

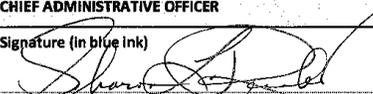
**New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]**

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
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Legal School Name for the Priority School Identified in this Application			School Beds Code
New Heights Middle School			331700010722
Grade Levels Served by the Priority School Identified in this Application			School NCES #
Junior High-Intermediate-Middle			
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
261			790 East New York Avenue Brooklyn, NY 11203
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Innovation and Reform Framework <input checked="" type="checkbox"/>
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College/Career <input type="checkbox"/> Family and Community <input checked="" type="checkbox"/> Individualized Learning <input type="checkbox"/>

Certification and Approval

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

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

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

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

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

MS 722 is a middle school in Crown Heights, Brooklyn, with 275 students from grade 6 through grade 8. Standardized test scores in the district tend to be lower than the citywide average. In 2015, districtwide, 21.8% of students in grades three through eight were deemed proficient on the state English Language Arts exam, up from 17.1% in 2013. The citywide average for 2015 was 30.4%. The school population comprises 81.45 % Black and 11.6% Hispanic students. Approximately 26% of our scholars are classified as special education. These scholars fall into a variety of disability classifications including: learning disability, speech and language impairment, emotional disturbance, intellectual disability, other health impairment, and multiple disabilities. Scholars with disabilities require specially designed instruction which requires a large amount of consistency, individualization of academic content, and behavior management strategies. Specially designed instruction is outlined in IDEA and involves adapting the content, methodology, and delivery of instruction and aligns with the Universal Design for Learning (UDL) framework. Approximately 7.76 % of our scholars are classified as English Language Learners (ELLs). Prior analysis of the NYSESLAT indicated that our scholars' strongest areas are in listening and speaking; while we have to integrate additional supports in reading and writing. Based on MoSL analysis, scholar work, and teacher observations, our ELLs struggle with academic vocabulary which impedes them from comprehending questions and tasks as well as grade-level texts.

Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2015-2016 was 92.7%. This is a challenging area for the school as 21% of students live in temporary housing. 77 % of students qualify for free lunch.

New York State exam scores for 2015 reflect the following:

93.2% of students are below proficiency levels in ELA

99% of students are below proficiency levels in Math

- 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.

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

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

As per the 2015 Quality Review Report, Quality Indicator 1.2 Pedagogy is a Developing area. As noted in the report, “Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula, which leads to uneven levels of engagement.” Based on conversations and observations, reviewers noted that the school must continue to strengthen scholar ownership of their learning and discussions to ensure all scholars have more opportunities to demonstrate their understanding. Teachers have started to incorporate various instructional strategies such as Socratic seminars and the use of accountable talk to provide solid arguments and respond to peers in classroom conversations. In addition, across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula, which lead to uneven levels of engagement. This practice is not evident across all classrooms which results in scholars' inability to complete challenging tasks or participate in discussion that promotes higher order thinking. Upon subsequent review of the Advance teacher data, approximately 41% of the times 1e: Designing coherent instruction received a rating of "Developing." Approximately 33% of the instances where 3c: Engaging students in learning was rated, the score was "Developing."

In 2.2 Assessment, the Quality Review evidenced the following: Despite the implementation of assessments, observations and discussions have revealed that there is still a need for teachers to refine their abilities to utilize daily checks for understanding, ability to use the assessment data (including standards-based grading), and develop action plans that will improve scholar outcomes and production of meaningful work products. According to the work done with the District 17 leadership team, we noted that there was a need to re-assess the facilitation and focus topics during the teacher team meetings. There was inconsistent implementation of the basic schoolwide expectations. Furthermore teachers utilized limited data sources to identify scholars' academic progress and needs.

As captured in the "Implementation Rubric: Data-Driven Instruction & Assessment", each of the grade level teams met to discuss their progress in terms of the use of inquiry for data-driven instruction and assessments. Even though teacher teams met to discuss student performance data and review student work, there was a need to refine our practices to include a more comprehensive inquiry cycle. Based on the rubric ratings, the average score for user-friendly data reports include: item-level analysis, standards-level analysis and bottom line result was 2 out of 4. The teacher-owned analysis facilitated by teacher leaders was a 2.6. The transition from beyond what scholars got wrong to answers why they got it wrong was rated with an average score of 2.3.

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.

Despite the implementation of assessments, observations and discussions have revealed that there is still a need for teachers to refine their abilities to utilize daily checks for understanding, ability to use the assessment data (including standards-based grading), and develop action plans

that will improve scholar outcomes and production of meaningful work products.

The School Survey indicated the following:

- There is a need for increased parental involvement.
- There is a need to consistently reference and reinforce expectations that are positive both academically and social emotionally.
- In addition, in light of the data, there is a need for safety and respect amongst our scholars. According to the New York City School Survey, seventy percent of scholars feel safe in the hallways, bathrooms, locker rooms, and cafeteria (City Average: 77%; District Average: 69%).

According to the New York City School Survey, only fifty-one percent of scholars say that most students at the school treat each other with respect (City Average: 57%; District Average: 50%).

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

Despite the implementation of assessments, observations and discussions have revealed that there is still a need for teachers to refine their abilities to utilize daily checks for understanding, ability to use the assessment data (including standards-based grading), and develop action plans that will improve scholar outcomes and production of meaningful work products.

NHMS needs to increase the number of parental opportunities for engagement to strengthen their knowledge of the Common Core Learning Standards, the expectations of each grade level and beyond, and the implications for student learning. According to the Quality Review Report, parents are cognizant of the Common Core Learning Standards; however, they are unsure of the implications for learning.

B. School Model and Rationale

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

- i. Describe the rationale for the selected model (*Turnaround, Restart, Transformation, Innovation and Reform Framework, Evidence-based, or Early Learning Intervention*). The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed in Section A.
- ii. Refer to the description of the model on pages 5-9 and describe the research-based key design elements and other unique characteristics that will comprise this model.
- iii. Describe the process by which this model was chosen, including how the school staff, leadership, labor unions, families, and community stakeholders were engaged in both the design and the decision-making processes.

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

17K722 will transform into a Community School, with deepened support from and for families

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

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

- Building capacity around student support: tutoring, clubs, student activities, aides, deans, social workers, and partnerships with support organizations.
- Creating new systems to support social-emotional development through attendance outreach and rewards, counseling, and community based organizations.
- Improving parent and community support through parent engagement, award assemblies, choices of workshops, town hall meeting to discuss community concerns.

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: New Heights Middle School will develop vertically and horizontally aligned CCLS curricula using Core Ready/Scholastic Code X in ELA, and curriculum maps that are aligned to the CCLS literacy shifts in the content areas. Curricula will be both rigorous and accessible to all learners, implemented through the use of pedagogical practices that include inquiry cycle, multiple entry points, literacy scaffolds, and assessment-driven instruction.

Theory of Action: If every ELA and Mathematics teacher has CCLS aligned curriculum maps and unit and lesson plans that provide significant scaffolds, and teachers are trained in implementing the curriculum and pedagogical strategies with fidelity, then students at New Heights Middle School will demonstrate improved performance in the use of English Language Arts skills across the content areas as well as Mathematical content and skills. This will result in increases in the number of students demonstrating growth and proficiency levels

This Goal aligns with the following principles of the Framework for Great Schools: Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective leadership and Trust.

Objectives:

By June, 2017, teachers will develop lessons, activities and tasks aligned to the CCLS using the concept of backward design, that provide scaffolds and multiple entry points for diverse learning needs as measured by effective ratings in Danielson's FFT 1e.

By June 2017, NHMS will achieve a 10% increase in the number of teachers moving from a "developing" HEDI rating to an "effective" HEDI rating.

Assessment of Objectives: Progress toward meeting the objectives will be assessed through curriculum audits, the results of uniform interim assessments, scholarship rates disaggregated by sub-groups, teacher evaluations in the Advance rating system, specifically in the components 1a, 1e, 3c and 3d and collaborative inquiry work.

- 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: New Heights Middle School will develop vertically and horizontally aligned CCLS curricula using National Training Network professional development support for Mathematics, and curriculum maps that are aligned to the CCLS mathematical shifts. Curricula will be both rigorous and accessible to all learners, implemented through the use of pedagogical practices that include inquiry cycle, multiple entry points, literacy scaffolds, and assessment-driven instruction.

Theory of Action: If every ELA and Mathematics teacher has CCLS aligned curriculum maps, unit and lesson plans that provide significant scaffolds, and teachers are trained in implementing the curriculum and pedagogical strategies with fidelity, then students at New Heights Middle School will demonstrate improved performance in the use of English Language Arts skills across the content areas as well as Mathematical content and skills. This will result in increases in the number of students demonstrating growth and proficiency levels

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“developing” HEDI rating to an “effective” HEDI rating.

Assessment of Objectives: Progress toward meeting the objectives will be assessed through curriculum audits, the results of uniform interim assessments, scholarship rates disaggregated by sub-groups, teacher evaluations in the Advance rating system, specifically in the components 1a, 1e, 3c and 3d and collaborative inquiry work.

- 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: By June 2017, all teachers and paraprofessionals across grade levels will implement strategies for all students that provide them with positive social, and emotional skills geared to promote safety and respect thus resulting in a 20% decrease in the number of incidents as reflected in the OORS system.

Theory of Action: There is a positive correlation between a positive school culture and student achievement. If every teacher and paraprofessional implements effective strategies that promote positive social and emotional skills, it will equate to a more positive school and classroom culture. This will also result in higher ratings on the Learning Environment Survey.

This Goal aligns with the following principles of the Framework for Great Schools: Effective Leadership, Supportive Environment, and Trust.

Objectives:

By June 2017, OORS incidents will decrease from 19 suspensions to 10 suspensions for the entire year.

By June 2017, 85% of all teachers and paraprofessionals will utilizing effective strategies that will decrease social and emotional issues.

By June 2017, 85% of students will utilize de-escalation strategies when encountered with a situation.

By June 2017, there will be an improved positive school culture.

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

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

D. School Leadership

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

- i. Identify and describe the specific characteristics and core competencies of the school principal that are

necessary to meet the needs of the school, produce dramatic gains in student achievement, and implement the selected SIG model. Please refer to, "Competencies for Determining Priority School Leaders" which may be found at:
<http://www.p12.nysed.gov/turnaround/CompetenciesforDeterminingPrioritySchoolLeaders.html>.

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

<u>Quality Review Indicator from the Principal Practice Observation Tool</u>	<u>Competencies for Determining Priority School Leaders</u>
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards;	*Demonstrates the expertise to identify and support necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English language learners and students with disabilities in order to positively impact their educational outcomes. *Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work;	*Demonstrates the ability to identify effective teaching and learning, and the ability to convey to staff the impact of effective teaching and learning to the change process.
1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products;	*Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and	*Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input.

adults;	*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 teams using an inquiry approach that promotes shared leadership and focuses on improved student learning; and	*Demonstrates the expertise to create differentiated professional development opportunities that support teachers' improvement, including those that are new to the field.
5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS.	*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. *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.

*Implements a system for regularly self-assessing and adjusting strategic improvement plans

- 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

Ativia Sandusky, the new principal of 17K722, is an experienced, educational leader committed to continuous school improvement. She has served as a teacher, assistant principal and has been a principal for the past 4 years. As principal, Ativia has demonstrated her ability as an instructional leader by reflectively and analytically establishing a culture of high expectations and strategically embedding structures and systems to support student learning to prepare MS 534's scholars for the next level.

Over the past 4 years, Ativia has successfully improved student outcomes, built teacher capacity, cultivated relationships with parents and transformed the climate and culture of the school. Key decisions have been made to help ensure all students receive a high quality education that includes rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards in all content areas. Teachers work effectively and collaboratively to ensure they are closing the achievement gaps.

Ativia inherited Upper School at P.S. 25 as a Focus School (based on the State's Annual Year Progress accountability (AYP) in 2012), along with a plethora of culture and climate issues. This year, the school is no longer identified as a Focus School. Her thorough understanding and use of data-driven decision making and commitment to ongoing, positive messages of improvement were key factors in the school's re-culturing and academic success. She provided teachers time to collaborate, analyze data, and identify implications for instruction through weekly 90 minute common planning meetings and scheduled teacher team periods. She ensured students had access to 21st Century learning through the availability of up-to-date technology. Smartboards were purchased and installed in classrooms, along with laptops and iPads for students' and teachers' instructional use. MS 534 also participated in MSQI to strengthen instructional practices, support increased proficiency in literacy and help students become more thoughtful college bound readers.

Ativia implemented advisory periods and developed partnerships with Urban Advantage, City Parks, Young Debaters, Project Boost, Pure Elements and Partnership with Children to help meet the social- emotional needs of students. In conclusion, Ativia has demonstrated her ability to share her vision and be a change agent as an instructional leader that promotes student success.

- 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 Description:

Framework Area: Effective School Leadership

The AP will support teacher development by facilitating professional learning opportunities as well as providing formal and informal feedback.

Framework Area: Collaborative Teachers

The AP will facilitate cycles of inquiry with teachers that incorporate the Data Wise

Improvement Process:

1. Organize for Collaborative Work
2. Build Assessment Literacy
3. Create Data Overview
4. Dig Into Student Data
5. Examine Instruction
6. Develop Action Plan
7. Plan to Assess Progress
8. Act and Assess

Framework Area: Rigorous Instruction

The AP will supervise and observe teachers utilizing the Danielson Framework. The AP will provide feedback to teachers that includes next steps and The AP will follow up with teachers regarding identified next steps from prior feedback provided.

The AP will review consultant (Core Ready and National Training Network) notes regarding curriculum development, meet with teachers and consultants to ensure that the curriculum:

- meets students where they are
- engages all learners
- includes practices and content that is aligned to the Common Core Learning Standards

Framework Area: Supportive Environment

The AP will meet with the Pupil Personnel Team to discuss at-risk students and develop action plans to support their needs. The AP will work with consultants, such as the Center for Supportive Schools, to oversee the school's advisory program.

The AP will facilitate the administration of quarterly school surveys to all stakeholders (students, teachers, and parents/community) to assess progress toward school goals. The quarterly surveys will be aligned to the NYC School Survey.

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Framework Area: Strong-Family Community Ties

The AP will facilitate a minimum of ten family workshops throughout the school year. The AP will continue to supervise the school's PENCIL partnership with Snohetta. The goal of the PENCIL partnership is to enhance college and career readiness skills development.

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 previous coaches will return to the classroom full time as they are effective teachers who will have a greater impact teaching our students. A staff member with a focus on student support will be hired to conduct small group instruction as a form of intervention. The intervention coach will conduct small group instruction informed by the student performance data. The intervention specialist will work with students.

The Dean is a previous position that will continue to exist though newly staffed. The Dean that will join the New Heights Middle School is an experienced Dean with noted successes in discipline as well as familiarity with the NYC DOE Discipline rules and regulations. She will take the lead on the goals around school culture as well as supporting the family engagement goal in the area of building strong family-community ties. The individuals leading the implementation of the SIG grant will have ongoing opportunities to meet with the Principal to discuss what's working and strategize on what needs refinement.

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

E. Instructional Staff

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

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

The school has 24 teachers on staff. 2015-2016 School Year (MOTP Scores)

HEDI Rating	Number of Staff
Highly Effective	0
Effective	24

Developing	2
Ineffective	0

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

The Intervention Coach will be a SIG funded position. This staff member will be responsible for supporting teachers and scholars. Teacher support will be in the form of leading professional development sessions and individual teacher coaching. Scholar support will take place through assessing scholar mastery of Common Core Learning Standards and gaps that need to be addressed.

The 2015-2016 MOTP scores and qualitative information reports indicate that teachers need additional support in the following components of the Danielson Framework for Teaching:

- Component 3b: Using Questioning and Discussion Techniques
- Component 3c: Engaging Students in Learning
- Component 3d: Using Assessment in Instruction

The Intervention Coach will support teachers in these areas with a focus on Universal Design for Learning (UDL) strategies. This work will ensure that all scholars have access to the curriculum.

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

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

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

- iv. Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited. Identify any barriers or obstacles to assigning the appropriate staff as required by the model and new school design, as well as strategies for

overcoming them. Include in the description how the school recruits and develops a more diverse workforce aligned to its student population.

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

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

F. Partnerships

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

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

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

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

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

other key stakeholders.

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

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

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

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

Partner Organization	Rationale	Role/Services to support the school redesign
Center for Supportive Schools	There is a demonstrated need to improve student learning and build stronger school-family connections.	The Center for Supportive Schools (CSS) will provide research-based school-wide practices that provide scholars with the support they need to feel attached to school, to succeed in school, and to graduate ready for high school. Through the advisory programming, parents/caregivers come to know and be known well by at least one adult in the school.
Core Ready (ELA)	As articulated in the needs assessment, the majority of scholars that enroll during sixth grade have earned a Level I on state assessments. This vendor will provide services on how to	The Core Ready consultant will work with ELA teachers to ensure that all students receive access to a rigorous and accessible curriculum.

	improve pedagogy and how to make curricular adjustments to support the needs of all learners.		
Achievement Network (ANet)	There is a need for periodic assessments and data review in order for teachers to have accurate understanding of the needs of their students. This data collection will allow school leaders to monitor progress and provide teachers with real-time data to inform instructional decisions.	Achievement Network (ANet) consultants will design periodic assessments based on standards taught within the curriculum. Consultants will collect data, create student-specific reports, and provide an analysis to school leaders and teachers.	
Brienza's Academic Advantage	As articulated in the needs assessment, the majority of scholars are below grade level in math and ELA. Brienza provides 1:1 and small group interventions and enrichment to improve the reading and writing skills of all students.	Brienza's Academic Advantage consultants will design and deliver during-school and after-school tutoring to meet scholar's academic needs.	
Metamorphosis	There is a need for teachers to provide access to the math curriculum for all learners, as evidenced by the most recent Quality Review and other feedback provided to the school. This vendor will provide services on how to improve pedagogy and how to make curricular adjustments to support the needs of all learners.	Metamorphosis will create a comprehensive plan to improve mathematics instruction utilizing the following levels of staff development: 1 Intensive Professional Development 2 Comprehensive Lesson Plans 3 Coaching 4 Assisting Through Looking at Students (ATLAS) - data tool 5 Professional Learning Communities 6 Technology 7 Leadership Academies	

Pre-SIG Partner: Urban Advantage (No Cost)	There is a need for teachers to implement research based strategies that engage all learners across all content areas.	Science teachers (general education and special education) attend professional development sessions regarding inquiry based lessons to engage learners.	
Pre-SIG Partner: NYU Dental Van & Hellen Keller Foundation	The school will continue to partner with community agencies to provide students and their families.	The NYU Dental Van will continue to provide scholars with a free dental cleaning as well as necessary follow up work. All scholars are able to receive a free eye examination and glasses (if necessary).	
Pre-SIG Partner: High School Match	The school will continue to partner with community agencies to provide students and their families.	High School match will continue to facilitate high school admissions workshops for students and their families. In addition to the workshops, 7 th grade scholars who are classified as special education will receive individualized support on the high school admissions process to ensure that they are matched with a high school program that meets their needs.	
Pre-SIG Partner: PENCIL Partnership: Snohetta	The school will continue to partner with community agencies to provide students and their families.	PENCIL will continue to partner students with Snohetta, an architecture design firm. The program will continue to teach students about careers in architecture and design; meet people	

		<p>who use creativity, math, and science in their careers; and work on projects that solve real world problems</p>	
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- ii. Complete the Evidence of Partner Effectiveness Chart (Attachment C). Each partner selected should have a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs and selected SIG model
- iii. While some partners may be funded by other sources, for those funded by SIG clearly describe how the LEA/school will hold the partner accountable for its performance.

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

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

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

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

communication; parents who report developing positive relationships with teachers through weekly phone calls and other means of communication.

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

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

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

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

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

*If the model chosen for this school is either *Restart* or *Innovation and Reform Framework*, the LEA must provide in this application a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO/EMO and the broad achievement outcomes for the school. The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. The external partnership/s may vary in terms of role and relationship to the governance of the school. If the model chosen for this school is *Restart*, the fully executed EMO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED within 30 days of receipt of the preliminary award letter. If the fully executed EMO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated. If the model chosen for this school is *Innovation and Reform Framework*, the fully executed EPO-district contract, signed by both parties, must be received by NYSED within 30 days of receipt of the preliminary award letter.

G. Organizational Plan

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

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

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

Each of the teams will have set norms and expectations that will be communicated at the beginning of the school year. The teachers will also utilize a teacher team meeting template that must be utilized and shared with the school leaders. All team meeting minutes and relevant documents will be uploaded to the Google drive for the Principal to review and provide feedback. Within the minutes, there will be sections for intended outcomes as well as follow up steps (including who is responsible and deadlines). All of the team members will be expected to be active participants in the decision-making and revision processes through protocols from the National School Reform Faculty.

The Cabinet team will consist of the Principal, Assistant Principal, Intervention Coach, Dean, and Guidance Counselor. The team will meet once a week with the Principal. The data sources that will be reviewed are interim assessments, JumpRope, Advance data, OORS data, and attendance among other sources that arise throughout the year.

The School Leadership Team will meet at a minimum once a month the first Tuesday of the month (as outlined in the SLT bylaws).

Teacher teams, in particular department teams and grade level teams, will meet on a weekly basis. Since there are two types of teacher teams this allows for collaboration among the departments as well as grades. Information is disseminated via department leaders and grade level team leaders who meet with the school leaders. There will also be an Intervention Coach to lead these efforts.

The School Implementation Team will consist of the Principal, Assistant Principal, Special Education Coordinator, School Psychologist, Social Worker, Guidance Counselor, and Mobile Response Team point person. They will meet once a month with the mission to ensure that our school community is appropriately and adequately serving all students. Topics of discussion are progress of students classified as special education, upcoming evaluations, initial evaluations, academic/behavioral interventions, transition planning etc.

School Culture Team, includes Principal, Assistant Principal, Leap Intern, Dean, and Guidance Counselor will meet on a weekly basis to discuss school culture related trends, review data, and refine practices. Under the School Culture Team, there will be committees such as PBIS and TAC-D (culturally responsiveness) with a focus on specific sub-initiatives.

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

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

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

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

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

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

- Each teacher rated developing or ineffective will meet with the principal and assistant principal for a mid-year evaluation meeting, at which time the teacher, principal and assistant principal will discuss progress toward the actions steps in the Teacher Improvement Plan.
 - Finally, each teacher rated effective or highly effective will meet with their supervising assistant principal for an end of year meeting and each teacher rated developing or ineffective will meet with their supervising assistant principal and the principal to review progress made on the Teacher Improvement Plan.
- iv. Provide a full calendar schedule of the APPR events listed in “iii” for the 2016-2017 school year that reaches all instructional personnel who will staff the building.
See attached.

H. Educational Plan

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

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

The school uses the following Curriculum Programs: ELA- Core Ready/ Code X Math- Go Math; Social Studies and Science use school level created materials. This is one area in which the school needs to improve. To address this, ELA and math consultants, in coordination with teachers, will assure that maps and assessments are aligned to both the NYS standards in each content area as well as the CCL standards for literacy and/or math.

ELA- LitLife

LitLife designs curriculum along a spiraling continuum that carries learning throughout grade levels. They develop strategic plans for literacy achievement at all grades K-12. LitLife empowers students to exceed national learning standards by training teachers wisely and well. LitLife gives teachers practical strategies and management tools to create a healthy, productive classroom. By motivating teachers, they inspire a love of reading and writing in their students. LitLife works in schools to create vibrant learning environments, using concrete techniques for achieving one hundred percent literacy success for all children. They train teachers in a variety of ways, including on-site demonstration teaching and coaching, leadership training workshops, mini-courses on best-practice methods for literacy instruction, and online support.

Math- Metamorphosis provides a hands-on curriculum that engages and supports learning, intensive professional development that facilitates teacher growth in safe and challenging way and ongoing coaching support. NTN methodology consist of every lesson links multiple representations to help make critical connections needed to understand the mathematical concepts. There are seven levels of staff development support: 1. Intensive Professional

Development, Comprehensive Lessons, Coaching, Assisting Through Looking at Students (ATLAS), Professional Learning Communities, Technology and Leadership Academy.

Teachers will have weekly department meetings to plan, monitor and make revisions to the unit/lessons plans they created. An administrator, intervention coach and staff developer will be in attendance at the weekly meetings. During the meetings teachers will review curriculum, look at student work and analyze data.

In addition, teachers will also meet during the designated 80 minutes professional development time on Mondays for ongoing differentiated PD based on their content area.

- ii. Instruction. Describe the instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Provide details of how the events of instruction in additional required and elective courses will be arranged to reflect all of these instructional shifts. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).

The plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction will begin with teachers designing coherent instruction through unit plans and their lesson plans in ELA and Math. Teachers will be held accountable based on the Danielson's Framework rubric component (1E) Designing Coherent Instruction. In alignment with the curriculum, the 6 instructional shifts in ELA and Math will be infused into the unit plans and the lesson plans based on the standards and desired outcomes that will be taught.

Monthly instructional shifts will be identified for ELA and Math. Teachers will use the following instructional strategies to improve student outcomes.

- Teachers will create explicit objectives\learning targets
- Teachers will model desired skills and outcomes
- Teachers will model by thinking aloud
- Teachers will check for understanding throughout the lesson
- Teacher will reteach when necessary based on the data results.
- Teachers will provide small group instruction
- Teachers will differentiate instruction by content, process or product.

Administration in collaboration with teachers will analyze the data from the interim assessments to monitor student progress. Students would also self-assess/peer assess their progress. The SIG grant would support the academic intervention students need during the day and afterschool. We would provide students with additional tutoring services in ELA and Math through Brienza Academic Advantage. Also, we would hire educational consultants that would support teacher pedagogy. In addition, our CBO, CSS, would collaborate with students, teachers and parents to support the social/emotional needs.

- iii. Use of Time. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound

restructuring of the daily/weekly/monthly schedule **to increase learning time by extending the school day and/or year**. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here:
<http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>.

Our school's ELT schedule 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 CCLS ELA and math strategies embedded in the school day during ELT. In order to meet the unique learning needs and interests of all types of students our school has employed Brienza Academic Advantage to support our ELT program.

For the academic portion of our ELT programming, scholars will take part in the following: Small Group Tutoring, Book Club (for guided reading), Tech Team, Specialized High School Test Prep Program, NYSESLAT Test Preparation, and iReady online academic instruction. Our classroom teachers will serve as instructors for the academic programs offered. We will tier the academic component of our ELT to ensure that all scholars receive the proper instructional supports based on their academic performance.

For the enrichment portion of ELT, we will partner with Play Study Win to provide more comprehensive programming. Scholars will be administered an interest survey two times during the school year. The survey will be created in collaboration with the School Leadership Team and Play Study Win. Based on the selection, scholars will be assigned to an activity that reflects their top choices. To date, some of the activities offered include Basketball, Chess, Soccer, Step, Art, and Musical Theater.

Our CBO will also support ELT by providing programs which are designed to support academic, social and emotional outcomes for students inclusive of enrichment and the arts. ELT runs daily from 3PM to 5 PM.

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

Our school is focused on strengthening its Data Driven Instructional processes. Currently, teacher teams meet on a weekly basis in order to review student work. Previously, assessments were teacher created. Our new partner will provide a very structured system for using data to drive instruction.

There is a need for periodic assessments and data review in order for teachers to have accurate

understanding of the needs of their students. This data collection will allow school leaders to monitor progress and provide teachers with real-time data to inform instructional decisions. Achievement Network (ANet) consultants will design periodic assessments based on standards taught within the curriculum. Consultants will collect data, create student-specific reports, and provide an analysis to school leaders and teachers.

Data cycles run every 6 weeks. Our partner, Core Ready will support teachers in creating curricular supports that are needed as a result of data analysis.

- v. Student Support. Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, underperforming subgroups, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school’s operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services.

Administration in collaboration with teachers will analyze the data from the interim assessments to monitor student progress. Students would also self assess/peer assess their progress. Referrals are made for ELT, AIS and counseling services based on attendance and OORS data, as well as anecdotal data from teachers and support staff. The SIG grant would support the academic intervention students need during the day and afterschool. We would provide students with additional tutoring services in ELA and Math through Brienza Academic Advantage. Also, we would hire an additional AIS specialist to provide supplemental support. In addition, United would collaborate with students, teachers and parents to support the social/emotional needs.

Please see below for our formal AIS plan:

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Diagnostic Reading and Writing Assessments Review of teacher-created assessments, summative assessments, and scholar	Targeted ELA Instruction Saturday Academy, afterschool, in-class support Targeted ELA Instruction	Guided reading/writing program Small group One-to-one Wilson Program	During the School Day Saturdays/ Afterschool During the school day During the

	work products Wilson Program		One-to-one Small group	school day
Mathematics	Diagnostic Mathematics Assessment Review of teacher-created assessments, summative assessments, and scholar work products	Targeted Mathematics Instruction Saturday Academy, afterschool, in-class support (previewing and re-teaching concepts and skills)	Small Group Intervention (rotation schedules) Small group One-to-one	During the school day Saturdays /Afterschool During the school day
Science	Review of teacher-created assessments, summative assessments, and scholar work products	Previewing and re-teaching concepts and skills	Small group One-to-one	During the school day
Social Studies	Review of teacher-created assessments, summative assessments, and scholar work products	Previewing and re-teaching concepts and skills	Small group One-to-one	During the school day
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Review of behavior alerts to note trends of social-emotional behaviors of concern Attendance records	TAC-D program, individual check-ins, advisory support, Guidance support, Peer Mediation Program Guidance and advisory	Small group One-to-one Partners One-to-one Advisory groups (for contest on attendance) Mobile Crisis	During the school day Afterschool During the school day

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

The school has implemented a PBIS committee and School Culture Committee to address school climate. The PBIS committee includes teachers across grade levels and is facilitated by two teacher leaders. The School Culture Committee meets weekly and addresses concerns regarding school culture. The committee is comprised of the Principal, Assistant Principal, Dean, Guidance Counselor, and PBIS chair.

Both the PBIS and School Culture Committees work on the following initiatives:

Data Review

- Hunger Games Challenge: The committee developed a tracker to assess attendance, timeliness, behavior, and uniform compliance. Data was collected and reviewed each month and a celebration was held for each grade level homeroom that had the highest score.
- Uniform Compliance

Culturally Responsive Teaching

- Goal: everyone as a staff feels comfortable talking to students about race, equity, and privilege

Positive Incentives

- Homeroom Challenge: Homeroom classes receive a score for each class period based on collective on task behavior.
- Scholar Dollars: Scholars receive Scholar Dollars for exemplifying the five school's Core Values (Citizenship, Respect, Responsibility, Relentless Pursuit, and Optimism).
- Core Values Celebrations: Scholars that continuously demonstrate the school's five Core Values, as evidenced by a Core Values rubric, are invited to a Core Values Celebration that takes place every other month.

The school has implemented a Peer Mediation program as a form of conflict resolution. The Guidance Counselor and one teacher have received formal training in implementing the school-wide program. They train a new cohort of scholars each year to become peer mediators. Staff members recommend scholar conflicts to the Guidance Counselor for mediations to take place. The Peer Mediators have a dedicated room in which the training and mediations take place.

The Assistant Principal and four teachers have been participated in a Life Space Crisis Intervention (LSCI) course, a nationally-recognized professional certification program. The team was taught effective strategies and skills for their daily work with scholars, especially

those scholars who engage in persistent negative behaviors. In addition, the strategies were turn-keyed to paraprofessionals in order to assist them with turning crisis situations into learning opportunities for scholars with chronic patterns of self-defeating behaviors.

The school will implement Restorative Justice practices to empower scholars that are affected by a harmful incident to decide collectively how to repair the harm, restore trust, and build a sense of community. Restorative Justice focuses on building respectful relationships that recognize the dignity and humanity of everyone involved. This initiative will reduce the need for suspensions and build a caring school climate while ending disproportionality punitive discipline for scholars.

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.

The School Leadership Team will meet at a minimum on a monthly basis. Parents and students will be invited to participate in the School Leadership Team. On all of the SLT agendas, there will be a School Improvement Grant agenda item to discuss progress thus far, sharing of the data, and evaluation of effectiveness (once a month). We will continue the distribution of weekly progress reports that will be accessed via JumpRope. All school community stakeholders will have 24/7 online access.

The leadership team will distribute a weekly newsletter and e-mail blasts to communicate goals, initiatives, and progress to date. Other forums of communication are the Blackboard Connect, e-mail communication, and the 40 minute parent engagement time.

For the past 4 years, we have utilized JumpRope to communicate with the families regarding their children's course performance. It has been ingrained within our culture therefore families review the data on a consistent basis. By the time Student Led Conferences occur, parents are well versed in their child's progress. Challenges are centered around low parent engagement percentages.

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.

For the 2015-2016 school year, all of the teachers provided feedback on the content and effectiveness of the Professional Learning Plan. Additionally review of the District 17

feedback, Advance MOTP data, teacher work products, and non-evaluative observations were utilized to inform revision of the Professional Learning Plan.

The individuals that will be involved in the Professional Development Plan for the SY 16-17 are the Principal, Assistant Principal, Intervention Coach, and Department Chairs.

On a daily/weekly basis, we will work with three consultants, including Core Ready, National Training Network, and Center for Supportive Schools to provide professional development to the leadership team, teachers and paraprofessionals. The leadership team will conduct observations, review Advance MOTP data, review teacher work products, and analyze student performance data to assess the effectiveness and impact of the professional development.

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

The 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. Our key method for evaluation is linked both to student formative and summative data, teacher observation reports and various other leading indicators.

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

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

Please see below for additional information:

Year One - training, support and professional development events- Evaluation			
Event	Evaluation Method	Desired Measurable Outcomes	System for Modification if outcomes have not been met
ELA unit	1e: Designing	Cohesive unit plans	Intervention Coach will provide

planning	coherent instruction Review of unit plans with a focus on meeting the needs of all students	aligned to the standards and students' needs	daily/weekly support for the identified teacher to receive additional pedagogical practices
Math unit planning	1e: Designing coherent instruction Review of unit plans with a focus on meeting the needs of all students	Cohesive unit plans aligned to the standards and students' needs	Intervention Coach will provide daily/weekly support for the identified teacher to receive additional pedagogical practices
Social-Emotional training CSS	OORS incidences	Decrease in the percentage of OORS incidences Increase of attendance percentage for targeted students Increase in Learning Environment Survey questions having to do with respect	School Culture Team, involving Principal, AP, Dean, LEAP Intern, and Guidance Counselor, will analyze the data and share observations to determine modifications on ongoing basis.

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

J. Communication and Stakeholder Involvement/Engagement

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

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

In order to continually update and engage the community within SIG implementation in terms of progress, improvements, next steps and decision-making processes, we will engage in the following communication methods:

- When discussing the current systems and structures that have been put in place through the School Improvement Plan, we will utilize protocols such as the data driven dialogue.
- The School Leadership Team will meet at a minimum on a monthly basis. Students will be invited to participate in the School Leadership Team. On all of the SLT agendas, there will be a School Improvement Grant agenda item to discuss progress thus far, sharing of the data, and evaluation of effectiveness (once a month).
- Teacher teams (by grade level and departments) facilitated by teacher leaders will meet on a weekly basis where they will be expected to be part of the data collection and analysis process. Principal will also send out the “Weekly Highlights” to the staff.
- We will transition away from the Scholar Leadership Council structure to Student Government where they will be able to communicate with school leaders on the effectiveness of key programs from students’ perspective.
- We will continue the distribution of weekly progress reports that will be accessed via JumpRope. All school community stakeholders will have 24/7 online access.
- The leadership team will distribute a weekly newsletter and e-mail blasts to communicate goals, initiatives, and progress to date. Other forums of communication are the Blackboard Connect, e-mail communication, and the 40 minute parent engagement time.
- For the past 4 years, we have utilized JumpRope to communicate with the families regarding their children’s course performance. It has been ingrained within our culture therefore families review the data on a consistent basis. By the time Student Led Conferences occur, parents are well versed in their child’s progress. In terms of challenges is centered on low parent engagement percentages.

Please see below for further information:

Communication Method	Description	Frequency	Target Audience
Progress Reports	Families will receive progress reports (that may also be accessed online) to communicate performance	Weekly	Families and students

	data.		
Weekly Newsletter and E-mail Blasts	Families will receive weekly communication about school news and events via paper, phone, and e-mail.	Weekly	Families and students
Weekly Highlights	The Principal will send staff weekly communication about school news, focuses, updates, and expectations.	Weekly	Staff
School Leadership Team	The School Leadership Team will meet to discuss schoolwide goals, SIG goals and other schoolwide related topics/issues.	Monthly	School Leadership Team members

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 attached Key Strategies for all goals.

- 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.

The school will determine that the SIG plan has been implemented successfully when:

- The Community School Director is an authentic member of all decision making teams
- Parent attendance at kick-off events is above that of last year
- Student attendance is consistent
- Teachers are implementing professional development strategies as evidenced in curriculum and observations.

- 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.

Please see chart below.

Leading indicator	Frequency	Analysis (how and by whom)	Reporting (staff/students/parents)
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Interim Assessments	6 week cycles	Department teams will review interim assessments at the conclusion of each cycle. Data from interim assessments will be used to inform curricular refinement and lesson planning	The Intervention Coach, along with the consultants, will report results during Instructional Cabinet meetings held weekly. Weekly student progress reports will be provided to families.
Environment Surveys, TAC-D Readiness Tool	3 times a year	School Culture Team will review the results from the survey and tool to measure impact and refine current practices.	The data will be shared with the Principal which will turnkey the information to the School Leadership Team.
Curriculum and Unit Plans Review	Weekly		The Principal, along with the Coaches, will review curriculum and unit plans to help inform professional development as well as provide feedback.

- 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 school will use Key Strategies to establish a classroom and school culture that results in scholarly improvement while building a positive environment for all, where families and scholars feel safe, and supported, by teachers and peers. Our mission is to provide a safe and structured environment that builds meaningful and trusting relationships among scholars, school staff and families, with the goal of encouraging positive academic, social and emotional choices, and developing lifelong learners. New Heights Middle School is dedicated to equipping all stakeholders with the skills necessary for success and leadership in the 21st century. We strive for our community to engage in individualized and personalized learning and growth through innovative, unique structures that support their development. We encourage all to follow their own paths. The community experience at New Heights Middle School will be driven by individualization and personalization through innovation and comprehensive support. Through opportunities to engage in meaningful learning we will make active participation in the global community a reality.