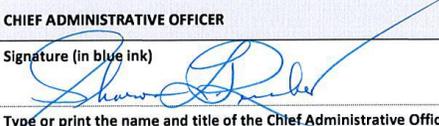


New York State Education Department Application Cover Sheet		DO NOT WRITE IN THIS SPACE			
		Log Number		Date Received	
School Improvement Grant (SIG) 1003[g]					
District (LEA)		LEA Beds Code:			
New York City Department of Education		305100010051			
Lead Contact (First Name, Last Name)					
Sharon Rencher/Mary Doyle					
Title	Telephone	Fax Number	E-mail Address		
Sharon Rencher, Senior Advisor to the Chancellor, Senior Executive Director Mary Doyle, Executive Director, State School Improvement Programs Office of State/Federal Education Policy and School Improvement Programs	(212) 374-0557 (212) 374-2762	(212) 374-5760	SRenche@schools.nyc.gov MDoyle5@schools.nyc.gov		
Legal School Name for the Priority School Identified in this Application			School Beds Code		
Felisa Rincon de Gautier Institute for Law and Public Policy, The			320800011519		
Grade Levels Served by the Priority School Identified in this Application			School NCES #		
High school					
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)		
275			1440 Story Avenue Bronx, NY 10473		
School Model Proposed to be Implemented in the Priority School Identified in this Application					
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Innovation and Reform Framework <input checked="" type="checkbox"/>		
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College/Career <input type="checkbox"/>	Family and Community <input checked="" type="checkbox"/>	Individualized Learning <input type="checkbox"/>
Certification and Approval					
I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, Assurances, Certifications, Appendix A, and Appendix A-1G and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.					
CHIEF ADMINISTRATIVE OFFICER					
Signature (in blue ink)			Date		
			July 19, 2016		
Type or print the name and title of the Chief Administrative Officer					
Sharon Rencher, Senior Executive Director/Senior Advisor to the Chancellor					
DO NOT WRITE IN THIS SPACE					

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

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

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

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

08X519 is a high school with an enrollment of 275 students across grades 9-12. The school population is comprised of 67.6% Hispanic, 25.1% Black, 3.3% Asian, 1.8% White and 2.2% American Indian or Alaskan Native students. Of the total school population, 33.8% are Students with Disabilities and 14.9% are English Language Learners and. 20% of students live in temporary housing. The SY 15-16 attendance rate was 79.9% In SY 15-16 the percent of students eligible for free or reduced lunch was 81.1%

In 2015-16 the graduation rate was 46%. The Regents results for 2015-16 evidenced the following passing rates:

- ELA CC – 39%
- Integrated Algebra CC -11%
- Living Environment – 25%
- Global History – 10%
- US History – 43%

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:

- Students experience difficulty retaining information
- There is poor preparation in STEM
- Students experience difficulty in literacy and writing

The student social behavioral data demonstrates the following patterns and trends

- Student test taking and study skills need support
- There is a need for more tutoring for students
- Early interventions are needed for core subject areas

- 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.

08X519 underwent the following review between 2014-15 and 2015-16: NYCDOE Quality Review 2014-2015 which evidenced capacity, strengths and needs. Additionally the NYCDOE School Quality Guide showed that in the area of Student Progress the school was not meeting its targets. In the area of Student Achievement, the school was approaching the targets. In the area of School Environment the school was meeting its targets and in Closing the Achievement

Gap the school was not meeting the targets.

The **Quality Review** evidenced the following needs across the school.

- Inconsistent pedagogy across classrooms
- Lack of student engagement and promotion of higher order thinking
- Inconsistent use of rubrics, and checks for understanding

The **School Quality Guide** review evidenced the following needs across the school.

- Low graduation rate
- Low regents performance
- Low performance in working with students in the lowest third, SPED, and ELL students

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 concerns were low regent's exam scores, a small drop in attendance, and wanting to improve student achievement and progress.

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 NYCDOE Framework for Great schools:

Rigorous Instruction

Pedagogy and strategies for higher order thinking were inconsistent

Supportive Environment

Communication between students and teachers is strong and students know what their teachers want them to learn.

Collaborative Teachers

Teachers have opportunities to work with each other and analyze student work but the systems in place to insure data analysis feeds back to inform instruction is inconsistent.

Effective School Leadership

Leadership communicates a clear vision for the school.

Strong Family and Community ties

Parents feel that teachers keep them informed of their child's progress and make the effort to work with families.

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

In order to implement the Family and Community school design SIG model we will prioritize the evidenced needs through the following:

- Consistently employ effective teaching practices

- Address social emotional learning
- Increase family and community engagement activities

These priorities will address student achievement gaps such as poor performance on Regents exams, insufficient credit accrual and poor graduation rates along with student social emotional wellness currently evidenced by low attendance rates.

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:

- 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.
- 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: Family and Community School Design SIG model which will support the needs of our school and community. This SIG model will allow for an integrated focus on academics, a positive and supportive learning environment, and a range of school-based and school-linked programs and will allow us to build upon work that is already under way.

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: Family and Community School Design. School based needs are assessed utilizing the Framework for Great schools and shown below.

Rigorous Instruction

As evidenced by the Quality Review, promoting higher-order thinking is not consistent across classrooms. Additionally, the Quality Report revealed that many students could not articulate what they were learning and why it was important. Students were unable to articulate how the content they were learning would be important to their future. We want to continue to develop consistent, school-wide pedagogy across classrooms.

Supportive Environment

As evidenced by the Quality Review and School Quality Guide, parents and students feel supported by schools. The Quality Review speaks of a new Climate and Culture Center. We have plans to continue to build upon this by adding a restorative justice component, increase in student voice through the student government, and adding more counseling and targeted curriculum for social and emotional growth. To support student's academic progress, we want to implement Extended Learning Time at the end of the day to help students improve their achievement and regents scores. The School Quality Guide also shows how we need to improve our student achievement and progress, especially in the first and fourth years of high school. The goal is to offer alternative ways for students to earn credit and be prepared for the regents

exams (on-line classes and prep courses).

Collaborative Teachers

As evidenced by the Quality Review, teachers meet seven times a week. Over the course of the 2015-2016 school year, teachers have expressed interest in continuing with this model. Some of the expected outcomes will be to develop more interdisciplinary units, continued analysis of student work, sharing and documentation of successful practices for ELL and SPED students, and continued curriculum development, especially around culturally relevant pedagogy. Teachers also expressed the desire to attend more off-site professional developments to turn-key for the staff.

Effective School Leadership

As evidenced by the School Quality Guide, the teachers and parents feel that the administration communicates a clear vision for the school, however, we did not meet the targets under our teacher's influence. To improve towards meeting these targets, we want to continue to have administration and team leader meetings. We also will develop more teacher facilitated professional development sessions.

Strong Family and Community ties

As evidenced by the Quality Review and School Quality Guide, parents are very happy with the communication between the school and families. We would like to build upon that relationship by having a Parent Center established in the school. We also have expressed interest in the Home Visit Program which allows faculty to visit student's home just to interact and learn about their culture. We would also like to have more programs for parents (ESL classes, financial aid workshops, adolescent development and behavior, community resources, etc.) We would like to develop a monthly newsletter

The SIG Innovation and Reform framework: Family and Community School Design will support our school's needs through the partnerships with our Community Based Organizations, Good Shephard, who will provide access to critical programs and services like mental health care, mentoring, expanded learning programs, adult education, and other services. The CBO and other professional development partnership and staff will enable a strong focus on student's social/emotional and academic development. The SIG will be leveraged to support the schools in the following ways;

- Community school Director
 - An additional Social worker
 - A teacher center
 - Extended learning time (4 teachers, 1 supervisor, 1 school aide, and 1 education paraprofessional)
 - Goldmansour (for work with our SPED teacher teams and students)
 - The Brotherhood/Sister Sol (culturally relevant pedagogy, rites of passage work)
- iii. Describe the process by which this model was chosen, including how the school staff, leadership, labor unions, families, and community stakeholders were engaged in both the design and the decision-making processes.

This model was chosen with in input from the School Leadership Team (SLT) which is

comprised of the principal, assistant principal, UFT chapter leader, the PTA president, Title I parent representative, and two student representatives.

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.

Beginning September 2016:

- ELA curricula and academic tasks will emphasize the CC instructional shifts, rigorous habits and higher order skills for all learners in the majority of classes observed.
- Students in grades 9-12 will complete at least 1 CCLS aligned task per marking period
- 70% of students in grades 9-12 will receive a 65 or higher in ELA

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

Framework Area: Rigorous Instruction- Provide professional development for teachers on literacy, culturally relevant pedagogy, and teaching students to use evidence from the text to support their answers. Also we will align more curriculum with the ELA Common Core standards and regents exam. We will also offer on-line support - DOE resources and free e-books, iLearn and Castle Learning

Framework Area: Supportive Environment – working on writing and literacy using a variety of strategies computer software, individual tutoring, on-going academic support meetings with guidance counselors and social workers during extended learning time

Framework Area: Collaborative Teachers- teachers will meet in subject and grade teams to analyze student work around literacy as well as developing curriculum and strategies to continue to support student literacy in our ICT teams for our students performing in the lowest third, ELLs, and SPED students.

Framework Area: Effective School Leadership- developing teacher leaders by having teachers run staff development, having teachers attend more outside professional development, and developing and recommending teachers for different leadership opportunities inside and outside of the school.

Framework Area: Family and Community Ties –having workshops for parents, guardians, and families about ways to promote and improve literacy at home.

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

- Scholarship reports each marking period
 - NYC Performance Series Task (Baseline in September, periodic assessments in November, January, March and May)
 - ELA Regents scores (mock exams as well)
 - Progress reports
- ii. Identify and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of mathematics. Provide the means by which the objective(s) will be assessed.

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

- Increasing our regents pass rate on the Integrated Algebra Common Regents exam
- Design unit and lesson plans with an active learning component which allows students to first experience subject matter through their misconceptions in order to cognitively arrive at the correct response

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

Framework Area: Rigorous Instruction- We will have smaller class size in math classes. Teachers will also develop strategies to promote literacy and numeracy in the classes. We will expand on our use of the New York engage curriculum and curriculum that has real-life connections to math.

Framework Area: Supportive Environment- Students will receive individual tutoring during Extended Learning time. They will also receive counseling and support from the guidance counselors as well as social workers.

Framework Area: Collaborative Teachers – Teachers will continue to meet to analyze student work and identify successful strategies and practices in math. They will analyze Integrated Algebra Common Core Regents Exams to continue to inform them about what should be included in their curriculum. We will continue our support of our ICT teams to ensure support for SPED students.

Framework Area: Effective School Leadership- There will be staff development facilitated by math teachers. Teachers will also attend outside math professional developments run by the BFSC and other organizations.

Framework Area: Family and Community Ties- There will be on going workshops for parents, guardians, and families on how to support their children with common core math.

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

- Marking Period Scholarship Reports
 - Regent Exam scores
 - NYC Performance Series in Math (Baseline in September, Periodic in November, January, March, and May).
- 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 family and community oriented school. We will focus on the following social and emotional goals supported by our Community Based Organization (CBO).

Our goal is to make sure that our students are equipped with skills and strategies for college and career success.

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

- development of test-taking skills
- strategies to control anger/frustration/ coping skills
- counseling for trauma
- development of a life plan
- college and career support
- study skills
- time management

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

Framework Area: Rigorous Instruction- Developing and implementing of a mindfulness curriculum. We also will develop school wide expectations that allow students to correct or supplement work that will allow them to improve their score as well as learning from their errors. Workshops from the Brotherhood Sister Sol about culturally relevant pedagogy and bias in the classroom.

Framework Area: Supportive Environment – We want to hire additional social workers to support students. Develop an individual life plan for each student. Work with our CBO to develop more non-academic after-school activities.

Framework Area: Family and Community Ties – Bring in members of the community to speak with students about adult life. We also want to continue our partnership with Monroe College where they mentor some of our at-risk males. We would also like to development a girl component as well.

In order to assess implementation towards meeting this objective, we will monitor progress

through the following data sources:

- surveys from parents and students
- Scholarship reports and report cards

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

See Attached

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.

<u>Quality Review Indicator from the Principal Practice Observation Tool</u>	<u>Competencies for Determining Priority School Leaders</u>
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners	*Demonstrates the expertise to identify and support necessary adaptations to make curriculum, programming, and instruction fully accessible to groups

and aligned to Common Core Learning Standards and/or content standards;	such as English language learners and students with disabilities in order to positively impact their educational outcomes. *Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.
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 evidenced by meaningful student work products;	*Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults;	*Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input. *Demonstrates expertise in providing social-emotional supports for all students.
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels;	*Develops and shares a clear vision to ensure that all students, including high needs students, have access to resources and supports necessary to put them on the path for college and career readiness
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community;	*Develops, in a collaborative manner, measurable goals connected to student outcomes, and develops systems and structures to monitor progress toward those goals.
3.4 Establish a culture for learning that communicates high expectations to staff, students, and	*Creates opportunities for meaningful dialogue with educators, students and families. Uses these opportunities to enhance reciprocal communication, to

families, and provide supports to achieve those expectations;	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 practices across the school, with particular attention to the CCLS.	<p>*Demonstrates the expertise to implement a whole school strategy for data driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate professional development in a way that ensures that teachers successfully utilize data to make instructional decisions.</p> <p>*Incorporates data in the development of school policies and procedures, and uses data to monitor progress, to make adjustments when progress is not being made, and to determine success.</p> <p>*Implements a system for regularly self-assessing and adjusting strategic improvement plans</p>

ii. Provide the school principal's name and a short biography which includes an explanation of the leadership pipeline from which s/he came, the rationale for the selection in this particular school, and how this principal's capabilities are aligned to the selected SIG model. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools; OR

iii. If the specific person who will serve in this position is not yet known, describe the action steps necessary to put leadership in place, and identify the formal LEA/school mechanisms that enable this personnel action. The principal selected to lead the school must be in place within 30 days of receipt of preliminary award letter, to ensure sufficient time to lead summer activities in preparation for the beginning of the school year. Identify any barriers or obstacles to accomplishing these tasks, as well as strategies for overcoming them. **Note: If the principal selected to lead the school is not in place within 30 days of receipt of the preliminary award letter, or does not meet the quality standards set forth in this application, the SIG will be suspended immediately and the LEA will be at risk of having the grant terminated.**

Avis P. Terrell became acting Principal at the Gautier Institute for Law and Public Policy in

March 2016 and prior to that has served as a High School Principal for six years. She also served two years as an assistant principal after teaching English for seventeen years. Avis has extensive experience working in categorically under-served neighborhoods. After receiving her B.A. in English and African-American Studies at Wesleyan University, Avis began teaching English while working towards her M.A. in English Education at Teachers College, Columbia University.

- 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.

Major duties of the Assistant principal are included below and are aligned to the Framework.

Framework Area: Rigorous Instruction

- Supervise and coordinate the professional development committee.
- Conduct classroom observations
- Prepare schedules involving time allotment and room assignment for pupils.
- Supervise curriculum and classroom instruction in the school.

Framework Area: Supportive Environment

- Supervise and support school staff related to emotional and social needs (guidance counselors, social workers.)
- Serve as point person for CBOs and other support organizations.
- Promote proper professional ethics and spirit, fostering a school atmosphere of courtesy.
- Oversee all school events, including extracurricular, in line with policies governing student activities.
- Supervise the committee on student support (social/emotional)

Framework Area: Collaborative Teachers

- Supervise teacher team meetings
- Recommend personnel of the school for tenure.

Framework Area: Effective School Leadership

- Work with principal to help serve the needs of the school.
- Help to identify and support teacher leaders
- Work in conjunction with principal to prepare all required district reports.
- Work in conjunction with the principal to make recommendations to district for needed improvements.
- Prepare annually and file with district officials budget requests for the addition and/or replacement of equipment, major repairs, alterations to buildings, and needed books and supplies.
- Maintain a required textbook record and inventory
- Provide supervision in the school cafeteria, hallway and on school grounds.

Framework Area: Family and Community Ties

- Work with the COSA to implement school calendar of activities for students and families.

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:

- Assistant Principal

- Two Guidance Counselors

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

- Presentation of research about strategies that will be used to support students and families
- Delegated teacher responsibilities outside of the classroom

E. Instructional Staff

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

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

The total number of instructional staff in the building is 18. The chart below shows the breakdown by HEDI rating.

HEDI Rating	Number of Staff
Highly Effective	3
Effective	12
Developing	3
Ineffective	0

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

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

- 1e – designing coherent instruction
- 3b – Using questioning and discussion techniques
- 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 :

- Community School Director
- Supplemental teacher for Law program
- CBO Social Worker
- College Counselor
- Supplemental teacher for Law program

The SIG model: family and community design will support the needs articulated by allowing for the following staff positions: A community school director will be hired to coordinate the social emotional and family supports provided on the campus. A full time law and moot court

teacher will supplement our law curriculum and law electives in each grade. Two social workers will help support the social/emotional growth of students. A college counselor will support students and families with counseling, college advisement, life goals and career choices. These additions are in keeping with the expanded focus on curriculum, instruction and assessment improvement and expanded social and emotional support for our diverse population.

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.

As various teachers and staff resign or are not retained, leadership will replace these positions with the most highly qualified personnel who understand and can support the vision.

- 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 characteristics and core competencies necessary to meet the needs of the students are shown below by teaching area. In order for our coaches to support teacher growth it will be most important for them to provide actionable evidence-based feedback to teachers in ways that ensure that instruction is constantly improving in its alignment to the Common Core and create differentiated professional development opportunities for teachers based upon their experience level.

All teachers, whether new to the school or not, need to demonstrate effective instruction aligned with Danielson components, especially design of coherent instruction, student engagement and questioning and discussion techniques to result in high levels of thinking. In particular, teachers need knowledge of and competence in the Common Core standards, and instructional shifts. How the literacy standards relate to each discipline is particularly important. Deepened learning for all faculty will involve understanding how social and emotional learning intersects with classroom instruction and the necessity of additional structures like advisory or team referral protocols for supporting students. In addition, data driven instructional skills such as use of protocols for inquiry, analysis of student work and data, use of evidence to determine the effectiveness of instructional strategies. Progress monitoring and reflection are vital for our school's continuous improvement.

- 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.

*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 Community Schools model, the school will be matched to an effective community-based organization and a full-time in-school Community School

Coordinator. The process outlined below describes the steps that must be taken to confirm a new school-Community Based Organization (CBO) partnership in a Community School, which will happen this fall.

Step 1: School identifies potential lead CBOs that could be a good match for their school. This may include a CBO that currently works in the school through an existing partnership.

Step 2: School reaches out to potential lead CBOs 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 CBO rating sheet. See attached for sample CBO rating sheet.

Step 4: The ratings from the team are summarized in one CBO rating sheet, which is emailed back to Office of Community Schools (OCS).

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

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

Partner Organization	Rationale	Role/Services to support the school redesign
Good Shephard	As articulated in the needs assessment, additional supports are needed due to a high numbers of OORS incidents in the higher categories	Good Shephard will provide social workers and supports for our teachers. Additionally they will support our Student Culture and Climate Center as well as our Restorative Justice Practices.
Goldmansour	Based on the evidence form the School Quality Guide, we do not meet the target in student achievement for our lowest third. We have to better support our ELLs, SPED, and at-risk students.	Goldmansour will work with our ICT teacher teams to create scaffolds and strategies for success for our students. (higher-order thinking, textual evidence) They will also assist our ICT

	Our HEDI results show that our teachers struggles with 1e, 3b, and 3d	team in proficiently planning and operating together in a classroom.
Brotherhood/Sister Sol	Based on evidence from the Quality Review, students did make the connection between what they were supposed to be learning and real life work.	The Brotherhood will provide professional development for teachers on culturally relevant pedagogy and support for students on transitioning to adulthood.

- 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
Good Shephard	OORs incidences, attendance, teacher referrals, SBST referrals	Bi-Monthly
Good Shephard	Student Progress Reports	Every two weeks
Goldmansour	Advance Observation Reports	Bi-Monthly
Brotherhood/Sister Sol	Advance Observation Reports	Bi-Monthly
Brotherhood/Sister Sol	OORs incidents	Bi-Monthly

*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 conversations utilizing the Framework for Great Schools in the areas of rigorous instruction, supportive environment, collaborative teachers, effective school leadership and family and community ties. Each teaming structure is further articulated below.

Cabinet

The cabinet is comprised of the following members, principal, assistant principal, dean, parent coordinator, one guidance counselor and UFT chairperson. The cabinet meets Wednesdays at 2:30pm and functions in the following capacity: Review schools data and make recommendations to proceed. For attendance, we look at attendance trends to see what days are most troubling and then we come up with solutions. We discuss what resources would be best to support the school. We look at school initiations and policies to see what is working and what changes we might have to make. 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, progress reports from Skedula.

School based support teams

The school based support teams are comprised of the following members: guidance, social worker, community school director, SPED coordinator and administration. The school based support team meets Wednesday mornings at 10am) and functions in the following capacity: We review SPED data and look at any changes that might need to be done for individual SPED students. We also look at what school supports we could put in place to help all students. Finally, we look at data from extended learning time to access how the program is functioning. They consider both leading and lagging data sources to drive discussions and school level decisions including but not limited to; summative and formative student data, attendance, chronic absenteeism, OORS.

Teacher Teams

Teacher teams exist on grade levels and subject areas. Teacher teams focus on inquiry work, curriculum development, and student support. Teacher teams meet every other Monday at 2:30pm and function in the following capacity: they look at student data to identify and discuss trends. They review curriculum and create necessary scaffolds and accommodations for our population. Finally, they modify and create curriculum to develop consistent scope and sequence for the school. They consider both leading and lagging data sources to drive discussions and school level decisions making including but not limited to; summative and formative student data, attendance, chronic absenteeism, OORS.

School Leadership Team

The School Leadership Team (SLT) is comprised of the following members, Principal, AP, Community School director, the PTA president, parent coordinator, 3 parents, 3 teachers and 2 students). The SLT meets (on Tuesday at 6pm once a month. and functions in the following capacity: we review school data and discuss what steps we should take for school improvement. 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.

Community Engagement Team

The Community Engagement Team (CET) is comprised of the following members, Principal, AP, Community School Director, Parent Coordinator, the COSA, and the Restorative Justice Coordinator. The CET meets on Tuesdays at 4pm, once a month, and functions in the following capacity: we discuss ways to bring the community into the school, community service opportunities, and coordinating monthly events for parent and community engagement. The CET considers both leading and lagging data sources to drive discussions and school level decisions making including but not limited to: grade and school wide summative and formative student data, state and city accountability data, attendance, OORs.

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

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

teachers will be observed and evaluated a minimum of one time per cycle.

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

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

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

- Each teacher rated effective or highly effective will meet with their supervising assistant principal for a mid-year evaluation meeting who will schedule, conduct and report the results of the meeting.
- Each teacher rated developing or ineffective will meet with the principal and assistant principal for a mid-year evaluation meeting, at which time the teacher, principal and assistant principal will discuss progress toward the actions steps in the Teacher Improvement Plan.
- Finally, each teacher rated effective or highly effective will meet with their supervising assistant principal for an end of year meeting and each teacher rated developing or ineffective will meet with their supervising assistant principal and the principal to review progress made on the Teacher Improvement Plan.

- iv. Provide a full calendar schedule of the APPR events listed in "iii" for the 2016-2017 school year that reaches all instructional personnel who will staff the building.

See attached.

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>).
 - ELA - Collections curriculum supported by NYCDOE
 - Math - Engage NY curriculum
 - Science - New York City Scope and Sequence developed in 2015
 - Social Studies - New York City Scope and Sequence developed in 2015
- 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.).

ELA:

Shift 1: Balanced Literacy/Information Texts - curricular units and modules from Collections are arranged with a variety of nonfiction and fiction texts that require students to synthesize various text types to respond to various CCLS performance based assessments.

Shift 2: Knowledge in the Disciplines – authentic primary source documents are utilized in social studies curriculum, informational text and data sources anchor science curriculum. Finally, Collections modules encompass texts that support discussion of themes and ideas across all subject areas.

Shift 3: Staircase of Complexity – texts build in complexity within units and modules at which time students use close reading strategies and annotation strategies to access difficult text. Collections utilizes masterful reading and multiple readings for gist and meaning to support It also comes with close readers for students to annotate as well as a plethora of online resources.

Shift 4: Text-Based Answers – text-based responses are evidenced in both written performance tasks and oral conversation, as Collection units rely on text dependent question sequence as drivers for the lessons.

Shift 5: Writing from Sources – performance tasks require students to draw on and synthesize information and analysis from anchor texts rather than creating personal responses.

Shift 6: Academic Vocabulary – students learn a variety of vocabulary as identified by Collection units at the lessons level. Students utilized vocabulary words in written tasks in order to gain ownership and build the

Math:

Shift 1: Focus – the EngageNY Math curriculum is organized so that teachers focus on the major content that is recommended by the CCLS. Teachers focus deeply on these prioritized standards so that students have deep conceptual understanding of fewer standards.

Shift 2: Coherence- the 9-12 EngageNY curriculum is titled “The Story of Functions” which is meant to capture the coherence between grade levels. As students study functions throughout high school, the standards are connected to each other within the grade and between grades, gradually increase in complexity.

Shift 3: Fluency – the EngageNY math curriculum identifies and provides explicit

opportunities for students to develop speed and accuracy in the recommended fluencies for each grade level.

Shift 4: Deep Understanding – EngageNY provides tasks and learning experiences that support students in developing deep conceptual understanding of the mathematics learned. Problems and tasks require students to write and speak about their understanding.

Shift 5: Application – The End of Module assessments embedded the EngageNY curriculum require students to apply the math learned to new situations.

Shift 6: Dual Intensity – Within each EngageNY Module (unit), the lessons are organized to allow for a balance between fluency, deep understanding and application. Students are practicing the math skills required as prerequisites for more challenge problems, while also developing conceptual understanding of the content.

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

Our school's ELT schedule is attached and demonstrates a model aligned with the Regents memo, Update on New York State's Next Generation Accountability System - Approval of Recommended Revisions to the Elementary and Secondary Education. In addition non mandated extended learning time and enrichment opportunities and are provided, Wednesday – Friday 2:30 – 4:00 and Saturdays from 9am- 12pm. Our ELT program combines an integration of academics, enrichment, and skill development through hands-on experiences. The following programs are offered during ELT: Tutoring and regents prep in all of the core subjects, organization and study skills development, on-line credit recovery and enrichment, essay and content area writing, and enrichment in ELA and math. In order to strengthen student engagement, promote higher attendance, reduce the risk for retention or drop out, and increases the likelihood of graduation; we have focused on the following strategies during ELT: study skills, organization, evidence-based writing. In order to meet the unique learning needs and interests of all types of students our school has employed the following strategies: individual profiles for each student that provides strengths, weaknesses, learning styles, college and career plans.

The CBO Good Shephard also supports ELT by providing programs which are designed to support academic, social and emotional outcomes for students inclusive of enrichment and the arts. Supports include : social workers, tutors, field trip supports

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

Our school implements Data Driven Inquiry (DDI) in the following manner articulated through

the Framework for Great Schools: Collaborative teacher. Teachers meet to look at student work and to create curriculum. The schedule for DDI is Mondays from 2:30 – 3:40, once a month.

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 (include any professional development partnerships and/or FTE positions that will be realized through the SIG and for each partner or position include the supports that they will provide applicable to DDI).

Assessment	Type of Assessment	Formative or Summative	Frequency for Administration
ELA	NYC Performance Series	Formative	Every 2 months
Math	NYC Performance Series	Formative	Every 2 months

- 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.

In partnership with Good Shephard, social workers will provide the following supports to students and our community: counseling, anger management, goal-setting, and development of life skills. We have instituted the following systems and structures articulated in the Framework for Great Schools: Supportive Environment to identify at risk students both academic and social/emotionally. Some of the key interventions have been parent meetings, student contracts, and two guidance counselors to support students. Through DDI we have identified specific data sources to identify at risk students as well as underperforming subgroups include including, attendance, chronic absenteeism, lateness, OORs, and academics.

- 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.

In partnership with the CBO Good Shephard, as well as the Brotherhood/Sister Sol, the following student’s supports will be provided to sustain a safe an orderly school climate: mentors for students, implementation of restorative justice, skill classes for 9th and 10th graders, and additional social/emotional support from social workers.

Our school’s 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: conflict mediation, Saturday detention for minor infractions, “GILPP Bucks” for positive reinforcement to be used at a school store.

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

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

- A Parent Center with resources (Housing, employment, counseling, etc.)
- Monthly parent workshops
- Monthly speaking series for Career, College, and Life Skills

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 from the Quality Review, School Quality Guide, Scholarship Reports, and Regent exam results. The needs are aligned to our schools SIG as well as R/SCEP. School leadership and staff will continue to be engaged in the implementation of the plan.

- Increase student achievement in the core subjects
- Increase student credit accumulation
- Provide social and emotional support through positive practices
- Provide college and career readiness support

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 shown in the attached chart, our school will evaluate the impact and success of each of our professional development activities in order to be responsive to the needs of our staff and make adjustments to key strategies when needed. Our key method for evaluation is linked both to student formative and summative data, teacher observation reports and various other leading indicators

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; School website, SLT, PTA, town hall, community outreach, professional development, newsletter, information in the Parent and Teacher Center) 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: formative assessments, attendance, progress towards graduation, core credits, OORs data and School Quality Guide.

Communication	Description	Frequency	Target Audience
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Method			
Progress reports	Students' progress reports will detail interim progress	Student progress reports from Skedula will be given to students bi-weekly. Progress reports will be sent home at the mid-point of each marking period.	Parents and Students
Attendance	Attendance reports will help us monitor attendance, especially of targeted groups (cohort, lowest third, ELL, SPED)	Weekly attendance meetings	Teachers, Social Workers, Guidance Counselors
Monthly PTA and SLT meetings	We will discuss and give updates on curriculum, climate and culture, student opportunities, and any new initiative	Monthly	Parents
Principal Newsletter	A newsletter highlighting best practices, celebrations, and outside opportunities for teachers, students, and parents	Monthly	Parents, students, teachers
Town Halls by Grade	Administration will review school policies, highlight achievement, and take suggestions from students	Monthly	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 goal, key strategies, early wins and connection to the model is articulated below for ELA.

- Our ELA goal is to develop curricula and academic tasks that will emphasize the CC instructional shifts, rigorous habits and higher order skills for all learners in the majority of classes observed.
- Students in grades 9-12 will complete at least 1 CCLS aligned task per marking period
- 70% of students in grades 9-12 will receive a 65 or higher in ELA

Framework Area: Rigorous Instruction- Provide professional development for teachers on literacy, culturally relevant pedagogy, and teaching students to use evidence from the text to support their answers. Also we will align more curriculum with the ELA Common Core standards and regents exam. We will also offer on-line support (DOE resources and free e-books, iLearn, Castle Learning)

Framework Area: Supportive Environment – working on writing and literacy using a variety of strategies (computer software, individual tutoring, on-going academic support meetings with guidance counselors and social workers during extended learning time

Framework Area: Collaborative Teachers- teachers will meet in subject and grade teams to analyze student work around literacy as well as developing curriculum and strategies to continue to support student literacy in our ICT teams for our students performing in the lowest third, ELLs, and SPED students.

Framework Area: Effective School Leadership- developing teacher leaders by having teacher run staff development, having teachers attend more outside professional development, and developing and recommending teachers for different leadership opportunities inside and outside of the school.

Framework Area: Family and Community Ties –having workshops for parents, guardians, and families about ways to promote and improve literacy at home.

Early wins:

Early wins to indicate successful implementation of the SIG plan will include:

- First interim assessments in ELA given in mid-October evidence a system in place to track student data and feedback that data into adjusted class room instruction.
- First interim assessments in ELA evidence student progress over the baseline in September
- Professional development kick off in September to address teachers’ curriculum implementation and use of Collections and iLearn content.
- School’s daily schedule incorporates extensive collaborative planning for all teachers on a daily basis and extended learning time

- Data driven inquiry teams for the systematic analysis of student work to inform teacher practice are meeting regularly and evidence of impact is showing up in Advance observations.
- Student engagement levels in ELA are improving as noted in Advance observations.

Leading indicator	Frequency	Analysis (how and by whom)	Reporting (staff/students/parents)
Interim Assessments	6 week cycles	Department teams will review interim assessments at the conclusion of each cycle. Data from interim assessments will be used to inform curricular refinement and lesson planning	Ex: Instructional leads will report results during Instructional Cabinet DDI meetings held monthly. Monthly student progress reports will be provided to families.
Department Meetings	Once a month	Departments teams will meet to review and revise literacy curriculum that is tailored to the needs of our students	Department leaders will report it back to the cabinet.

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

- Increasing our regents pass rate on the Integrated Algebra Common Regents exam and quarterly math pass rates in subject classes.
- Design unit and lesson plans with an active learning component which allows students to first experience subject matter through their misconceptions in order to cognitively arrive at the correct response.

Framework Area: Rigorous Instruction- We will have smaller class size in math classes. Teachers will also develop strategies to promote literacy and numeracy in the classes. We will expand on our use of the EngageNY curriculum that incorporates real-life connections in the teaching of mathematics.

Framework Area: Supportive Environment- Students will receive individual tutoring during Extended Learning time. They will also receive counseling and support from the guidance counselors as well as social workers.

Framework Area: Collaborative Teachers – Teachers will continue to meet to analyze student work and identify successful strategies and practices in math. They will analyze Integrated Algebra Common Core Regents Exams to continue to inform them about what should be include in their curriculum. We will continue our support of our ICT teams to ensure support for SPED students.

Framework Area: Effective School Leadership- There will be staff development facilitated by math teachers. Teachers will also attend outside math professional developments run by the BFSC and other organizations.

Framework Area: Family and Community Ties- There will be on going workshops for parents, guardians, and families on how to support their children with common core math.

Early wins:

Early wins to indicate successful implementation of the SIG plan will include:

- First interim assessments in math given in mid-October evidence a system in place to track student data and feedback that data into adjusted class room instruction.
- First interim assessments in math evidence student progress
- Student engagement levels in math are improving as noted in Advance observations.

Leading indicator	Frequency	Analysis (how and by whom)	Reporting (staff/students/parents)
Interim Assessments	2 month cycles	Department teams will review interim assessments at the conclusion of each cycle. Data from interim assessments will be used to inform curricular refinement and lesson planning	Instructional leads will report results during Instructional Cabinet DDI meetings held monthly. Monthly student progress reports will be provided to families.
Progress Reports	Bi-weekly	Teacher team and cabinet will review progress reports to look for trends that inform instruction.	Data Specialist will gather results for administration and teachers. Students will get Progress reports bi-weekly and parents once a marking period.

Our goal is to make sure that our students are equipped with skills and strategies for college and career success

We will leverage the following objectives in social/emotional growth within the Framework for Great Schools to support progress towards realizing this goal:

- development of test-taking skills
- strategies to control anger/frustration/ coping skills
- counseling for trauma
- development of a life plan
- college and career support
- study skills
- time management

Framework Area: Rigorous Instruction- Developing and implementing of a mindfulness curriculum. We also will develop school wide expectations that allow students to correct or supplement work that will allow them to improve their score as well as learning from their errors. Workshops from the Brotherhood/Sister Sol about culturally relevant pedagogy and bias

in the classroom.

Framework Area: Supportive Environment – We want to hire additional social workers to support students. Develop an individual life plan for each student. Work with our CBO to develop more non-academic after-school activities.

Framework Area: Family and Community Ties – Bring in members of the community to speak with students about adult life. We also want to continue our partnership with Monroe College where they mentor some of our at-risk males. We would also like to development a girl component as well.

Early wins:

- OORS incidents are decreasing in the first six weeks of 2016-17 compared to the first six weeks of 2015-16.
- Attendance through mid-October 2016 is higher than attendance through mid-October 2015.
- The Community School Director, responsible for the management of the community school strategy, facilitating and providing leadership for the collaborative process of developing a continuum of services for children, families, and community members has been appointed.
- We observe fully active, collaborative and on-schedule work with partner organizations.
- School’s daily schedule incorporates extensive collaborative planning for all teachers on a daily basis and extended learning time
- Data driven inquiry teams for the systematic analysis of student work to inform teacher practice are meeting regularly and are communicating issues uncovered with the SBST
- Student engagement levels are improving as noted in Advance observations.

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

- surveys from parents and students
- Scholarship reports and report cards
- Attendance Reports

Leading indicator	Frequency	Analysis (how and by whom)	Reporting (staff/students/parents)
Attendance data	Weekly	The attendance team will review early warning indicator data on a weekly basis.	Social workers will meet with their students on a weekly basis to review early warning data as well as academics. Student progress reports will be provided to families at the mid-point of each marking period.
OORS Reports	Weekly	The climate and culture will meet weekly to review OORS	They will report out to the staff once a month at the staff

		data and decide what reinforcements are working and what others should be put in place.	development meetings.
Surveys	Twice a semester	The climate and culture team will review survey data about what parents and students think about current reinforcements and support systems	The team will report back to the cabinet. These issues would be discussed at the PTA and SLT meetings