

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)			
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Legal School Name for the Priority School Identified in this Application		School Beds Code	
The Urban Assembly Unison School		331300010351	
Grade Levels Served by the Priority School Identified in this Application		School NCES #	
Junior High-Intermediate-Middle			
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)	
1274 total for cluster; 148 for SIG applicant school		170 Gates Avenue Brooklyn, NY 11238	
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Innovation and Reform Framework <input checked="" type="checkbox"/>
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College/Career <input type="checkbox"/> Family and Community <input checked="" type="checkbox"/> Individualized Learning <input type="checkbox"/>

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) 	Date July 19, 2016
Type or print the name and title of the Chief Administrative Officer Sharon Rencher, Senior Executive Director/Senior Advisor to the Chancellor	
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II. School-level Plan – Turnaround, Restart, Transformation, Innovation and Reform Framework, Evidence-based and Early Learning Intervention

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

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

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

13K351 is a middle school with an enrollment of 148 students across grades 6, 7 & 8. The school population is comprised of 15.4 % Hispanic, 73.9% Black, 10.1% Asian and Whites, 1% American Indian or Alaskan Native students. Of the total school population, 23.4% are Students with Disabilities and 10% are English Language Learners. The SY 15-16 attendance rate was 92.8. In SY 15-16 the percent of students eligible for free or reduced lunch was 88%. On the 2014-15 state assessments 89.3% of students performed below standards in ELA and 96% performed below standards in Mathematics. The data described above evidences unique needs in both student and academic performance as well as social and emotional growth and development.

We plan to cluster with the following schools through our SIG plan:

13K056: PS 56 Lewis H. Latimer is a universal Title I elementary school in District 13, Brooklyn, which serves Pre-Kindergarten to 5th grade students. PS 56 serves a diverse student body, with approximately 200 students in the building. The school population consists of African American (82%), Hispanic (10.4%), White (3.5%), Arabic (2%), and Asian children (2.6%). PS 56 serves students with special needs in self-contained and co-teaching classrooms (16.5%), English Language Learners (3%) through ENL (English as a New Language) as well as students receiving SETTS services, Occupational Therapy, Speech, and other related services. While the school is not in Priority status, students continue to struggle in reaching ELA and math proficiency. In 2014-2015, 70% of students were level 1 & 2 as measured by the NYS ELA exam, and 53.4 % were level 1 & 2 as measured by the NYS math exam. Last year's attendance rate was 93.6%.

13K003: PS 3 is a universal Title I elementary school with 513 students from grade Pre-kindergarten through grade 5. The school population comprises 73% Black, 10% Hispanic, 2% White, and 12% Asian students. The student body includes 8% English language learners and 11% special education students. Boys account for 43% of the students enrolled and girls account for 57%. The average attendance rate for the school year 2013-2014 was 91.7%. While the school is not in Priority status, students continue to struggle in reaching ELA and math proficiency. In 2014-2015, 72% of students were level 1 & 2 as measured by the NYS ELA exam, and 73 % were level 1 & 2 as measured by the NYS math exam.

13K527: The Urban Assembly Institute of Math and Science a universal Title I school enrolls 489 students from grades 6 through 12 and the large majority of its young women live in Brooklyn. Demographically, the students are 74% Black, 15% Hispanic, 6% White, and 3% Asian. 3% are English Language Learners while 18% are students with individualized

education plans. Previous year's attendance was 91.6%. While the school is not in Priority status, students in grades 6-8 continue to struggle in reaching ELA and math proficiency. In 2014-2015, 79.3% of students were level 1 & 2 as measured by the NYS ELA exam, and 93.1 % were level 1 & 2 as measured by the NYS math exam.

- 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 school's needs assessment was taken from its most recent NYCDOE Quality Review, the School Quality Guide and The School Survey. The Quality Review is a one or two day school visit by an experienced educator to New York City schools. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders, and uses a rubric to evaluate how well the school is organized to support student achievement. The Quality Review was developed to assist New York City Department of Education schools in raising student achievement. The process is designed to look behind a school's performance statistics to ensure that the school is engaged in effective methods of accelerating student learning. Before a reviewer visits a school, the school's leadership completes a self-evaluation based on the Quality Review rubric. Reviewers draw upon this document and other school data during conversations they have with principals, teachers, students, and parents during the school visit. Reviewers have these conversations to develop a well-rounded perspective of the way in which schools use information about outcomes to guide teaching, set goals for improvement, and make adjustments (e.g. to the curriculum or via the use of resources). After the site visit, the school receives a Quality Review Report that is published on its DOE website. The process assesses all indicators of the Quality Review rubric, but the Quality Review Report formally reports on five indicators of the rubric (1.1, 1.2, 2.2, 3.4, 4.2). The report provides the school community with evidence-based information about the school's development and serves as a source of feedback for the school leadership to improve the school's support for students.

In November 2014, the New York City Department of Education released two new school quality reports, which present information about the school's practices, learning environment, and performance results: The School Quality Snapshot is designed specifically for families, and provides a concise summary of each school's practices, environment, and performance. The School Quality Guide is a more detailed report with additional information, including multiple years of data to show the school's progress over time. The School Quality Report incorporates school community feedback and moves beyond test scores and focuses on multiple measures of school improvement. The reports are aligned to the six essential elements of the Framework for Great Schools: Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust. The reports provide schools with a clear picture of their strengths and areas of growth across these elements, which research shows drive student achievement.

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

The School Leadership Team (SLT), the school's shared decision-making body, met to review the data and determine prioritized needs and provide input within this application. 13K351 identified the following areas to focus on:

- Increasing the number of academic supports for students to raise proficiency levels and continuing to strengthen student and parent social and emotional growth through programs that foster advocacy, self-esteem and effective crisis management skills.

Also, every year, all parents, teachers, and students in grades 6-12 take the NYC School Survey. The survey ranks among the largest surveys of any kind ever conducted nationally. The survey helps school leaders understand what key members of the school community say about the learning environment at each school. The information captured by the survey is designed to support a dialogue among all members of the school community about how to make the school a better place to learn. The NYC School Survey is aligned to the DOE's Framework for Great Schools. The survey collects vital information about a school's capacity to improve student achievement by measuring the extent to which each school incorporates the six essential elements— rigorous instruction, supportive environment, collaborative teachers, effective school leadership, strong family and community ties, and trust—that drive school improvement and develop students to compete in the 21st century. The survey will be one of multiple measures used to help the DOE assess the six essential elements.

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

The 2015 School Quality Review identified teacher teams as an area for celebration. The review stated, "The majority of teachers engaged in professional collaborations that promote the achievement of school goals and the implementation of the Common Core Learning Standards. Distributive leadership structures are in place and promoted."

Other important data/information from 2015 - 2016 include:

- All teachers were part of a content team and a grade team.
- Grade team leads and content team leads met weekly from September until June.
- Teacher ratings moved from 17% rated effective/highly effective in "Engagement in Learning" in Fall of 2015 to 86% effective/highly effective by June 2016.
- Teacher ratings moved from 22% rated effective/highly effective in "Assessment" in the Fall of 2015 to 79% effective/highly effective by June 2016.
- Teacher ratings moved from 0% rated effective/highly effective in "Questioning and Discussion Technique" in the Fall of 2015 to 79% effective/highly effective by June 2016.
- 95% of the teachers were rated effective or highly effective in Domain 1 - Planning and Preparation - by June 2016.
- 64% of teachers reported that there is program coherence - well below the average among peer schools.

- 65% of teachers reported positively that the school is making the needed shifts in math instruction to align to the rigor in the Common Core - well below the average among peer schools.

The school made improvements in establishing a classroom and school culture where students and parents feel safe, and supported by their teachers and peers as evidenced by the following statistics from school year 2015-2016:

- Decrease in Level 3-5 OORS incidents from 106 - 57 (changing the ratio from .7, to .36 incidents per student)
- Decrease in Principals and Superintendent Suspensions from 44 - 32.
- Increase in score from 2.36 to 2.88 on Supportive Environment in the Learning Environment Survey
- 10% increase in student and teacher reported safety on Learning Environment Survey from 68-78%
- 5% increase in student and teacher reported classroom behavior on Learning Environment Survey from 43 - 48%
- 28% more percent of parents completed the survey than in the previous year
- Parent involvement has increased by 14%
- Student- teacher trust has increased by 13%
- Overall supportive environment has increased by 3%

The school's 2014-2015 Quality Review evidenced the following needs:

The School Quality Review in 2014 – 2015 rated the school as Developing in indicators 1.1, 1.2 and 2.2

Rigorous Instruction:

- Curricula and academic tasks reflect planning but inconsistently emphasize rigorous habits and higher order thinking skills across grades, subjects and for subgroups of students. Although curricula and academic tasks reflect planning to provide students access to the curricula, and protocols that promote higher order thinking skills are woven into the curricula, students across grades and subjects are inconsistently engaged in appropriately challenging tasks.
- Across classrooms, teachers inconsistently provide multiple entry points and appropriately challenging tasks to students. Student work products reflect uneven levels of student thinking and participation.
- Across classrooms, teachers use and create assessments that are aligned to the school's curricula. Teacher's instructional practices reflect inconsistent checks for understanding and provide limited feedback to students.

Supportive Environment:

- Teachers do not consistently interact with all of the students.
- Classroom management is inconsistent leading to time off task.

The 2015-2016 School Environment Survey indicated the following:

- The school is below the citywide % of positive responses in Rigorous Instruction (school-75%, city-87%) Supportive Environment (school-68%, city- 85%) and Trust

(school-87%, city-90%).

- Teacher and student reported classroom behavior on the Learning Environment Survey still only totaled 48%, falling below the city average.
- There was a 13% decrease in teacher-reported Social-Emotional Measure on Learning Environment Survey from 90% to 77% (measuring teaching of social emotional skills)
- As only 32% of parents took the survey, there is a need for increased engagement and parent input.

A review of the cluster schools show that there are similarities in curricular and pedagogical needs evidenced by the primary SIG school:

13K056: The most recent Quality Review indicates the need for improvement in the following areas:

- Ensure that the curricula is Common Core aligned in all content areas and includes higher order thinking skills emphasized in academic tasks that promote college and career readiness.
- Expand inquiry team work that focuses on student progress and build teachers' leadership capacity in order to increase their ability to make strategic decisions impacting students' learning school wide.

13K003: The most recent Quality Review indicates the need for improvement in the following areas:

- Pedagogy: Across classrooms, instructional practices are inconsistent and student discussions did not reveal high levels of student thinking. Students had limited opportunities to engage in demanding activities that demonstrate their thinking processes as evidenced by student work.
- All teachers are involved in inquiry teams which analyze data and student work. Teachers need to strengthen their ability to make more focused adjustments to their practice and curricular modifications

13K527: The school's most recent School Quality Guide indicates that the school is Approaching Target standards in student achievement as well as in Strong Family-Community Ties.

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

The school needs consistent and effective structures for improvement in order to systematically make the improvements necessary in the instructional core. The school's curriculum, instruction and climate and culture system implementation and evaluation structures need to be embedded in the school's leadership structures in order to see the radical shifts necessary in student achievement.

The school needs to implement a teacher team leadership structure that involves cycles of data analysis, goal setting, planning implementation and assessment for both grade and content team lead teachers. The teacher team leads will work closely with the school principal in weekly

meetings to improve consistency and quality of daily lessons and unit plans as well as to lead teacher teams in inter-visitations to improve pedagogical consistency across classrooms.

Students need to engage socially with one another around curriculum, be an integral part of a pro-social school and classroom culture, and get the supports they need to understand their own strengths and needs, to develop a growth mindset, and develop the skills to take concrete and incremental steps towards growth. Students will learn to be tenacious, independent, and honest and will value collectivity in service of accelerated academic growth.

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.
- 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.

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

13K351 will transform into a Community School, with deepened support from and for families and community partners. A partnership with our community-based organization, Urban Assembly, will enable us to offer tailored whole-student supports, including mental health services and after-school programs. The SIG Innovation model supports this this plan and will offer considerable support in helping the school succeed as an effective community-oriented school by ensuring that all of its programs are rich in developmental opportunities that empower youth and families with a sense of belonging, skill mastery, and leadership. By strategically collaborating with school administration and staff, our lead partner will be able to respond to the individual needs of students and families, deepen parent engagement, and connect families to community resources and opportunities. Through SIG Innovation and Reform support, the school, in partnership with our CBO, will increase parent involvement in the school, increase enrollment, continue to support special populations, including, students who are truant, students who have been suspended, or those involved in harmful activity and, integrate literacy programs into the school day to increase student participation in afterschool and Saturday programs.

The SIG Innovation and Reform model will support individualized school needs by:

- Building capacity around student support: tutoring, clubs, student activities, aides, deans, social workers, and partnerships with support organizations.
- Creating new systems to support social-emotional development through attendance outreach and rewards, counseling, and community based organizations.

-Improving parent and community support through parent engagement, award assemblies, choices of workshops, town hall meeting to discuss community concerns.

In addition, we have decided to utilize the cluster approach with the following school(s) 13K003, 13K056, 13K527 to strengthen curriculum and instruction. This approach will allow for a coordinated approach towards school based support. The similarities articulated in Part A reflect a need for support in the following areas: Incoming 6th graders at 13K351 are predominantly level 1s and level 2s as assessed on NYS exams. In an effort to improve student literacy levels across the district, cluster schools will engage in professional development to our teachers and teachers at our feeder schools, that focuses on literacy and math strategies for students who need to improve to grade level standards. This training will also link to how to embed strategies in CCLS aligned units and lessons. This work will ensure that students are better prepared for a more rigorous, grade appropriate curriculum in middle school. We will also engage a partner middle school, 13K527, in an effort to strengthen our own teachers' pedagogy by promoting inter-visitations and conversations around best practices in grades 6-8.

In an effort to ensure implementation fidelity, each school's instructional cabinet will: Conduct learning walks to assess PD implementation; Review Advance ratings on a monthly basis to determine differentiated teacher needs; Conduct monthly curriculum audits and lesson plan reviews to ensure UBD implementation; Review common assessment data and work with the data specialist to assess implementation of curricular and pedagogical scaffolds for Ells and SWD.

The major stakeholders in the school were consulted throughout the grant writing process, particularly the principal, UFT representatives, and the Parent Coordinator. The SLT was instrumental in creating the School Comprehensive Education Plan which is reflective of the SIG Innovation model rationale and plan. All stakeholders agree that the school-community model is one that will "renew" the School Community. They are all committed to working collaboratively as they strive to provide all students a high quality education to get them ready for college, careers and independent living.

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.

GOAL 1: Students will develop their foundational literacy skills while simultaneously developing as readers, writers, speakers and listeners who read and write for pleasure, for learning and for impacting their lives and the lives of people around them and their communities.

Objective 1a: Students will improve in their overall literacy achievement by participating in

consistent, rigorous and cohesive reading, writing, speaking and listening tasks that are Common Core-aligned. There will be an increase to over 50% of students achieving Levels 3 and 4 on the NYS ELA exams over the course of the five years.

Objective 1b: Teachers will improve their pedagogical skills and competencies to support all students' needs. Teachers will be supported through intensive professional development that will lead to an increase in the percentage of teachers receiving effective and highly effective ratings in Danielson Domains 3b, 3c and 3d. More than 90% of teachers will be rated effective or highly effective in these three components.

Objective 1c: The school will offer adult education workshops to support the community and families in understanding 21st Century literacy demands as well as the ways to support students in developing the corresponding skills and competencies to meet those demands. These workshops will also support the adults' own literacy development.

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

GOAL 2: Students will develop the conceptual understandings needed to be mathematical thinkers and problem solvers so as to be prepared to be innovators and creative thinkers in the 21st century.

Objective 2a: Students will improve in their overall mathematical achievement and mindsets. Students will understand math to be a way of thinking and problem solving versus as a set of arbitrary rules and procedures. Students will be collaborative problem solvers that use flexible and multiple strategies to best solve complex problems. More than 50% of the students will score at Level 3 or 4 on the NYS Math exams by the 5th year of implementation.

Objective 2b: Teachers from Unison School as well as from one other district middle school and two feeder elementary schools will develop a common understanding of effective pedagogical techniques to support the development of conceptual understandings and problem solving approaches in mathematics by students. Teachers across the 4 schools will improve in the Danielson domain 3c as well as will be implementing cohesive and common practices to better support student transition from elementary school to middle school as well as to better build a solid team of math teachers in the community.

Objective 2c: The school will support the community and families in understanding the major shifts in mathematics education as presented by the common core so that the families and the larger community have a clear picture of the importance of mathematical concepts and mathematical flexible thinking. The school will also work with families and the community to create math and science integration through three distinct STEAM career enrichment laboratories at Unison - a hydroponic farm, a coding and programming computer lab, and a building and construction lab. These three labs will both serve the community and rely on community volunteers.

- 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.

GOAL 3: The school will offer students, their families and the community a comprehensive, positive and supportive environment that both supports and enriches the academic growth of the students, supports and enriches the social and emotional growth of students and helps students to develop a future orientation based in advocacy, agency and action.

- 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>
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards;	*Demonstrates the expertise to identify and support necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English language learners and students with disabilities in order to positively impact their educational outcomes. *Has a clear vision to ensure that all teachers fully

	implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work;	*Demonstrates the ability to identify effective teaching and learning, and the ability to convey to staff the impact of effective teaching and learning to the change process.
1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products;	*Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults;	*Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input. *Demonstrates expertise in providing social-emotional supports for all students.
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels;	*Develops and shares a clear vision to ensure that all students, including high needs students, have access to resources and supports necessary to put them on the path for college and career readiness
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community;	*Develops, in a collaborative manner, measurable goals connected to student outcomes, and develops systems and structures to monitor progress toward those goals.
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations;	*Creates opportunities for meaningful dialogue with educators, students and families. Uses these opportunities to enhance reciprocal communication, to strengthen partnerships, and to achieve identified goals.
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis	*Demonstrates the expertise to make frequent observations and provide actionable evidence-based feedback to teachers in ways that ensure that instruction

<p>of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection;</p>	<p>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

Emily Paige Jarrell has been the school leader at The Urban Assembly Unison School for the last three years after taking over the school in its second year. Emily attended New York University for her undergraduate work in Education. Emily went straight to work as a teacher where she taught for 11 years at the Jacob Riis School, a culturally diverse PK-8, Title 1 Community School, near Chinatown in the Lower East Side of Manhattan, where she taught 3rd, 4th, 5th and 8th grades in both general education and inclusive special education settings. At the end of her second year of teaching, Emily was awarded a scholarship to attend Fordham University in a highly selective program for inner city teachers of students struggling to read. Emily completed her graduate degree in Curriculum Development and Literacy at Fordham while teaching. She completed her post graduate degree at City College in Educational Leadership. After completing her post graduate degree at City College, she spent two years prior to becoming the principal of UAU as a coach of teachers, principals and assistant principals in Brooklyn, Manhattan and the Bronx.

Emily has led workshops and seminars for teachers in District 2 in New York City, Harrisburg, PA, and San Diego, CA, on the implementation of student-centered, assessment-driven literacy curricula in both reading and writing. She co-authored a course for new teachers in District 2, New York City, entitled Foundations of Literacy – an in-service course on the foundations of literacy development in children and the use of holistic approaches to teaching reading and writing. She has also presented at annual meetings of the National Council of Teachers of English on three separate occasions.

Emily's experiences prior to becoming the principal of 13K351 afford her the needed skills and competencies to support the school in becoming a community school developed to support the needs of the students as whole people as well as the support the families and community at large to better the community overall. Her experiences as the principal of 13K351 have proven her skill level and competencies as a strong school leader committed to inclusivity of families and the community, distributed leadership within the school community, data-driven decision making and vision and mission-based goal setting. Emily is also committed to the development and support of her students in a holistic and comprehensive way in order to set them up to be college, career and overall life-ready. Since becoming the principal, the incidents reported at the school have decreased each year at a steady pace as have the Principal's suspension rates.

- 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.

Position: Assistant Principal of Culture and Climate

Description:

The Assistant Principal, in consultation with the principal, develops the mission and vision for the school's culture and climate as well as the school's goals connected to the mission and vision. The Assistant Principal is responsible for completing comprehensive needs-assessment and then for creating action plans, implementation plans and evaluation plans as well as for directly supervising the implementation all three in the areas of school culture and climate. The Assistant Principal also shares in the overall supervision of school-wide operations. The Assistant Principal's areas of responsibility directly align to the following components of the Framework for Great Schools: Supportive Environment, Strong Family and Community Ties and Trust.

Responsibilities:

- Supervise the Student Support Team (SST)
- Supervise, develop and evaluate the personnel, systems and structures for student

support within the SST

- Supervise the School Culture Team (SCT)
- Supervise, develop and evaluate the personnel, systems and structures of the SCT
- Manage strategic school partnerships when needed
- Develop, supervise and evaluate the roles and responsibilities of the SST and SCT
- Supervise STARS programming, Jupiter programming, STARS grading
- Supervise and develop ELL compliance, programming and program quality
- Develop, supervise, and evaluate testing personnel, systems and structures
- Oversee the PTA and partner with the PTA cabinet
- Organize the Quarterly SLT data meetings
- Develop and evaluate of aligned CEP goals - Supportive Environment, Strong Family and Community Ties
- Attend monthly SLT meetings and PTA meetings
- Consult with Grade Team Leads weekly to ensure alignment and efficacy of schoolwide culture and climate goals and action plans with classroom culture and climate goals and action plans (including advisory)
- Supervise and evaluate school-wide advisory program in consultation with principal and as consultant to Advisory Lead
- Develop, supervise and evaluate the parent coordinator
- Develop, supervise and evaluate the student engagement team
- Develop, supervise and evaluate the family engagement team

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.

A Community School Director (CSD) will drive the day-to-day implementation of the Community School program, as described above. The Director will conduct a weekly standing meeting with the Principal, Assistant Principal, key staff, and representatives from other direct service partners (to analyze trends in data and case manage individual students. The Director will provide a data summary for the team to review at each meeting. Each team member will also come prepared to discuss key questions and updates in areas of community school work where they are taking initiative. The Principal will provide general oversight and will participate in all meetings. Assistant Principals will provide general oversight and will participate in all meetings. In addition, they will support the implementation of key strategies and make sure that ELT partnerships are serving and meeting the needs of targeted students. Our Parent Coordinator will be a leader in outreaching and engaging parents in monthly forums, supporting parents in leveraging our parent center, engaging them in workshops and leadership opportunities in the school community, and matching families to community services to meet their needs. Representatives from CBO partners, and other identified partners, will provide monthly reports on progress and challenges to the Director in accordance with their service agreements where applicable.

The school will be using a variety of leadership and school-wide teams that will be structured to have capacity and to build capacity in leading the three main goals areas of the grant. The current Principal, Assistant Principal and teacher leaders will continue in their roles as leaders of the main initiative areas.

The barriers potentially faced include:

- Large instructional staff with less than five years of teaching experience -
 - The lack of instructional experience will be supported with the amount of teacher coaching and training in the grant.
- A small staff with many tasks and goals

- The team structure we will utilize allows for the work streams of the community school structuring to live with the current teams and teachers and support staff.
- Building new relationships with partners and other schools in the cluster
 - Our teachers and the teachers of the cluster schools will benefit greatly from this clustering - benefiting the students in turn. The administration of all four schools will be supported by the district administrative team including the superintendent, deputy superintendent (PLF) and other district support staff. We will also be supported by the community schools director and the partnership leads of the vendors to ensure that the clustering is strategic and relevant to all school communities within the cluster. The four school building Principals will play a large role in ensuring that this is messaged and implemented well.
- Potentially seen as a “new” fad -
 - The Principal is working closely with the parent coordinator, the UFT representative and the teacher leads over the course of the summer to ensure that the community school structuring is communicated clearly and transparently with all key constituents with the aligned goals and action steps. It will be imperative that this re-structuring be communicated in relationship to the school’s vision and mission and as an enhanced way to enact that vision and mission.

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 school has 16 teachers (one of whom is an itinerant teacher).

HEDI Rating	Number of Staff
Highly Effective	2
Effective	13
Developing	0
Ineffective	1

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

The current instructional staff is comprised of more than 50% of teachers with fewer than 5 years of experience. Because of this, the model we are implementing can be very impactful. The instructional staff is committed (our retention rates are good with teachers who leave by

choice leaving to pursue leadership positions or to make moves out of state). However, the instructional staff is still young and eager to learn. The staff is committed to one another and to professional growth as is evidenced in the NYC DOE Learning Environment Survey results. So, the emphasis on teacher development within this model will help the teachers to increase their skills and competencies so that they can accomplish their vision and mission of serving all the students at the school.

This grant will also allow the teachers at our school to “cluster” with teachers from three other schools on some key focus areas:

1. Math pedagogy
2. Supporting diverse learners
3. Using assessment data to inform instruction and to impact student learning
4. Effective classroom management techniques and skills

We will be clustering with two feeder elementary schools with students that come from the same community and one other middle school in the district. This clustering will allow the teachers to be a part of a larger learning community of teachers with similar students and will also help to improve the overall effectiveness of teacher practice in the community at large. This clustering will also help the students in the district to have more consistent experiences in classrooms across schools and from elementary to middle school.

- a. Teacher observations point to a real need areas:
 - i. Danielson Component 2D - Managing student behavior
 - ii. Danielson Component 3B - Questioning and Discussion Technique
 - iii. Danielson Component 3D - Assessment in instruction
- b. Teachers will be in co-teaching pairs starting in September 2016 to support the needs of all the learners in the classrooms. Teachers will also be participating in weekly inter-visitations with one another to study pedagogical practices used in classrooms from the very beginning of the year in order to clarify expectations, teach expectations, reinforce expectations and respond to infractions.

The SIG model will greatly support the development of the teachers in order to better meet the needs of all the learners. Each goal area in the Community Schools model we are designing is created to support the students, the staff and the community. With each area offering support to teachers, the instructional staff will benefit by developing more effective skills to meet the needs of the students in our community. The teachers will also be a part of a wider learning community through the clustering to learn from and with teachers across three other district schools. Teachers learn a great deal from being in inquiry with peers, especially when the professional learning community are teachers from the same physical learning community.

- 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.

<http://schools.nyc.gov/NR/ronlyres/8A4A25F0-BCEE-4484-9311->

The school will utilize teacher leaders as key personnel to implementing the initiatives around instruction as described in this proposal. There will be grade team leads, content team leads, family engagement lead, student engagement lead and community engagement lead. These teacher leadership positions will be held by teachers who exhibit the following competencies:

Grade Team Leads:

- Effective or Highly Effective in Danielson Domain 2 - components 2a, 2b, 2c, 2d, 2e
- Effective or Highly Effective in Danielson Domain 4 - components 4a, 4b, 4c, 4d, 4e, 4f

Content Team Leads:

- Effective or Highly Effective in Danielson Domain 3 - components 3a, 3b, 3c, 3d, 3e
- Effective or Highly Effective in Danielson Domain 4 - components 4a, 4b, 4c, 4d, 4e, 4f

Family, Student and Community Engagement Leads:

- Effective or Highly Effective in Danielson Domain 4 - components 4a, 4b, 4c, 4d, 4e, 4f

(See leadership roles and responsibilities in chart attached)

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

- iv. Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited. Identify any barriers or obstacles to assigning the appropriate staff as required by the model and new school design, as well as strategies for overcoming them. Include in the description how the school recruits and develops a more diverse workforce aligned to its student population.

A citywide “open market” staff hiring and transfer system is available every year from spring through summer that principals may use to identify school pedagogical staff seeking transfers as well as those who wish to apply to specific vacancies or schools. Principals are thus able to recruit, screen, and select instructional staff new to their schools based on need. While principals have discretion over the schools’ budget and staffing decisions, one barrier that schools may face are hiring restrictions set by the district for certain subject areas, grade levels, and titles or licenses. Exceptions are given in certain cases based on critical needs such as for high-need subject areas. Human resource directors on budgeting, recruiting and hiring procedures also support schools. In addition, all principals have access to an online human resources portal for up-to-date data and activities related to talent management. Similarly,

resources are available to instructional staff on recruitment fairs, workshops, school vacancies, transfer options, as well as professional development, citywide award programs, and leadership opportunities to promote staff retention.

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

F. Partnerships

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

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

To support implementation of this Community Schools model, the school will be matched to an effective community-based organization and a full-time in-school Community School Coordinator. The process outlined below describes the steps that must be taken to confirm a new school-Community Based Organization (CBO) partnership in a Community School, which will happen this fall.

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

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

Step 3: Each member of the interview team that is present for the formal interview completes the CBO rating sheet. See attached for sample CBO rating sheet.

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

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

- 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

Please see the attached Partnership Chart.

- 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.

Our Community School Director, in partnership with school leadership will implement the Community School model and provide oversight for all partners connected with the SIG. The Community School Director (CSD) will drive the day-to-day implementation of the Community School program, as described above. The Director will conduct a weekly standing meeting with the Principal, Assistant Principal, key staff, and representatives from other direct service partners to analyze trends in data and case manage individual students. The Director will provide a data summary for the team to review at each meeting. Each team member will also come prepared to discuss key questions and updates in areas of community school work where they are taking initiative. The Principal will provide general oversight and will participate in all meetings. Assistant Principal will provide general oversight and will participate in all meetings. In addition, they will work with the CBO to ensure that ELT partnerships are serving and meeting the needs of targeted students. Our Parent Coordinator will be a leader in outreaching and engaging parents in monthly forums, supporting parents in leveraging our parent supports, engaging them in workshops and leadership opportunities in the school community, and matching families to community services to meet their needs. Representatives from CBO partners and other identified partners, will provide monthly reports on progress and challenges to the Director in accordance with their service agreements where applicable.

School leadership will require all partners to submit monthly impact reports assessing program quality based upon measures defined in the partnership agreements. These reports will serve as an ongoing common framework for communication between the CSD, school stakeholders and partners.

Data will be presented on each Objective listed above in Community School Team and School Leadership Team meeting within a "data snapshot" where the comprehensive data can be viewed in one dashboard view. This data will be used to assess progress towards meeting the above defined outcomes and to address challenges if outcomes are not being met.

Increased parent engagement will be tracked based on: participation in Parent Association meetings; participation in ongoing needs assessment and feedback activities; participation in parent services provided; the number of parents who assume specific roles in the Community Schools effort; participation in parent-teacher conferences; teachers who report developing positive relationships with parents through weekly phone calls and other means of communication; parents who report developing positive relationships with teachers through

weekly phone calls and other means of communication.

Increased student participation in expanded learning and enrichment activities will be tracked based on: attendance in activities; inventory and evaluation of services and activities provided; the number of students who assume leadership roles in expanded learning and enrichment activities.

Increased utilization rates for mental health services and improved mental health will be tracked based on: the number and demographics of students and families that participate in services compared to the entire target population; frequency of support utilized compared with recommended frequency of support provided; evaluations from students and families reporting on perceived impact of services; student academic performance data improvements and other on-track indicator improvements.

Increased school resources will be tracked based on: the estimated value of in-kind services rendered; targeted students served before and after implementation of community school strategy and estimated cost per student; and value of additional resources generated for the school to provide community school services and support by CSS and/or other CBO partners.

In addition to these accountability measures, the instructional cabinet will:

- Conduct learning walks to assess PD implementation
- Review Advance ratings (APPR) on a monthly basis to determine differentiated teacher needs
- Conduct monthly curriculum audits and lesson plan reviews to ensure UBD implementation
- Review common assessment data and work with the data specialist to assess implementation of curricular and pedagogical scaffolds for Ells and SWD.

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).
- 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 and the attachment, Leadership Team Roles and Responsibilities, articulates the management and teaming structures with their respective lines of reporting. Day to day functions are managed through cabinet and team level interactions. Multiple leading and lagging data sources are used to drive conversations utilizing the Framework for Great Schools in the areas of rigorous instruction, supportive environment, collaborative teachers, effective school leadership and family and community ties.

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

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

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

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

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

- Each teacher rated effective or highly effective will meet with their supervising assistant principal for a mid-year evaluation meeting who will schedule, conduct and report the results of the meeting.
- Each teacher rated developing or ineffective will meet with the principal and assistant principal for a mid-year evaluation meeting, at which time the teacher, principal and

assistant principal will discuss progress toward the actions steps in the Teacher Improvement Plan.

- Finally, each teacher rated effective or highly effective will meet with their supervising assistant principal for an end of year meeting and each teacher rated developing or ineffective will meet with their supervising assistant principal and the principal to review progress made on the Teacher Improvement Plan.

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

Please see attached Observation schedule.

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>).

The school will using the city-vetted core curriculum for ELA, Math and Social Studies as follows:

ELA - Expeditionary Learning (revisions in 2016 - 2017)

MATH - CMP3

SS - Passport Curriculum (new in 2016 - 2017)

The school will be starting the use of a new curriculum for Science - Project-Based Inquiry Science (by It's About Time) - in 2016 - 2017.

The school will be implementing blended learning time to support students' individual academic needs and to provide Academic Intervention Services - we will be implementing iReady for Math and ELA and an online library of trade books for students' independent reading. The school has programmed one extra period of ELA and one extra period of Math per week to add instructional time for all students. It is during these extra periods that students will engage in individualized learning and they will also meet with teachers in small groups during the extra instructional time.

The content teams meet weekly with the responsibility of co-planning units of study with a unit-plan template and unit plan protocol ensuring alignment from grade to grade as well as to the common core. The content teams will also review data together to evaluate the curriculum, the implementation of the curriculum and to revise instruction and plans to meet the needs of the students. The partnerships with Metamorphosis Learning Partners, Goldmansour, and Teaching Matters as well as the school's participation in the Teacher Leader Program with the NYCDOE will all support the teacher teams in improving their skills and competencies in curriculum planning, revising and implementation.

At the end of 2016 - 2017, the teacher teams will work with the partners to create more aligned

curriculum maps both horizontally and vertically.

Each year of the grant will end with the teacher teams revisiting those curriculum maps to strengthen the curriculum each year in service of cohesion, match to student need and common core alignment. Each year, this process will be more and more lead by the teacher team leads so that there is capacity-building at the school level to do this work.

- 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.).

Instructional Strategy #1: Students in all classes will be involved in small group and whole class discussions with protocols requiring evidence, justification and reasoning at least one time per week/per course. This technique supports the shift to students reading, writing, speaking grounded in evidence from text, both literary and nonfiction, in ELA. This technique also supports the shift towards deep understanding in Math. The classes will use similar protocols across all classes: Socratic Seminar, Collaborative Learning Groups, Small Group Reading and Whole Class Shares.

Students build their literacy competencies as well as their math problem solving capacity when involved in discussions at this level. Through the grant, teachers will focus on this pedagogical technique with all the classroom coaches from the different partnerships. Giving teachers support to learn how to facilitate these types of student-to-student discussions will enable the school to implement them more effectively, leading to more student success.

Instructional Strategy #2: Students will be offered blended learning opportunities or other individualized assignments. This technique supports the shift to dual intensity where students are both practicing and understanding with a balance to increase fluency. Students will engage in online learning or in “stations” to focus on individual areas of need and/or to enrich the students’ learning.

Many of the students at the school have skill gaps from prior years and this technique allows them to build up their background skills to develop more fluency in both ELA and Math while also allowing them to engage with the deep understandings in the grade level standards. The partnership with Citizen Schools will support this with their overlap student support schedules during the traditional school day. The partnerships with teacher development organizations will help teachers to plan for individualized learning in this way - especially the partnership with Goldmansour.

Instructional Strategy #3: Students will use reading, independently and in groups, to learn. Students will read in groups and will read key texts together with instruction on close reading in order to gain information and understandings. This technique supports the shift to reading in order to build knowledge in the disciplines.

When students read together and work together to understand texts through close reading, they build the necessary literacy skills to enable them to become more independent learners.

Teacher coaching will focus on this technique to support building teachers' skills and capacity in facilitating and teaching the literacy skills needed to have this happen in all classes.

Instructional Strategy #4: All classrooms will utilize word walls and vocabulary lists and will require students use the wall or lists in writing and in speaking. This will help to build student vocabulary which helps them to communicate more effectively and more precisely. This also supports their development as readers because they will need to read texts that require them to comprehend academic vocabulary.

- 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>.

ELT:

In partnership with Citizen Schools, students will stay in school Monday - Thursday, from 2:40pm - 5:40pm and on Fridays, from 2:40pm - 4:00pm. During this time, students are engaged in four program structures:

1. Academic League - students work on homework and enrichment/remediation assignments with help from their Academic League teacher. Students are in groups no larger than 15 students. This happens for three hours per week.
2. Advisory - students are in advisory class where they are engaged in lessons connected to the advisory lessons from the morning (social and emotional curriculum). Students are in groups no larger than 15 students. This happens for three hours per week.
3. Apprenticeships - students are in choice-based courses taught by community volunteers from STEM career fields for 10 week sessions that are structured around project-based learning modules. Students are in mixed grade level groups and in groups no larger than 15. This happens for three hours per week.
4. Clubs - students are in choice-based enrichment clubs. These clubs run quarterly and are based in arts, sports/wellness, and nutrition. This happens four hours per week.

*Snack - students have afternoon snack together Mondays - Thursdays

On top of the Expanded Learning Time during the week, the school will implement Saturday School in partnership with Citizen Schools for 12 weeks in the school year to offer intervention and enrichment in ELA and Math as well as to offer enrichment clubs.

Enrichment Periods - The school will be implementing three enrichment periods per week for all students during the traditional school day. The enrichment periods will be co-taught by the school-based instructional staff as well as the Citizen Schools teaching staff. Students will be in

groups no larger than 15 and they will be in classes that meet for three periods a week/50 minutes per period. The enrichment classes will all have a literacy and/or math component with a focus on application of skills and understandings. The offerings include but are not limited to:

- Earth Science Regents
- Algebra Regents
- Cooking
- Service Learning - Community Volunteering
- Chess Club
- Social Action through Visual Art
- Poetry
- Yearbook design/Photography

- 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).

The partnership through the grant with Teaching Matters: Assessment Matters will support the work of the teacher team data cycles. The school is also utilizing a data lead position and a data specialist position. The data lead and the data specialist will work closely with the Principal to design the data cycles - based on the book *Data Wise* - for the teacher teams.

The school is implementing a quarterly assessment cycle with early release PD days as teacher team time to analyze and plan based on trends. The early release PD time allows the teacher teams to work together alongside school partners to analyze the data, evaluate the trends for student strengths and weaknesses as well as to evaluate pedagogical and curricular strengths and weaknesses. There are five pre-planned shortened days for the data cycles.

(Assessment at a glance - types and frequency- attached).

- 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.

The school will be implementing a Student Support Team this year. The Student Support team will be comprised of the Principal, Assistant Principal, School Social Worker, School Dean, and relevant student advisors, Citizen Schools Deputy Campus Director, Restorative Justice Coordinator, Social Worker and Community Schools Director. The School Social Worker will take the lead with this team implementing a protocol to review school-wide data to identify students at risk and a protocol for determining student strengths, needs and goals once students are identified at risk. When students are identified as at risk by the team, the team will meet with the student's advisor and family members to share the goals and action plans to help the student meet the goals. There will be measures identified in these "intervention plans" to

ensure efficacy of the plan. The Student Support Team will oversee and manage the implementation of the intervention plans for students most at risk. Each at-risk child will be given a case manager from the Student Support Team to manage their case and ensure that progress is made. Goals and action steps are always bound to a month or less so that progress can be checked frequently.

Interventions will be determined based on the needs that are identified through the case study protocol. Interventions will focus on attendance, social/emotional support, mental health referrals, medical referrals, family social services, academic interventions and study skills/work habits support.

- 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.

The school is utilizing a four-pronged approach to building a positive culture and climate:

1. Build and support students' social and emotional skills (as well as teacher capacity to do so).
2. Build and support positive relationships between staff and students, students and students, students and curriculum, students and community, staff and community and staff and families.
3. Define, teach, and reinforce clear and consistent procedures and expectations.
4. Effectively and consistently respond to de-escalate, support and teach when students are in conflict or when students are not behaving according to expectations.

The school is implementing a variety of support structures in each of the four prongs:

1. Building and supporting students' social and emotional skills
 - a. In working with Urban Assembly, Unison School will be implementing an advisory curriculum to meet students' needs and to support their development.
 - b. In working with Partnership with Children, Unison School will be identifying students needing extra support in developing the needed skills for social groups to meet with social workers and for social workers to work with families.
 - c. In working with Citizen Schools, Unison School will be able to deepen the advisory curriculum during the ELT programming.
2. Build and support positive relationships
 - a. In working with Partnership with Children, Unison School staff will be trained in Restorative Justice.
 - b. In working with Citizen Schools and Partnership with Children, Unison School students will be trained as peer mediators.
 - c. In working with Partnership with Children and Therapeutic Crisis Intervention (TCI) through Cornell, Unison School staff will be effectively trained in de-escalation strategies as well as conflict identification and mediation strategies.
3. Define, teach and reinforce clear and consistent expectations

- a. In working with Urban Assembly, Unison School teachers will get training on effective classroom management techniques as well as intervisitations with other Urban Assembly schools to deepen skills in classroom management
- 4. Effectively and consistently respond to de-escalate, support and teach students
 - a. In working with Partnership with Children, Unison teachers and staff will learn effective strategies to de-escalate students and situations. Staff will learn to mediate conflicts more effectively.
 - b. In working with Urban Assembly, Unison key staff will be trained as trainers of TCI - Therapeutic Crisis Intervention - through Cornell University.

In all four prongs, Unison is will have community and family volunteers (because of its partnership with Learning Partners) consistently present at the school. Community and family volunteers will also be trained to oversee mediations and to help facilitate student peer mediations.

- 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's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. 13K351's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. 19K678 will support parents and families by:

- providing materials and training to help parents work with their children to improve their achievement level (e.g. Achieve 3000, Math XL, Math and
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand (e.g. school website,

written correspondences, phone outreach) ; and

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
- conducting parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- providing opportunities for parents to help them understand the accountability system, e.g., State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

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.

The Principal is responsible for coordinating all staff development and training. The Principal works directly with the grade team leads, the content team leads, and the school culture team to:

1. Determine teacher and staff development needs
2. Plan relevant and differentiated professional development
3. Execute the professional development

The Principal, along with key members from each of the teams (the Assistant Principal, one Grade Team Lead, one Content Team Lead and the UFT Chapter Chair) meet monthly to review the professional development calendar to make any needed adjustments or revisions based on teacher observation data, teacher responses on the mock learning environment survey or student data trends.

- 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 attached demonstrates the year one training, support and professional development events for our school. Each event shown is critical to the successful implementation of this SIG model because of the alignment to our needs assessment data. This PD will be leveraged to partner with cluster schools in an effort to expand the best practices of all schools and create an academic community in the district that reinforces the community model in our school. Each school will host inter-visitations as a method of observing and improving PD implementation.

- iii. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any

modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data.

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

- Conduct learning walks to assess PD implementation
- Review Advance ratings (APPR) on a monthly basis to determine differentiated teacher needs
- Conduct monthly curriculum audits and lesson plan reviews to ensure UBD implementation
- Review common assessment data and work with the data specialist to assess implementation of curricular and pedagogical scaffolds for Ells and SWD.

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

J. Communication and Stakeholder Involvement/Engagement

The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school's Priority status and on the implementation status of the SIG plan. This section must address each of the following elements:

- i. Describe in detail, the process (methods and frequency) that will be used to regularly and systematically update parents, families, the community and other stakeholders on the implementation status of the SIG model and plan. This process should also include, but is not limited to, analyses of evidence of success or challenges with implementing the model and plan by referencing leading indicator data.

The school will be utilizing a quarterly data "summit" that includes the entire SLT, all the grade team leads, content team leads, other teacher team leads, school social worker, Citizen Schools Campus Director, Community School Director, and Partnership with Children Social Worker. The extended meeting will follow a protocol designed for all constituents to review all identified measures aligned to SCEP and SIG goals. The purpose of the meetings will be to evaluate progress and to create streamlined plans for adjustments to action plans aligned to goals. A comprehensive report will be written and shared with all school staff, all school families, will be placed on school website and will be shared on school email list that includes all partners and key community members that is aligned to the SCEP and SIG goal areas.

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.

A key strategy for Goals 1 & 2 is to engage in a cluster approach for Professional Development.

Goal 1:

Incoming 6th graders at 13K351 are predominantly level 1s and level 2s as assessed on NYS ELA exams. In an effort to improve student literacy levels across the district, math and ELA consultants will provide professional development to our teachers with teachers at our feeder schools, 13K056 and 13K003, that focuses on literacy strategies for emergent readers and readers who need to improve to grade level standards. This training will also link to how to embed literacy strategies in CCLS aligned units and lessons. This work will ensure that students are better prepared for a more rigorous, grade appropriate curriculum in middle school. We will also engage a partner middle school, 13K527, in an effort to strengthen our own teachers' pedagogy by promoting inter-visitations and conversations around best practices in grades 6-8. Teachers will learn additional literacy strategies for providing grade level work that offers multiple entry points for learners with a variety of needs. This will lead to increased student skill levels which will ultimately result in an increase in ELA proficiency across grades. In an effort to embed a data-driven instruction model across schools in the district, particularly in elementary schools where student skill gaps need to be addressed as quickly as possible, teachers will be trained in how to analyze data and make curricular and pedagogical adjustments that will lead to improved skill development before students get to middle school. As most students enter 13K351 below grade proficiency, it is essential to identify student needs in the lower grades so that skill development does not lag as students approach middle school

Goal 2:

Incoming 6th graders at 13K351 are predominantly level 1s and level 2s as assessed on NYS math exams. A districtwide K-5 math professional development initiative with our feeder schools, 13K056 and 13K003, and 13K527, from Metamorphosis will be used to train teachers on how to implement the mathematical practices in grade bands and modify curricula to meet the individual needs of ENLs and students with disabilities. Go Math! curricula will be modified to provide full alignment with coherence across grades and subject areas, embed key standards, address the math instructional shifts and to support scaffolding and differentiating practices for our ELL's, SWDs and other sub-groups. Coaches will also work with teachers on the supplemental resources from Go Math, which provides teachers with in-depth instructional support, embedded professional development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success. This work will ensure that students are better prepared for a more rigorous, grade appropriate curriculum in middle school. We will also engage a partner middle school, 13K527, in an effort to strengthen our own teachers' pedagogy by promoting inter-visitations and conversations around best practices in grades 6-8. In an effort to embed a data-driven instruction model across schools in the district, particularly in elementary schools where student skill gaps need to be addressed as quickly as possible, teachers will be trained in how to analyze data and make

curricular and pedagogical adjustments that will lead to improved skill development before students get to middle school. As most students enter 13K351 below grade proficiency, it is essential to identify student needs in the lower grades so that skill development does not lag as students approach middle school

Please see attached document for additional Key Strategies

- 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.

Please see the attached Key Strategies and Early Wins document for this information.

- iv. 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.

See attached SIG Implementation Monitoring Indicators

- v. 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.

Unison School will be implementing a wide variety of strategies to ensure that the school meets all three goals described in Section 2. The strategies are all aimed at:

1. Building capacity within the school to support students academically, physically, socially and emotionally.
2. Building systems and structures to provide families and the wider community with resources to support students academically, physically, socially and emotionally.
3. Connecting the community to the school and the school to the community through program offerings, support structures, partnerships and resources.

The proposal is structured to support capacity building within the school and to support the development of systems and structures that are sustainable beyond the grant period.

The proposal is also structured to provide the school and its key partners opportunities to evaluate the strategies multiple times per year allowing all key stakeholders to be part of the process with the Quarterly Data Summits held by the SLT and Cabinet.