

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

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Log Number	Date Received

District (LEA)		LEA Beds Code:	
New York City Department of Education		305100010051	
Lead Contact (First Name, Last Name)			
Sharon Rencher/Mary Doyle			
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Legal School Name for the Priority School Identified in this Application		School Beds Code	
The Forward School		321100010287	
Grade Levels Served by the Priority School Identified in this Application		School NCES #	
Junior High-Intermediate-Middle			
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)	
248		3710 Barnes Avenue Bronx, NY 10467	
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	
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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).

11X287 is a middle school with an enrollment of 248 students across grades 6-8. The school population is comprised of 33.1% Hispanic, 58.5% Black, 2.8% Asian and Whites, 4.8% American Indian or Alaskan Native students. Of the total school population, 25.4% are Students with Disabilities and 8.5% are English Language Learners. 17% of students live in temporary housing. The SY 15-16 attendance rate was 91%. In SY 15-16 the percent of students eligible for free or reduced lunch was 77.8%. On the 2014-15 state assessments 93.7% of students performed below standards in ELA and 97.5% are performing below standards in Mathematics.

11X287 has just received formal approval for its name to be changed. Previously the Forward School, It is now the North Bronx School of Empowerment. Its DBN remains 11X287.

- 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.

11X287 underwent the following review between 2014-15 and 2015-16: the NYCDOE Quality Review, which evidenced capacity, strengths and needs. Additionally the School Quality Guide showed that in the area of Student Progress the school was Approaching 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.

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

The School Leadership Team (SLT) met in July to review the data and determine prioritized needs and provide input within this application. The SLT was in agreement that the Family Community Model was the appropriate track to bring necessary resources that will meet our communities' diverse needs for social emotional support and engaging instruction.

- 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:

Informed by Capacity Framework Element – Rigorous Instruction, current data and our most recent QR, there is a need to refine and use strategies that engage students in rigorous thinking and discussion as well as provide students with scaffolds and multiple entry points

as to provide access for all learners.

Based on the 2013 – 2014 Quality Review, in the area of developing pedagogy across classrooms to align with demanding curricula resulting in increased access, discussion and engagement for all students (QR indicator 1.2) – “In a few classrooms, students are provided with multiple entry points.” Based on the 2014 NYS Common Core ELA Assessment for all grades (6, 7, 8) 9% of students performed at proficiency levels 3 and/or 4 which is a 1% increase from 2013. 9.1% of students with disabilities are performing at levels 3 and 4, an increase from 0% in 2013. 46.7% of English Language Learners performed at the 75th percentile or higher which is an increase from 28.6% the year before.

Based on the 2014 NYS Common Core Mathematics Assessments for all grades (6, 7, 8) 6% of students performed at proficiency levels of 3 and/or 4 which is a 3% decrease from 2013. 8.3% of students with disabilities are performing at levels 3 and 4, an increase from 0% in 2013. 25% of English Language Learners performed at the 75th percentile or higher which is a decrease from 42.9% the year before.

Based on the preliminary data for the 2015 NYS ELA and Math Assessments, 73% of students across grade levels and content areas met the promotional criteria.

Supportive Environment

Based on the 2013 – 2014 Quality Review, the school cultivates a school environment that encourages positive personal behaviors and respect for instructional time resulting in the social and academic growth of students. (1.4), But “Poorly communicated supports limit effective outreach to build a culture that promotes a sufficient respect for academic growth.”

Based on 2015 OORS data, 75% of infractions are committed by 6% of the student population. There has been a steady decrease in the number of infractions across all levels from September 2014-June 2015. Informed by Capacity Framework Element – Supportive Environment, current data, the School Environment Survey and our most recent QR, there is a need to develop and implement a positive behaviors incentive system along with a structure for discipline in order to create an environment where students feel safe and supported by all stakeholders. This needs assessment informed the development of the annual goal listed below.

Collaborative Teachers

According to the 2013-2014 Quality Review, the school’s faculty engages in collaborative teacher team practices resulting in increased strategic planning to improve student outcomes. (4.2), “Teacher teams have consistent protocols that document professional collaboration by department. This includes: team feedback reflection sheets, department goal development such as citing and using multiple sources in social studies planning for the May Social Studies Fair, and data reviews. Analysis of student work based on data outcomes from school-wide assessment tools (e.g. Rally and State assessment tasks) is used to identify next steps for student progress and instruction with an on-going shared focus on improved student outcomes.

According to the 2013-2014 NYCDOE School Survey,

- 43% of teachers strongly agree that school leaders provide time for teachers to plan together
- 50% of teachers strongly agree that teachers work together on teams to improve instructional practice.

Based on informal feedback from the 2014-2015 Quality Review teacher team meeting, teachers stated that although they have time to meet and plan twice weekly, that they still require more time to meet to analyze aspects of learning such as students work and formative assessments in order to develop researched based strategies for teaching targeted standards.

Informed by Capacity Framework Element – Collaborative Teachers, current data, the School Environment Survey and our most recent Quality Review, there is a need to continue developing systems and structures for teachers that will allow them to effectively collaborate as well as implement supports for how to do so.

Effective School Leadership

According to the 2013 – 2014 Quality Review, The school has a formalized system for capturing support and progress data to regularly monitor and evaluate processes with greater efficiency to identify trends in order to enhance the impact of school-wide efforts. (5.1), “The school leader has expectations and implemented measures for improving classroom instruction, professional development, curriculum, and behavior. However, checks to monitor the quality and impact of these efforts are not established. .. Additionally, the school has a yearlong plan for professional development. However, the impact on teacher practice is not yet procedurally determined. The lack of tracking success to evaluate school-wide initiatives limits the ability to hold the school community accountable for making timely and necessary adjustments, thus limiting the impact of efforts.”

Informed by Capacity Framework Element – Effective School Leadership, NYS assessment data, and our most recent QR there is a need to refine the practices of administration in utilizing a variety of data sources to track the impact of school wide efforts.

Strong Family and Community ties

According to the 2013-2104 NYC School Survey:

- 60% of parents agree that the school “makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways.”
- 43% of parents agree that the school “keeps me informed about my child’s academic progress.”

Informed by Capacity Framework Element – Strong Family and Community Ties, and the NYC School Survey the school needs to refine and continue to develop practices for providing a welcoming environment for families as well as to create opportunities for families to participate in the school community and be informed about students’ academic progress.

- 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:

- Bringing in a community school director who will coordinate efforts of academic and social emotional supports so students and families receive the services they need to achieve academically and thrive socially.
- Having a full time assistant principal to insure instructional practices meet expectations, to coordinate the efforts of Generation Ready and Metamorphosis consultants with teacher teams and individual teachers identified in Advance of needing additional supports and to lead inquiry teams in using data to refine curriculum and address identified student needs in daily lesson planning.
- Having A UFT Teacher Center advisor as a resource in the school to provide a critical friend to all instructional staff members

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: 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 –

- The use of CCLS aligned curriculum that aligns with the academic needs and interventions of the student population.
- Teacher support around effective planning and implementation as well as the use of data to drive instructional decisions.

Supportive Environment -

- Supports for students and families in the following areas:
 - Mental Health

- Academic interventions
- Financial Services
- Temporary Housing
- College and Career Readiness

Collaborative Teachers

- Use of Time – Teachers are provided with the following opportunities for collaboration
 - Common Planning – 4 periods per week (Professional Duties)
 - Intervisitation – 1 period per week
 - Grade Team Meetings – 40 minutes per week (parent outreach)
 - Targeted Professional Learning Committees – 40- 80 minutes per week (Professional Learning Time)

Effective School Leadership

- Progress monitoring to track and monitor academic achievement and social-climate data
- Systems to track the impact and success of current progress monitoring

Strong Family and Community ties

- Effective and innovative communication practices for informing families and keeping them engaged
- Outreach and support for families in crisis
- Educational supports for families to empower them as advocates for their children

The SIG Innovation and Reform framework: Family and Community School Design will support our school’s needs through the partnerships with the community-based organizations Phipps Neighborhoods and Sports and Arts in Schools Foundation, who will provide access to critical programs and services like mental health care, mentoring, expanded learning programs, adult education, and other services. The CBOs 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:

- Mental health support for students and families
- After-school programming
- Extended Learning time - academic intervention and enrichment activities
- Attendance for at-risk students
- Restorative Justice
- Supports for Families
 - GED
 - Financial Services
 - Academic supports for students
 - College and Career preparedness
 - Temporary Housing

- 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 following members:

- Principal – Magdalen Neyra
- UFT Chapter Chair – Matthew Carrasquillo
- UFT Teacher Representatives – Cynthia Bailey, Manjola Kozi
- Parents – Stacey Bonner, Wanda Randolph

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:

- 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.

ELA Goal: Students will demonstrate growth towards proficiency grade level Common Core Learning Standards for ELA and literacy.

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

Objective: 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.

Rigorous Instruction:

All English Language Arts teachers will implement Teacher’s College Reading and Writing Project as the primary curriculum for instruction and will incorporate the CCLS Literacy shifts within their instruction.

By June 2017 the number of students achieving level 3 on standards-based assessments will increase by 3% each year in ELA as measured by teacher-made and NYS assessments.

NYSESLAT scores will show students’ steady progression towards proficiency from their scores in the previous year

Collaborative Teachers:

By June 2017 teacher teams will utilize an inquiry cycle to track and monitor student achievement and utilize the resulting data to make future instructional decisions.

Teachers will receive on-site individualized professional learning through a coaching model with Generation Ready

- Teacher-made assessments aligned with state-wide assessments every 8 weeks
- Mastery assessments and performance tasks at the completion of each unit
- Teacher teams will utilize a uniform protocol for analyzing student work products

Effective School Leadership:

By June 2017, the minimum number of teachers rated Effective on Danielson 1e and 3c is 75% or more each year and stable or increasing in subsequent years

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

- Teacher-made assessments aligned with state-wide assessments every 8 weeks
 - Mastery assessments and performance tasks at the completion of each unit
 - Teacher teams will utilize a uniform protocol for analyzing student work products
 - The use of Datacation to store and filter data points in order to analyze assessment results and devise next steps
-
- 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.

Math Goal: Student cohorts will increasingly demonstrate growth towards proficiency in subject area Common Core Learning Standards for Math.

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

Objective: Beginning September 2016, math 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.

Rigorous Instruction:

All Mathematics teachers will implement a teacher-developed curriculum that utilizes but is not limited to the following mathematics curriculums:

- Go Math 6-8
- Engage NY

- Ready

Teachers will incorporate the CCLS shifts for Mathematics within their instruction.

By June 2017 the number of students achieving level 3 on standards-based assessments will increase by 3% each year in Mathematics as measured by teacher-made and NYS assessments.

Collaborative Teachers:

By June 2017 teacher teams will utilize an inquiry cycle to track and monitor student achievement and utilize the resulting data to make future instructional decisions.

Teachers will receive on-site individualized professional learning through a coaching model with Metamorphosis

- Teacher-made assessments aligned with state-wide assessments every 8 weeks
- Mastery assessments and performance tasks at the completion of each unit
- Teacher teams will utilize a uniform protocol for analyzing student work products

Effective School Leadership:

By June 2017, the minimum number of teachers rated Effective on Danielson 1e and 3c is 75% or more each year and stable or increasing in subsequent years

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

- Teacher-made assessments aligned with state-wide assessments every 8 weeks
 - Mastery assessments and performance tasks at the completion of each unit
 - Teacher teams will utilize a uniform protocol for analyzing student work products
 - The use of Datacation to store and filter data points in order to analyze assessment results and devise next steps
-
- 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 goal supported by our Community Based Organization (CBO)

Throughout the grant implementation period we will focus on the following goal in to support social/emotional development.

The North Bronx School of Empowerment will promote the social and emotional development of all students by providing a safe, supportive, and respectful environment and offer broader array of services to address student needs.

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

Objective: Beginning September 2016 The North Bronx school of empowerment will work in collaboration with Phipps Neighborhoods to provide the following services for students and families:

- Social - Emotional Support for students
 - Mentors to provide social -emotional supports via push ins and pull out
 - Gender based groups and peer mediation
- Mental Health
 - In partnership with Astor Services for Children, a full time Mental Health Clinician dedicated to NBSE (at no cost to SIG)
- Support for families
 - Academic Workshops
 - Computer / HSE Classes
 - Family Resource Specialist
 - Temporary Shelter Assistance

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

Rigorous Instruction:

By June 2017 increase the number of students performing at proficiency level 3 in ELA and Mathematics by a minimum of 3%

Supportive Environment:

By June 2017, decrease the number of incidents reported in OORS by a minimum of 15% and level 3-5 incidents by 10%

Family and Community Ties:

By June 2017 increase parent participation at school events and workshops by a minimum of 10%

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

- OORS
- Parent surveys and attendance logs at school events, celebrations and workshops
- Teacher-made assessments aligned with state-wide assessments every 8 weeks
- Mastery assessments and performance tasks at the completion of each unit
- Teacher teams will utilize a uniform protocol for analyzing student work products
- The use of Datacation to store and filter data points in order to analyze assessment results and devise next steps

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.

<u>Quality Review Indicator from the Principal Practice Observation Tool</u>	<u>Competencies for Determining Priority School Leaders</u>
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards;	*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. *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	*Demonstrates the ability to identify effective teaching and learning, and the ability to convey to staff the

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;	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 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	*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.

reflection;	
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.**

Magdalen Neyra is entering her 3rd year as the principal of The North Bronx School of Empowerment, formally known as The Forward School of creative writing. Prior to becoming a principal, Ms. Neyra was a teacher and teacher leader for 7 years before joining the *NYC Aspiring Principal's Program* in June of 2013, where she completed a one year residency under the mentorship of a successful NYC Department of Education principal.

- 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 Principal serves both an instructional and operation role in alignment with the vision and mission set forth by the Principal. As a managing staff member, the assistant principal supervises all staff and students with the exception of the principal and holds said staff members accountable in alignment with the instructional and cultural expectations. The assistant principal is also tasked with providing instructional support by way of feedback and

professional development in order to assist the principal in driving the instructional foci and goals of the school community.

Duties aligned to the Framework for Great Schools:

- Rigorous Instruction
 - Observe and provide feedback around teacher practice and pedagogy
 - Collaborate with school leadership to design and implement professional learning opportunities aligned with the expectations of the CCLS and Danielson Framework and based on the observed needs of the staff.
 - Develop individualized plans for teachers in need of improvement as evidence by student data and observation of practice
- Supportive Environment
 - Ensure compliance and maintenance of all safety related items (i.e.: fire/bus drills, BRT leadership, emergency reporting)
 - Ensure all staff members are educated on the expectations for the following emergency scenarios:
 - Fire
 - Shelter-in
 - Hard/Soft Lockdown
 - Missing Student Protocols
 - Reporting incidents within the schools day
 - Support the implementations of the school-wide PBIS structure
- Collaborative Teachers
 - Support and guide the work of teacher teams, and in some situations lead instructional teams
 - Monitor the tasks of teacher teams and hold teams accountable to engage in work that impact student achievement and progress
- Effective School Leadership
 - Organize and implement effective assessment practices (state and in-house assessment) for the school community and organize data in a way that is user-friendly and relevant to teaching staff.
 - Track and monitor the following systems
 - Observation and teacher effectiveness
 - Assessment and the use of data to drive instructional decisions
 - School climate and culture
 - Professional development and effectiveness of implementation
- Family and Community Ties
 - Maintain effective communication with families
 - Organize and promote opportunities for families to engage within the school community.
 - Workshops
 - Family events and activities
 - fundraising

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

- **Content Areas Leaders** – These staff members serve as the liaison between staff and the administrative team with regards to expectations around curriculum development, planning, assessment and the use of data. They facilitate common planning meetings which take place 4 periods per week and ensure that the aforementioned topics and tasks

are addressed during team meetings

- **Grade Team Leaders** – These staff members organize and facilitate grade team meetings and primarily focus on student celebrations and grade-level educational trips. They also use their meeting time to engage in “child study” at the grade level as a means to problem solve areas of challenge with specific students.
- **Professional Learning Community Leaders** – These staff members lead teams based on a variety of needs within the school community
 - Lesson Study/Student Engagement
 - Family Engagement
 - PBIS
 - Advisory/Student Social-emotional Health
 - Special Needs/ENL
- **New Teacher Center Mentor** -This person serves as a mentor to all 1st and 2nd year teachers and provides support by way of observation, demonstration and 1:1 personalized support.

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

- The use of protocols to share data
- Problem solving activities
- Transparency about goals and next steps
- Opportunities for input from the entire leadership team

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 20. The chart below shows the breakdown by HEDI rating.

HEDI Rating	# of Staff 2014-15	# of Staff 2015-16 (excluding MOSL)
Highly Effective	0	2
Effective	15	12
Developing	5	2
Ineffective	0	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 – Questioning and Discussion Techniques
- 3c – Engaging Students in Learning
- 3d – Using Assessments 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

- Staffing an additional assistant principal
- Staffing New Teacher Mentor
- Staffing Teacher Center eligible staff member

The SIG model: family and community design will support the needs articulated by providing:

- Staffing an additional assistant principal
 - Providing on-going personalized coaching and professional learning for literacy and mathematics teachers via an outside vendor
 - Staffing a Teacher Center eligible staff member
 - Provide social-emotional supports for students and families through CBO partnership
-
- 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.

In order for our assistant principals 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 questioning and discussion techniques and the use of assessment to inform instruction 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 as well. 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.

- Assistant Principal – Knowledge of the expectations for effective teacher pedagogy as outlined by the Danielson Framework for teaching. Ability to provide actionable evidenced-based feedback. Able to provide supports to teacher teams in developing and implementing an effective inquiry and assessment cycle and using results to make future planning decisions.
- Generation Ready Literacy Coaching - Knowledge of CC shifts (rigor, procedural fluency, and conceptual understanding); coaching skills, curriculum development expertise and data analysis to support strategic programming and curriculum refinement.
- Metamorphosis Mathematics Coaching - Knowledge of CC shifts (rigor, procedural fluency, and conceptual understanding); coaching skills, curriculum development expertise and data analysis to support strategic programming and curriculum refinement.

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.

Potential candidates are invited to conduct demo lessons by which current staff members are made aware of and are invited to participate and provide feedback. Staff is also invited to engage in the sit-down interview rounds and ask questions to teaching candidates. Current staff is invited to attend city-wide hiring fairs with administration and give input around candidates joining the school community.

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

F. Partnerships

The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks specific capacity on their own to deliver.

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

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

To support implementation of this 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 plan, 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
Phipps	The schools needs around academics and social emotional supports will be addressed by Phipps and Sports and Arts in Schools	<ul style="list-style-type: none"> • Mental health support for students and families • After-school programming

	to support an integrated focus on academics, a positive and supportive learning environment, and a range of school-based and school-linked programs that build upon work that is already under way at the school.	<ul style="list-style-type: none"> • Extended Learning time - academic intervention and enrichment activities • Attendance for at-risk students • Restorative Justice • Supports for Families • GED • Financial Services • Academic supports for students • College and Career preparedness • Supports for students and families in Temporary Housing.
Generation Ready	Based on the 2014 NYS Common Core ELA Assessment for all grades (6, 7, 8) 9% of students performed at proficiency levels 3 and/or 4 which is a 1% increase from 2013. 9.1% of students with disabilities are performing at levels 3 and 4, an increase from 0% in 2013. 46.7% of English Language Learners performed at the 75th percentile or higher which is an increase from 28.6% the year before.	Generation Ready will provide our school with support to help realize our SIG goals and implement our key strategies. Supports will include, professional development sessions and job embedded coaching. Generation Ready will support our schools ability to improve pedagogical practices, allow for multiple entry points in to the curriculum, support literacy, integrate the common core and make curricula adjustments when needed.
Metamorphosis	Based on the 2014 NYS Common Core Mathematics Assessments for all grades (6, 7, 8) 6% of students performed at proficiency levels of 3 and/or 4 which is a 3% decrease from 2013. 8.3% of students with disabilities are performing at levels 3 and 4, an increase from 0% in 2013. 25% of English Language Learners	Metamorphosis consultants provide our school with support to help realize our SIG goals and implement our key strategies. Supports will include, professional development sessions and job embedded coaching. Metamorphosis will support our schools ability to improve pedagogical practices, allow for multiple

	performed at the 75th percentile or higher which is a decrease from 42.9% the year before.	entry points in to the curriculum, integrate the common core and make curricula adjustments when needed. Through our work with Metamorphosis teachers will further support students in developing math skills aligned to the common core.
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- ii. Complete the Evidence of Partner Effectiveness Chart (Attachment C). Each partner selected should have a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs and selected SIG model

See attachment C.

- 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
Phipps	Attendance Rate, OORs incidences, School Survey Data, Teacher Referrals, ELT Attendance,	Bi-Monthly
Generation Ready	Periodic Assessment Data, Quarterly Report Card Data, Inquiry Team Assessment, Classroom Attendance Data	Weekly in Inquiry Team and Cabinet, Monthly SLT Team Meetings and periodically as data is culled and available
Metamorphosis	Periodic Assessment Data, Quarterly Report Card Data, Inquiry Team Assessment, Classroom Attendance Data	Weekly in Inquiry Team and Cabinet, Monthly SLT Team Meetings and periodically as data is culled and available

*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.

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).

Please 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.

Administrative Cabinet

The cabinet is comprised of the following members, principal and assistant principal. The cabinet meets formally every Monday at 9:30 am and functions in the following capacity:

- Review of MOTP data and decisions around next steps
- Practices for norming observation practice and ratings
- Communication of upcoming events and critical due dates for staff and teacher teams

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.

Instructional Cabinet

The cabinet is comprised of the following members, principal, assistant principal and content area leads. The cabinet meets every Monday at 1:30 pm and functions in the following capacity:

- Communication of the work completed during common planning to administration
- Prioritizing tasks to be completed by content area teams
- Setting goals for content area teams and monitoring their progress
- Making instructional decisions around school-wide assessments and data collection

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.

School based support teams

The school based support teams are comprised of the following members: Guidance, Social Workers, School Psychologist, Family Worker and SAPIS Counselor. The school based support team meets Mondays at 9:00 am and functions in the following capacity:

- Review attendance and

They consider both leading and lagging data sources to drive discussions and school level decisions making including but not limited to; summative and formative student data, attendance, chronic absenteeism, OORs and Individualized Education Plans when applicable.

Teacher Teams

Teacher teams exist on grades 6-8. Teacher teams focus on inquiry led planning and utilizing student work products to drive instructional decisions and planning. Teacher teams meet on 4 periods per week and functions in the following capacity:

- Engage in inquiry
- Use data to plan unit and lesson plans
- Analyze student work products
- Co-plan assessments and performance tasks

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, UFT Chapter Chair, UFT Teacher Representatives, CBO Representative, and Parents. The SLT meets every 2nd Monday of the month and functions in the following capacity:

- Works to ensure families are informed of organizational decisions and changes to the school community
- Acts as “soundboard” for new initiatives and decisions
- Participates in shared decision-making around areas such as curriculum, policies and procedures, and participation in NYCDOE initiatives

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 (include other school specific data sources and the manner in which the schools acts upon the data)

Community Engagement Team (if applicable)

The Community Engagement Team (CET) is comprised of the following members, Teachers and Parent Coordinator. The CET meets every Wednesday at 8:00 am and functions in the following capacity:

- Collects data from families to assess needs of the school community
- Organizes family events to showcase student achievement and celebration
- Organizes home visits for at-risk students where standard parent contact has been unsuccessful

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 and parent surveys

- 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.

- Initial Planning Conferences & TIP Conferences: September – October 2016
- Cycle 1 – Informal Observations: October – November 2016
- Cycle 2 – Formal Observations: December 2016 – February 2017
- Mid-Year TIP Conferences: January – April 2017
- Cycle 3 – Informal Observations: March – April 2017
- Cycle 4 – Informal Observations: April – May 2017
- End-of-Year Conferences: May – 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>).

Our vision is to ensure that all students have access to a rigorous curricula that is strategically planned with students individual needs based on a variety of assessments. We expect that through an effective curriculum, students should be able to be able to engage in higher-order thinking activities and tasks that promote student discussion and voice and push them to meet proficiency expectations as set forth by New York City and the State of New York.

- 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:

Shift 1: Balanced Literacy/Information Texts - curricular units from Teacher’s College Reading and Writing Project 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 the new NYC social studies curriculum, informational text and data sources anchor science curriculum. Finally, Teacher’s College Reading and Writing Project units encompass texts that support discussion of themes and ideas in history curriculum.

Shift 3: Staircase of Complexity – texts build in complexity within units and at which time students use close reading strategies and annotation strategies to access difficult text. TC Reading and Writing Project utilizes masterful reading and multiple readings for gist and meaning to support

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

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 – The school utilizes Word Generation through its partnership with MSQI to engage students in the use of academic vocabulary on a daily basis across all major subject areas.

The model will support our school in making meaningful improvements to the quality and quantity of instruction by providing teachers more professional learning opportunities around

planning through the work of the NYC Learning Partners Program. Additionally, teachers will be provided more time to plan collaboratively and will also be provided ongoing coaching via their departmentalized Assistant Principal and the support of Generation Ready coaching. Furthermore, our school shares the campus with another TC school who has agreed to collaborate with our school around planning and implementation of the curriculum.

The instructional strategies to be employed are aligned to the following instructional shifts in 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 6-8 EngageNY curriculum is titled “The Story of Ratios” 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

The model will support our school in making meaningful improvements to the quality and quantity of instruction by providing teachers more professional learning opportunities around planning through the work of the NYC Learning Partners Program. Additionally, teachers will be provided more time to plan collaboratively and will also be provided ongoing coaching via their departmentalized Assistant Principal and the support of Metamorphosis coaching.

- 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>.

School Calendar:

<http://schools.nyc.gov/NR/rdonlyres/86374AC4-FC08-4EFB-8DDD-ED77ED5924A2/0/201617SchoolYearCalendar.pdf>

Student Schedule:

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
Pd. 1 8:43- 9:28	Mathematics Ellingsen & Bailey Rm. 137	Social Studies Chmielewski Rm. 141	English Language Arts Herrera & Carrasquillo Rm. 139	English Language Arts Herrera & Carrasquillo Rm. 139	Mathematics Ellingsen & Bailey Rm. 137
Pd. 2 9:30 – 10:15	Word Generation Williams Rm. 105	Science Ellingsen Rm. 137	English Language Arts Herrera & Carrasquillo Rm. 139	English Language Arts Herrera & Carrasquillo Rm. 139	Mathematics Ellingsen & Bailey Rm. 137
Pd. 3 10:17 – 11:02	English Language Arts Herrera & Carrasquillo Rm. 139	Mathematics Ellingsen & Bailey Rm. 137	Strategic Reading	Strategic Reading	Social Studies Chmielewski Rm. 141
Pd. 4 11:05 – 11:50	English Language Arts Herrera & Carrasquillo Rm. 139	Mathematics Ellingsen & Bailey Rm. 137	Studio Art Rm. 153	Social Studies Chmielewski Rm. 141	Strategic Reading
Pd. 5 11:52 – 12:37	L	U	N	C	H
Pd. 6 12:40 – 1:25	Science Ellingsen Rm. 137	Studio Art Rm. 153	Mathematics Ellingsen & Bailey Rm. 137	Mathematics Ellingsen & Bailey Rm. 137	Science Ellingsen Rm. 137
Pd. 7 1:28 – 2:13	Social Studies Chmielewski Rm. 141	Physical Education Millings 3 rd Fl. Gym	Health Millings Rm. 137	Mathematics Ellingsen & Bailey Rm. 137	Physical Education Millings 3 rd Fl. Gym
Pd. 8 2:15 – 3:00	Physical Education Millings 3 rd Fl. Gym	Health Millings Rm. 137	Science Ellingsen Rm. 137	English Language Arts Herrera & Carrasquillo Rm. 139	English Language Arts Herrera & Carrasquillo Rm. 139
ELT	Academic AIS	Robotics	Book Club	Robotics	Robotics

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 Mondays – Fridays from 3:00 – 4:00 pm. Our ELT program combines an integration of academics, enrichment, and skill development through hands-on experiences. The following programs are offered during ELT:

- MsExTra – Reading Program – All 6th Grade students
- Academic Intervention Clubs
 - Book Clubs
 - Math AIS
- Regents Coursework
 - Algebra
 - American History
- Clubs
 - Chess
 - Gardening
 - Culinary
 - Robotics
 - Step Team
 - Drama
 - Student Government
 - Partnership with Publicolor

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

- Surveying staff and student interests to develop clubs
- We will showcase different club options by hosting an ELT Expo during the first two days of school
- Students will complete a survey in September in which they will select their top two clubs to participate in
- Club success will be evaluated and rotated or replaced at the end of the fall semester and students will be re-surveyed.

The CBO Sports and Arts in Schools Foundation 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 the above mentioned clubs and the following:

- Individualized academic intervention through the use of iReady
- Homework help
- Leadership Program

- 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:

- **Department Common Planning:** Assessments are aligned to curricula, which are guided by CCLS and content specific standards. Individual teachers and teacher teams use data from Measure of Student Learning (MOSL) baseline performance assessments, unit pre- and post-assessments and student work samples, to diagnose student needs and design scaffolds (e.g. models, questions, writing structures, group work, native language translations, non-linguistic representations and other varied presentations of the content) to promote student success. Units begin with the use of the most recent assessment data and educators use this information to make decisions about unit and lesson planning. The information gathered from assessments is pivotal because it determines the adjustment educators need to make to deliver relevant instruction as per students' academic needs during a unit of instruction. We then use formative assessment practices throughout lessons to determine curricular adjustments, unit planning and student interventions.
- **Leveraging MOSL Assessments:** Our school will continue to leverage the administration of NYC Performance Assessment Tasks (PA) that serve as MOSL assessments for teacher evaluation purposes by using these tasks as baselines, interim and end-of-year assessments for each major content area, to assess student growth towards the standards. Administering the various assessments and analyzing baseline trait-level data will assist us in further recognizing where our students struggle with these very rigorous, multi-step performance tasks. In the past these tasks have been exceptionally challenging for our school's large population of students with disabilities (SWDs) and English language learners (ELLs) because they involve the reading and written analysis of complex texts, math and science problems and require significant stamina to complete. However, it is our belief that if students are to gain success in these types of performances that they need similar experiences throughout the year and that standards-aligned content and skills need to be further prioritized. After a baseline assessment in the fall, teachers will administer at least one MOSL interim assessment and will have the option to use the MOSL "instructionally". Using the MOSL instructionally means that teachers will scaffold instruction as they guide students through the subtasks that make up the Performance Assessment. Some teachers will use the actual baseline given in the fall instructionally while other will use the previous year's MOSL PAs. Leveraging the NYC Performance Assessments will help us to prioritize the MOSL rubric traits, and as a result, our curriculum and assessment practices will be further aligned with the demands of the CCLS. As department teams meet to design these tasks and review student performance data, teachers will identify and target gaps for all students including ELLs and SWDs. We will monitor gains in terms of rubric traits on interim MOSLs and continue to adjust curriculum and supports to increase success on state and local

assessments.

- Teacher teams meet four times per week via common planning time. During this time teachers work together to have data specific focused discussions. Teachers meet every 5-7 weeks to develop end benchmark assessments and identify trends in data.
- Ongoing checks for understanding are a part of our school-wide expectations. All units have been designed to formally check-in on students' learning. However, educators utilize conference sessions, end of unit self-evaluations, partner and class discussions, and a variety of protocols to assess students' understanding.

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 Generation Ready and Metamorphosis.

2016-2017 Assessment Calendar

Date	Assessment	Purpose
Thursday, September 15th	English Language Arts Degrees of Reading Progress (DRP)	The purpose of providing a baseline assessment early in the school year is to provide teachers with a clear picture of how students are performing at the beginning of the year and where their particular areas of strength and weakness lie based on content areas standards.
Wednesday, October 5th	ELA MoSL (Performance Assessment)	The purpose of the MoSL Assessment to provide teachers with areas of strength and weakness that will allow teachers to determine areas of growth that will be reassessed later in the spring. This assessment is used to measure growth of individual and groups of students and used as part of the evaluation system for teacher effectiveness.
Thursday, October 6th	Math MoSL (Performance Assessment)	
Wednesday, October 12st	Social Studies MoSL (Performance Assessment)	
Thursday, October 13th	Science MoSL (Performance Assessment)	
Tuesday, November	ELA Fall Benchmark	The purpose of the Fall Benchmark assessment is to allow teachers to gain knowledge of student

15th		mastery of standards taught up to this point in the school year. This will allow teachers to make decisions around planning based on areas of strength and weakness.
Thursday, November 17th	Mathematics Fall Benchmark	
TBD	Winter DRP	The purpose of this assessment is to collect data around student reading levels to determine if current interventions are helping students to become stronger readers.
Tuesday, January 24th	Social Studies Mid-Year MoSL	The purpose of the midterm assessment is to allow teachers to gain knowledge about how students have progressed in the curriculum thus far, and to make decisions around planning accordingly.
Thursday, January 26th	Science Mid-Year MoSL	
Tuesday, February 7th	ELA Spring Benchmark	The purpose of the Spring Benchmark assessment is to allow teachers to gain knowledge of student mastery of standards taught up to this point in the school year as well as how students has progressed since the last benchmark assessment. This will allow teachers to make decisions around planning based on areas of strength and weakness.

- 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 the CBO Phipps Neighborhoods we will provide the following supports to students and our community:

- Social Work and Case Management
- Attendance intervention for at-risk students and families
- Incentives and celebrations for students and families
- Parent educational workshops
- Field Trips for students

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:

- PBIS – through the use of our PBIS structure P.O.W.E.R. we have empowered students to demonstrate positive behaviors and acknowledge student success in these areas by hosting monthly PBIS events, trips and celebrations.
- Advisory – this year, we will be implementing an advisory program in which advisors will meet with their classes two times per week. Guiding these classes will be individual and class trackers that students will be responsible for monitoring throughout the week to collect academic and behavioral data. During advisory class, students will be expected to reflect and engage in whole class discussion and protocols to determine areas of strength, weakness and next steps. These classes will also partner with our Grade Team meetings where students will have the opportunity to share questions and shout outs for their teachers, and teachers in turn will share feedback for their classes. This information will be tracked and monitored using google drive.
- Attendance Team - An attendance team comprised of the guidance counselor, attendance teacher, parent coordinator and bilingual para-professionals meets weekly to review data and devise attendance interventions.
- SIT Team - The School Intervention Team (SIT) made up of the school psychologist, guidance counselor, special education teachers and classroom teachers meets weekly to review students' IEPs, services and devise functional behavioral assessments and behavioral intervention plans as needed.
- Restorative Circles – Last year, we began implementing restorative circles in classrooms and among small groups of students by the SAPIS, guidance counselor, school administrators and dean.

The Community School Model will help our school develop more robust services to deepen our support of student's social, emotional and mental health. SKEDULA will be also used to communicate students' behavioral or emotional support needs via electronic anecdotes and referrals for services such as conflict resolution support, counseling, dean's office disciplinary response or related parent outreach. Receipt of the SIG grant and Community School-funded CBO partners will create an opportunity for us to improve coordination of services to students starting with a refined protocol for referral.

Through DDI we have identified specific data sources to identify at risk students as well as underperforming subgroups 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 our CBO Phipps Neighborhoods the following students supports will be provided to sustain a safe and orderly school climate (list supports, program, interventions activities)

- Crisis Intervention

- Mental Health – Astor Services

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.

- 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.

Together, leadership, faculty and staff will work together to consistently communicate expectations that are connected to a path to college and career readiness and offer ongoing feedback and support to help families understand student progress toward those expectations. Some of the mechanisms and strategies to encourage family involvement and communication to support learning include:

- Frequent communication through phone calls, letters and conferences about student academic performance, attendance patterns and social or emotional issues.
- Teachers will use SKEDULA/Pupil Path to show to students and parents how grades are composed and make their gradebooks visible online. Training will be provided to support parents in accessing information via Pupil Path.
- Guidance counselors will identify students not passing classes and send letters after each marking period to inform parents of students that are placed on academic probation. This will improve our partnership with parents and is intended to motivate students to attend the academic support services (tutoring and Saturday academy) available to them.
- Calls will be made frequently by the school's attendance team, School Messenger program and classroom teachers to support students who are at risk because they are chronically absent in attending regularly.
- Monthly Parent Association meetings and other workshops will be conducted with CBOs and others to assist parents in understanding how students make progress towards promotion.
- Parent classes will be held to support use of data platforms (PupliPath and NYC Schools)
- Open door policy to help parents feel welcomed to visit with school leadership
- Parent room will be maintained and available for parents to visit and use computers
- Parent Association will elect members and provide representatives to School Leadership Team
- The Parent Coordinator communicates events through a monthly school newsletter to foster involvement
- A Community Schools Coordinator will be hired and funded by the Community School's

grant and will help to ascertain needed additional services to support parents and families

Parent satisfaction will be gauged by improvement on the School Survey, positive perception of school during parent focus groups facilitated during the Quality Review and by the Community Schools Coordinator.

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. During the spring of 2016 members of the school community, including leaders, teachers and parents, were involved in the development of a School Comprehensive Education Plan (SCEP) for the school. All decisions about supports, partnerships, and staffing were driven by the needs assessment data based on the following data sources:

- Quality Review
- PPO Review
- NYC Environment Survey
- Middle School Quality Snapshot

The needs are aligned to our schools SIG as well as 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.

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:

- Monthly SLT and PTA meetings to regularly update parents, families, the community and other stakeholders on the implementation status of the SIG plan. During these meetings stakeholders in the school will present the impact that key strategies have had on the school community.
- The school leader will elicit feedback from the parents, families, the community and other stakeholders during these meetings.
- Additionally, the school leader will use the weekly memo, faculty meetings and email to communicate with staff about the implementation of the Community School model.

Beginning in the new school year we will meet with the entire staff to review the SIG plan, how it was developed, the data used for the needs assessment, the partnership choices that were made, and the expectations for implementing coaching and professional development support. Additionally, during SLT meetings we will present evidence or practice and impact

within the key strategies and overall goals to assess implementation of the SIG plan. The types of data which will be shared during these meetings are summative and formative assessments, attendance, progress towards graduation, core credits, and OORs data.

Communication Method	Description	Frequency	Target Audience
Progress reports	Student progress reports will detail interim progress	Student progress reports are distributed at the conclusion of each month	Parents and Students
Monthly Calendars	Families receive a monthly calendar which details events, meetings, assessments and other important dates within the school community	Calendars are distributed at the start of every month	Staff, Parents and students
School Messenger	General announcements can be made using this system to families via phone and email	As needed	Parents and Students
Instagram/Twitter	Social Media outlets which are used to keep parents updated about upcoming announcement and events as well as celebrate different events and activities within the school community.	As needed	Parents and Students
Skedula	This online grading systems is used to communicate with students and families about academic and behavioral progress. Teachers enter grades for assigned tasks, anecdotes and can communicate via email with students	Daily	Parents and Students

	and parents. Students can also access upcoming assignments and retrieve digital copies of assignments.		
Backpack Letters	These letters are distributed to inform families of special events, changes in the regular program and to make general announcements	As needed	Parents and students
Home Visits	This method of communication with parents is used when the school has been unsuccessful in connecting with families about their child's progress	As needed	Parents and students
Grade Team Meetings/Parent Outreach	Parents will have the opportunity to meet with teachers to discuss their child's progress during parent engagement time as part of staff's professional time.	Weekly on Thursdays	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 goal, key strategies, early wins and connection to the model is articulated below for ELA.

ELA Goal: Throughout our SIG implementation students will demonstrate growth towards proficiency grade level Common Core Learning Standards for ELA and literacy for all students as evidenced by NY State assessment outcomes.

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

Objective: 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.

Rigorous Instruction:

All English Language Arts teachers will implement Teacher’s College Reading and Writing Project as the primary curriculum for instruction and will incorporate the CCLS Literacy shifts within their instruction.

By June 2017 the number of students achieving level 3 on standards-based assessments will increase by 3% each year in ELA as measured by teacher-made and NYS assessments.

NYSESLAT scores will show students’ steady progression towards proficiency from their scores in the previous year

Collaborative Teachers:

By June 2017 teacher teams will utilize an inquiry cycle to track and monitor student achievement and utilize the resulting data to make future instructional decisions.

Teachers will receive on-site individualized professional learning through a coaching model with Generation Ready

Effective School Leadership:

By June 2017, the minimum number of teachers rated Effective on Danielson 1e and 3c is 75% or more each year and stable or increasing in subsequent years

ELA Key Strategies:

- Design and implement a CCLS-aligned rigorous curriculum through the use of TC’s reading and writing project
- Design pacing calendars, unit plans and lessons which include the following:
 - Essential Questions
 - Learning Objectives
 - Texts and other materials
 - Some information text will emphasize supports in the area of social-

motional development, mental health and community

- Pre-, mid- and post-assessments and performance tasks
- Rigorous questions and opportunities for student discussion
- Multiple access points and differentiation for a variety of learners

Each of these key strategies help to ensure the elements of the Innovation Framework Family and Community School Design model in the following ways, providing a focus on rigorous academics as well as a supportive learning environment.

The early wins that will indicate successful early implementation of the SIG plan will include:

- There will be an increase in the number of students demonstrating proficiency on fall and spring benchmark assessments as compared to their baseline results from September
- Professional development kick off in September to address teachers’ curriculum implementation and use of Writing is Thinking Strategies and Strategic Inquiry.
- Continuing to include extensive collaborative planning for all teachers 4 periods per week with an additional 40 minutes during Professional Learning time.
- The continuation and expansion of data driven inquiry teams for the systematic analysis of student work to inform teacher practice.
- The implementation of the Expanded Learning Time model will improve student engagement levels and student achievement

Leading indicator	Frequency	Analysis (how and by whom)	Reporting (staff/students/parents)
Benchmark Assessments	8 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	Instructional leads will report results during Instructional Cabinet meetings held weekly. Monthly student progress reports will be provided to families.
Formative in-class assessments	Daily, Weekly	Department teams will use student work analysis tuning protocols to view student work. Next steps will be developed for planning based on the results of viewing student work products	Instructional leads will share next steps for the team with administration during instructional cabinet meetings held weekly. Students and families will be informed of progress via online grading system (Skedula)
NY State Assessments	Yearly	Department teams will review NY state assessment results at the start of each school year or when data becomes available to identify trends of strength and weakness for the grade. This information will be used to	Instructional leads will report results and next steps in planning during instructional cabinet meetings held weekly. Staff will share these results with students and parents in-class and during

		inform initial planning decisions.	parent-teacher conferences in the fall.
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The goal, key strategies, early wins and connection to the model is articulated below for Math.

Math Goal: Throughout our SIG implementation students will demonstrate growth towards proficiency grade level Common Core Learning Standards for mathematics for all students as evidenced by NY State assessment outcomes.

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

Objective: Beginning September 2016, math 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.

Rigorous Instruction:

All Mathematics teachers will implement a teacher-developed curriculum that utilizes but is not limited to the following mathematics curriculums:

- Go Math 6-8
- Engage NY
- Ready

Teachers will incorporate the CCLS shifts for Mathematics within their instruction.

By June 2017 the number of students achieving level 3 on standards-based assessments will increase by 3% each year in Mathematics as measured by teacher-made and NYS assessments.

Collaborative Teachers:

By June 2017 teacher teams will utilize an inquiry cycle to track and monitor student achievement and utilize the resulting data to make future instructional decisions.

Teachers will receive on-site individualized professional learning through a coaching model with Metamorphosis

Effective School Leadership:

By June 2017, the minimum number of teachers rated Effective on Danielson 1e and 3c is 75% or more each year and stable or increasing in subsequent years

Mathematics Key Strategies:

- Design and implement a CCLS-aligned rigorous curriculum through the use of Go Math, Engage NY, and Ready
- Design pacing calendars, unit plans and lessons which include the following:
 - Essential Questions

- Learning Objectives
- Pre-, mid- and post-assessments and performance tasks
- Rigorous questions and opportunities for student discussion
- Multiple access points and differentiation for a variety of learners
- Opportunities for students to engage in error analysis and argument

Each of these key strategies help to ensure the elements of the Innovation Framework Family and Community School Design model in the following ways, providing a focus on rigorous academics as well as a supportive learning environment.

The early wins that will indicate successful early implementation of the SIG plan will include:

- There will be an increase in the number of students demonstrating proficiency on fall and spring benchmark assessments as compared to their baseline results from September
- Professional development kick off in September to address teachers’ curriculum implementation and use of Writing is Thinking Strategies and Strategic Inquiry.
- Continuing to include extensive collaborative planning for all teachers 4 periods per week with an additional 40 minutes during Professional Learning time.
- The continuation and expansion of data driven inquiry teams for the systematic analysis of student work to inform teacher practice.
- The implementation of the Expanded Learning Time model will improve student engagement levels and student achievement.

Leading indicator	Frequency	Analysis (how and by whom)	Reporting (staff/students/parents)
Benchmark Assessments	8 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	Instructional leads will report results during Instructional Cabinet meetings held weekly. Monthly student progress reports will be provided to families.
Formative in-class assessments	Daily, Weekly	Department teams will use student work analysis tuning protocols to view student work. Next steps will be developed for planning based on the results of viewing student work products	Instructional leads will share next steps for the team with administration during instructional cabinet meetings held weekly. Students and families will be informed of progress via online grading system (Skedula)
NY State Assessments	Yearly	Department teams will review NY state assessment results at the start of each school year or when data becomes available to identify trends of strength and	Instructional leads will report results and next steps in planning during instructional cabinet meetings help weekly. Staff will share these

		weakness for the grade. This information will be used to inform initial planning decisions.	results with students and parents in-class and during parent-teacher conferences in the fall.
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The goal, key strategies, early wins and connection to the model is articulated below for social/emotional developmental growth.

Social/Emotional Goal: Throughout our SIG implementation, our school will demonstrate an overall reduction in the level of 3-5 incidences by providing social/emotional wrap around services for our students and community.

Social/Emotional Key Strategies:

- Identifying at-risk students using early warning indicators such as attendance and OORS reports
- Pair at-risk students with a social worker from Phipps Neighborhoods to meet with the student daily
- Social-worker will reach out to families to support attendance efforts and provide other vital supports as needed.

Each of these key strategies help to ensure the elements of the Innovation Framework Family and Community School Design model in the following ways, providing a focus on rigorous academics as well as a supportive learning environment.

The early wins; that will indicate successful early implementation of the SIG plan will include:

- Fully active, collaborative and on-schedule work with partner organizations
- The appointment of a Community School Director who will be 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.
- Daily attendance will increase from 90% to 91.5%. as measured weekly by ATS
- Reduction in number of chronically absent students with attendance in 70 to 89% range by intervals of 2.5% each marking period.
- Reductions in the number of level 3-5 incidents by 5% by January 2017.

Leading indicator	Frequency	Analysis (how and by whom)	Reporting (staff/students/parents)
Attendance data	weekly	Phipps case managers and members of the school attendance team will analyze ATS reports	Phipps case managers and the attendance teacher 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 Data	Weekly	Phipps case managers and members of the restorative justice school team will analyze OORS reports to look for trends in behavior and the location of incidents. Adjustments will be made in caseload and interventions as needed	Phipps case managers 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.