the interactions between students, the ability of staff to de-escalate conflicts and the student relationships formed between teachers, administration and students.
- A schoolwide professional development plan will be created based upon teacher needs and teacher feedback.
- Teachers will engage in professional development that targets the identified components (1e, 3c) and addresses content specific strategies.

**(Framework Area: Collaborative Teachers)**

- Partner Learning teachers will visit each other's classes and provide feedback to one another using the Charlotte Danielson Rubric.
- Teacher will engage in ongoing professional development with Expeditionary Learning, Brienza, SmartStart Education, National Training Network, Engage NY Modules and the New Teacher Center – most of whom are SIG Funded Vendors. The strategic partnerships with these vendors will provide a robust set of support to all teachers in our school, with a specific focus on literacy.

**(Framework Area: Effective School Leadership)**

- Cycles of observation, with actionable AND timely feedback will allow for teachers to understand the school priorities and the importance of increasing student achievement.
- Teachers will engage in three data reviews with administration to identify progress with target students and identify next steps. These data review conferences will take place in November, March and May.
- Frequent meetings with community based partners and vendors to ensure seamless integration of services aligned to school goals
- Planning logistics with regard to additional services to allow for a smooth transition for staff and students

**(Framework Area: Family and Community Ties)**

- Parent orientation workshops to introduce parents to the grade wide and content specific expectations of the school will take place during parent engagement times on Wednesdays from 3:20 pm – 4:20 pm.
- Individual Student Report workshops which detail student performance as they relate to

the CCLS will take place with teachers and parents once released (in December).

- Surveys conducted three times during the year
- Frequent meetings with community based partner and vendors to ensure all stakeholder's needs are being met as reflected in a quarterly survey administered in October, January, March and June.

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

All objectives aforementioned will be monitored through the following ways:

- Collected survey results on a quarterly basis
- Collected survey results at the close of each workshop implementation
- Data collection from interim/formative assessments and disaggregation for review
- Data reviews with teachers which provide actionable next steps
- Observation reports with feedback for next steps

Advance reports which outline areas of teacher need according to the domains within the Danielson Framework

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.

**Early wins goal:** By December 2016, a comparison between mid and post unit assessments will reflect growth.

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

Throughout the grant implementation period we will focus on the following goal in Math.

All Mathematics teachers will be engaged in refining curriculum maps, which includes formative/summative assessments aligned to the CCLS, as evidenced by a 5% increase on the ELA State test scores.

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)**

- Instruction is customized to student needs as evidenced by reference to specific data sets.
- Math curriculum provided by National Training Network is inclusive, motivating and aligned to the CCLS as evidenced by the rigorous tasks that encourage critical thinking and the level of discussion in classrooms.
- High standards are set in every classroom as evidenced by the student work displayed in the halls and within the classroom with rubric specific feedback.
- Students are actively engaged in ambitious intellectual activity and developing critical thinking skills as evidenced by their ability to speak to the importance of why and how they are learning the standards.

**(Framework Area: Supportive Environment)**

- The school establishes a classroom and school culture whereby students feel safe, supported and challenged by their teachers and peers. This will be evidenced by the interactions between students, the ability of staff to de-escalate conflicts and the student relationships formed between teachers, administration and students.
- A schoolwide professional development plan will be created based upon teacher needs and teacher feedback.
- Teachers will engage in professional development that targets the identified components (1e, 3c) and addresses content specific strategies.

**(Framework Area: Collaborative Teachers)**

- Teachers will engage in common planning meetings where they will unpack the CCLS targeted math standards to formulate effective learning targets
- Analyzing the State Released Questions to gain insight on what each state standard requires at each grade level
- Developing questions and task aligned to each of the highly assessed standards
- Teacher teams along with the NTN Math coach will unpack units of study in each critical area, including standards and tasks, to create a coherent sequence of learning targets.
- Teacher teams along with the NTN Math coach will analyze teacher products and student work and use the findings to create, differentiate and modify instruction for groups of students and individual students including SWDs and ELLs.

**(Framework Area: Effective School Leadership)**

- Administrators will identify and leverage teachers who demonstrate effective practices in supporting ELLs and SWDs and/or overage students
- Administrators will conduct cycles of formal/informal observations, learning walks, labsites, instructional rounds focused on providing feedback aligned to student data and professional development foci.
- The administrative staff will increase their ability to observe mathematics settings and provide constructive feedback.

Objective:

- 4) The administrative staff will participate in two days of training regarding the structure and delivery of mathematics instruction.
- 5) The administrators will be trained in the collection, evaluation and provision of feedback based student classroom interaction.
- 6) The administrators will meet weekly with the NTN mathematics coach/consultant to debrief on the school's data and will develop and alter ongoing plans to grow the mathematics capacity of MS 298.

**(Framework Area: Family and Community Ties)**

- Parent orientation workshops to introduce parents to the grade wide and content specific expectations of the school will take place during parent engagement times on Wednesdays from 3:20 pm – 4:20 pm.
- Individual Student Report workshops which detail student performance as they relate to

the CCLS will take place with teachers and parents once released (in December).

- Surveys conducted three times during the year
- Frequent meetings with community based partner and vendors to ensure all stakeholder's needs are being met as reflected in a quarterly survey administered in October, January, March and June.

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

- Collected survey results on a quarterly basis
- Collected survey results at the close of each workshop implementation
- Data collection from interim/formative assessments and disaggregation for review
- Data reviews with teachers which provide actionable next steps
- Observation reports with feedback for next steps
- Advance reports which outline areas of teacher need according to the domains within the Danielson Framework

**Early wins goal:** By December 2016, a comparison between mid and post unit assessments will reflect growth.

The goal, key strategies, early wins and connection to the model is articulated below:

A newly designed attendance team will develop a school wide plan resulting in an increase of 2.5% measured by a 94% yearly attendance, as evidence by attendance reports on ATS.

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)**

Teachers will receive an outlined list of students who are in danger of not meeting promotional criteria and have poor attendance and/or chronic absenteeism. Grade team meetings and content specific meetings will reserve time to discuss instructional strategies and outreach for these target students.

**(Framework Area: Supportive Environment)**

A minimum of 75% of staff members will mentor and monitor 3 at risk students from September 2016 to June 2017. This will include teachers, the Parent Coordinator, office staff, school aides, paraprofessionals and administrative staff.

**(Framework Area: Collaborative Teachers)**

The attendance team and attendance teacher will meet with the grade teams and the content area teams to discuss students who are falling below the 90% attendance threshold to discuss an action plan which will reduce chronic absenteeism.

**(Framework Area: Effective School Leadership)**

Administration will maintain a data dashboard which will highlight students who are at risk and will continuously disperse relevant data to teacher teams to discuss chronic absenteeism.

**(Framework Area: Family and Community Ties)**

Students at risk will be identified and referred to the School Intervention Team Committee and tracked for outside support through our CBO's via guidance, social and emotional learning and

family involvement.

At least 50% of parents/guardians of at risk students will participate in workshops using strategies for student guidance in both English and Spanish. Workshops will take place at the school on a biweekly basis.

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

Throughout the school year, we will continue to monitor this process through school-wide assemblies, student reflection surveys and a collection of attendance specific data to determine next steps and continue the cycle of improvement