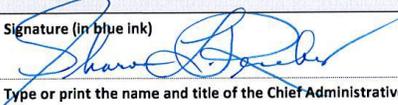


New York State Education Department Application Cover Sheet		DO NOT WRITE IN THIS SPACE			
School Improvement Grant (SIG) 1003[g]		Log Number		Date Received	
<b>District (LEA)</b>		<b>LEA Beds Code:</b>			
New York City Department of Education		305100010051			
<b>Lead Contact (First Name, Last Name)</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>	
Bronx Guild				320800011452	
<b>Grade Levels Served by the Priority School Identified in this Application</b>				<b>School NCES #</b>	
High school					
<b>Total Number of Students Served by the Priority School Identified in this Application</b>				<b>School Address (Street, City, Zip Code)</b>	
322				1980 Lafayette Avenue Bronx, NY 10473	
<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).

08x452 is a high school with an enrollment of 312 students across grades 9-12. The school population is comprised of 62% Hispanic, 32% Black, 5% Asian and Whites, 1% American Indian or Alaskan Native students. Of the total school population, 34% are Students with Disabilities and 10% are English Language Learners and. 13% of students live in temporary housing. During SY 15-16 the percentage of discipline referrals level 3-5 was 20%.

The SY 15-16 attendance rate was 77%. In SY 15-16 the percent of students eligible for free or reduced lunch was 69%

In 2015-16 the graduation rate was 66%. The regents results for 2015-16 evidenced the following patterns and trends :

46% of our students passed the ELA Common Core Regents with scores between 65-84. 14% passed with scores between 85-100

31% passed Algebra Common Core Regents with scores 65-84. 0 passed with scores above 85.

39% passed Global Regents with scores between 65-84. 1 passed with scores above 85.

37% passed the US History Regents between 65-84, 2% with scores above 85.

45% passed the Living Environment Regents between 65-84, 5% with scores above 85.

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:

- We struggle to get over 50% passing rates on all Regents, historically
- Students need multiple opportunities to take Regents in order to graduate
- 92% of our students take remedial math in college; many who drop out before finishing 2 years tell us that the reason is that they cannot pass the math exams for matriculation
- 72% of our students start 9th grade reading below grade level, according to Performance Series reading assessments
- Our students who drop out before graduating leave towards the end of 10th grade or the beginning of 11th, when it becomes apparent that passing the Regents will be difficult because of low reading levels. Attendance drops before these students formally withdraw.
- Students who struggle with reading have low attendance rates.
- Students with internships who have low attendance on academic school days (M, W, F)

often have strong attendance at their internships (T and Th)

- Our last school Quality Report shows that 61.9% of our students are in the lowest third city wide and we are at the bottom of the target range for college and career readiness. While we are enrolling 24.4% of our lowest third graduates in postsecondary education, we are sending them there unprepared.

The student social behavioral data demonstrates the following patterns and trends

- We had 22 principal's suspensions for the 2015-16 school, and 3 superintendent suspensions.
- Looking at Dean's referrals, we see a pattern of struggling students engaging in classroom behavior that breaks the social contract and results in removals when tasks are too difficult or assessments are happening.
- Students who are able to receive tutoring during detention have fewer repeat incidents.

- 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.

DBN **08x452** underwent the following reviews between 2014-15 and 2015-16:

- Quality Review 2015
- Superintendent's review 2016

These reviews evidenced capacity, strengths and needs. Additionally the School Quality Guide showed that in the area of Student Progress the school met target. In the area of Student Achievement school was approaching 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 evidenced the following needs across the school.

- Consistency in teacher planning and teaching planning tools
- Push all subjects to utilize the CCLS and instruction shifts to plan and refine differentiated curriculum that meets the needs of a diversity of learners, including SWDs.
- Shift the work of the class, including discussion, from teachers to students.
- Develop plans for student engagement that includes all students.

The Superintendent review evidenced the following needs across the school.

- Develop protocols for student discussion that is student led
- Utilize a common planning template and classroom flow.
- Develop common assessment and grading rubrics across all contents and classes.
- Continue to develop the academic rigor of the school internship program to align the work during the two day a week internship with the academic work of the classroom.
- Continue to develop teacher teams to gather and analyze data to make adjustment to improve teacher practice and goal setting.

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

The School Leadership Team (SLT) met to review the data and determine prioritized needs and

provide input within this application. The SLT of the Bronx Guild agrees that Developing our internship program as a means of college and career readiness is the work of the school community. The SLT wishes to strengthen focus on ongoing college curriculum (teaching students about college, financial aid, majors, etc.) and college trips. The SLT would like to develop the Internship Coordinator position into a full time position, and incorporate college writing and numeracy skills into the internship project.

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

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

#### Rigorous Instruction

Across our curriculum we are seeing an increase in rigor in lesson plans and instruction, but more work needs to be done to align curriculum with CCLS skills. In addition more work needs to be done to bring CCSS writing skills into the Internship project, which is a semester long research project that goes with the internship.

#### Supportive Environment

The Bronx Guild is a very supportive environment We received a well-developed on the QR on 3.4: High Expectations, which includes creating a supportive environment to communicate high expectations. This allows us to leverage the support and trust to push new initiatives and rigor across all curriculums.

#### Collaborative Teachers

Bronx Guild teachers are very collaborative, meeting weekly in grade teams to design the curriculum for the Internship Project, look at student work, trouble shoot for struggling students across the grade and align curriculum across content. In addition teachers meet bi-weekly in content teams to vertically align lessons and skills in contents. Both of these reviews comment that this spirit of collaboration fosters the work of the school.

#### Effective School Leadership

School leadership works as a team to monitor and support the vision of the community. The principal, two assistant principals, part time internship coordinator, dean and United Federation of Teachers (UFT) representative meet weekly to do this work.

#### Strong Family and Community Ties

While teachers and staff have individual meetings and relationships with parents, we need to do more to create meaningful meetings for and with parents. There is a need for a full time Internship Coordinator to create and foster ties with community organizations and businesses for the Internship Program.

- 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:

- Create a full-time Internship Coordinator to maximize the academic learning and the college and career readiness skills and mindsets of our internship program.
- Bring in a writing coach for teachers through a partnership with the New York City Writing project, to align all curriculum in all content with CCLS standards and skills and concepts needed for both college and career, including real world learning that happens through our internship program.
- Bring in a full time math and numeracy coach to work with teachers through a partnership with Institute for Student Achievement to align all curriculum in all content with CCLS standards and skills and concepts in numeracy, as well as the real world learning through our internship program.
- Align our learning about college curriculum with college trips for all grades to allow students to understand all aspects of different types of colleges, and help make stronger choices when the time comes.
- Develop an after school academic intervention program that is aligned with the arts to help students with rigorous instruction and learn, through artistic expression, skills and qualities of personal achievement, perseverance and self-control.

#### B. School Model and Rationale

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

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

We have chosen the Innovation and Reform Framework: College and Career Readiness Design SIG model 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: expanding and deepening our 2 day a week internship program so that it aligns with skills and traits needed for college and career readiness; increasing students ability to write analytically and express complex ideas in writing, in all subject areas but especially in our internship, research based real world projects; increasing math literacy and teaching students to think mathematically in both academic and real world settings. In addition we will develop our learning about college program so that it starts in 9th grade and continues through all 4 years of high school, augmented by college trips in every grade.

These intentional activities planned and executed under this model will have a high impact for college entrance preparation for all students with a focus on those who have been traditionally under-represented in both college and career readiness activities and entering college.

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

Students come to the Guild on the average with a Lexile of 600. Instruction, specifically in literacy and numeracy needs to be both scaffolded and rigorous, with a focus on skills, using evidence to formulate ideas and analyze data and draw conclusions. Our internship program helps prepare students for both college and career but needs to be further aligned with CCLS standards and career skills.

#### Supportive Environment

Though the Guild prides itself on creating and maintaining a supportive and student centered environment, and evidence shows this as one our strengths, the needs of our students, including the large number of students with disabilities, students living in poverty, homelessness or in foster care, demands that we continue to develop extra help for students. This will include after-school academic intervention and character development support, a 4 year learning about college curriculum and numerous experiences visiting and participating in activities on college campuses.

#### Collaborative Teachers

Bronx Guild teachers have numerous opportunities to collaborate during the school day and the school week. These collaborations can be leveraged with additional coaching through the New York City Writing project and Institute for Student Achievement that this model can provide. We believe that the work will have more impact on students with consistent high quality coaching and planning spread throughout the community.

#### Effective School Leadership

The College and Career Readiness model with the supports of the partners chosen to help implement it will allow the leadership team to be more effective at making the vision of the Bronx Guild a reality. Our school is built on a real world experience internship model aligned with rigorous academic instruction. This is a labor intensive model, and the support of additional coaches and resources will support the leadership team to support all members of the community to make this a reality for students, teachers, support staff and families.

#### Strong Family and Community Ties

The College and Career Readiness model will have an immediate impact on the families of our students. Many of our students will be the first in their families to attend college; because of this, families are often unsure how to support their children in making this a reality. This model will utilize parents as partners, and help all members of the family understand the college process, choices, and the work both academic and personal that is required to get students there. In addition, by having the services of a full time internship coordinator, mentors from the community will be coached on how to support students and families in academics and career readiness. The internship coordinator will also help align the academic work of the internship with the reality and needs of the work force.

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;

- Create a full time Internship Coordinator to maximize the academic learning and the college and career readiness skills and mindsets of our internship program.
- Bring in a writing coach for teachers through a partnership with the New York City Writing Project, to align all curriculum in all content with CCLS standards and skills and concepts needed for both college and career, including real world learning that happens through our internship program.
- Bring in a full time math and numeracy coach to work with teachers through a partnership with Institute for Student Achievement to align all curriculum in all content with CCLS standards and skills and concepts in numeracy, as well as the real world learning through our internship program.
- Align our learning about college curriculum with college trips for all grades to allow students to understand all aspects of different types of colleges, and help make stronger choices when the time comes.
- Develop an after school academic intervention program that is aligned with the arts to help students with rigorous instruction and learn, through artistic expression, skills and qualities of personal achievement, perseverance and self-control.

#### 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: each year, there be a 150-250 Lexile point increase of students in the city wide lowest third in each grade (9-12) as measured by Performance Series three times per year.

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

- A. Literacy Professional Development through Scholastic, Datacation Professional Development (to assist in reading scholarship data)
- B. Implementation of Read 180 Literacy Program
- C. Monthly progress report, PupilPath, Parent Teacher conferences, Phone Blast, College Reception and Open Door policy
- D. Implementation of literacy strategies in all classrooms supported by school-wide literacy team

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

(Include Progress Monitoring for each objective listed)

- A. Lexile assessment 3x a year, scholarship report 5x per term
  - B. Read 180 planning meetings and bi-monthly professional development and student work protocols
  - C. Consistent Communication
  - D. Literacy Team monthly student work protocols
- 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.

Goal 1: Throughout the grant implementation period we will focus on the following goal in Math: In the first year, there will be a 50% increase in the number sophomores who achieve a 70+ on the June CC Algebra Exam, and it will continue to increase by 50% each subsequent year.

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

- A. Students struggling in Algebra I (as determined by formative assessments and scholarship data from Skedula) will attend after-school AIS with guidance from the Institute for Student Achievement (ISA)
- B. NYCWP will provide instructional support to the math team in integrating writing in math as a means for students to develop and demonstrate “Deep Understanding”
- C. Strategically align Algebra I curriculum between freshmen and sophomore year for greater “Coherence”, with support from ISA
- D. Increase common planning time within content teams to develop engaging, authentic math projects aligned to the CCLS, with support from ISA
- E. Individual teacher coaching by ISA

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

- A. Scholarship report 5x per term (monitored by grade-teams and administrative team; available to students and families using Skedula and PupilPath), mock regents data in January and May
- B. Performance Task assessments each marking period; monthly literacy team student work protocol
- C. Bi-monthly classroom observations by year-long dedicated coaches (a Principal or Assistant Principal) and providing actionable feedback
- D. Team/teacher reflection using student work protocol at monthly content team meeting
- E. Advance data, specifically from Domain 3

Goal 2: Build students’ capacity to become mathematical thinkers, by incorporating mathematical skill-building in each content area, including internships.

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

- A. ISA instructional support to all teachers, such that teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content

- B. Implementation of common math assessments, with support from ISA, to support teachers in using assessment data for classroom grouping and instructional strategies related to numeracy
- C. A full-time Internship Coordinator, with support from ISA, will adjust internship project curriculum to meet specific math standards, as a means to infuse opportunities for students to incorporate numeracy in their internship research project
- D. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations.

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

- A. Monthly student work protocols in content teams
- B. ADVANCE ratings and feedback in 3c and 1e.
- C. Summative Presentation of Learning each semester

- 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 becoming a College and Career Readiness design school, we will focus on the following goal(s).

Goal 1: Increase upperclassmen enrollment in College Now by 25% each year. We will leverage the following objectives to support progress towards realizing this goal.

- A. Offer overnight college trips to all grades through a partnership with College Access: Research and Action (CARA)
- B. Increase family engagement on college trips and attending college fairs

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

- A. Obtain College Now enrollment information from College & Guidance Counselor each semester
- B. Track parental participation on college trips at monthly SLT meetings

Goal 2: The percentage of students earning college credit through College Now will increase by 25% each year.

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

- A. Guidance Counselor will meet with each College Now student on a weekly basis.
- B. Students will receive intensive writing support from the NYCWP.

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

- A. Obtain interim reports from College Now partners to monitor grades
- B. Student work protocol (on writing) with Administrative Team and Guidance Counselor

Goal 3: 70% percent of students will complete a research paper aligned to an essential question and to their internship in both the Fall and Spring terms.

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

- A. Creation of an Internship team in conjunction with the NYCWP, to conduct monthly school-wide trainings on the Learning Through Internships (LTI) Curriculum with respect to writing. The team will include instructional training for facilitating the writing in the curriculum for students with disabilities, ELLs as well as those in the lowest one-third.
- B. The Internship Coordinator, who will also lead the LTI Team, will work in each crew once a month to assist the teacher in implementing the LTI Curriculum and to work with specific students, including those with disabilities, English Language Learners and those in the lowest one-third, on developing their research projects.
- C. Each student will use the Learning Through Internship Curriculum Guide Workbook to scaffold their learning through the research process. The guide, aligned to the school-wide instructional shifts in ELA, breaks down the steps of completing the research into several steps; development of a topic, development of guiding questions, finding resources, creating “factoid” cards, outlining the final paper, writing, editing and revising. Students are required to reach benchmarks that are outlined in the guide each marking period.

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

- A. Grade teams will meet weekly to examine student work from Crew Period, the period during which students engage in the LTI Curriculum. Grade teams will make adjustments to the lesson plans based on student progress. The Special Needs teacher will provide support with differentiating instruction for students with disabilities and those in the lowest one-third.
- B. Monthly student work protocols in grade teams facilitated by a teacher-leader and an administrative liaison
- C. Benchmark assignments will be tracked online via PupilPath for parents and students to track progress. Marking period reports cards will be sent home to families alerting parents/guardians to their student’s overall grade. Grade teams will monitor scholarship data during grade team meetings, as well as during individual coaching sessions with their administrative coach.

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

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

#### D. School Leadership

The LEA/school must have the mechanisms in place to replace the existing principal, if applicable based on the selected

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

- i. Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school, produce dramatic gains in student achievement, and implement the selected SIG model. Please refer to, "Competencies for Determining Priority School Leaders" which may be found at: <http://www.p12.nysed.gov/turnaround/CompetenciesforDeterminingPrioritySchoolLeaders.html>.

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

<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 needs of all learners so that all students produce meaningful work;	*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.
1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as	*Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.

evidenced by meaningful student work products;	
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults;	<p>*Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input.</p> <p>*Demonstrates expertise in providing social-emotional supports for all students.</p>
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels;	*Develops and shares a clear vision to ensure that all students, including high needs students, have access to resources and supports necessary to put them on the path for college and career readiness
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community;	*Develops, in a collaborative manner, measurable goals connected to student outcomes, and develops systems and structures to monitor progress toward those goals.
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations;	*Creates opportunities for meaningful dialogue with educators, students and families. Uses these opportunities to enhance reciprocal communication, to strengthen partnerships, and to achieve identified goals.
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection;	*Demonstrates the expertise to make frequent observations and provide actionable evidence-based feedback to teachers in ways that ensure that instruction is constantly improving in its alignment to the Common Core.
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning; and	*Demonstrates the expertise to create differentiated professional development opportunities that support teachers' improvement, including those that are new to the field.
5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and	*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

practices across the school, with particular attention to the CCLS.

professional development in a way that ensures that teachers successfully utilize data to make instructional decisions.

\*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.

\*Implements a system for regularly self-assessing and adjusting strategic improvement plans

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

Sam Decker has been the principal of the Bronx Guild since 2006. He started in September 2005 as a principal in training intern through the New York City Leadership Academy Cohort 3. He is a graduate of the University of North Carolina at Charlotte, NC and City College, the City University of New York. Before being the principal of the Bronx Guild he was a teacher at the French American School Of New York, City College, Manhattanville College and Yeshiva College.

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

The Assistant Principals at the Bronx Guild work in tandem with the Principal and the Leadership team to manage and facilitate all aspects of the school.

**(Framework Area: Rigorous Instruction)** Assistant Principals work one on one with teachers to plan and implement instruction and design curriculum. APs coach teachers weekly, and observe teachers weekly. APs are members of the literacy team and the leadership team.

**(Framework Area: Supportive Environment)** APs work as part of the Leadership Team to create and support a welcoming environment at the Bronx Guild where every student has both a voice and an advocate on the staff. The leadership team creates opportunities for social and emotional learning aligned with traditional classroom instruction. Our internship program encourages students to take risks and understand how learning is applied in the real world. APs are an integral part of the planning process for the program.

**(Framework Area: Collaborative Teachers)** Each administrator at the Guild is part of a teacher team, and encourages and supports lead teachers to facilitate the teams. APs are part of the PD planning process, but take a back seat to teacher planning of PD, so that the teachers

create authentic learning opportunities for each other, with the help and support of administration.

**(Framework Area: Effective School Leadership)** APs work with the principal to lead the school by planning, reflecting and adjusting all initiatives and policies as needed. Every aspect of school governance is directed by one member of the administrative team. APS share leadership with the principal; we are a collaborative team, and model how we want teacher teams to function. We meet at least once a day to norm our calendars, share our expectations and learn where we need to support each other.

**(Framework Area: Family and Community Ties)** Each AP is the point person for a grade, and as such is the chief point person for families in that grade. The Bronx Guild has an open door policy for families, and the AP point person is present to engage with parents as needed. The APs currently handle many of the community ties required by our internship program. We hope to shift this responsibility to a full time Internship Coordinator, with APs and the Principal supporting that staff person.

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

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

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

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

**Effective School Leadership**- SIMs support leadership in monitoring the implementation of the SIG plan, analyzing formative/summative data around the leading/lagging indicators as well as provide support with budget. SIMs work alongside of building leadership to monitor the SIG

plan and meet with partnerships to ensure that the needs of the school are being met with the provided services. In addition, on an annual basis SIMs work in concert with the RSCEP development process and review feedback provided through the QR and IIT reports with each school on their caseload.

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

Currently our school has the following supporting leadership positions, Two assistant Principals and an internship coordinator (funded through this SIG 7 grant).

Numerous strategies are employed to ensure buy-in and support from the entire leadership team but most important is our common belief for how students learn through engaging in authentic work based experiences that is at the core of the Bronx Guild.

#### 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 19. The chart below shows the breakdown by HEDI rating.

HEDI Rating	Number of Staff
Highly Effective	0
Effective	17
Developing	1
Ineffective	1

- 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 the most support with 3B, using questions and discussion techniques, 3C, engaging students in learning, and 3D, using assessment in instruction.

Based upon the needs evidenced above; we feel that the following staffing changes are needed between the time of the application and start-up of the model and during the grant period: One teacher, who has been consistently rated ineffective must be removed. One teacher, who was rated developing, must have extra supports, but is dedicated to learning to be a stronger instructor. Though our other teachers are rated effective, they are still at the low end of the scale, and need the support of more coaching, which we intend to provide through the New

York City Writing Project, and the Institute of Student Achievement. In addition, we need to hire two more special education teachers to help support our struggling students with disabilities, as well as our lowest third. We also need a full time internship coordinator to support the alignment of our semester long internship project that works in tandem with all classroom instruction and to better align with CCLS standards.

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

- One on one coaching in literacy, writing and college preparedness for all teachers in every content area. The coach will help teachers align all work and performance tasks with CCLS writing standards and evidence based, inquiry based learning.
- One on one coaching in all content areas and whole content team coaching in Math by Institute for Student Achievement. Coaches will support teachers aligning all work with CCLS math standards and promoting mathematical thinking in all work, including the semester long internship project.
- Hiring a full time Internship Coordinator will strengthen the college and career readiness components of our schoolwide internship program and help coach teachers to align the semester long internship project with CCLS standards in ELA and Math.
- Both Educational Alchemy and Wildflower Theater company will provide and embed arts staff in supplemental positions, including after school programs, and will coach teachers to include self-expression and student identified inquiry work in all content areas, to promote independent critical thinking that is at the heart of all CCLS standards in Math and ELA.
- CARA, which promotes college thinking and access to students, will support aligning curriculum, including a teaching about college curriculum, to college goals and long term planning and goal setting.

The school will be utilizing a UFT Teacher Center Field Liaison. The UFT Teacher Center Field Liaison is a highly qualified and experienced teacher who will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to design customized professional development that supports the individual needs of the school. In addition, the liaison will provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement. Supports will also be provided to assist administrators and teachers in collecting, analyzing and interpreting data for purposeful grouping and making instructional decisions. In conjunction with instructional leads, the liaison will ensure that data is used to facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups. Finally, supports will also include how to integrate instructional technology into teaching and learning.

- 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. The framework areas of focus that best speak to our school are 3B, using questions and discussions, 3C, engaging students in learning, and 3D, using assessment in instruction. Our school vision is

based on using real world experiences through our school wide internship program, and these areas of the framework speak to authentic learning that is student driven. Our work is to learn to bring higher Depth of Knowledge questions to classroom instruction, but also to foster students asking level 3 & 4 questions through student driven inquiry. We realize for this vision to thrive, students must learn to formulate their own questions and facilitate their own discussions. Student engagement will only be authentic when it stems from student inquiry, and the partners we will work with all will help us focus on these areas. In order to gauge our work and its effectiveness, we need to be stronger in using assessment in all classrooms, and help students devise their own assessments of their own learning.

- 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. Teacher teams must be part of this process in order to continue to foster a community of collaboration.

\*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 in, 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 support programming and activities that will prepare students for college entrance.

Partner Organization	Rationale	Role/Services to support the school redesign
Institute for Student Achievement (ISA)	As articulated within our needs assessment data in Part A, few students meet the College Readiness Index (CRI) on the CC Algebra Regents and 92% of students take remedial math in college. Additionally, our teachers need instructional	Each math teacher will partner with an ISA mathematics coach; ISA will provide workshops and other professional development strategies for all content areas.

	support in planning based on the instructional shifts in math to develop our students into mathematical thinkers.	
New York City Writing Project (NYCWP)	As articulated within our needs assessment data in Part A, few students meet the College Readiness Index (CRI) on the CC English Regents. Additionally, although our school has made significant gains in supporting literacy across content areas using unified reading strategies and monthly professional development from a teacher-driven literacy team, we need support in growing our capacity to infuse rigorous writing opportunities across content areas.	NYCWP will work with teachers 2 days/week on incorporating writing opportunities in the classroom that support and deepen content; NYCWP will partner with the new full-time Internship Coordinator to incorporate college writing into the internship project
Educational Alchemy	As articulated within our needs assessment data in Part A, we have unique needs in emotional growth and development. Research shows, particularly with our student population, that social-emotional needs are tantamount to students' academic success. This arts program fosters qualities such as perseverance, self-control, and conscientiousness.	Ethnographic drama program for 9th and 10th grade students 3 days a week; weekend field trips for 9th and 10th grade students
College Access: Research & Action (CARA)	As articulated within our needs assessment data in Part A, we need to confront the gap in post-secondary guidance faced by our student population, particularly with our graduates in the lowest third. This partnership will help align our college curriculum	College trips beginning in the 9th grade; provide opportunities for parent/family engagement in the college process; academic support for students enrolled in College Now courses

	with college trips for all grades to allow students to understand all aspects of different types of colleges, and help make stronger choices upon graduation.	
Wildflower Theater Company	As articulated within our needs assessment data in Part A, we have unique needs in emotional growth and development. Similar to Educational Alchemy, this program will foster our students' social-emotional growth. However, "Her Story", a program sponsored by the Wildflower Theater Company, will cater to female students and is open to all grades, as to tackle the unique issues our female students face.	After-school playwriting club and weekend social-emotional development opportunities for female students in all grades
Read 180	As articulated within our needs assessment data in Part A, majority of our students enter 9th grade below reading level. Read 180 intensifies reading instruction through increased instructional time, fewer students per group, modified modes of presentation, and tailored instructional materials.	Read 180 provides materials (including software) and professional development to provide intensive and individualized reading support to our most struggling readers. Reading support will be provided during the school day for 1 hour, 3 times a week to selected 9th and 10th grade students (selection criteria based on Lexile as determined by the Performance Series)

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

The process of partnership accountability and evaluation will be managed in the following manner; all partners will become part of the principal's cabinet and will provide updated logs to the school detailing supports/activities/events provided; additionally each partner will be

strategically linked to specific or groups of school data points aligned with the services which they provide. This two fold approach allows for both a qualitative and quantitative methodology of assessing partnership performance. The chart below details the quantitative methodology further.

Partner Organization	Data Point(s) (Formative or Summative)	Frequency of assessment
Institute for Student Achievement (ISA)	<ul style="list-style-type: none"> <li>● Interim Assessments (performance tasks, unit exams, mock Regents)</li> <li>● Regents Exam</li> </ul>	<ul style="list-style-type: none"> <li>● Each marking period</li> <li>● 3 times per year</li> </ul>
New York City Writing Project (NYCWP)	<ul style="list-style-type: none"> <li>● Interim Assessments (performance tasks and unit exams)</li> <li>● Literacy team and Internship team student work protocols</li> </ul>	<ul style="list-style-type: none"> <li>● Each marking period</li> <li>● Monthly</li> </ul>
Educational Alchemy	<ul style="list-style-type: none"> <li>● Dean’s Referrals on Skedula</li> <li>● Detention/ suspension rate</li> <li>● Detention/ suspension rate of recidivism</li> </ul>	<ul style="list-style-type: none"> <li>● Each marking period</li> <li>● Each marking period</li> <li>● Each marking period</li> </ul>
College Access: Research & Action (CARA)	<ul style="list-style-type: none"> <li>● College Now Enrollment</li> <li>● Parent/ family participation on trips and at events</li> <li>● Quality Report</li> </ul>	<ul style="list-style-type: none"> <li>● Each semester</li> <li>● Monthly</li> <li>● One time per year</li> </ul>
Her Story	<ul style="list-style-type: none"> <li>● Dean’s Referrals on Skedula</li> <li>● Detention/ suspension rate</li> <li>● Detention/ suspension rate of recidivism</li> </ul>	<ul style="list-style-type: none"> <li>● Each marking period</li> <li>● Each marking period</li> <li>● Each marking period</li> </ul>
Read 180	<ul style="list-style-type: none"> <li>● Read 180 Interim Assessments</li> <li>● Performance Series</li> </ul>	<ul style="list-style-type: none"> <li>● Bi-weekly</li> <li>● 3 times per year</li> </ul>

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

terminated. If the model chosen for this school is *Innovation and Reform Framework*, the fully executed EPO-district contract, signed by both parties, must be received by NYSED within 30 days of receipt of the preliminary award letter.

## G. Organizational Plan

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

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

### See Attached

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

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

### Cabinet

The cabinet is comprised of the following members: The Principal, the two Assistant Principals, the part time Internship Coordinator, The Dean of Students. The cabinet is supported as needed by the School Guidance Counselor and the school Social Worker. The cabinet meets Monday Mornings at 9 am, and functions in the following capacity: decision making for school, calendar alignment, looking at teacher observations and norming practices, creating the structure for weekly PD, planning for weekly grade team meetings, working with immediate, often unforeseen situations. 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, Skedula anecdotes and Dean Referrals, Performance Series Reading assessments, Mock Regents, end of marking period Performance Tasks.

### School based support teams

The school based support teams are comprised of the following members: School Social Worker, Guidance Counselor, Dean of Students, Special Education Coordinator, Principal and Assistant Principals. The school based support team meets Tuesdays at 9 am and functions in the following capacity: Students in crisis and immediate situations, Pupil Accountability talks, Special Needs and Special populations accountability and planning, scholarship reports and updates, parent meeting updates, college readiness and planning for seniors, transition planning for individual students. 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, Skedula reports, teacher referrals, parent referrals.

### Teacher Teams

Teacher teams exist on each grade level, 9-12, and by content areas. Teacher teams focus primarily on student progress on the school wide, semester long Internship Project, and the literacy across all content areas that supports this student inquiry based project. Grade teams also participate in pupil accountability talk when necessary, and review the scholarship data at the end of every marking period to catch students who are not being successful. Content teams work on aligning skills and CCLS standards across all four years of content areas. Teacher teams meet weekly, on Tuesdays from 12:40-3:20 pm and functions in the following capacity: student success and accountability, planning, reflecting, and adjusting. . 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, marking period reports, student work protocols, internship data, performance series reading assessments.

### School Leadership Team

The School Leadership Team (SLT) is comprised of the following members: Principal, Assistant principals, DC75 rep, Union Rep, Dean of students, parent coordinator, 4 parent representatives, 4 student representatives. The SLT meets the 4th Thursday of every month and functions in the following capacity: review of school policies, budget, academic decisions, school culture and climate. The SLT considers both leading and lagging data sources to drive discussions and school level decisions making including but not limited to; grade and school wide summative and formative student data, state and city accountability data, attendance, OORs, internship data

The Bronx Guild Literacy Team, which meets weekly, and consists of teacher representatives from all grade teams and all content teams. It functions in the following capacity: Reviews Performance Series Lexile reports, uses student work protocols to assess specific literacy strategies, plans school wide professional development twice a month, turn keys information for content team planning. The Literacy team considers both leading and lagging data sources to drive discussions and school level decision making including but not limited to grade and school wide summative and formative student data, state and city accountability data, attendance, Performance Series reading assessments, student work aligned to reading strategies and CCLS standards.

- 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 teacher's 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.

#### APPR Events, 2016-2017

- Initial Planning Conferences, Administrators and Teachers: Review last year's reports

and ratings, select Evaluation options, plan personal and professional goals, set up weekly coaching meetings. September- October 2016.

- Weekly Coaching meetings and Observations, Administrators and Teachers meet weekly with administration coach, plan for observations, review lesson plans, review student scholarship reports and student data, debrief observations, both previously planned and drop ins: October- June, 2016-2017
- Weekly Leadership Team Meetings, Administration: Review individual observations, review trends and patterns with special attention to specific Danielson Components, norm observation ratings: October-June, 2016-2017
- Final Teacher Conferences, Administration and Teachers: Review MOTP overall rating, reflect on goals: June 2017

#### H. Educational Plan

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

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

In implementing the SIG model, Career and College Readiness our curriculum will ensure a focus on: literacy, research and real world learning. The real world learning experience occurs through our internship program which has a matching curriculum which includes research that relies upon informational texts. All content curriculum is developed by teachers with the support of an instructional coach, Understanding By Design templates and includes the use of specific literacy strategies in order to continue to strengthen reading skills. Engage New York is used as a resource. Weekly coaching meetings are scheduled with teachers to make sure that the lesson plans that are built are aligned to the curriculum.

- 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 are aligned to the following instructional shifts in ELA include:

- Balancing Informational & Literary text: Students read a true balance of informational and literary texts. ELA Scope and Sequence will include appropriate text for each grade level.
- Knowledge in the disciplines: Students build knowledge about the world (domains/ content areas) through text rather than the teacher or activities- Students will engage in Socratic Seminar, Text to Text connection writing activities and research papers using text to support a thesis.
- Staircase of Complexity: Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, creating more time, space, and support in the curriculum for close reading. Guided reading with annotations. Performance Task will be centered on writing about close text analysis and Notice and Note Model activity.

- Text based answers: Students engage in rich and rigorous evidence based conversations about texts through Fishbowl discussions, Literature Circles and Book Presentations.
- Writing from sources: Writing emphasizes use of evidence from sources to inform or make an argument. For instance, a thesis activity built into Internship curriculum. Additionally, each marking period students use text based evidence to support arguments in writing.
- Academic Vocabulary: Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

The model will support our school in making meaningful improvements to the quality and quantity of instruction by supporting students in both literacy and writing skills.

The instructional strategies to be employed are aligned to the following instructional shifts in Math include:

- Focus: Teachers narrow and deepen the scope of content in the math classroom to focus deeply on only the concepts prioritized in the standards. Students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.
- Coherence: Principals and teachers carefully connect the learning within and across grades through instructional support from ISA. Teachers can count on deep conceptual understanding of core content and build on it.
- Fluency: Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions such as multiplication tables so that they are more able to understand and manipulate more complex concepts.
- Deep Understanding: Teachers teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations, such as interpreting research for their Internship project, as well as writing and speaking about their understanding.
- Application: Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities in grades 9-12 for students to apply math concepts in “real world” situations, such as in Internship projects. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.
- Dual Intensity: Students are practicing and understanding. There is more than a balance between these two actions in the classroom – both occur with intensity. Teachers create opportunities for students to participate in “drills” and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept.

The model will support our school in making meaningful improvements to the quality and quantity of instruction by supporting students in numeracy skills.

- 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 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 that are provided twice a week and after school on Wednesday and Friday for one hour. Programs will begin in mid-September 2016. Saturday programs will begin in late September and occur bi-monthly. In addition, with the support of HerStory, a total of four on campus and overnight college trips, with application workshops, will be provided to each grade level. Our ELT program combines an integration of academics, enrichment, and skill development through hands-on experiences. The following programs are offered during ELT include Internship Club, Book Club, Playwriting, Coding Club, Science Club, Gardening Club and Young Professionals Club. In order to strengthen career and college readiness we have focused on the following strategies during ELT: literacy, analysis, communication, STEM, and professional standards. In order to meet the unique learning needs and interests of all types of students our school has employed the following strategies, clubs support the necessary skills needed for college and career readiness through many different lenses. Our Playwriting club through Her Story (SIG partner) not only helps develop reading and writing skills, but communication skills too. The internship club supports students in finding internship opportunities on weekends and after school.

- 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 teachers are committed to the success and improvement of their students and schools. Our commitment to continuous improvement is reflected in our implementation of Data Driven Inquiry (DDI). The schedule for DDI will be during our weekly grade team meetings. Student work as well as Lexile Score data will be used to determine steps for each focus group. The ELA focus group will be the Read 180 students and students at the lowest reading levels for both 9th and 10th grade. These students comprise the focus groups in this inquiry. The Math focus group will be determined by the initial Performance Series assessment in Math in the 9th and 10th grades for Algebra I.

Our schedule for administering common interim assessments in both ELA and math is shown in the chart below. In our efforts to support teachers and coaches we will partner with The New York City Writing Project and ISA to further support our ELA and Math goals. We will also receive professional development support from Scholastic.

Assessment	Type of Assessment	Formative or Summative	Frequency for Administration
ELA	Performance Series	Summative	3 times per year
Math	Performance Series	Summative	3 times per year
Other	Student Work	Formative	Monthly

- 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, as articulated in the Framework for Great Schools: Supportive Environment, to identify at risk students both academic and social/emotionally. Some of the key interventions have been one on one and small group counseling, CTT classrooms and personalized learning plans as well as an after school small group community building program. Through DDI we have identified specific data sources to identify at risk students as well as underperforming subgroups include including, attendance, chronic absenteeism, lateness, OORs reports, and academic success. Our Skedula program gives access to detailed and real time data regarding absenteeism, lateness, academic progress and behavioral trends. Our Performance Series assessment program gives access to current reading and math levels which we use to identify at risk students.

- 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 a restorative justice approach to discipline, mediation and community building practices. Each grade level includes a crew period in which students practice community building as well as work on Internship projects which are aligned to the Common Core Learning standards.

- 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 mean articulated through the Framework for Great Schools: Strong Family-Community Ties. Parents and families are

regularly communicated with via our school website, Pupilpath, phone blasts and through mailings. In addition to this and the five parent teacher conferences built into the school year, we also have an open door policy. Teachers also make regular outreach calls and log the outreach on Pupilpath. Town halls are held three times per year and one annual parent appreciation dinner is held as well. Parents are also invited to chaperone field and college trips. Survey monkey is used to get feedback from parents on the SLT.

#### 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.

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 which included School Scholarship Reports, Regents data, attendance, Dean's referrals and discipline data, school demographic data (including students with disabilities, free and reduced lunch, homelessness, students in Foster homes....) The needs are aligned to our schools SIG as well as R/SCEP.

To ensure for the proper implementation of each of the components of the SIG grant, a supplemental UFT Teacher Center will be budgeted. The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to design customized professional development.

- 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 attached chart 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.

As articulated in the attached chart, 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 will be to use Survey Monkey as the tool for feedback surveys. We will also use student work and assessment scores to measure the impact of professional development sessions.

The training, support, and professional development plan to be described in this section should be job-embedded, school-specific, and linked to student instructional and support data, as well as teacher observation and interim benchmark data. For the purposes of this grant, job-embedded professional development is defined as professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded training, support, and professional development can take many forms; including but not limited to classroom coaching, structured common planning time, meeting with mentors, consultation with external partners or outside experts, observations of classroom practice. NYSED’s Strengthening Teacher and Leader Effectiveness (STLE) grant may provide suitable examples of the types of training and professional development expected in this section. See <https://www.engageny.org/resource/improving-practice>.

**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; PupilPath, Parent Teacher conferences, Phone Blasts, College Receptions and a continued Open Door policy for all stakeholders will be the main sources of communication. In addition we will hold three town hall meetings so that the community has the opportunity to engage in an ongoing dialogue. All invitations to meetings will be communicated through our website as well as mailings and phone blasts.

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: Progress reports, mock regents and regents data, formative assessments, attendance, progress towards graduation, and core credits accumulation.

Communication Method	Description	Frequency	Target Audience
Progress reports	Students’ progress reports will detail interim progress	Student progress reports will sent home once per month totaling five reports for the term	Parents and Students

Mock Regents Reports	Mock Regents reports	Student mock score exams once per term	Parents and Students
Website	Invitation to Town Hall	Three times per year	Parents and Students
Mailing	Parent Teacher conferences	Five Times per year	Parents and Students
PupilPath	Student progress, assignments, anecdotal logs and attendance	Daily updates	Parents and Students

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

Throughout the grant implementation period we will focus on the following goal in ELA: From September 2016-June 2017 there be a 150-250 Lexile point increase of students in the city wide lowest third in each grade (9-12) as measured by Performance Series three times per year.

Key strategies aligned to this goal:

- A. Literacy Professional Development through Scholastic, Datacation Professional Development (to assist in reading scholarship data)
- B. Implementation of Read 180 Literacy Program
- C. Consistent communication through monthly progress report, PupilPath, Parent Teacher conferences, Phone Blast, College Reception and Open Door policy
- D. Implementation of literacy strategies in all classrooms supported by school-wide literacy team
- E. School wide ELA Scope and Sequence aligned with Common core learning standards

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.

The CC English Regents passing rate for the 2016 school year was 33%. By June 2017

we will show a 10% increase in the ELA Common Core regents passing rate

Key strategies aligned to this goal:

- A. Provide professional development opportunities from partner through SIG Implementation
- B. Provide after-school AIS for students struggling in ELA
- C. Literacy support for reading
- D. Literacy support for writing
- E. Focus on Informational Texts
- F. Common Planning Time to develop meaningful projects aligned to the CCLS

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.

ELA “early wins” aligned to the goal: There will be an increase in the number of students demonstrating proficiency on their interim assessments compared to their baseline results from September.

Leading indicator	Frequency	Analysis (how and by whom)	Reporting (staff/students/parents)
Student work Protocol	Monthly Cycles	Literacy team will review student work based on the school wide monthly reading strategy- data will be used to inform lesson plan writing	Literacy team members will report findings back to Literacy team in bi-monthly meetings in order to inform next Literacy team meeting
Interim Assessment	3 times per year	Data found will be used to inform instruction and planning	Results will be reported to ELA team members
Low Inference Observation	Bi-monthly	Provide actionable feedback and supports as well as monitoring the use of supports	Teachers and Admin BFSC Member (Melissa Ramos)

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

Goal 1: Throughout the grant implementation period we will focus on the following goal in Math: In the first year, there will be a 50% increase in the number sophomores who achieve a 70+ on the June CC Algebra Exam, and it will continue to increase by 50% each subsequent year.

Key strategies aligned to this goal:

- A. Students struggling in Algebra I (as determined by formative assessments and scholarship data from Skedula) will attend after-school AIS with guidance from ISA
- B. NYCWP will provide instructional support to the math team in integrating writing in math as a means for students to develop and demonstrate “Deep

Understanding”

- C. Strategically align Algebra I curriculum between freshmen and sophomore year for greater “Coherence”, with support from ISA
- D. Increase common planning time within content teams to develop engaging, authentic math projects aligned to the CCLS, with support from ISA

Goal 2: Build students’ capacity to become mathematical thinkers, by incorporating mathematical skill-building in each content area, including internships.

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

Key strategies aligned to this goal:

- A. ISA instructional support to all teachers, such that teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content
- B. Implementation of common math assessments, with support from ISA, to support teachers in using assessment data for classroom grouping and instructional strategies related to numeracy
- C. Internship Coordinator, with support from ISA, will adjust internship project curriculum to meet specific math standards, as a means to infuse opportunities for students to incorporate numeracy in their internship research project
- D. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations.

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.

Math “early wins” aligned to the goal: There will be an increase in the number of students demonstrating proficiency on their interim assessments compared to their baseline results from September.

Leading indicator	Frequenc y	Analysis (how and by whom)	Reporting (staff/students/parents)
Performance Task Assessments	1x per marking period	Content teams will review (using a student work protocol) performance tasks at the conclusion of each marking period. Data from interim assessments will be used to inform curricular refinement and lesson planning	Administrative leads will report results to SLT and to the Instructional Cabinet DDI on monthly basis. Monthly student progress reports will be provided to families and students will conference with their crew (advisory) teacher.
Low-Inference Observation	Bi-monthly	Provide actionable feedback and supports, as well as monitoring the use of supports	Teachers and Admin BFSC Member (Melissa Ramos)
Student work	Monthly Cycles	Math team will review student work with support from ISA;	Math team members will report findings back to team’s

Protocol		data will be used to inform lesson plan writing and AIS for math after-school	administrative lead and to the Instructional Cabinet DDI.
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The goal, key strategies, early wins and connection to the model is articulated below for the redesign process of becoming a College and Career Readiness.

Goal 1: Increase upperclassmen enrollment in College Now by 25% each year. We will leverage the following objectives to support progress towards realizing this goal.

Key strategies aligned to this goal:

- A. Offer overnight college trips to all grades through a partnership with CARA
- B. Increase family engagement on college trips

Goal 2: The percentage of students earning college credit through College Now will increase by 25% each year.

Key strategies aligned to this goal:

- A. Guidance Counselor will meet with each College Now student on a weekly basis.
- B. Students will receive intensive writing support from the NYCWP.

Goal 3: Seventy percent of students will complete a research paper aligned to an essential question and to their internship in both the Fall and Spring terms.

Key strategies aligned to this goal:

- A. Creation of an Internship team in conjunction with the NYCWP, to conduct monthly school-wide trainings on the LTI Curriculum with respect to writing. The team will include instructional training for facilitating the writing in the curriculum for students with disabilities, as well as those in the lowest one-third.
- B. The Internship Coordinator, who will also be the leader of the LTI Team, will work in each crew once a month to assist the teacher in implementing the LTI Curriculum and to work with specific students, including those with disabilities and in those in the lowest one-third, on developing their research projects.
- C. Each student will use the Learning Through Internship Curriculum Guide Workbook to scaffold their learning through the research process. The guide, aligned to the school-wide instructional shifts in ELA, breaks down the steps of completing the research into several steps; development of a topic, development of guiding questions, finding resources, creating “factoid” cards, outlining the final paper, writing, editing and revising. Students are required to reach benchmarks that are outlined in the guide each marking period.

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” aligned to the goal: There will be parent/ family participation on first college trip; there will be an increase in student enrollment into College Now in the Spring semester as compared to the Fall semester

Leading indicator	Frequency	Analysis (how and by whom)	Reporting (staff/students/parents)
Student work	1x per marking period	Grade teams will review (using a student work protocol) benchmark assignments at the conclusion of each marking period. Data from interim assessments will be used to inform curricular refinement and lesson planning	Administrative leads will report results to SLT. Monthly student progress reports will be provided to families and students will conference with their crew (advisory) teacher
Student Enrollment in College Now	1x per semester	The Guidance Counselor will acquire the enrollment data from our College Now partner colleges and aggregate the data to identify enrollment for subgroups (i.e. students in the citywide lowest third)	The Guidance Counselor will report enrollment data to the SLT
Parental/Family Participation	2x per semester	The Guidance Counselor will track participation on our college trips and college events	The Guidance Counselor will report participation data to the SLT
Acceptance into post-secondary programs	Each month in the spring semester	The Guidance Counselor will track students' applications and acceptances into post-secondary programs	The Guidance Counselor will report participation data to the SLT and the 12th grade team