

New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)		LEA Beds Code:	
New York City Department of Education		305100010051	
Lead Contact (First Name, Last Name)			
Sharon Rencher/Mary Doyle			
Title	Telephone	Fax Number	E-mail Address
Sharon Rencher, Senior Advisor to the Chancellor, Senior Executive Director Mary Doyle, Executive Director, State School Improvement Programs Office of State/Federal Education Policy and School Improvement Programs	(212) 374-0557 (212) 374-2762	(212) 374-5760	SRenche@schools.nyc.gov MDoyle5@schools.nyc.gov
Legal School Name for the Priority School Identified in this Application		School Beds Code	
Brooklyn High School for Leadership and Community Service		331300011616	
Grade Levels Served by the Priority School Identified in this Application		School NCES #	
High school			
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)	
545 total for cluster; 230 for SIG applicant school		300 Willoughby Avenue Brooklyn, NY 11205	
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Innovation and Reform Framework <input checked="" type="checkbox"/>
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College/Career <input checked="" type="checkbox"/>
			Family and Community <input type="checkbox"/>
			Individualized Learning <input type="checkbox"/>

Certification and Approval

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

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

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

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

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

Brooklyn High School for Leadership and Community Service (*Brooklyn Leadership*) is a transfer high school located in the Clinton Hill section of Brooklyn on the Francis Scott Key campus, and shares the school building with three other schools: BCAM High School, Peace Academy Intermediate School, and I.S. 369. Our principal serves as the Building Safety Principal and our Assistant Principal as the Building Response Team (BRT) Leader.

Transfer Schools serve disconnected high school youth who are re-engaging in school and earning their high school diploma. Transfer School students are over-age and under-credited, which typically means that they are more than two years behind their peers. The schools also serve many students who experience trauma and are at risk for dropping out of high school. Transfer Schools offer a regular high school diploma, wrap-around social services and many also provide ‘learning to work’ (LTW) opportunities. As outlined by the transfer school model, the school serves students between the ages of 16 - 21 years of age, who were previously enrolled in a New York City public high school for at least one year and choose to make a change. Generally, these are students who have had a difficult time adjusting to the culture of a traditional public high school, have a history of truancy, and were unable to thrive academically and/or socially, encountering various problems in completing their regular academic program.

The 2015-2016 school population was comprised of the following: 70% Black, 23% Hispanic, 2 % White, and 1% Asian. In addition, the student body includes .05% English Language Learners, and 20% special education students, with males accounting for 53% and females accounting for 47% of the population. Our incoming students’ 8th grade math and English proficiency scores have decreased over the past two years as noted in the table below.

8 th Grade Proficiency	2013-2014	2014-2015	2015-2016	Three -year Comparison
Average English	2.02	1.96	1.93	Decrease in Average English Proficiency 8 th Grade Scores from 2013-2015
Average Math	2.16	2.04	2.08	Decrease in Average Math Proficiency 8 th Grade Scores from 2013-2015; .08 decrease from 2013-2016, .04 increase from 2015- 2016

As per the last progress report, 82.5% of students were overaged. In addition, our support team

shared the following demographics of 216 students in our school community for the 2015-2016 school year: 133 experienced community violence in their neighborhood; 26 Students are living in Temporary Housing and unstable homes; doubled-up; shelter; foster care; hotel/motel; 64 students have a history of mental health issues such as anxiety, depression, Bi-Polar, PTSD, Trauma Related; 48 Students have a history of legal issues, such as incarceration, outstanding warrants, and arrests; 65 students have a history of substance abuse use or dependency; 40 students have a history of medical issues such as Asthma and diabetes; 143 student have been involved in or witnessed community violence; 35 student have experienced domestic /family violence; 17 students are young mothers /fathers; 13 students have child care Issues; 126 students are over 18; 82 student are under 18; 43 students have IEP/504; 11 students have immigration Issues; 72% are Title I eligible in 2015-2016. It is also important to note that students who have internships in our Learn to Work program have a 78% attendance average; students without internships have 39%.

The schools will cluster with 13K553 and 13K575, both Transfer schools with a similarly challenging demographic.

13K553 Brooklyn Academy is a transfer high school with 176 students from grade 9 through grade 12. The school population comprises 80% Black, 15% Hispanic, 2% White, and 1% Asian students. The student body includes 20% special education students. Males account for 50% of the students enrolled and females account for 50%. The average attendance rate for the school year 2013-2014 was 74.0%.

13K575 Bedford Stuyvesant Preparatory High School is a high school with 153 students from grade 10 through grade 12. In 2015-2016, the school population comprises 1% Asian, 82% Black, 16% Hispanic, and 1% White students. The student body includes 1% English Language Learners and 5% students with disabilities. Males account for 43% of the students enrolled and females account for 57%. The average attendance rate for the school year 2014-2015 was 64.9%.

The school received four proficient ratings and a well-developed in school leadership practices on its most recent NYCDOE Quality Review.

- 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, and 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.

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 was a data source for assessing the school’s needs.

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

The element of the Framework for Great Schools in which Brooklyn High School for Leadership and Community Service made the most progress over the past year is “Collaborative Teachers.” Quality R indicator 4.2: Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning, was noted by Superintendent LaShawn Robinson as an area of celebration in our

2014-2015 Quality Review Report. The QR report states:

Findings: The principal ensures that teachers engage in ongoing professional collaboration in the implementation of Common Core Learning Standards and instructional shifts that are aligned to the school's instructional goals.

Impact: Teacher collaborations are promoting improved teacher practice and helping to make progress towards achieving school goals.

The QR report states the following as supporting evidence:

Teachers meet frequently by content areas. During teacher team meetings, teachers share best practices, analyze Regents data and student work products, develop appropriate interventions to support learners and make adjustments to curricula. These collaborations have yielded increased in Regents scores in the English, United States History and Living Environment from the January 2014 to the June 2014 Regents administration periods. Additionally, students with disabilities performed equivalent to or higher than their peers on January 2014 and June 2014.

The Quality Review also evidenced the following:

In 1.2 Pedagogy, the school is Developing. The school is in the beginning stages of working on literacy strategies, annotation, writing stamina and student discussion. Consequently, all students, including students with disabilities, English language learners, and advanced learners are not yet receiving the level of instruction that is consistently cognitively challenging and elicits high levels of student participation.

In 2.2, Assessment, the school is Developing. Though teachers create and administer five benchmark assessments per term, the results do not consistently measure student progress towards mastery of learning targets nor allow teachers to routinely make effective adjustments to meet the academic needs of all students. As a result, students' opportunities to receive targeted support are minimized, thereby limiting opportunities for students to demonstrate mastery.

The school and district leaders also reviewed teacher team meetings to gauge the facilitation and focused topics of the meetings. It was noted that there was a need to further norm the meetings. Additionally it was noted that components of an inquiry process occurred but the whole cycle was not completed.

The School Quality Guide evidenced the following:

- The school is meeting targets in College and Career Readiness and Post-Secondary Enrollment for its graduates
- The school is approaching targets in the following areas: Overall graduation rate and performance on the Algebra Regent
- The school is below targets in overall credit accumulation, Regents Completion Rate and English and Global Regents pass rates.

The School Survey evidenced the following:

The school is above the citywide percentage as compared to other Transfer schools for Rigorous Instruction (School: 93/City: 87%), Collaborative Teachers (School: 96%/City: 91%) and Trust. (School: 97%/City: 93%)

The school is below the citywide percentage as compared to other Transfer schools for Strong Family and Community ties. (School: 76%/City: 80%)

The school is below the citywide percentage as compared to other Transfer schools in Supportive Environment. (School: 86%/City: 88 %)

End-of-Year data from the NYC Performance Assessment indicates that students at 13K616 (although improving) are still averaging scores in the "Approaching Standard" category for every performance indicator. Rubrics are not consistent in providing actionable feedback to students and teachers. There are inconsistencies in assessment practices which hinder student performance and teacher growth. Though teachers create and administer five benchmarks per cycle, the results do not consistently measure students' progress towards mastery.

According to the School Quality Guide for 2015, 13K553 is meeting most targets when compared to other Transfer high schools; student credit accumulation as well as graduation rates and Regents pass rates are meeting the targets, as is the schools ability to graduate students with disabilities and students with limited English proficiency. However, despite this success, the school lags in student College and Career Readiness as well as post-secondary enrollment, only 4 % successfully completed approved college or career preparatory courses and assessments as compare to 14% for other Transfer schools. The school scored only 26% in post-secondary enrollment as compared to 36 % for other Transfer schools.

It's most recent Quality Review in 2015 indicated that 1.2: Pedagogy is an area of focus, stating:

- Teaching practices aligned to the Common Core instructional shifts support student learning, and differentiated instruction enables all students to participate in engaging tasks, yet there are missed opportunities to engage student in high level discussions, and uneven levels of student thinking and participation.
- Although students had an opportunity to work in pairs, participate in Socratic seminars, engage in annotation, and analyze text and contemporary art work, there were uneven levels of student's thinking and discussion and some classrooms were teacher dominated with the arrow of recitation going from teacher-to-student.
- Teaching strategies provide multiple entry points, scaffolds, and extensions so that all learners are engaged. While teaching practices such as the use of a variety of graphic organizers, leveled texts, the Bloom/Depth of Knowledge (DOK) questioning ladder, conversation starters, work models, and intentional groupings are employed across classrooms, there is limited implementation in the purpose and structure of these instructional strategies. Additionally, the area of student extension is not a sufficiently embedded practice.

According to the School Quality Guide for 2015, 13K575 is meeting most targets when compared to other Transfer high schools; student credit accumulation as well as graduation rates and Regents pass rates are meeting the targets, as is the schools ability to graduate students with disabilities and students with limited English proficiency. However, despite this success, the school also lags in student College and Career Readiness as well as post-secondary

enrollment, only 3 % successfully completed approved college or career preparatory courses and assessments as compare to 14% for other Transfer schools. The school scored only 17% in post-secondary enrollment as compared to 36 % for other Transfer schools. In addition, the school only graduates 25% of its high risk population

It's most recent Quality Review in 2016 indicated that 1.2: Pedagogy is an area of focus, stating:

- Various forms of scaffolds and multiple entry points were observed throughout classrooms including the infusion of technology, writing prompts, student handouts and organizers, student choice of tasks, teacher modeling and student pair-share, For example, a chemistry class investigated the dangers of lead poisoning watched a CNN video clip on the toxic water that plagued the citizens of Flint, Michigan. Although multiple entry points were provided, there was little evidence of high quality supports observed across most classrooms.
- The school's belief is that students should be independent thinkers and staff should fully educate the students in the fundamentals of critical thinking, problem solving and interpersonal relations. Lessons observed demonstrated inconsistent levels of students using higher order thinking skills.
- Strength: Lessons were aligned to curricula as evidenced in classrooms visited. For example, in a history class, students were to cite specific evidence to support analysis of primary and secondary sources and draw evidence from informational texts to support analysis, reflection and research. Curricular alignment and instructional shifts were also seen in a math lesson where students were asked to differentiate between two types of functions using a variety of descriptors such as graphical, verbal, numerical, and algebraic.

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

Our key areas of focus for this school year address Quality Review feedback for all schools and include:

1- QR 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 with the curricula , engaging , and meets the needs of all learners so that all students produce meaningful work products.

2-QR 2.2: Align assessments to curricula, use ongoing assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

3-QR 3.4: Establish a culture for learning that communicates high expectations to staff, students, and families and provides support to achieve those expectations

In addition, the schools see a great need to provide increased college and career readiness opportunities as a way of preparing students for a future that to them can seem hopeless.

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.

Pathway 1: College and Career Readiness School Design:

We have selected the College and Career Readiness School Design pathway as transfer students are uniquely positioned for a program that provides intentional activities and opportunities to prepare them to be college and career ready. A viable option, Career and Technical Education (CTE) certification will allow these students to work career development and will help in their planning for postsecondary education and the workplace. We intend to develop a comprehensive selection of career pathways that includes rigorous academic content closely aligned with career and technical subject matter that uses the State learning standards of career development and occupational studies as a framework (8 NYCRR §100.1(l) and offers multiple pathways towards college and career readiness (§100.2 and 100.5). Our student population will be provided with the opportunities to experience academic and career-focused success, often for the first time in their lives and provide them with an authentic opportunity to create a lucrative and fulfilling life. We will model our courses and certifications on high-quality Career and Technical Education (CTE) programs, like P-TECH programs, where students demonstrate and reinforce both academic and technical skills as well as experiences in project and work-based learning.

Rationale:

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

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

requirement, which has implications for all students and all schools. The goal is to improve the effective college and career readiness of students enrolled within the target schools in this district, 13K553, 13K575 and 13K616, and generate contextual research through pilot implementation in a small number of schools connected with these Priority schools. The setting for this exploration will be Transfer Schools, which have a built-in structure and incentive for this new option, but the lessons learned will be broadly applicable across all city high schools. Research shows that explicit instruction in career development and workplace learning engages students in authentic tasks in high school, while teaching employability skills. Making the leap to rigorous standards-based coursework and assessment of commencement level CDOS standards will be a huge task for high schools looking to implement a 3+CDOS pathway to a HS diploma. Implementing nationally recognized work readiness credentials will take time to develop and test, which will be a main focus for this grant if accepted.

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

Statement of Need:

Transfer Schools serve disconnected youth who are re-engaging in school and have chosen to earn their high school diploma rather than the TASC equivalency diploma. There are over 12,000 students in Transfer Schools, each of whom has recommitted to completing high school after having fallen behind their peers, experienced a level of academic failure and/or trauma, or they are new to the country, arriving with interrupted formal education and/or they are older than high school age and learning English as a new language. Despite the aspirations of these students and the best intentions of the schools, on average only 44% of students graduate within 6 years, and the percentage of these students who graduate college ready is below that of the Renewal High Schools. In many ways, the needs of Transfer Schools are symptomatic of the needs of the system as a whole.

At the center of the Framework for Great Schools, sits the goal of student achievement aligned to college *and* career readiness. Increasingly, across the city, demonstrating career entry level skills are necessary for all students, not just those pursuing a technical education pathway. Ensuring that every student has a career plan and transferable work readiness skills can facilitate a smooth transition from high school - especially if the student plans to attend college, where most will likely participate in a work study program. Although the city has excellent and rigorous Career and Technical Education (CTE) programs, these are usually inaccessible to academically needy students because an additional sequence of courses is not an option for a student who is already behind in credit accumulation. This explains why few Transfer Schools participated in CTE programming which ironically leaves students who could most benefit from

a career focused track least likely to take advantage of that offering. Providing a choice for a CDOS Regents track offers the possibility of more students graduating and leaving with valuable marketable skills.

Transfer Schools are well poised to offer the CDOS commencement credential. The ‘learning to work’ (LTW) program offered in many Transfer Schools already provides a structure for teaching workplace skills. Many Transfer Schools offer career-related electives and after-school programs. However, in evaluating the impact of these programs there is a need to align them more intentionally to industry standards and offer them as part of a Regents sequence leading to graduation credit. There is a need for universal standards to measure the rigor of these courses and programs, and an opportunity to incorporate common core literacy, numeracy and speaking standards into the content of the workplace learning courses. A nationally recognized work readiness assessment can raise the bar for workplace learning experiences – courses and internships - and put them on par with academic Regents sequences. Exploring these options for Transfer Schools – and scaling them to *all* high schools – will be a pressing need over the next few years as the state requirements for graduation change.

The New York State School Improvement Grant (SIG) Cohort 7 can seed this work within the City-Wide Transfer School Superintendence and build systems to scale that ultimately benefit all schools beyond those listed as priority.

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: Each teacher will engage in Professional Learning sessions around Mastery-based grading and promoting student ownership of learning through goal-setting, tracking, and assessment.

Objective A: Teachers will be able to align ELA course instruction to mastery based grading.

Objective B: Teachers will be able to develop and align ELA assessments to mastery based grading.

Objective C: Teachers will be able to align ELA assessments across classrooms and departments through the increased focus on skills and mastery

Success metrics: Mastery-based grading ready to be piloted by teachers in the fall.

- 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: All teachers will use a Mastery-based grading system in Math to allow for student reflection, ownership and tracking of learning.

Objective A: Teachers will respond to individual students needs through the flexibility of Mastery-based Math skill work.

Objective B: Teachers will be able to target Math instruction and interventions based on specific skill gaps.

Objective C: Teachers will revise Math instruction and curriculum based on specific skill gaps.

Success metrics: Student pass rates and analysis of results each benchmark and trimester to revise courses of study.

- 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: 13K616 will develop a viable college and career program in cooperation with a lead partner to provide enhanced CTE career pathways, individualized academic and social/emotional support to students and families, in order to implement a college and career readiness culture.

Theory of Action: If the school engage in creating a viable career pathway program for students that includes both academic and social supports to students and families, then this will lead to a more positive climate in the school, including more personalized relationships for students and collegiality among teachers.

Objective: As a result of this, there will be an increase in overall attendance rate, a decrease of 60% in chronic absenteeism, a decrease in OORS level ¾ incidents and an increase of 2% of students attending 4 year colleges.

Assessment: 13K616, in partnership with cluster school, will create a team that will monitor the progress of all stakeholders on a bi-monthly basis. Data will be used to identify attendance trends and impact of family outreach, particularly to students with long-term absences, OORS data will be used to track trends and impact of programs and social-emotional supports on reduction of behavior incidents, and scholarship reports and marking period data analysis will be used to determine program impact and need for adjustments, next steps.

- 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;	<p>*Demonstrates the expertise to identify and support necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English language learners and students with disabilities in order to positively impact their educational outcomes.</p> <p>*Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.</p>
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework	*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.

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

<p>teams using an inquiry approach that promotes shared leadership and focuses on improved student learning; and</p>	<p>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

Principal Georgia Kouriampalis is an effective school leader who drives results, builds relationships and manages people. She founded Brooklyn High School for Leadership and Community Service (BHS LCS), one of 52 "transfer schools" in the New York City Department of Education, in 2008. Ms. Kouriampalis is an alumna of the School Leadership Program at Touro's Graduate School of Education (class of '05).

Early on in life, Kouriampalis discovered a passion for teaching and for working with youth, in particular. After receiving her Bachelor of Fine Arts in Creative Writing from Brooklyn College, she completed her master's degree in Secondary Education from the College of Staten Island before going to Touro, where she earned her Master of Science in School Administration and Supervision. Her first teaching job was at Fort Hamilton High School in Brooklyn where she taught English for more than ten years— and also had been a former student. There, she learned the importance of mentoring and the role of a caring teacher in a student's life. As coordinator of student activities and student government, a position she held her last three years, Kouriampalis oversaw countless activities— everything from team sports to student clubs. In 2005, her last year at Fort Hamilton, she was voted Teacher of the Year. After Fort Hamilton, Kouriampalis took a position as the assistant principal of organization with South Brooklyn Community School, another transfer school. This showed her the importance of having a clinical element on site for the disadvantaged every day.

Kouriampalis then took a position in 2007 with one of the New York City Department of Education's network teams, focusing on education administration, before opening BHSLCS as its founding principal.

She leads with a constant focus on what's best for students. She demonstrates high expectations by effectively establishing challenging goals and objectives with the faculty and staff that advance the school purpose. Effective communication skills allow her to build relationships in order to garner support and stimulate others to take action and accomplish goals. Ms. Kouriampalis possesses a clear and positive view of the past, present and future of the school; sees ahead clearly; has broad knowledge and perspective and articulates a credible picture and vision of possibilities and likelihoods. She effectively facilitates the strategic planning process for school improvement; design practices, policies and procedures which maximize student achievement. She enjoys working hard and is action oriented and full of energy for the day to day job of being a school administrator. She demonstrates the ability to identify and recruit highly effective staff and creates opportunities for on the job development.

She is a truly effective leader, committed to the continuous improvement of the school and the empowerment of students, teachers, and parents.

- 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.

Assistant Principal Organization Job description:

English Department Supervisor, Social Studies Department Supervisor, Budget, Procurement, Guidance, Pupil Accounting, Payroll, Programming, Safety and Security, Campus BRT Leader, School Food, Compliance, Beds Survey Coordinator, Technology, Testing Coordinator, School Implementation Team, Students with Disabilities, English Language Learners, School Leadership Team, Learning Environment Survey Coordinator, Data

Rigorous Instruction

AP has a caseload 50% of teachers (7), that she supervises and observes utilizing the Danielson Framework. APs provide on-going feedback to teachers based on the Danielson framework. AP is responsible for providing data overviews quarterly for their caseload of teachers to the leadership team. The data overview looks at the following markers; HEDI rating breakdown, benchmark analysis, assessment results, ELT assessment results, student attendance, teacher attendance, discipline referrals and overall qualitative observation.

Supportive Environment

AP meets bi-weekly with guidance counselor and CBO program director to discuss at risk students and align services appropriately. AP supports lunch time, dismissal and provides supervision for ELT programming.

Framework Area: Collaborative Teachers

AP meets with educational consultants and peer collaborative teacher regularly to discuss teacher needs and review data. Professional development is aligned based upon needs surfaced at the grade and subject level and adjusted accordingly.

Framework Area: Effective School Leadership

AP oversees multiple teams and provides guidance to faculty lead teams in which all stakeholders are empowered. Teams include School Leadership Team, Building Response Team, Attendance Team, DATA TEAM, LAP Team, Testing Team, Senior Awards Committee, School Implementation Team, 504 Committee, MOSL Committee, Graduation Committee, and School Accreditation Team.

Framework Area: Family and Community Ties

AP facilitates and coordinates monthly School Leadership Team meetings in which parents and all stakeholders are empowered to make strategic decisions including ongoing review and editing of the State Comprehensive Educational Plan. AP meets monthly with CBO assistant director/parent coordinator to review CBO parent outreach via the PCAR. AP oversees weekly speed conferencing meetings with Advocate Counselors to share progress with families around academic goals. AP oversees facilitation of four parent teacher conferences throughout the year, including family night in which information about academic goals is distributed. AP collaborates with school campus leaders in matters of safety, BRT and campus safety plan; Facilitate daily campus “Muster” meeting; Oversee coordination of *The Citizen's Committee of New York City* Grant with grant recipient ; Collaborate with St. Joseph’s college to coordinate graduation ceremony; Daily collaboration with Community Based Organization, Brooklyn Community Services; Liaison with Bedford Stuyvesant Family Health Center, Collaborate with 79th precinct to facilitate OPERATION IDENTIFICATION PROGRAM for campus in which officers register electronics for staff and students.

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.

The school has the following leadership positions in addition to the administration:

1. F-status AP: This part-time administrator supports the principal and AP in running the day to day operations in the building so that they can devote additional time and attention to both student crises, their social-emotional needs and monitoring instruction throughout the day.
2. Peer Collaborative Teacher- This teacher plays a vital role in supporting the instructional plans of the school. She is responsible for overseeing professional development, determining teachers’ individualized needs, serving as a model instructor and providing a lead on creating curriculum as a Senior Common Core Fellow.
3. Bob Lubetsky – Leadership Coach- Mr. Lubetsky is an integral part of the principal’s support systems. An experienced former administrator, he provides needed advice, as well as non-evaluative feedback so that the principal can improve her practice along-side of her teachers.
4. Liz Conde- CBO Assistant Director integrates teachers, family and students

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.

HEDI Based on MOTP Component Only 2015-2016

HEDI Rating	Number of Staff
Highly Effective	8
Effective	6
Developing	0
Ineffective	0
Total	14

- 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.

An analysis of this data indicates that the school needs to build teacher capacity to provide instruction that ensures the success of diverse learners through the use of scaffolds and multiple entry points. The data also indicates that we need to improve the alignment of curriculum maps and implementation of curriculum, across grades and subjects, to CCLS in order to enhance students' post-secondary readiness. Furthermore, there is evidence of a need for instructional coaches/lead teachers to develop a program of inter-visitation and peer coaching to foster practices that promote student engagement for all learners. Finally, there is evidence of a need for structures that enable stronger teacher collaboration, social-emotional support for students and enhanced family-community engagement practices in order to achieve improved parent representation and student attendance.

Currently, we do not have the available staff to allow lead teachers to devote sufficient time to peer to peer coaching and support activities to build teacher capacity in providing scaffolds, multiple entry points, using instructional technologies and strategies to increase academic rigor and student engagement.

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

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

Our school believes that it can succeed in implementing the chosen model by ensuring that teachers provide both high quality and responsive instruction. This is highly important if students are to invest the time and dedication needed for gaining high level career skills.

A teacher's ability to create an effective learning environment, including cultivating a sense of mutual respect with students, is an important indicator of success in the classroom and is something needed in a transfer high school where students come with a variety of challenges and needs. . A teacher should have the ability to make students feel valued in the classroom and comfortable enough to take intellectual risks, which can impact student performance and behavior.

Expectations also play a large part in creating an environment that is conducive with learning. Students are more likely to perform and behave when a teacher communicates high expectations and insists on hard work. Transfer school students are used to failure and need adults that believe in their intellectual and moral abilities. An effective educator gives consistent responses to good and poor behavior or performance so that students understand how the learning environment operates. Students have a better chance at succeeding when their learning environment consists of well-established standards of conduct as well as clear goals and expectations.

In order to deliver successful instruction, an educator needs to provide differentiated learning opportunities, incorporate pedagogical practices, and check for understanding. Students should feel engaged in the lesson and have the opportunity to absorb information based on their learning style, whether it's auditory, visual, or kinesthetic.

Ongoing, formative assessments are also an important component of effective instruction because they allow the teacher to check for student learning and adjust their instruction strategy if needed. Instruction cannot be deemed effective if there is no way to check for student comprehension and formative assessments are one way to do that.

Furthermore, research shows that highly effective teachers also recognize the value of communicating lesson objectives clearly and confirming that students understand them. When students know what the lesson objectives are, how they relate to the unit, as well as what mastery of those objectives actually looks like, they tend to be more engaged and successful.

- 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 school's CTE/College and Career Readiness model, the school will be matched to an effective lead industry partner. The NYCDOE four pillars of high-quality CTE are industry engagement, work-based learning, academic integration, and program quality. NYCDOE offers programs in 16 areas of study, and provides career maps (see attached example) in each area for students and families. For more information on NYCDOE CTE program selection and career pathways, see attached website page and here.

The process outlined below describes the steps that must be taken to confirm this partnership, which will happen this fall.

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

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

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

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

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

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

Partners will support:

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

Partnership	Rationale	Role/Services to support the school redesign
High Schools That Work	High Schools That Work is the nation's largest school improvement initiative for high school leaders and teachers. More than 1,200 HSTW sites in 30 states and the District of Columbia currently use the HSTW Goals and Key Practices to raise student achievement and graduation rates. This partner has extensive experience in planning and implementing successful CTE programs in high schools across the country. HSTW will act as a lead partner in all stages of the grant and has a proved record of service in the NYC DOE	Consultants will provide intensive support around creating the CTE program: Determining viable pathways, creating curriculum, creating industry partnerships, determining quality and rigor in school programs and preparing teachers for administering CTE exams
City College Consultant	Principal professional development	Principal will be provided ongoing professional development to further the development of the school which includes: -understanding DoE metrics by which schools are evaluated -assisting with the development of professional development plans

		for staff focused on raising student achievement levels -debriefing interactions with others, including but not limited to, school staff, students or community members -developing school improvement plans related to the SCEP
Brooklyn Community Services- LP	Supports the social, emotional needs of students.	BCS provides on-going and consistent psycho-social counselling, behavioral counseling, academic guidance, post-secondary planning, and family support to all students.
Literacy Support Systems	Support literacy needs of students by training all content teachers in literacy and providing weekly professional development by a Literacy Support Systems literacy specialist coach	Train our internal coach to implement an action plan to increase students; reading and writing stamina across all contents
Metamorphosis Consultant	Support math needs of students by having the math team and principal receive Professional development to become more effective math leaders	Professional development for teachers to elevate the math achievement of students.
TEN Dr. Jeff Duncan Andrade Consultant	Using the Teaching Excellence Network (TEN)to provide tools to survey students, parents and staff, and professional development that fosters cultural responsiveness	Using the Teaching Excellence Network (TEN) to engage families, students, teachers and administrators in the improvement of classroom practice and school culture.
Education Video Center Consultant	Professional Development workshops, coaching and development of project-based media curriculum aligned to core standards, planning for school/community screenings, and assessment roundtables for students	Students will learn the foundation of filmmaking and work collaboratively to create short films from start to finish.

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

Brooklyn High School for Leadership and Community Service will meet with partners after each visit and include the following:

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

Brooklyn High school for Leadership and Community Service will also engage in process monitoring ongoing and at the end Cycle 1, Cycle 2, and Cycle 3, as part of an overall cycle of continuous improvement planning. Specific progress monitoring will commence as follows:

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

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

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

G. Organizational Plan

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

- i. Submit a school organizational chart (or charts) identifying the management and team structures, and lines of reporting. (If a *Restart* model is being proposed, be sure to include the specific role of the EMO in governance and decision making that is compliant with education law).
- ii. Describe how the structures function in day-to-day operations (e.g., the type, nature, and frequency of interaction, data-sources used to drive discussion and decision making, manner in which the results of interactions are communicated and acted upon, etc.).

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

Team	Scheduled Meeting
Admin Team	Biweekly

School Leadership Team	Monthly
Attendance Action Committee	Weekly
PTA	Monthly
BRT	Monthly
School Safety Team	Monthly
DATA TEAM	Per trimester
Senior Awards Committee	Annually
School Implementation Team	Monthly
Muster team	Daily
504 Committee	Biannual/as needed
Parent Executive Board	Monthly
MoSL Committee	Annually
School Accreditation Team	Annually/as needed
Testing Team	Biannually
Teacher Professional development	Weekly
Parent Outreach	Weekly
Case Conferencing	All staff weekly

- 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.

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>).

Engage NY Curriculum

- b. Common Core Fellow leads PD and supports creation of Curriculum maps
- c. Borough Field Support Center with ELA department reviews curriculum efficacy and alignment

d. Additionally, student support services are also provided through:

Team Teaching and tutoring through, student lunch period before and after school; Professional External Partnerships with teaching artists; Technology is infused into the curriculum; Smart boards are used in every classroom; laptop carts and ipads are available in every class; Desktop computers and multiple printers are in every classroom; Support literacy needs of students by training all content teachers in literacy and providing weekly professional development by a Literacy Support Systems educational consultant who is here weekly; Peer collaborative teacher who supports teachers to ensure UDL Strategies and common core standards are infused into curriculum; Education Video Center documentary curriculum which incorporates:

- Literacy
- Writing
- Technology

Apex blended learning courses; Vocabulary integration into daily lessons; Workshop model lesson plan template.

- 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.).

School leaders will conference with teachers to determine specific and individual instructional goals for each course. Professional development will consistently support teachers in utilizing scaffolded materials to unpack grade appropriate, rigorous content and using the inquiry process to examine student work and reflect on teaching practices. Teachers will leverage their knowledge of the stages of literacy and habits of proficient readers: students will make clear connections between their needs and the strategies selected to support critical reflection as needed. The use of a school wide rubric will be implemented to develop cohesive standards across curriculum. Pedagogical practice will be student centered and inquiry based. Instruction will encourage thoughtful, critical discussions that require students to use text- and evidence-based answers. Teachers will use multiple entry points in the lesson to differentiate instruction. Multiple entry points will be used to help teachers to engage students in learning. Teachers will use writing, speaking, building, questioning, etc. to ask multiple questions and add complexity to the task. This strategy will help student to recognize information, organize and express ideas. Using the school designed rubrics, teacher will be expected to provide targeted feedback to students to help the students build capacity while further their learning.

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

<http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>.

Our school's ELT schedule demonstrates a model aligned with the Regents memo, Update on New York State's Next Generation Accountability System - Approval of Recommended Revisions to the Elementary and Secondary Education. In addition non-mandated extended learning time and enrichment opportunities are provided. Our ELT program combines an integration of academics, enrichment, and skill development through hands-on experiences. In order to strengthen student engagement, promote higher attendance, reduce the risk for retention or drop out, and increase the likelihood of graduation; we have focused on the unique learning needs and interests of all types of students.

The school will analyze student performance data to identify student groups in need of targeted instruction. The ELT Program during the 2016-2017 school year will work with the following student groups in order to improve learning outcomes:

- Students reading significantly below grade level (8th Grade ELA scores)
- Students in need of College and Career readiness/planning
- Students according to 4, 5, and 6-year cohorts (academic pathway to success and graduation)

These groups will be identified through the analysis of MOSL scores, 8th Grade Assessment scores, credit accumulation/transcripts, school-wide reading level assessment and cohort level. The ELT Program will increase outcomes for these groups by offering courses that capture student interest and strengthen student learning so as to promote higher attendance, increase credit accumulation, and increase the likelihood of graduation. The courses will be credit-bearing and offer additional opportunity for academic and socio-emotional growth through differentiated support.

The courses offered will be:

1. The Myrtle Village Green Gardening Experience
2. Coding - Intro to Computer Science in Java Script
3. History through Hip-Hop
4. Filmmaking Class - EVC
5. Urban Fiction/Targeted Literacy
6. Poetry Performance - Dance Theater Etc.
7. CDOS Team
8. Study Center
9. Fitness

- iii. 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).

Teachers will review students work in 6 week cycles in their inquiry team. During the inquiry cycle, teachers will review CCLS skills tested, develop a shared understanding of what the

student data shows, develop a clear purpose of the observations, examine instruction, decide on instructional strategies, develop an action plan, choose a plan to assess the students' progress, provide feedback to the students on their individual plans and assess for success. This process will support identification of students in need of Academic Intervention Services, additional Extended Learning Time opportunities or opportunities for enrichment.

Our schedule for administering common interim assessments in both ELA and math is shown in the chart below.

Interim Assessment	Type of Assessment	Formative or Summative	Frequency for Administration
ELA	Benchmark	Summative	5 times per trimester
Math	Benchmark	Summative	5 times per trimester
Other: Mock Regents	Regents	Summative	Annually

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.

Counseling/Academic Support

The Community Based Organization provides on-going and consistent psycho-social counselling, academic guidance, post-secondary planning, and family support to all students. Activities include:

- Advocate Counselors meet with students on a bi-weekly basis to discuss academic achievements, review benchmark grades and address challenges/areas of improvement. Interventions are customized based on individual need through thorough assessments and counselling sessions. Counselors reach out to and maintain contact with family members, guardians, probation officers, external counselors, ACS workers, and any additional supports based on the particular students' circumstances. Advocate Counselors invite parents to attend school meetings and Parent-Teacher Conferences to discuss expectations, achievements and challenges throughout the academic school year.
- Advocate Counselors meet with students at the beginning of each cycle to complete the Academic and Personal Behavior Expectations – Cycle evaluation worksheet. This worksheet allows students to reflect on the academic and personal behavior expectations – Persistence, Engagement, Work Habit/Organizational Skills, Communication/Collaboration Skills, and Self-Regulation, to reflect on their work in the previous cycle and identify areas of improvement.
- Advocate Counselors meet with students at the beginning of each cycle to start work on the Student Academic Goal Setting Form – including setting Cycle Goals, updating the Benchmark Goals and tracking progress, and tracking Attendance and Credit Accumulation. This form is used in Advisory groups throughout the cycle and is a live document that is updated throughout the progress of the cycle.
- Guidance counselor, in conjunction with Advocate Counselors, meet with students each cycle to provide clear analysis of projected graduation and credit accumulation, and sign a Student

Academic Contract. At these meetings student expectations are discussed which are aligned to the New York State Academic Policy guide

- iv. *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.

We would like stakeholders to describe the school as a community haven that provides a safe environment and supplement educational needs of all students. Our main community based organizations will sustain and support emotional growth by creating an advisory program that will build student leadership to support emotional needs. Also, it will work with other organizations located in our building to expand services. Student voice will be supported by expanding representation in decision making bodies. In addition, the principal will have meetings with students to discuss concerns or recommendations, providing students with an additional forum to express themselves. Data about suspensions, referrals and building environment walkthroughs will be used to develop targeted actions plans which include: inpatient and outpatient counseling support, peer-mentoring, promoting students in the involvement of activities, clubs and leadership. Attendance and chronic absenteeism rates will improve with the implementation of a safety net that will include: student support to re-adapt to the school setting after a consisting pattern of truancy, parent/family support teacher and guidance counselor to promote support, behavioral and instructional tools to assist student in adapting back to the school environment. Finally, there will be a dedicated teacher to support the implementation of a PBIS program that encourages positive behaviors and uses a restorative justice approach to reduce school suspensions and recidivism.

- v. *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.

We are committed to improving parent engagement through the Framework for Great Schools: Strong Family-Community Ties- Parents and families will be welcomed into the school which will provide a safe, supportive place for parents to access resources at the school. Accommodations of new space, translations services and navigation of the school system will be some of the tools provided to create a welcoming environment. A system of family mentors will network and expand the role of parents in the school setting. All parents will be engaged in parent-teacher conferences at designated times during the school year but will also have opportunities to visit classrooms and engage in first-hand experience of their child's academic learning throughout the year. Parents will also be invited to participate in monthly meetings, focus groups, and other forums where they can contribute their voices to the conversation and decision-making around the renewal of their schools. Workshops provided for parents, by the

Parent Coordinator, HSTW, and other community partners, will focus on helping them learn how to advocate for their children. Families will receive education in how to navigate the system, how to understand student reports, requirements and school inside tracking/monitoring of their child's progress. Parents will be provided extensive social/emotional supports to help them support their children.

The school will provide workshops, and sessions with the principal and members of the school community to share parental/family concerns and to provide parents with a voice. Teachers will receive additional training and professional development in the common profile of the student community and will be taught how to handle specific issues from the school community. Strategies will include informing families in a timely manner of: workshops, celebrations, honor roll recognition, open school meetings, and targeted family discussions. An effective calendar of activities will be created. A system that collects feedback from the attendees will be available to improve future activities.

I. Training, Support, and Professional Development

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

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

In collaboration with our SLT and cabinet the SIG plan was developed. All decisions about supports, partnerships, and staffing were driven by the needs assessment data. The Principal and Assistant Principal met with the School Implementation Manager and the School Leadership Team worked on the CEP, which formed the basis for this plan.

- 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.

- 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.

Event	Evaluation	Desired Measurable	System for Modification
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	Method	Outcomes	if outcomes have not been met
Mastery Grading	New Report Cards	An increase in Credit Accumulation	Teachers review biweekly progress report data Teacher Feedback meetings with Supervisor Admin biweekly meetings data is reviewed <i>and discussed</i>
Borough Center PD training/HSTW	Curriculum Maps	Rigorous Curriculum Maps	- Observations - Feedback meeting with Teacher and Administration - Peer Feedback In weekly PD -Peer Collaboration In weekly PD -Surveys
Literacy Support Systems/HSTW	Lesson Plans	Evidence of rigor	-Observations - Feedback meeting with Teacher and Administration - Peer Feedback In weekly PD -Peer Collaboration In weekly PD -Weekly meetings with Administration
Ten Network	Feedback loop surveys for parents and students	Evidence of critical pedagogy	- Observations - Feedback meeting with Teacher and Administration - Peer Feedback In weekly PD -Peer Collaboration In weekly PD

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.

Students' families play an important role in their children's success. BHSLCS sees families as allies and partners in our work, and we encourage them to support their child's academic success. At BHSLCS PTA meetings and through periodic mailings, BHSLCS parents will be kept informed of project progress, developments and needs. The Parent Coordinator works closely with all teachers and counselors to support the partnership between families and students. Counselors invite parents to attend school meetings to discuss academics and pathways towards college and career readiness. Parents are provided information about College and Career Readiness through PTA meetings, SLT meetings, and Parent-Teacher Conferences. The Parent Coordinator also mails out all DOE safety and health protocols, event/conferences and policies/procedure.

Open lines of communication are primary and all stakeholders will be part of the monitoring process through the following:

1. SLT and Faculty meetings; SIG as standing AGENDA
2. Parent Outreach on Tuesdays
3. Case conferencing and all staff weekly
4. PTA Monthly
5. All Staff monthly
6. Report cards every two weeks mailed home

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.

Please see the following attachments: Key Strategies for Goals 1 & 2; Key Strategies Goal 3

- 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.

A significant early win will be teacher excitement about implementing this SIG model. This will be evident in training and in the level of implementation regarding writing curriculum. In addition, we would like to see attendance improve. If students and teachers are excited about being in school, this will be reflected in consistent levels. Finally, we expect to see students better adjusted as they see that all stakeholders, as well as those in other schools, are excited to provide them with the skills they need for a productive future.

- iii. Identify the leading indicators of success that will be examined on no less than a bi-monthly and/or quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.

Leading indicator	Frequency	Analysis (how and by whom)
Interim Assessments	3-5 week cycles depending on unit length	Department teams will review interim assessments at the conclusion of each cycle. Data from interim assessments will be used to inform curricular refinement and lesson planning
Attendance Data Inclusive of ELT	Weekly/Daily	The attendance team, consisting of the guidance counselor, the dean, and the attendance teacher, will meet to identify students at-risk and to develop interventions to re-engage students. Minutes will be recorded and shared with administration to review and discuss in cabinet meetings.
OORS Data	Weekly	The cabinet will review OORS data weekly with a lens of determining and identifying areas that need support and trends and patterns of behavior/

- iv. Describe the means by which the key strategies identified throughout Sections I and II ensure that each of the required elements of the selected model have been met.

The key strategies coordinate exactly what is needed for the launch of a successful college and career model. By providing teachers with support in developing rigorous instruction while providing for the needs of the students, the academic requirements of the plan will be met. By providing a viable career path, students will be excited about the future and can throw off the veil of failure that has dictated much of their lives and their outlook about themselves. By supporting the most at-risk students, this plan not only enriches the lives of students in these schools, it enriches the lives of us all.

