

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
Bronx Regional High School			321200011480
Grade Levels Served by the Priority School Identified in this Application			School NCES #
High school			
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
425 total for cluster; 264 for SIG applicant school			1010 Rev. J. A. Polite Avenue Bronx, NY 10459
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 checked="" type="checkbox"/>
			Family and Community <input type="checkbox"/>
			Individualized Learning <input type="checkbox"/>

Certification and Approval

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, Assurances, Certifications, Appendix A, and Appendix A-1G and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) 	Date July 19, 2016
Type or print the name and title of the Chief Administrative Officer Sharon Rencher, Senior Executive Director/Senior Advisor to the Chancellor	
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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).

Bronx Regional High School (12x480) is a Transfer Alternative School for students who have previously attended a New York City High School. The school is ungraded and the demographics of our student body are as follows: 63% Latino and 36% African American/African/Caribbean. We have 250 students on register and 63% are female. The majority of our students are considered to be economically disadvantaged; 85% qualify for free school lunch. We have a small special needs (13%) and ELL population (12%); as a result, we differentiate our instruction in all departments to meet the diverse needs of all our students. During the 2015-2016 school year the percentage of discipline referrals levels 3-5 was under 10%. The attendance rate during the 2015- 2016 school year was 55.6%. The graduation rate at present is 43%. This number will be updated at the close of the summer.

The regents results for the 15-16	
English Comprehensive	28%
English Common Core	50%
Global Studies	23%
U.S. History	30%
Algebra	30%
Living Environment	27%

Our students are passing the English Regents at a much higher rate than the comprehensive Regents. We attribute this to the work we have done addressing our instructional focus.

Global Studies and U.S. History students are earning more points on the writing sections. We

have made changes to our approach in science and mathematics and are waiting for our Regents results to catch up to these changes.

- 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.

The Quality Review (12/2015) and PPO meetings (1/2016 and 5/2016) were used to guide us as we developed our goals for the SIG plan.

We believe the steps we have taken to improve instruction have helped students to better understand what is required of them as they take these tests. Our teachers continue to align our work to the Common Core and to differentiate instruction. We understand that this work is not easy and external assistance is required. We have agreed to continue the work we are doing with our partner Generation Ready. Dr. Saha, our consultant for the 2016-2017 school year, will focus on the instructional shifts, designing coherent lesson plans, group discussion strategies and tools to assess students learning.

The work we do will allow consistent instructional approaches to be used across the school. We know this shared approach will allow students to be challenged based of their specific needs. In order to make sure this is happening teachers will receive ongoing support from the administrative team and their teaching colleagues.

As per our most recent NYCDOE Quality Review results, we must improve questioning and discussion in all departments. This approach will demand that students grapple with the work and allow teachers to adopt the role as a facilitator once the direct instruction is concluded. Our teachers will use Webb's DOK as they develop higher order thinking questions for students; our use of the Cognitive Rigor Matrix will allow teachers to continually push students as they grow both academically and socially.

Our school strengths are as follows:

- Our use of the workshop model to make sure students have a chance to practice what they learn daily.
- Teacher teams meet tri-weekly to discuss strategies to support individual and groups of students based on needs identified in the analysis of student work.

- Teachers use the results from Regents examinations and Regents type questions to prepare students for state examinations.

- Students receiving formal feedback from their teachers multiple times during the semester.

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

The School Leadership Teams (SLT), our shared decision-making body, meets monthly to discuss a broad range of issues. Our discussions are grounded in ways we can best help students to transition to BRHS and work their ways towards graduation as quickly as possible. We all understand that our students must develop core skills because our intake assessment (through Pearson) shows the majority of our students struggle with numeracy and literacy skills.

During our meetings we review report cards, attendance patterns and Regents results. We encourage our parents to suggest ideas about ways to improve outcomes. The information is shared with the staff at our monthly staff and department meetings.

Parents participated in our most recent Quality Review (December 2015) and stated that they receive frequent communication from the school and that teachers provide them with ongoing student performance updates. They feel they understand where their students are with regard to credit accumulation and progress towards graduation. The results found that the accessibility and approachability of the staff has been instrumental to their children's success.

The parents asked the school to help students by supporting attendance improvement strategies, provide AIS with Regents' preparation and to increase college exposure.

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

The feedback from the Quality Review and PPOs are the primary review tools to help with our decision-making to drastically improve student achievement. We also use the information gathered from departmental meetings and classroom observations to help as we strive to make changes. Our work is firmly grounded in the NYCDOE Framework for Great Schools. We refer to the following data sources on a regular basis: Regents' results, report cards, school surveys, and believe that based on our findings these are the steps we need to take in order to make improvements.

Rigorous Instruction:

The school's curriculum is Common Core-aligned. Teachers use resources from Curriculum Mapper, a website resource, to identify the skills, strategies assessments and resources that will be used with each of the units of study within each content area. A review of the documents provided reflected the consistent use of these resources for pacing of content area lessons.

Lessons plans include questions and activities that emphasize rigor and higher order thinking for all students including students with disabilities and English Language Learners. Teachers generally include the particular scaffold and strategies that they intend to implement and

supports for particular students.

Student work is utilized to make adjustments to lesson and curriculum. Teachers use results from Regents exams and Regents type questions designed such as exit tickets to modify instruction, revise lesson plans and reteach skills and concepts. These revisions are mutually agreed upon in teacher team meetings and strategies to support students in lessons are developed collaboratively.

Supportive Environment:

The school provides informational sessions for students and their families about the expectations for college and career readiness. In addition to orientation sessions with the guidance team upon arrival to the school, parents attend several workshops and meetings to learn about the college application process and opportunities for post-secondary opportunities. The school has a Living for the Young Family through Education (LYFE) program which provides childcare for students with young children as a motivation for young parents to continue their education without further delays. Programs such as Knowledge for College Day and College week give students opportunities to learn about the multiple college programs and career options onsite as well as through college visits. The school partners with community colleges and North Central Hospital to allow students to explore possible college and medical career options.

Collaborative Teachers:

Teachers participate in a variety of leadership structures including the rotations of facilitation of meetings as well as the facilitator of professional learning for their colleagues to strengthen content area and pedagogical strategies across classrooms. Teachers have opportunities to visit one another's classrooms to learn from one another and provide feedback about instructional strategies. Across the school, teachers including the art teacher and the teacher who provides Special education Teacher Support Services, that are not part of the Zero Period teams, are kept informed about key decisions via email and frequent less formal verbal communications so that all teachers participate in key decisions about student learning and are in collaboration with one another to support student progress

Teaching teams meet daily during the school's Zero Period. Teachers indicate that the opportunity to work together on the implementation of Common Core Standards and the instructional shifts has allowed them to strengthen their individual pedagogical capacity. The math team as well as other content area teams comprise two or three teachers each and use their meeting time to discuss strategies for supporting individual and groups of students based on needs identified in the analysis of student work.

Effective School Leadership:

The administrative team consistently communicates high expectations to staff based on the Danielson Framework for Teaching and provides the appropriate training in each of the components of the Framework to make sure the teachers can be held accountable for those expectations. Professional development documents such as agendas, calendars and copies of workshop material reflect clear focus on how school leaders expect faculty to demonstrate competencies of the framework. The administration provides multiple opportunities for teachers

to learn together, share practices and access resources aligned to the expectations.

The administrative team monitors curricula to ensure it is common core aligned. Teachers use resources from Curriculum Mapper to identify the skills, strategies assessments and resources that will be used with each of the units of study within each content area. A review of documents provided reflected the consistent use of these resources for pacing of content area lessons.

Strong Family and Community ties:

Orientation is used as a recruitment opportunity. At this initial meeting we encourage parents to participate in the SLT and PA. In addition, parents are introduced to the team their child will be assigned to. Promises are made and kept so information about the progress of students is relayed to the home in a timely manner. Our staff meets monthly to talk about students in general, but we use monthly departmental meetings to make sure we are able to see the end product of our discussions.

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

In order to implement the College and Career Readiness school design SIG model we will prioritize the evidenced needs through the following:

- The data gathered, as we monitor the progress made by students as we review report cards, regents results and assorted internal documents.
- The level of participation in local college tours
- The number of completed FAFAS applications
- Students participating in Knowledge for College Day
- The number of meeting seniors and juniors have with guidance counselors about next steps

B. School Model and Rationale

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

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

Pathway 1: College and Career Readiness School Design:

We have selected the College and Career Readiness School Design pathway as transfer students are uniquely positioned for a program that provides intentional activities and opportunities to prepare them to be college and career ready. Career and Technical Education (CTE) certification will allow these students to work career development and

will help in their planning for postsecondary education and the workplace. We intend to develop a comprehensive selection of career pathways that includes rigorous academic content closely aligned with career and technical subject matter that uses the State learning standards of career development and occupational studies as a framework (8 NYCRR §100.1(l) and offers multiple pathways towards college and career readiness (§100.2 and 100.5).

Our student population will be provided with the opportunities to experience academic and career-focused success, often for the first time in their lives and provide them with an authentic opportunity to create a lucrative and fulfilling life. We will model our courses and certifications on high-quality Career and Technical Education (CTE) programs, like P-TECH programs, where students demonstrate and reinforce both academic and technical skills as well as experiences in project and work-based learning.

Rationale:

In June 2016 the New York State Board of Regents proposed an amendment to the NYS graduation requirements providing a Career Development Occupational Studies (CDOS) graduation option for all students who earn the required course credits, pass four Regents exams and meet the requirements of the CDOS credential. This ‘3+1 option’ for all students to earn a regular diploma provides an opportunity for NYC high schools to elevate and increase the rigor of workplace learning as an indicator of college and career readiness as a graduation standard. With a high risk population for whom career development skills can be a life-saver, flexible approaches to programming and a built in structure for workplace learning, Transfer Schools are the ideal locus to pilot the implementation of a scalable system that leads to CDOS certification and a component of the Regents diploma.

This new option will require schools to engage in comprehensive planning and preparation in order to implement this new path. A structured plan, under the aegis of the City-Wide Transfer School Superintendent would jump-start a program for ‘Implementing the 3+CDOS Pathway to a Regular High School Diploma’ in Transfer high schools. The resources provided through this SIG plan will enable a group of schools to explore and implement the new NYS graduation requirement, which has implications for all students and all schools.

The goal is to improve the effective college and career readiness of students enrolled within the other target school in this district, Pulse School, 10X319, and generate contextual research through pilot implementation in a small number of schools connected with these priority schools. The setting for this exploration will be Transfer Schools, which have a built-in structure and incentive for this new option, but the lessons learned will be broadly applicable across all city high schools. Research shows that explicit instruction in career development and workplace learning engages students in authentic tasks in high school, while teaching employability skills. Making the leap to rigorous standards-based coursework and assessment of commencement level CDOS standards will be a huge task for high schools looking to implement a 3+CDOS pathway to a high school diploma. Implementing nationally recognized work readiness credentials will take time to develop and test, which will be a main focus for this grant if accepted.

Through the SIG cluster approach, a group of Transfer High Schools inclusive of the three target schools, will research appropriate certification credentials, develop coursework and work-based learning experiences that meet the standards, and pilot their implementation with a small number of clustered Transfer Schools and their students. The implementation will be carefully documented across the years yielding a set of training materials for all schools. Student-level results of the pilot program will also be used to measure student progress at our target schools and will help generate longer-term evaluation and planning tools for a future “broadening” of this pilot program. If approved, the grant initiative will be made available to schools supervised by other Superintendents with Transfer Schools under their purview, and will have scalable results applicable to all High School Superintendents.

We will continue to build on the programs we have implemented over the last few years, including college chats that allow teachers, guidance counselors and support staff to meet with students to discuss areas they were concerned about as they transitioned from high school. These conversations allowed use to address concerns and to dispel myths about the dos and don'ts about the college experience. We have also surveyed our students and based on their needs we arranged six visits to local CUNY schools. These visits took place in the fall and spring semesters.

In addition we have Knowledge for College Day. This event takes place in the fall and allows students to interact with a range of professionals and college representatives. One of our medical partners is highly invested in the school and they invite students to tour the North Central Bronx Hospital annually. This ongoing collaboration is ready for the next step as we look to have students shadow staff and interns at the hospital.

Rigorous Instruction

- Students are engaged in higher-order thinking tasks that require application, analysis and/or evaluation.
- Academic vocabulary is an expected structured activity in all lessons
- Learning activities require inductive and deductive critical thinking, as evidenced by complex comprehension, application, analysis and evaluation learning activities and academic tasks

Supportive Environment

- Teachers have initiated the use of task-specific rubric and self- and peer-evaluation rubrics to encourage students to understand the scope and sequence of a task and to internalize the standards of excellence for major academic tasks as well as college and career ready behaviors.

Collaborative Teachers

- Teacher teams meet tri-weekly to discuss strategies to support individual and groups of students based on needs identified in the analysis of student work.
- Students working in groups to support their peers and teachers consistently adopt the role of facilitator as the lesson progresses to guide students as they develop new academic skills.
- Teachers plan lessons, analyze data and strategize as a team. This kind of professional

collaboration has impacted the quality of teaching and assessments.

Effective School Leadership

- The administrative team supports all departments as they work towards established goals for the school year. The staff meets monthly to ensure appropriate steps are taken and goal revision takes place when necessary.
- The Principal and Assistant Principal conduct observations during the fall and spring semesters and provide immediate feedback to teachers.
- Distributive leadership is used; as a result staff members from across the school take ownership of different events during the year.

Strong Family and Community Ties

Orientation is used as a recruitment opportunity. At this initial meeting we encourage parents to participate in the SLT and PA. In addition, parents are introduced to the team their child will be assigned to. Promises are made and kept so information about the progress of students is relayed to the home in a timely manner

- New Student Orientation
- College Workshops with students and parents
- College Chats (informal college information sessions)
- Knowledge for College Day
 - Conversations with admissions counselors
 - Conversations with career professionals
- College Tours (local and regional)
- Newsletter

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

School staff, school leadership and parents worked collaboratively by reviewing school goals to identify areas of need for our struggling learners. This work took place in the form of weekly meetings by content area, grade level, sub-groups and SLT. Decisions were made based on data from assessments, PPO recommendations, and social-emotional reports (OORS) and school environment surveys. This model was chosen with in input from the School Leadership Team (SLT) which is comprised of the principal, assistant principal, parent coordinator, UFT chapter leader, SLT chairperson, DC37 rep, PTA president, title I parent rep, as well as parents and teachers. The SIG plan will be revised further upon implementation starting in fall 2016.

C. Determining Goals and Objectives

The LEA/school must determine and present broad goals directly aligned to the in-depth diagnostic review and model selection, as well as specific objectives that have been developed to guide key strategies in a time-specific and measurable manner. This section should demonstrate effort on the part of the LEA/school to backward plan key components of school turnaround specific to the school and must address each of the following elements:

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

Teachers have identified common literacy practices based on their shared understanding of how students learn best at the school. These practices are beginning to become evident across the school: annotation strategies (Mark It Up), academic vocabulary strategies (Janet Allen, among others), questioning and discussion strategies (for example, QFT, Think-Pair-Share; See-Think-Wonder), argumentative writing and essay composition.

As a result, our ELA goal is to have 75% of our students annotate text using “Mark It Up” so they are better able to dissect and reconstruct the material they are reading.

The outcomes will be as follows :

- Students will develop the stamina to read for extended periods of time
- Students will learn how to read closely and to cite evidence from text
- Students will be able to respond to and pose higher order thinking questions using DOK
- Students will increase the passing rate on the common core English regents by 5% over our 2015-2016 scores

Framework Area: Rigorous Instruction

We know we will use a range of scaffolds to help students to become comfortable with the writing process. All students in our cluster will receive timely written feedback with rubrics to help them to become stronger writers. Students will use and model regents anchor papers so they are clear about the scope and amount of writing required to successfully pass the Regents.

Framework Area: Supportive Environment

All students will take a literacy test prior to entering the school. Our teachers will use this information plus writing samples to determine the best to group students. These differentiated groups will help them to receive the help they need to address the areas identified by their teachers.

Framework Area: Collaborative Teachers

Teacher teams within our cluster will meet three times per week during zero period to plan, look at student work, review and revise curricula, analyze Regents data, and provide support to their colleagues. All teachers will use the Danielson rubric to gauge the effectiveness of their work.

Framework Area: Effective School Leadership

The administrative team and the partner Generation Ready consultant will meet with the teacher teams to ensure they are creating lessons that support the needs of all learners.

Framework Area: Family and Community Ties

Teachers are encouraged to communicate with parents twice during the week. These meetings take place by phone or in person on Mondays and Fridays. If teachers are unable to connect with parents guidance counselors or attendance team leads will alert parents. Our newsletter is used to make sure parents and community members are aware of the different events that will take place during the fall and spring.

Our attendance team members are assigned specific families to call and these calls are made based on the attendance pattern of each student. During orientation our parents are informed about the attendance group that will support them. They also are provided with the telephone numbers of the assistant principal and principal to be used in case of an emergency.

- ii. Identify and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of mathematics. Provide the means by which the objective(s) will be assessed.

The mathematics department is aware of how limited literacy skills are hindering student progress as they complete word problems. As a result, they have fashioned a series of eight (8) steps to help students to manage the problem solving process. This work is similar to the work teachers are doing to address our instructional focus in other departments. The problem solving steps to success helps ground students as they complete complex mathematical problems.

As a result, our mathematics goal is to have 75% of our students to use the 8 steps process as they tackle problems with multiple layers.

The outcomes will be as follows:

- Students will break problems down and make their thinking evident in writing
- Students will learn how to read complex problems by labeling content specific words
- Students will be able to respond to and pose higher order thinking questions using DOK
- Students will increase the passing rate on the Algebra regents by 5% over our 2015-2016 scores

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

Through the redesign process of become a College and Career Readiness design school through SIG, we will focus on the following goal(s):

- 60% of graduating seniors and 40% of juniors on track to graduate will meet with their guidance counselor and develop and career plan.
- 30% of the graduating seniors will use career cruising to learn more about colleges and career of interest.

The Assistant Principal will review the completed career plans with the guidance counselors during their weekly meetings. In addition, they will monitor the career paths of the students

using career cruising.

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

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

D. School Leadership

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

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

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

<u>Quality Review Indicator from the Principal Practice Observation Tool</u>	<u>Competencies for Determining Priority School Leaders</u>
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<p>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards;</p>	<p>*Demonstrates the expertise to identify and support necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English language learners and students with disabilities in order to positively impact their educational outcomes.</p> <p>*Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.</p>
<p>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work;</p>	<p>*Demonstrates the ability to identify effective teaching and learning, and the ability to convey to staff the impact of effective teaching and learning to the change process.</p>
<p>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;</p>	<p>*Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.</p>
<p>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults;</p>	<p>*Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input.</p> <p>*Demonstrates expertise in providing social-emotional supports for all students.</p>
<p>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels;</p>	<p>*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</p>
<p>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;</p>	<p>*Develops, in a collaborative manner, measurable goals connected to student outcomes, and develops systems and structures to monitor progress toward those goals.</p>

<p>3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations;</p>	<p>*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.</p>
<p>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection;</p>	<p>*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.</p>
<p>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning; and</p>	<p>*Demonstrates the expertise to create differentiated professional development opportunities that support teachers' improvement, including those that are new to the field.</p>
<p>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>	<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

Colin Thomas is the Principal. He is entering his 18th year as the leader of BRHS. He worked as an Assistant Principal for 3 years at Bronx Literacy Center and was a teacher in the same program from 1991. He earned a Bachelor's Degree in English from Hunter College 1991, as Master's Degree in Special Education from City College 1994, a Master's Degree from

Teachers College Columbia University 1994 and an Advanced Masters in Educational Administration from Teachers College Columbia University 2001.

The principal is entering his 26th year with the Department of Education he has worked with transfer school students for the majority of that time and is aware of the services these students need to grow both academically and socially.

- 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.***
- 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.

Bronx Regional has one assistant principal. Ms. Modesta Rodriguez worked as a Science teacher for 13 years and is in her eleventh year as an administrator. She is responsible for supervising the guidance counselors and the programming office. She takes the lead on professional development along with the UFT Chapter Leader and ENL teacher, special needs and teachers from the science department.

Framework Area: Rigorous Instruction

The Principal and Assistant Principal will conduct a minimum of sixteen observations during the fall semester and a minimum of sixteen observations during the spring semester. These observations will be returned to teachers as per the guidelines of Advance.

Framework Area: Supportive Environment

The school team works to make sure students feel comfortable at the school. Upon entering the school students are assigned a minimum of two adults to guide them. This team is entrusted with communicating with parents and guardians. This approach guarantees ongoing communication between home and school.

Framework Area: Collaborative Teachers

All teachers in our cluster are aware of the challenges our students have experienced prior to entering the school. This knowledge helps them as they work with each other across departments to help students. Our teachers use zero period on Mondays and Fridays to meet with parents about a range of issues. Teachers are encouraged to take a lead role during tri-weekly team meetings. In addition to setting these goals they support peers through intervisitations.

Framework Area: Effective School Leadership

Throughout our cluster and district, the administrative team meets with the staff consistently and sets goals to work towards annually. They also meet with teacher teams, departments, and parents to ensure that the goals are clear to all. This level of clarity allows all members of the school community to play an active role in helping students to grow.

Framework Area: Family and Community Ties

These meetings take place by phone or in person on Mondays and Fridays. If teachers are unable to connect with parents guidance counselors or attendance team leads will alert parents.

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:

- UFT –Chapter Leader – our chapter leader, the building representative of the teachers union, works closely with the administrative team to make sure the staff is adequately supported.
- Teacher teams rotate leadership roles throughout the year.

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

- Staff meetings (monthly)
 - Goal setting
 - Instructional and inquiry
- Department meetings
 - Tri-weekly (inquiry, planning, data analysis)
 - Monthly (updates, goal revision)
- Zero period meetings (triweekly)
 - Curriculum mapping, lesson planning

E. Instructional Staff

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

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

The total number of instructional staff in the building is 12. The chart below shows the breakdown by HEDI rating.

HEDI Rating	Number of Staff
Highly Effective	1
Effective	10
Developing	1
Ineffective	0

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

model implementation, and throughout the implementation period of the grant.

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

- Domain 3 – Instruction
 - 3b: Using Questioning and Discussion Techniques
 - 3d: Using Assessment in Instruction

Based upon the needs evidenced above; we feel that the following staffing changes are needed between the time of the application and start-up of the model and during the grant period

- Generation Ready Consultant – 20 sessions to support staff in professional development, updating curriculum maps, planning lesson and working with developing and struggling teachers
- New English teacher will decrease class size and support family group
- Use 6th period coverage to increase incidental period and electives
 - Health, foreign language, English, art, science
- Increased options for AIS
 - Saturday Classes
 - PM school
 - Circular 6 Assignments
 - ELA and mathematics support
- F-status staff to support after-school programs
 - Regents Prep
 - Enrichment Classes
 - Sports

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

- Targeted professional development to address reading, writing and mathematics
- External DOE teachers to enhance our instructional program
- The ability to offer mini-classes where students are able to career cruise and identify possible careers

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

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

- Our educational consultant will guide teachers as they revise curricula. Dr. Saha's insight and expertise served us well last year as we prepared for the quality review. Her ability to guide teachers allowed for consistent practices across departments.
- The addition of an English teacher will allow us to offer English 1, English 2 and enhance our ENL program. This teacher will also assist the social studies department as we put structures in place to help students improve the way they respond to the DBQ

and Thematic essays.

- Staff to assist in the implantation of our CDOS program.

- 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.

Our school strives to hire only certified teachers. We have and will continue to use Open Hire to fill vacancies. We collaborate with the HR representative and also speak with college representative to find strong candidates. We make sure to use staff members from the respective department to be on the interview committee. We create a series of questions and make sure prospective teachers present a mini-lesson as a part of their interview process.

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

F. Partnerships

The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Management Organization (EMO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school.

LEA/schools are encouraged to have a few targeted and purposeful partnerships with shared goals, rather than a large variety of disconnected partner groups/services with multiple goals. This section must address each of the following elements:

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

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

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

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

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

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

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

Through the SIG 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.

Partners will support:

1. Classroom observations and feedback
2. Planning lessons and curriculum maps
3. Set goals, analyze data and student work; adjust curriculum

Partnership	Rationale	Role/Services to support the school redesign
High Schools That Work	High Schools That Work is the nation's largest school improvement initiative for high school leaders and teachers. More	Consultants will provide intensive support around creating the CTE program: Determining viable

	<p>than 1,200 HSTW sites in 30 states and the District of Columbia currently use the HSTW Goals and Key Practices to raise student achievement and graduation rates. This partner has extensive experience in planning and implementing successful CTE programs in high schools across the country. HSTW will act as a lead partner in all stages of the grant and has a proved record of service in the NYC DOE</p>	<p>pathways, creating curriculum, creating industry partnerships, determining quality and rigor in school programs and preparing teachers for administering CTE exams</p>
<p>City College Consultant</p>	<p>Principal professional development</p>	<p>Principal will be provided ongoing professional development as to further the development of the school which includes:</p> <ul style="list-style-type: none"> -understanding DOE metrics by which schools are evaluated -assisting with the development of professional development plans for staff focused on raising student achievement levels -debriefing interactions with others, including but not limited to, school staff, students or community members -developing school improvement plans related to the SCEP
<p>Literacy Support Systems</p>	<p>Support literacy needs of students by training all content teachers in literacy and providing weekly professional development by a Literacy Support Systems literacy specialist coach</p>	<p>Train our internal coach to implement an action plan to increase students; reading and writing stamina across all contents</p>
<p>Metamorphosis Consultant</p>	<p>Support math needs of students by having the math team and principal receive Professional development to become more effective math leaders</p>	<p>Professional development for teachers to elevate the math achievement of students.</p>
<p>TEN Dr. Jeff Duncan Andrade Consultant</p>	<p>Using the Teaching Excellence Network (TEN)to provide tools to survey students, parents and staff, and professional development that fosters cultural responsiveness</p>	<p>Using the Teaching Excellence Network (TEN) to engage families, students, teachers and administrators in the improvement of classroom practice and school culture.</p>
<p>Education Video Center</p>	<p>Professional Development workshops, coaching and development of project-based media curriculum aligned to core</p>	<p>Students will learn the foundation of filmmaking and work collaboratively to create short</p>

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

A. Bronx Regional High School and Pulse High School will meet with partners after each visit and include the following:

- 1. Daily coaching logs for each visit
- 2. Check out visit with administration and sign off

B. Bronx Regional High School and Pulse High School will also engage in process monitoring ongoing and at the end Cycle 1, Cycle 2, and Cycle 3, as part of an overall cycle of continuous improvement planning. Specific progress monitoring will commence as follows:

- 1. Credit Accumulation will be identified and shared with school community per cycle
- 2. Work products will be analyzed and curriculum will be adjusted per cycle
- 3. Teachers in the cluster will review data to identify strengths and challenges that will inform instructional adjustments per cycle
- 4. Attendance data will be reviewed by attendance action committee to identify strengths and challenges that will inform program adjustments per cycle
- 5. Baseline ELA Performance Assessment Data will be identified and shared with school communities.
- 6. Beginning of year initial visit to set goals
- 7. Surveys
- 8. Classroom Observations

C. In February 2017, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. The Mid - Year Debrief Process includes:

- 1. Administrative team meetings
- 2. Principal and Assistant Principals meeting with instructional coaches for mid- year debrief
- 3. Mid-Year Debrief with School Leadership Team and Academic Coach
- 4. Mid- Year Debrief with Borough Instructional Coaches, Principal and Academic Coach
- 5. Data Review

G. Organizational Plan

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

must address each of the following elements:

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

Attached.

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

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

Cabinet:

The cabinet is comprised of the following members, Principal, AP. The cabinet meets bi-monthly on Mondays at 7:30 a.m. and functions in the following capacity data review and analysis, observation updates, and action planning. 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, cohort updates, intake numbers, PIFS.

School based support teams:

The school based support teams are comprised of the following members assistant principal, guidance, social worker, The school based support team meets bi-weekly on Wednesdays) and functions in the following capacity assessing specific students and monitoring and revising plans. They consider both leading and lagging data sources to drive discussions and school level decisions making including but not limited to; summative and formative student data, attendance, chronic absenteeism, OORs.

Teacher Teams:

Teacher teams exist by department and across departments. Teacher teams focus on inquiry, lesson planning, student work, curriculum mapping, and Regents review. Teacher teams meet weekly during zero period on Tuesday, Wednesday and Thursday during zero period and functions in the following capacity. They consider both leading and lagging data sources to drive discussions and school level decisions making including but not limited to; summative and formative student data, attendance, chronic absenteeism, OORs.

School Leadership Team:

The School Leadership Team (SLT) is comprised of the following members: principal, UFT chapter leader, parents, teachers, and students. The SLT meets on the last Thursday of each month and reviews school goals, comments on report cards, offers suggestions to improve attendance and assorted internal reports. 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, and OORs.

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

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

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

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

Activities	Dates	Responsible Parties
Initial Planning Conferences and Development of Teacher Improvement Plan	September - October	Principal and Assistant Principal
Norming Cycle Observations	September - October	Principal and Assistant Principal
Cycle 1 – Pre-observations, observation, post- observation	October - November	Principal and Assistant Principal
Cycle 2 – Pre-observations, observation, post- observation	November - December	Principal and Assistant Principal
Mid-year meeting	January - February	Principal and Assistant Principal
Cycle 3 – Pre-observations, observation, post-	March - April	Principal and Assistant Principal

observation			
Cycle 4 – Pre-observations, observation, post- observation	April - May	Principal and Assistant Principal	
Summative Conference	June	Principal and Assistant Principal	

H. Educational Plan

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

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

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

- New York City Department of Education 9-12 Scope and Sequence Social Studies & Sequence
- New York City Department of Education 9-12 Scope and Sequence for High School Writing
- New York City Department of Education 9-12 ELA Scope and Sequence
- New York State P-12 Common Core Learning Standards for Mathematics
- Curriculum Maps
- Lesson Plans

- 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 Literacy Across the Disciplines, Curriculum Mapping and Looking At Student Work are aligned to the following instructional shifts in

ELA:

- Making Thinking Visible Strategies
- Improved quantity and quality of writing
- Close Reading Strategies and Annotation of Texts
- Citing Evidence and Explanation
- Academic Vocabulary – Tier 1, Tier2, and Tier3 Words

The instructional strategies to be employed Expressions and Literacy Across the Disciplines, Curriculum Mapping and Looking At Student Work and are aligned to the following instructional shifts in math:

- Differentiated instruction based on students’ needs
- Connecting mathematics to real world situations
- Eight steps to problem solving

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Students who need to pass the English Regents in order to graduate. These students have failed the state examination multiple times and/or have earned all the required credits in the subject area.</p> <p>Students with below average scores on Pearson intake test</p>	Our program allows teachers to assess the students’ skills and to put a plan in place to help them as they work towards passing the Regents.	Small group sessions.	<p>During the school day specific students will be allowed to leave their regularly scheduled class to work with the teachers providing additional regents’ support as their circular 6 assignment.</p> <p>Students will also be provided additional intervention after school hours and on Saturdays.</p>

<p>Mathematics</p>	<p>Students who need to pass the Algebra and/or Geometry Regents in order to graduate. These students have failed the state examination multiple times and/or have earned all the required credits in the subject area.</p> <p>Students with below average scores on Pearson intake test</p>	<p>Our program allows teachers to assess the students' skills and to put a plan in place to help them as they work towards passing the Regents.</p>	<p>Small group sessions.</p>	<p>During the school day specific students will be allowed to leave their regularly scheduled class to work with the teachers providing additional regents' support as their circular 6 assignment.</p> <p>Students will also be provided additional intervention after school hours and on Saturdays.</p>
<p>Science</p>	<p>Students who need to pass the Living Environment Regents in order to graduate. These students have failed the state examination multiple times and/or have earned all the required credits in the subject area.</p>	<p>Our program allows teachers to assess the students' skills and to put a plan in place to help them as they work towards passing the Regents.</p>	<p>Small group sessions.</p>	<p>During the school day specific students will be allowed to leave their regularly scheduled class to work with the teachers providing additional regents' support as their circular 6 assignment.</p> <p>Students will also be provided additional intervention after school hours and on Saturdays.</p>

<p>Social Studies</p>	<p>Students who need to pass the Global History or United States History Regents in order to graduate. These students have failed the state examination multiple times and/or have earned all the required credits in the subject area.</p>	<p>Our program allows teachers to assess the students' skills and to put a plan in place to help them as they work towards passing the Regents.</p>	<p>Small group sessions.</p>	<p>During the school day specific students will be allowed to leave their regularly scheduled class to work with the teachers providing additional regents' support as their circular 6 assignment.</p> <p>Students will also be provided additional intervention after school hours and on Saturdays.</p>
<p>At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>All students in need of social and emotional support. Teacher records, calls from parents or students self-reporting, to the support team.</p>	<p>Our staff is told to refer students in need of additional support to our support team.</p>	<p>One-to-one or small group.</p>	<p>During the school day or after school depending on the specific needs of the student.</p> <p>Students will also be provided additional intervention after school hours and on Saturdays.</p>

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>.

We follow the calendar issued by the New York City Department of Education and our school day starts at 8:04 and ends at 3:57. Please see the bell schedule below:

Bell Schedule 2016-2017

Period	Schedule	Comments	Schedule
	Monday - Thursday		Friday
0	8:04 - 8:50	Session one start time	8:04 - 8:50
	8:20	Teacher start time	8:20
1	8:51 - 9:37	Session two start time	8:51 - 9:33
2	9:39 - 10:25		9:35- 10:17
3	10:27 - 11:13		10:19 - 11:01
4	11:15 - 12:01		11:03 - 11:45
5	12:03 - 12:48	Lunch	11:47 - 12:29
6	12:50 - 1:36		12:31 - 1:13
7	1:38 - 2:24		1:15 - 1:57
8	2:26 - 3:12	Session one end time	1:59 - 2:41
	3:17	Teacher end time (Mon. – Thurs.)	
9	3:14 - 4:00	Session two end time	2:43 - 3:25

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 are provided during summer school, after school Tuesday through Friday 3:15 – 5:15 p.m., Saturdays, and some vacation days. Our ELT program combines an integration of academics, enrichment, and skill development through hands-on experiences. The following programs are offered during ELT PM school, Regents prep, career planning, academic enrichment, athletics, and clubs. In order to strengthen career and college readiness we have focused on the following strategies during ELT increased exposure and participation in school activities. In order to meet the unique learning needs and interests of students our school has employed the following strategies: increasing the number of hours students spend in school, this time will be used to develop

studying skills, college and career plans, participating in clubs, and completing assorted assignments.

We will partner with Hunter College, Montefiore Hospital, North Central Bronx Hospital, and Food to Grow and Minnie’s Food Pantry.

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

Our school implements Data Driven Inquiry (DDI) in the following manner articulated through the Framework for Great Schools: Teachers Teams meet thrice weekly to plan lesson, create and revise curriculum maps, to develop rubrics and to look at student work. We use intake assessments, teacher made assessments, unit data, and regent’s data to guide our thinking. We also provide students and parents monthly updates about the progress they are making.

The schedule for DDI is connected to our academic dates. The length of the average cycle is 20 days. We support the teachers by using electronic grade books and assorted other tools provided by Datacation. We also use Curriculum mapper so we are able to share the work we do as we continually revise curriculum based on what we are learning as we work with our students.

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 Datacation.

Assessment	Type of Assessment	Formative or Summative	Frequency for Administration
ELA	<ul style="list-style-type: none"> • Pearson Performance Assessment series • Teacher made tests (unit, midterms, finals) • ELA Regents 	Formative and Summative	Intake cycle specific January/June/August
Math	<ul style="list-style-type: none"> • Pearson Performance 	Formative	Intake

	Assessment series <ul style="list-style-type: none"> • Teacher made tests (unit, midterms, finals) • Algebra Regents 	Formative and summative Summative	cycle specific January/June/August
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- v. Student Support. Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, underperforming subgroups, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school’s operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services.

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

- Social Work Team
- Guidance counselors
- Conflict resolution coordinator
- School based clinic team
- Attendance liaison

Some of the key interventions have been:

- Family Group
- Individual and group counseling
- Mediation

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. All staff has access to and use anecdotal records and specific staff members use I-log to memorialize meetings.

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

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

- Enhanced intake and orientation
- Proactive mediation sessions to avoid conflict
- Assemblies and guest speakers
- Attendance and achievement Incentives

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 include:

- Bi-weekly meeting with parents during zero period
- Workshops for parents
- Awards assemblies
- Mandated orientation for new students and families

Saturday Regents sessions.

I. Training, Support, and Professional Development

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

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

In collaboration with our SLT and cabinet the SIG plan was developed. All decisions about supports, partnerships, and staffing were driven by the needs assessment data transcripts, Pearson assessment data, assorted Cohort data, report cards, midterms, finals, regents. The needs are aligned to our schools SIG as well as R/SCEP and feedback from parent and student surveys.

The UFT is an integral part of planning, and an expected comprehensive partner in the implementation of this grant. The partnership will include the UFT – PLC program that will help strengthen school communities and improve academic outcomes, staff members need support to understand and anticipate behavior issues before they escalate. The Positive Learning Collaborative (PLC) is a joint initiative between the DOE and UFT that provides intensive training and direct consultation to educators in order to develop the skills that prevent crises and

help students focus on academic goals. Schools make a three year commitment to work with PLC to build systems that are the foundation of positive school environments. Being part of PLC means the school will receive an in-depth survey that measures school climate and an in-depth analysis of that survey identifying strengths and weaknesses of the school climate. In addition the PLC team collaborates with the school to develop an individualized faculty driven action plan that addresses area of need identified through the survey and analysis process. Each school is assigned a PLC behavior specialist. Staff members will receive intensive training, particularly Cornell’s 4 day certification course, Therapeutic Crisis Intervention for Schools. PLC provides classroom consultation for implementation of Therapeutic Crisis Intervention, PBIS, Social Emotional Learning skills and Restorative Practices. The PLC behavioral specialist works to develop a school based team that will take on the work of ensuring sustainability of system and practices developed with PLC during the 3 year commitment. The benchmarks will include a decrease in incident rates, a decrease in suspension rates, a decrease in disruptive behavior, an increase in teacher’s ability to manage challenging student behaviors, and an increase in academic achievement.

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

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

Year One - training, support and professional development events				
Event	Provider	Rationale /needs assessment data	Desired Measurable Outcomes	Method for analysis and reporting the measurable outcomes
Professional Development	Generation Ready	Advance reports showing specific teacher needs.	Improved scores in specific areas identified in Advance.	Monthly review of Advance reports with steps to support teachers.
Professional Development	Administrative Team	To better support school teams	Better communication and broader	Improved attendance, greater levels of

		(Attendance Groups Teachers departmental teams, and support staff	support students to and parents.	cohesiveness and improved attendance.
Teacher recruitment for Family Group	Social Worker	Devise ways to better support incoming students.	Stronger retention numbers for newly admitted students	Increased credit accumulation by review of the first four report cards
Data Gathering	Datacation	The ability to analyze academic data to show and respond to trends.	Tangible data across departments	Cycle passed reports and regents results

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

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

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:
<p>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.</p>

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: weekly telephone calls from teacher, guidance counselors, and attendance team members, letters about attendance, PIFS, phone announcements, quarterly newsletter, scheduled visits and walk in visits, and e-mails.

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 of 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: include data sources, ex formative assessments, attendance, progress towards graduation, and core credits.

Communication Method	Description	Frequency	Target Audience
Progress reports	Students' progress reports will detail interim progress	Student progress reports will sent home monthly	Parents and students
Transcripts	Updated transcripts with report cards	November, January, April and June	Parents and students
Attendance	Attendance support will call home a minimum of four times per month	Weekly	Attendance Team, Teachers, guidance counselors, Parents and students
Midterms/Finals	Grades on Summative tests	November, January, April and June	Parents and students
Regents Results	Culminating examination	January, June, August	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

Throughout our SIG implementation, our school will demonstrate consistent and sustainable growth in the ELA performance of all students, as evidenced by NY State assessment outcomes. Our instructional focus and our targeted professional development will help students as they increase the quality and quantity of their writing.

- Students will read closely and annotate text using “Mark It Up”
- We expect our students to cite evidence from text and to develop stamina while reading
- Students will use the editing process and scaffolds to produce an essay that conforms to rubric guidelines
- Students will be prepared to take and pass the Common Core English Regents
- The number of students passing the English Regents will increase by 5% over the 2015-2016 results.

Key strategies aligned to goal:

- Teachers will work with the Generation Ready Consultant to better support students as they develop writing skills
- Administrators will use Advance to support teachers and their development
- Students will write a minimum of three essay per semester
- Students struggling to capture their ideas will attend after school or AIS support sessions

Each of these key strategies helps to ensure that the required elements of the Career and College Readiness design model are met by providing a focus on rigorous academics. Our cycle grades and student support program (SSP) will allow teachers to differentiate instruction by grouping students based on their current skills set.

ELA “early wins” aligned to the goal:

Leading	Frequency	Analysis (how and by whom)	Reporting
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indicator			(staff/students/parents)
Interim Assessments	Formal and informal observation cycles	Administrators will see students annotating text and using different close reading strategies.	Work created by students will be displayed on bulletin boards.
Summative Assessments	End of cycle (November, January, April, June)	Mock regents, Midterms and final grades.	Teachers will share passing percentages at department meetings and parents will receive report cards.
Summative Assessment	End of unit (November, January, April, June)	Teachers will review assessments results and direct students to PM school remediation classes to address specific needs.	Teachers will discuss progress with the students and share their findings with parents. The department will share their findings while meeting with other teachers monthly.

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

Math

Throughout our SIG implementation, our school will demonstrate consistent and sustainable growth in the Math performance of all students, as evidenced by NY State assessment outcomes. Our instructional focus and our targeted professional development will help students as they increase fluency and become familiar with mathematics specific vocabulary.

- Students will break problems down and make their thinking evident in numbers and words
- Students will learn how to read complex mathematical problems by labeling content specific and operational specific words
- Students will be able to respond to and pose higher order thinking questions using DOK
- Students will increase the passing rate on the Algebra regents by 5% over our 2015-2016 scores.

Math key strategies aligned to goal

- Teachers will work with the Generation Ready Consultant to better support students as they develop computational skills
- Administrators will use Advance to support teachers and their development
- Students struggling to capture their ideas will attend after school or AIS support sessions

Each of these key strategies helps to ensure that the required elements of the Career and College Readiness design model are met by providing a focus on rigorous academics. . Our cycle grades and student support program (SSP) will allow teachers to differentiate instruction by grouping students based on their current skills set.

Leading indicator	Frequency	Analysis (how and by whom)	Reporting (staff/students/parents)
Interim Assessments	Formal and informal observation cycles	Administrators will see students annotating text and using different close reading strategies.	Work created by students will be displayed on bulletin boards.
Summative Assessments	End of cycle (November, January, April, June)	Mock regents, Midterms and final grades.	Teachers will share passing percentages at department meetings and parents will receive report cards.
Summative Assessment	End of unit (November, January, April, June)	Teachers will review assessments results and direct students to PM school remediation classes to address specific needs.	Teachers will discuss progress with the students and share their findings with parents. The department will share their finding while meeting with other teacher monthly.