

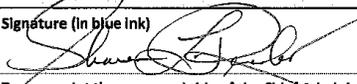
New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)		LEA Beds Code:				
New York City Department of Education		305100010051				
Lead Contact (First Name, Last Name)						
Sharon Rencher/Mary Doyle						
Title	Telephone	Fax Number	E-mail Address			
Sharon Rencher, Senior Advisor to the Chancellor, Senior Executive Director Mary Doyle, Executive Director, State School Improvement Programs Office of State/Federal Education Policy and School Improvement Programs	(212) 374-0557 (212) 374-2762	(212) 374-5760	SRenche@schools.nyc.gov MDoyle5@schools.nyc.gov			
Legal School Name for the Priority School Identified in this Application			School Beds Code			
P.S. 183 Dr. Richard R. Green			342700010183			
Grade Levels Served by the Priority School Identified in this Application			School NCES #			
K-8						
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)			
586			2-45 Beach 79 Street Queens, NY 11693			
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"/>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; border: none;">College/Career <input checked="" type="checkbox"/></td> <td style="text-align: center; border: none;">Family and Community <input type="checkbox"/></td> <td style="text-align: center; border: none;">Individualized Learning <input type="checkbox"/></td> </tr> </table>	College/Career <input checked="" type="checkbox"/>	Family and Community <input type="checkbox"/>	Individualized Learning <input type="checkbox"/>
College/Career <input checked="" type="checkbox"/>	Family and Community <input type="checkbox"/>	Individualized Learning <input type="checkbox"/>				

Certification and Approval

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

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

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

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

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

Dr. Richard R. Green (27Q183) is an elementary/middle school with an enrollment of 586 students across grades PreK-8. The school population is comprised of 34.7% Hispanic, 52.8% Black, 4% Asian, 5% Whites and 2% American Indian or Alaskan Native students. Of the total school population, 27.9% are Students with Disabilities and 4% are English Language Learners and 21% of students live in temporary housing. During SY 15-16 the number of discipline referrals level 3-5 was 351.

The SY 15-16 attendance rate was 91.5%. In SY 15-16 the percent of students eligible for free or reduced lunch was 86.5%.

On the 2014-15 state assessments, 92% of students performed below standards in ELA and 91% performed below standards in Mathematics. The results of the 2014-15 state assessments in ELA and Math evidenced the following patterns and trends:

- Student performance at a level 3 or higher in ELA was 8%.
- The percentage of students with disabilities scoring level 3 or higher in ELA was 5%.
- Economically Disadvantage students scoring level 3 or higher in ELA was 8%.
- Student performance at a level 3 or higher in Math was 9%.
- The percentage of students with disabilities scoring level 3 or higher in Math was 1%.
- Economically Disadvantage students scoring level 3 or higher in Math was 8%.

The data described above evidences unique needs in both student academic performance as well as social and emotional growth and development. This data correlates with student academic performance, social behavioral patterns relevant to high level infractions and office disciplinary referrals (ODRs) demonstrates the following trends:

- The use of force against one another or to inflict serious injury
- The use of force to inflict serious injury to school personnel
- Possessing weapons
- Engaging in group violence
- Engaging in intimidating and bullying behavior

Emergent trends and patterns show that the school has more than doubled its rate of suspensions over the past year. In 2014-2015 the school had 217 and in 2015-2016, the school had 432. This indicates a need for improved social-emotional supports that address student tendencies to engage in unruly behavior.

- 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.

27Q183 underwent the following review between 2014-15 and 2015-16: A Quality Review which evidenced capacity, strengths and needs. The Learning Environment Survey also provides additional information related to culture and climate across key stakeholder groups.

The 2014-15 School Quality Guide showed that in the area of Student Achievement, Rigorous Instruction, Collaborative Teachers, Strong Family-Community Ties and Supportive Environment the school was approaching the target; in the area of Effective School Leadership the school did not meet target.

The Quality review conducted in March 2015 evidenced the following needs across the school.

- Teacher teams inconsistently analyze student work and data for students on whom they are focused. Distributed leadership structures are developing to support leadership capacity-building and include teachers in key decisions. (Quality Indicator 4.2 Teacher teams and leadership development)
- The school shares a belief system about how students learn best, informed by the Danielson Framework for Teaching, work products and discussions across classrooms do not consistently reflect students' higher-order thinking and active engagement. (Quality Indicator 1.2 Pedagogy)
- Teachers inconsistently provide actionable feedback regarding student achievement and effective adjustments to meet students' learning needs. In some classrooms, teachers employ checks for understanding and students self-assess their work, while in other classrooms, there are uneven levels of assessment of student work products, and inconsistent alignment to rubric expectations. (Quality Indicator 2.2 Assessment)

The Learning Environment Survey conducted in 2014-15 evidenced the following needs across the school.

- As compared to other elementary/middle schools 27Q183 scored 60% of positive responses in the framework area of Effective School Leadership as compared with the city wide average of 81% and 77% of positive responses in the framework area of Collaborative Teachers as compared with the citywide average of 88%.
- Overall parents accounted for 89% of positive responses while teachers were at 72% and students at 82%.
- In a two year comparison of the percent positive vs. the percent negative results from 2013-14 to 2014-15 surveys the percentage of positive responses to this question

remained the same at less than 60% “I would recommend my school to parents seeking a place for their child.”

- In the framework area of Collaborative Teachers in the following question “Do parents/students feel that teachers are committed to student success, improving their schools, and continuous professional learning within a culture of respect?” the average percent across the prompts that answered strongly agree was 36% and agree was 46%. When posed the same prompts, 45% of students strongly agreed, while 24% answered agree.

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

This review relied on a wide array of evidence and takes the views of staff, students and parents into account. This is done formally through a document called the school self-evaluation form which is collaboratively written by key stakeholders prior to a Quality Review. This document provides critical input for ongoing reviews to assess all perspectives accordingly. Moreover, the reviewer meets with parents as the principal selects eight to ten parents who represent the school’s diverse population and grade levels, to participate in a discussion with the reviewer(s). The principal facilitates the inclusion of the president of the Parent Teacher Association or Parent Association and one additional SLT parent member as participants in this group. During follow-up meetings, after the review, the School Leadership Team (SLT) meets to review findings from the preliminary report and determines prioritized needs and provides input for potential appeals.

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

Across the specific reviews the following patterns and trends were noted within the Framework for Great schools.

Rigorous Instruction: The School Quality Snapshot showed that in the area of Student Achievement the school was approaching the target, and in the area of Rigorous Instruction the school was also approaching the target; however, the percentages of students scoring at a level 3 or higher still remain low. Specially the school needs to identify content-specific writing activities in current and subsequent units; create specific materials and resources to support subgroups of students; create activity-specific rubrics for students to monitor and evaluate their work; and look at student work samples during planning time and use findings to make adjustments to the unit and modify planning.

Supportive Environment: Data has indicated that school leaders should start to develop a plan to provide a wider range of experiences to support students’ social and emotional growth. This recommendation is evidenced by the 351 high level infractions and discipline referrals of level 3-5 from 2015-16 Office of Safety and Youth Development Report. Additionally student attendance was 91.5% in SY 15-16, 86.5% of students are eligible for a free and reduced lunch and 21% of students are living in temporary housing.

Collaborative Teachers: It has been indicated that across the school there were inconsistent teaching practices in the areas of assessing student work, alignment to rubric expectations,

student engagement, promoting student higher-order thinking, and generating meaningful discussions among students. Consequently, data driven inquiry (DDI) is in the developing stages across the school.

Effective School Leadership: Within the framework areas of Rigorous Instruction and Collaborative Teachers, evidence provided shows that structures to develop shared leadership has not gained traction in consistently affecting student learning across the school. Data indicates that the school leader create a strategic plan to increase the instructional capacity of teachers and prioritize an instructional goal focused on improving student engagement.

Strong Family and Community Ties: While parents accounted for the highest percentage of positive responses on the 2014-15 Learning Environment Survey (LES), the reviews evidenced a need to develop a comprehensive system to coordinate the family outreach efforts of all of its stakeholders to identify families' needs and target strategies to address them and increase parent participation to maximize the effectiveness of the school's efforts.

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

In order to implement the College and Career Readiness pathway, we will prioritize the evidenced needs through the following:

- Target rigorous teaching and learning approaches to literacy mastery with our partner, Teachers College.
- Increase opportunities to amplify aspects of digital literacy with innovative curricular tasks.
- Develop a highly engaging STEAM program for all students that provides enrichment programs after school.
- Improve the overall school climate through the implementation of Positive Based Intervention Systems.
- Incorporate the Sanford Harmony advisory curriculum.

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.

The College and Career Readiness (CCR) pathway will support the work of ensuring that all students have the life skills and academic skills to succeed. This SIG model will allow for an integrated focus on academics and technical skills as well as experiences in project and work-

based learning with a focus on the following:

- Immersion in project based activities that incorporate tasks that build an understanding of digital literacy. These tasks incorporate the use of subscription databases purchased with NYSTL funding including but not limited to Kids InfoBits, Searchasaurus, and the World Almanac for kids.
- A comprehensive reading model and approach to literacy mastery which supports student's ability to read at grade level by third grade, by age 8 combined with an instructional approach which supports student's ability to take dual enrollment and college-credit bearing courses in a college or career pathway high school. Our school can make this happen as we are a Pre-K-8 school and pride ourselves on personalizing the learning of every student.

As evidenced in Part A. Assessing the Needs of the School Systems, Structures, Policies, and Students, the following needs, core challenges, student populations, and strengths and capacity support the rationale in choosing the CCR pathway.

The CCR pathway will support our school's needs through providing partnerships and resources that will be leveraged to support the school in the following ways:

- Literacy based strategies
 - Provide AIS support to students
 - Provide Professional Development to staff
 - Provide additional resources to support students in literacy and math
- iii. Describe the process by which this model was chosen, including how the school staff, leadership, labor unions, families, and community stakeholders were engaged in both the design and the decision-making processes.

This model was chosen with in input from the Superintendent and the School Leadership Team (SLT) which is comprised of the Principal, UFT Chapter Leader, SLT Chair, Four staff members, President of PA, and 5 Parents. A Parent Association Meeting also allowed families to share ideas on resources that could assist the school in its reform effort. Online Teacher Surveys and Parent Surveys were also used to glean additional input.

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.

Throughout the grant implementation period we will focus on the following goal in ELA:

Teachers will expand literacy strategies to ensure that all students of PS/MS 183Q will increase

their reading levels on a consistent basis as measured by Fountas and Pinnell and the Performance Series Assessments.

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

Rigorous Instruction: Lead Partner Teachers College will provide strategies to teachers that will help to immerse students in the instructional shift that calls for greater levels of text-based responses and writing from sources.

Supportive Environment: Sanford Harmony PBIS services will ensure that a curriculum supports positive mental health for all students.

Collaborative Teachers: Teacher teams will use the Data Wise improvement process in all grades to ensure that DDI approaches are utilized when reviewing student work.

Effective School Leadership: Administrators will engage in observation cycles to provide frequent, formative, and actionable feedback to teachers following observations.

Family and Community Ties: Parent leaders will be used to strengthen community relationships in preparation for share fairs and career events.

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

- Course passing rates
 - Go Math!
 - Performance Series
 - End of year assessments
 - Teacher MOTP ratings
- 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.

Throughout the grant implementation period we will focus on the following goal in Math:

Teachers will build a repertoire of real-world math strategies that result in sustained academic improvement in mathematics as measured by Go Math! and Performance Series Assessments.

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

Rigorous Instruction: Teachers will immerse students in the instructional shift that calls for greater levels of fluency in math and expand curricula to include math careers and real-world math applications.

Supportive Environment: Sanford Harmony PBIS services will ensure that a curriculum supports positive mental health for all students.

Collaborative Teachers: Teachers will use the Data Wise Improvement Process in all grades to ensure that proper protocols are utilized when reviewing student work.

Effective School Leadership: School leaders will engage in observation cycles to provide frequent, formative feedback to teachers following observations.

Family and Community Ties: Parent leaders will develop publications, such as newsletters, to apprise key constituencies of innovative new initiatives in math.

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

- Course passing rates
 - Go Math!
 - Performance Series
 - End of year assessments
 - Teacher MOTP ratings
- iii. As applicable, identify and present additional goal(s) and corresponding objective(s) directly aligned and specific to the needs assessment of the school and the school improvement model selected. Provide the means by which the objective(s) will be assessed.

Through the redesign process of become a College and Career Readiness design school. We will focus on the following goal(s):

Build a college and career culture based on early awareness, planning, and nurturing of students so students can aspire to post-secondary readiness and overcome challenges they may face as measured by sustained decreases in incident reports.

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

Rigorous Instruction: Teachers will incorporate writing tasks employing various rhetorical modes commonly used across college classrooms including description, narration, comparison, analysis, and synthesis.

Supportive Environment: Sanford Harmony PBIS services will ensure that a curriculum supports positive mental health for all students.

Collaborative Teachers: Teachers will use the Data Wise Improvement Process in all grades to ensure that proper protocols are utilized when reviewing student data. We are committed to strengthening teacher and leader effectiveness.

Effective School Leadership: The principal will collaborate with CCR pathway principals across districts to deepen understanding and practices aligned to the pathway.

Family and Community Ties: School leaders will establish an Advisory Committee and CCR Planning Committee among teachers, school leaders, community partners and parents to guide implementation of the SIG plan.

The above objectives support both the Framework for Great Schools and progress towards realizing this goal. Our school has a commitment to build strong partnerships with business and community-based organizations that foster college and career readiness. Our students will develop the awareness, knowledge and skills that lay the foundation for academic rigor and social development necessary for success in college and beyond.

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

1. NAEP reading and math tests will serve as indicators of “college preparedness.”
 2. NYS ELA and math assessments will gauge proficiency in reading and in math.
 3. APPR Measures of Teacher Practice (MOTP) ratings
 4. Meeting agendas and logs with school partners including community based partnerships in terms of their efforts in promoting college and career readiness
 5. Assess perceptions of school culture and community understanding school improvement process and purpose as measured by focus groups/surveys (NYCDOE’s Learning Environment Survey).
 6. Course passing rates of all students
 7. Review of the agendas and minutes of the Advisory Committee and CCR Committee
- iv. Complete the School-level Baseline Data and Target-Setting Chart (Attachment B).

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

D. School Leadership

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

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

Principals are rated utilizing the Principal Practice Observation Tool. This tool enables reviewers to gather evidence aligned with the Quality Review rubric which exemplifies the core competencies of the school leader

necessary to meet the needs of the school. The following quality review indicators are included in the principal practice observation tool; 1.1, 1.2, 1.3, 1.4, 2.2, 3.1, 3.4 and 5.1. These quality review indicators are most closely aligned with specific competencies for determining priority school leaders evidenced below in the chart. The competencies aligned to the Quality Review indicators below are necessary to meet the needs of the school, produce dramatic gains in student achievement and implement the SIG model.

<u>Quality Review Indicator from the Principal Practice Observation Tool</u>	<u>Competencies for Determining Priority School Leaders</u>
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards;	<p>*Demonstrates the expertise to identify and support necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English language learners and students with disabilities in order to positively impact their educational outcomes.</p> <p>*Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.</p>
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work;	*Demonstrates the ability to identify effective teaching and learning, and the ability to convey to staff the impact of effective teaching and learning to the change process.
1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products;	*Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults;	<p>*Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input.</p> <p>*Demonstrates expertise in providing social-emotional supports for all students.</p>
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.	<p>*Demonstrates the expertise to implement a whole school strategy for data driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate professional development in a way that ensures that teachers successfully utilize data to make instructional decisions.</p> <p>*Incorporates data in the development of school policies and procedures, and uses data to monitor progress, to make adjustments when progress is not being made, and to determine success.</p> <p>*Implements a system for regularly self-assessing and adjusting strategic improvement plans</p>

- ii. Provide the school principal's name and a short biography which includes an explanation of the leadership pipeline from which s/he came, the rationale for the selection in this particular school, and how this principal's capabilities are aligned to the selected SIG model. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools; OR
- iii. If the specific person who will serve in this position is not yet known, describe the action steps necessary to put leadership in place, and identify the formal LEA/school mechanisms that enable this personnel action. The principal selected to lead the school must be in place within 30 days of receipt of preliminary award letter, to ensure sufficient time to lead summer activities in preparation for the beginning of the school year. Identify any barriers or obstacles to accomplishing these tasks, as well as strategies for overcoming them. **Note: If the principal selected to lead the school is not in place within 30 days of receipt of the preliminary award letter, or does not meet the quality standards set forth in this application, the SIG will be suspended immediately and the LEA will be at risk of having the grant terminated.**

See attached resume

Jessica Romero has been the Principal of PS/MS 183 for the past three years. Before her appointment as Principal, Ms. Romero was a classroom teacher and Assistant Principal at the school. She began her career at PS/MS 183 as a Kindergarten teacher in 2002. For the 2003-2004 school year, Ms. Romero taught fourth grade and remained in that position for three years. During that time, the school was removed from the "reconstructive" list, an accomplishment she and her colleagues were very proud to have achieved.

Following her kindergarten and fourth grade elementary school experiences, in 2006 Ms. Romero became the first eighth grade teacher in the new middle school component at PS/MS 183. She taught departmentalized eighth grade Math and enriched her students with Integrated Algebra. Her students were given the opportunity to take the NYS Eighth Grade

Regents exam and they proudly achieved a passing rate of 96%.

After teaching eighth grade for two years, Ms. Romero was appointed as an Assistant Principal at the school. Ms. Romero was the Assistant Principal for Pre-K through fourth grade for five years. Her other responsibilities included supervising the Special Education Department and the transportation services for the students. She was then chosen as the new Principal at PS/MS 183.

With the decline in student scores following the inception of the NYS Common Core assessments, Jessica Romero is dedicated to ensuring that her staff is prepared with the knowledge and passion that it will take to effect positive change in her school. She understands the role of the leader and appreciates how important this School Improvement Grant will be for reaching her goal. Her students and staff need the resources and professional development that the grant will provide.

- 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 Job Description: The job of the Assistant Principal (AP) was established for the purpose of providing support to the instructional process with specific responsibility for directing assigned programs and services at a K-8 school; providing information and serving as a resource to others; supervising assigned staff; and coordinating school activities and addressing issues, situations and/or problems that arise in school with enrolled students.

Rigorous Instruction: The AP evaluates assigned personnel for the purpose of ensuring that standards are achieved and performance is maximized. By conducting teacher's observations and providing teachers with feedback on rigorous instruction and best practice strategies.

Supportive Environment: The AP manages a variety of school administrative functions (e.g. student disciplinary policy, school schedule, assigned personnel, etc.) for the purpose of enforcing school, district and state policy and maintaining safety and efficiency of school operations.

Collaborative Teachers: The AP leads teacher teams. AP also assist in planning on school safety team, response to intervention team, professional learning team, attendance team, data specialist team, CCR Team, and instructional team.

Effective School Leadership: The AP facilitates communication between all stake holders for the purpose of evaluating situations solving problems and/or resolving conflicts.

Family and Community Ties: The AP Facilitates specified parent workshops for the purpose of informing parents and the community on instructional shifts, Common Core State Standards, school wide curriculum and academic intervention programs.

The School Implementation Manager (SIM) serves as the project manager ensuring that schools receive appropriate guidance, technical assistance, and coaching in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention

model. The SIM is responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in schools undertaking the intervention models, and are responsible for meeting federal and state reporting requirements related to schools' interim and summative performance. The SIM provides direct targeted support for all the schools in their caseload. The SIM's job description addresses areas of the Framework for Great schools. The SIM is responsible for providing both on-site as well as off-site targeted support for their caseload of schools. The SIM is on-site in each school at least twice per month. Additional visits support crafting quarterly progress reports, budget, annual renewals, budget, and SED site visits. See the expanded framework areas below:

Rigorous Instruction: SIMs support and monitor the whole school reform model articulated in the schools approved plan. This support is both on and off site. They engage in any of the following with building leadership: classroom observations, observe expanded learning time (ELT) program(s), cabinet & partnership meetings, curriculum review, teacher team/inquiry team meetings, learning walks, data analysis, as well as leadership level conversations developing next steps at the school level.

Supportive Environment: SIMs work alongside of school leadership to identify supports needed, and help to facilitate social/emotional partnerships for students and the community.

Collaborative Teachers: SIMs work with leadership to monitor and identify needed supports for teachers. SIMs engage with building leadership in learning walks, where they observe teachers utilizing the Danielson framework. SIMs attend/participate in teacher team meetings as well as PD provided by partnership.

Effective School Leadership: SIMs support leadership in monitoring the implementation of the SIG plan, analyzing formative/summative data around the leading/lagging indicators as well as provide support with budget. SIMs work alongside of building leadership to monitor the SIG plan and meet with partnerships to ensure that the needs of the school are being met with the provided services. In addition, on an annual basis SIMs work in concert with the RSCEP development process and review feedback provided through the QR and IIT reports with each school on their caseload.

- v. Describe and discuss the school's current supporting leadership profile in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students. Identify specific individuals who will remain in supporting leadership positions from the previous administration and discuss the strategies employed by the new school principal and the LEA/school to ensure buy-in and support from the entire leadership team. Identify any barriers or obstacles to obtaining leadership buy-in or support as well as strategies for overcoming them.

Currently our school has the following supporting leadership positions:

Guidance Counselor:

- Facilitates the response to intervention which is a framework designed to identify students who may be at risk for substandard academic performance and intervene by providing supplemental intervention.
- Organizes and communicates with the staff on outcomes of student's intervention

services and what strategies teachers should put in place in the classroom for that student.

- Organizes a Young Men's Club which is developed for our young male students. This group teaches students how to deal with social and emotional situations. This program will continue to work on academic behavior.

Data Specialist:

- This teacher is responsible for distributing and collecting assessments for Grades K-8. The teacher will work with Nigel Collins, specialist, on analyzing the data and sharing the information to all the staff.
- The data specialist will monitor student's growth during implementation of the SIG.

The Dean:

- The dean is responsible for the supporting environment of the school.
- The dean supports staff with providing strategies to teachers on how to build relationship with students.
- The dean is also responsible for the safety team that is held once a month. The safety team reviews OORS reports and discuss strategies necessary to minimize incidents.
- The dean will continue to support the teachers and staff to ensure that students continue to have a nurturing environment.

Attendance Teacher:

- The attendance teacher is responsible for holding monthly meetings, visit homes, and contacting families.
- The attendance teacher is responsible for reviewing attendance data and reporting chronic absences to Administration.

IEP Teacher:

- The IEP teacher serves as a special education mentor to all of the special education teachers, especially the new staff.
- Reviews, analyzes and revises IEPs with staff to ensure that our students are receiving the proper services.

Lead Teachers:

- There is a lead teacher per grade band: K-2, 3-5, 6-8. These teachers provide resources to share with their teams.
- These teachers are sent to Professional Development workshops with the Borough Field Support Center. They are expected to turn key information to their grade teams.

As a school we need to start small and build up. We begin with a few interested teachers such as the lead teachers in each grade and have them continue to draw in the rest of the staff. With the support of the SIG grant, we will ensure that all staff have an opportunity to voice their concerns about the changes in their roles. Our next step would be to have teachers begin to take ownership of the new curriculum and instructional practices. This will be through professional

development / coaching opportunities. They must feel comfortable with the new initiatives before they can implement them within the classroom. Some barriers and/or obstacles facing PS/MS 183Q are the attendance of teachers and students.

E. Instructional Staff

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

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

The total number of instructional staff in the building is (46). The chart below shows the breakdown by HEDI rating for the 2014-2015 school year. HEDI results for the 2015-2016 school year will not be finalized until September.

HEDI Rating	Number of Staff
Highly Effective	6
Effective	36
Developing	4
Ineffective	0

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

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

- Danielson's Framework component 3C – 73% of the instructional staff was able to obtain an effective or highly effective rating.
- Danielson's Framework Component 3D – 68% of the instructional staff was able to obtain an effective or highly effective rating.

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

- 3 additional special education teachers for a new self-contained class and ICT classes
- 2 coaches: one facilitating the entire SIG Grant process and the other providing support to students and staff
- One additional ENL teacher to support the CR-Part 154 regulations

We are in need of three special education teachers due to the amount of special education within

the building as well as the creation of an ICT class. We are also in need of ENL teacher due to the new CR Part 154-2 regulations and the staffing requirements. In order to start up the model and the grant period we will need a Teacher's College Coach to provide professional development to the staff. We will also need another staff member, either a staff developer or an AP to facilitate the grant for the next 5 years and to provide AIS to students.

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

- Aligned curriculum
- Support of teaching strategies
- Creating an advisory committee
- Assess teaching practices

The SIG Model: College and Career Readiness will support the needs articulated by providing teachers with professional development opportunities throughout the years. Teachers will be supported through various strategies in the areas of literacy and math. Teachers will also be provided the resources necessary to provide at risk intervention strategies within their classrooms for their students.

- 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.

To ensure for the proper implementation of each of the components of the SIG grant, a supplemental UFT Teacher Center will be budgeted. The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to design customized professional development.

Additionally, a literacy coach will assist in providing additional professional development to teachers as well as serve as a critical resource to teachers. This coach will also serve as liaison between outside consultants.

A supplemental AIS teacher will assist in providing additional support for students using the LLI intervention kits within the classroom for grades 3-8. This will ensure needed support for our at-risk populations.

Our staff is still in need of work in the areas of Domain 3c and 3d. We believe that student engagement in learning is the centerpiece for the framework that our students need and other components contribute to it. This domain contributes to the communication skills that are described in the academic and personal behavior for College Career. 73% of teachers were effective or highly effective 3d. The elements of component 3D are described as students assessment and monitoring of progress. Only 68% of teachers were effective or highly effective. Students must begin to learn how to "self-regulate" as per their academic and personal

behaviors.

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

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

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

F. Partnerships

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

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

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

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

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

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

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

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

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

Through the SIG, we would 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 academic interventions, teacher support and development and, thus, student performance aligned to Career and College Readiness model. These partnerships will ensure our schools ability to:

Provide professional supports for our teachers and resources for our students that supports proficiency by grade three and prepares students to take dual enrollment and college-credit bearing courses in a college or career pathway high school.

Partner Organization	Rationale	Role/Services to support the school redesign
Teachers College the Center for the Professional Education of Teachers (TCCPET)	CPET’s primary mission is to advance global capacities in teacher education, research and whole school reform for grades K-12. CPET advocates for excellence and equity in education through direct service to educators and youth, innovative district and school projects that promote students’ right to achieve, international research that examines and advocates the highest quality instructional and assessment practices today, and sustainable school and district partnerships. CPET promotes rigorous and relevant scholarship by leveraging current policy and	TCCPET will provide professional development coaches to support the design, effective implementation of Rigorous Instruction, Effective School Leadership, and Collaborative Teaching. Professional development coaches will provide services that include classroom visits, critical reflections, curriculum planning, team meeting facilitation, and strategic planning with the leadership team.

	<p>mandates to raise literacy levels and embed collaborative communities of learning, uniting theory and practice.</p>	
<p>Center for Educational Innovation (CEI)</p>	<p>As per the 2015 School Quality Guide (on a scale of 1.00-4.99), Q183 has consistently failed to reach the targets of:</p> <p>Effective School Leadership is Approaching Target at a score of 1.44</p> <p>Rigorous Instruction is Approaching Target at a score of 2.36</p> <p>Supportive Environment is Approaching target at a score of 2.64</p> <p>Student Achievement is Approaching Target at a score of 2.43</p> <p><i>Note: The School Quality guide rates the elements of the Framework for Great Schools based on information from Quality Review, The NYC School survey, student attendance and movement of SWD to LRE.</i></p>	<ul style="list-style-type: none"> • CEI will provide school leaders with instructional knowledge and skills to work with instructional staff to develop strategies which meet curricular and instructional goals • CEI will guide school leaders to implement policies that have a clear focus and that support the necessary changes to address the identified strengths and needs of all students • CEI will provide regular, ongoing supervisory support to school administration • CEI will ensure full adoption of CCLS, focusing on institutional shifts, assist in realigning curriculum maps to the CCR standards, and provide robust professional development in all targeted • curricula areas • CEI will guide school staff to implement assessment systems across all content areas to identify student needs, to monitor student progress, and to inform instruction. • CEI will guide school staff to imbed formative assessments are embedded across all content areas and will be aligned with standards and summative assessments • CEI will ensure the adoption of a whole school model to ensure for improved climate and

		<p>culture</p> <ul style="list-style-type: none"> CEI will facilitate the implementation of a teacher effectiveness and professional development systems that recognize a teacher’s need for deep content and pedagogical knowledge and skills and include a broad set of recruitment, induction, professional growth, and retention policies and practices
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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

Please see attachment C.

- iii. While some partners may be funded by other sources, for those funded by SIG clearly describe how the LEA/school will hold the partner accountable for its performance.

The process of partnership accountability and evaluation will be managed in the following manner: all partners will become part of the principal’s cabinet and will provide updated logs to the school detailing supports/activities/events provided; additionally, each partner will be strategically linked to specific or groups of school data points aligned with the services which they provide. This two-fold approach allows for both a qualitative and quantitative methodology of assessing partnership performance. The chart below details the quantitative methodology further.

Partner Organization	Data Point(s)	Frequency of assessment
Teachers College the Center for the Professional Education of Teachers (TCCPET)	Professional Development Plan, Daily Activity Summary, Monthly Coaching Logs, Workshop Feedback Forms	Monthly
Center for Educational Innovation (CEI)	Professional Development Plan, Daily Activity Summary, Monthly Coaching Logs, Workshop Feedback Forms	Monthly

*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.).

Please see attached.

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

Each of the teams will 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.

Cabinet

The cabinet team will consist of the Principal, two Assistant Principals, and Guidance Counselor. The cabinet meets every Monday at 8:30am and functions in the following capacity: reviews weekly expectations. The cabinet considers both leading and lagging data sources to drive discussions and school level decisions making.

School based support teams

The school based support teams are comprised of the following members: guidance, social worker, and administration. The school based support team meets the third Wednesday of the month and functions in the following capacity: review at risk students. They consider both leading and lagging data sources to drive discussions and school level decisions making including but not limited to: summative and formative student data, attendance, chronic absenteeism, OORs, and IEP reports.

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 a lead teacher, a Borough Field Center Instructional Lead, and a Teacher Development and Evaluation Coach to lead these efforts.

School Leadership Team

The School Leadership Team (SLT) is comprised of the following members: Principal, parents, and teachers. The SLT meets the third Monday of the month at 4pm and functions in the following capacity: tracking progress of the SIG grant; developing the Comprehensive Education Plan; planning parent involvement workshops and other activities as outlined by SLT bylaws.

College Readiness Team, includes Principal, Assistant Principals, and Guidance Counselor, who 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 (cultural responsiveness) with a focus on specific sub-initiatives.

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

Please see attached calendar schedule of APPR events 2016-2017.

H. Educational Plan

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

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

In implementing the SIG model, Career and College Readiness our curriculum will ensure a focus on literacy programming/activities and supports literacy proficiency by grade three. We expect it to strengthen our student's cross curricula skills, cognitive speaking and writing skills.

With a staff of 46 instructional staff members, the majority of who have more than 3 years teaching experience, the leadership team at PS/MS 183Q has made a very strategic decision to select Core Curricula. It has been adopted and recommended by the New York City Department of Education. The school will use Ready Gen and Go Math in grades 3 to 5 and CODE X and CMP3 for grades 6 to 8 as curriculum resources for math and English language arts. Imagine Learning, a software program, will be an added resource to build foundational skills in language and literacy and is presently being used to supplement the curriculum for English language learners. In addition, the school will partner with Teachers College to enhance certain Common Core competencies, and writing supports such as read-aloud fluency and discussion around key elements of text across grades. Additional resources will be accessed on Engage NY.

NY State tax levy funds will be used to purchase relevant Core Curriculum instructional materials to ensure teachers and students have access to instructional aligned texts with a focus on the ELA (academic vocabulary) and Mathematics shifts (fluency), and Science, Social Studies literacy courses. Additional SIG funds will be allocated to support the purchase of LLI intervention kits and the Teacher's College units.

In addition to purchasing Core Curriculum resources for students and teachers, the SIG plan will allocate funds for significant teacher support and curriculum development. Partnerships will offer teachers training and professional development and guidance as they align all instruction. Not only will the SIG plan support the alignment to the appropriate CCSS standards assessment and instructional delivery it will also ensure effective supports for ENL's and students with disabilities.

The professional development and support that teachers receive in curriculum development will lead to increase student achievement through the strategic examination of students work, alignment of resources and scaffolds necessary for all students work towards grade level mastery in CCSS. The administration, lead teachers and coaches from partner organizations will be held responsible for these shifts in teacher's curriculum design. Periodic meetings with these stakeholders will be conducted to assess the impact of these programs.

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.).

Teaching practices will be aligned to the curricula and will reflect a set of beliefs about how students learn best centered on both participation and discussions. This belief system will be informed by the Danielson Framework for Teaching, as work products and discussions across classrooms will consistently reflect students' higher-order thinking and active engagement. Across classrooms, teaching practices will reflect the school's instructional focus to students engage in questions and discussions in order to aid in comprehension. Teachers will deliberately plan to incorporate instructional shifts aligned to this focus by having students work in groups on shifts, such as, citing evidence across two texts to support a claim; understanding an author's

purpose and perspective through the details in a text and comparing and contrasting using another text; using a standards-based, math problem-solving rubric and stating the reasoning for how to arrive at a solution. Scaffolded supports in understanding the tasks, unpacking the vocabulary in the questions, and the charting responses, will be prioritized to ensure that supports are available for all students.

The instructional strategies to be employed (shift 4: text based answers and shift 5 & 6: writing from sources and academic vocabulary) are aligned to the following instructional shifts in ELA. The model will support our school in making meaningful improvements to the quality and quantity of instruction by:

- Ensuring that students are engaged in rich rigorous conversation about the text as well as building vocabulary
- Using an internet-based literacy program MYON, during small group interaction and ELT, to allow students to work on building their academic vocabulary skills by reading complex texts.

The math instructional shifts to be employed include:

- Applying math concepts in “real world” situations.
 - Vertical teaming across grades so that teachers build cohesion and connect learning.
 - Making use of dual intensity consisting of practice and understanding as students will use an internet-based Math program during small group instruction. Students will have the opportunity to work on their math fluency skills.
- ii. *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>.

Please see daily proposed school calendar and sample daily class schedule.

Our school’s ELT schedule is attached and demonstrates a model aligned with the Regents memo, Update on New York State’s Next Generation Accountability System - Approval of Recommended Revisions to the Elementary and Secondary Education. In addition, non-mandated extended learning time and enrichment opportunities will be provided:

- Before school and during the holiday breaks

Our ELT program combines an integration of academics, enrichment, and skill development through hands-on experiences. The following programs are offered during ELT and available to all students:

- Art

- STEM / Technology
- ELA Tutorial
- Math Tutorial
- Social / Emotional

In order to strengthen career and college readiness we have focused on the following strategies during ELT: academic behaviors. In order to meet the unique learning needs and interests of all types of students our school has employed the following strategies. We will:

- Survey students' interests
- Survey teachers' skills
- Determine At Risk student
- Include SWD and ENL students
- Focus on Hold Over / Average Students

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

Our school implements Data Driven Inquiry (DDI) in the following manner articulated through the Framework for Great Schools: Collaborative teacher. Teachers will be utilizing the Data Wise Inquiry Protocols. This approach is based on the book *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. The Data Wise Improvement Process is a way of looking at a wide range of data sources, including test scores, student work, and teaching practice through a collaborative data inquiry setting.

The schedule for DDI is that they will meet on Mondays, Tuesdays and Common Planning Periods.

Our schedule for administering common interim assessments in both ELA and math is shown in the chart below. In our efforts to support teachers and coaches we will partner with Data Corp to ensure the administration of all assessments.

Assessment	Type of Assessment	Formative or Summative	Frequency for Administration
ELA	Fountas and Pinnell	Summative	3x
Math	Go Math	Summative	1 a month
Other on going	Exit slip/observation/check list	Formative	daily

iv. 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.

School leaders and staff will consistently communicate expectations that are connected to a path to college and career readiness and offer ongoing feedback to families and students. The Response to Intervention Team will work diligently to assign interventions that are specific to student needs. For example, the English as a Second Language teacher will be assigned to pull-out students who are struggling readers to administer Imagine Learning, a new online program that the principal will purchased for 100 students to use this year. Level one and level two students will also be assigned to afterschool interventions.

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

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

- vi. *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.

Families will understand their children's progress toward college and career readiness expectations. Monthly newsletters to parents will inform them of celebrations of students' academic work, such as, the middle school grades presenting slide shows in class using the Keynote and PowerPoint presentations of their choice. Teachers and parents will meet on Tuesday afternoons as needed to discuss their children's progress and how to help them succeed. Parent workshops are offered on Saturdays through a partnership with the ENACT program. Workshops will include topics, such as: Adjusting to Change-Coping with Transition; Walking in Their Shoes-Understanding Your Child; Being a Positive Role Model; Expressing Your Common Core Needs; College and Career Readiness. Additionally, parents will attend the monthly grade assemblies, some of which will emphasize college and career ready themes.

We anticipate a 10% increase of events facilitated by the Parents' Association to improve the community atmosphere and students' experiences. These events will be organized with agendas, flyers, sign in wheels, and parent feedback surveys. Throughout the year, as part of SIG implementation, we will conduct an increased number of parent workshops and invite parents into the building every Tuesday and initiate student led conferences for Pre-K through 8th grade.

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 and teacher observations. The needs are aligned to our schools SIG as well as SCEP.

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

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

Please see PD Implementation Period Chart

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

As articulated in the PD plan, our school will evaluate the impact and success of each of our PD, training, and support frequently to ensure that we are continually evaluating, being responsive to the needs of our staff and making adjustments to key strategies when needed. Our key method for evaluation relies on teacher observations.

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: Parent Association, town hall, community outreach and professional development. Beginning in the new school year we will meet with the entire staff to review the SIG plan, how it was developed, the data used for the needs assessment, the partnership choices that were made, and the expectations for implementing coaching and professional development support. Additionally, during SLT meetings we will present evidence or practice and impact within the key strategies and overall goals to assess implementation of the SIG plan. The types of data which will be shared during these meetings are: formative assessments, attendance, progress in ELA and Math.

Communication Method	Description	Frequency	Target Audience
Progress Reports	Student progress reports will detail interim progress	Progress reports will be sent home mid- point of Marking Period	Parents and Students
Report Cards	Student report cards will detail progress during each semester	Report cards will be sent home at the end of each marking period	Parents and Students
Website	Website will detail progress in all areas	The website will be updated bi-weekly	Parents and Students
Parent Association Meeting	Parent Association meetings will detail progress of students and staff	Parent Association meeting will take place monthly	Parents
SLT Meetings	School leadership Team meetings will detail progress of students and staff	School leadership Team meetings will take place monthly	Teachers, parents and students
Faculty Conferences	Faculty conference meetings will detail progress of teachers and students	Faculty conferences will take place monthly	Teachers

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:

- 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.
- 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.
- 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.
- 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.

SIG Project Plan Timeline

ELA Goal

Teachers will expand literacy strategies to ensure that all students of PS/MS 183Q will increase their reading levels on a consistent basis as measured by Fountas and Pinnell and the Performance Series Assessments.

Objectives

- A coherent and vertically-aligned English language arts, (ELA) curriculum will be adopted across grades Pre-K through 8.
- With the guidance of Teachers College as a supporting partner, teachers will plan and present Common Core-aligned units and lessons tailored to a diverse student population.
- Teachers College Writing Program curriculum will enable students to become more adept at analyzing complex texts and writing in expository and argumentative modes resulting in increased proficiency on the State Tests and other ELA assessments (Common Core).
- Students will be frequently measured by the curriculum’s internal accountability for reporting on academic progress relevant to the SIG plan.
- Students will understand how to read closely and cite evidence from a text as demonstrated by scores on summative assessments and performance tasks that incorporate aspects of digital literacy.
- Students will read a variety of literary and informational texts and synthesize ideas through the argumentative mode as demonstrated in student writing samples.
- Students will be immersed in Teachers College writing strategies to improve the fundamental use of the standard conventions of the English language.
- Teachers will utilize technology to heighten student engagement as measured by teacher APPR ratings (Measures of Teacher Practice), particularly component 3c and 3d of the Danielson Framework.
- Professional learning communities will be strengthened as measured by an increased categorical rating in Quality Indicator 4.2.

Key Strategies

- Teachers College will train all teachers in the use of their writing curriculum.

- School leaders will monitor Advance data to provide targeted support for teachers in competencies or Danielson components that are predominantly developing or ineffective.
- Teachers will be supported through the planning and implementation of the ELA curriculum and strategies through the work of the Professional Learning Team, the Instructional Team, the Data Specialist and her team and professional development and coaching from Teachers College.
- Rigorous instruction will be expected and monitored through formative and summative assessments and formal and informal observations by supervisors.
- Reading coach and UFT coach will identify resources that can be used to promote daily reading.

Early Wins	Timeline
The school will participate in the MyLibrary NYC initiative to ensure that students can benefit from enhanced library privileges including fine-free student and educator library cards	September-December
All teachers will engage in professional development workshops provided by Teachers College to increase the effectiveness of instruction delivered to students via the writing curriculum.	September-December
All students will practice the use of annotations and citing evidence from a text as seen in an EngageNY Common Core research task that requires the use of citations.	September-December
Overall ELA course passing rates will improve from the same time the previous year.	September-June
Middle of the Year Assessments will show student growth in the area of writing according to Teacher College rubrics.	February
75% of teachers will earn Measures of Teacher Practice ratings of effective or highly effective rating each marking period during the 2016-2017 school year.	October-June
75% of students targeted for Academic Intervention Services (AIS) at P.S./M.S.183 will show growth from their school-level baseline benchmarks.	September-June
Curriculum maps will be the foundation of the reading programs, which essentially means that key reading concepts will surface on a cross-curricular level at all grade levels.	October-June
Integrated Co-Teaching (ICT) teachers will receive professional development in best practices to support at-risk populations.	September-March
All assessment reports for special education students will show increased achievement rates from the previous year.	October-June

Math Goal

Teachers will build a repertoire of real-world math strategies that result in sustained academic improvement in mathematics as measured by Go Math! and Performance Series Assessments.

Objectives

- Students will demonstrate increased levels of college readiness as a result of revamped mathematics curriculum as measured by the formative and summative assessments.

- Teachers College will assist teacher teams in re-shaping the teaching of mathematical content using the Go Math and CMP3 curricula. Additionally, distinctive links will be established between math and real-world applications.
- 80% of teachers will earn a rating of Effective or Highly Effective on Danielson 1e (Designing Coherent Instruction).
- The majority of teachers will be engaged in structured, inquiry based professional collaborations that promote the achievement of school goals and the implementation of CCLS (including the instructional shifts).
- All students will successfully complete a minimum of two project-based Common Core-aligned tasks, such as linking mathematics to life experiences or science applications.
- Math coach will provide push-in support for identified at-risk populations.

Key Strategies

- Math teachers will nurture positive attitudes about math by incorporating real world activities from the EngageNY Common Core-aligned curriculum.
- Problem solving and reasoning skills will be modeled through guided instruction.
- Teachers will be trained by CEI-PEA to facilitate communication among students regarding mathematics while providing ample opportunities for learning through social interaction. This will include collaborative dialogue, explanation and justification, and negotiation of mathematical meanings.
- Communication skills, as part of the PS/MS 183's writing across the curriculum initiative, will facilitate mathematical concepts in student-centered classrooms by having students explain their thinking and problem solving processes.

Early Wins	Timeline
Professional development will be given to the teachers on the technology used to help in the alignment of the Mathematics curriculum to the CCLS.	September-December
Department curriculum will be revised and a repository of lesson plans will be established on Google Drive so teachers can easily access information and further incorporate best practices.	September-June
Teacher team leaders will facilitate the crafting of a new benchmark assessment that reflects the CCLS and college and career readiness criteria.	September-March
50% of classroom teachers will participate in peer inter-visitation in a designated math-rich classroom to observe developmental lessons that emphasize the math instructional shifts.	September-March
All math teachers will participate in a math "Share Fair" that will engage teachers in best practices in Common Core-aligned tasks.	September-June
A math assembly program will take place that is open to parents and this assembly will provide an overview on math-related careers.	October-January
A math section will be established in the school library to give students the opportunity to investigate interesting topics in mathematics. Projects will be assigned by the Librarian on the history of mathematics thus promoting the goal of teaching students to appreciate mathematics as the foundation of science and discovery.	September-June

Professional development and common planning time will be driven by student assessment data to determine areas of need to allow for intervention and success.

September-
June

College and Career Goal

Build a college and career culture based on early awareness, planning, and nurturing of students so students can aspire to post-secondary readiness and overcome challenges they may face as measured by sustained decreases in incident reports.

Key Strategies

- Writing tasks that explore various writing modes will be used across classrooms including, description, narration, comparison and align Curriculum, Instruction, and Assessments to the Common Core.
- Sanford Harmony PBIS services will ensure that a curriculum supports positive mental health for all students.
- Teachers will use the Data Wise Improvement Process in all grades to ensure that proper protocols are utilized when reviewing student data. We are committed to strengthening teacher and leader effectiveness.
- Administrators will engage in observation cycles to provide frequent, formative feedback to teachers following observations. We will engage all stakeholders (families, school staff, partners and the larger community) in students' education.
- Establish an Advisory Committee among teachers, school leaders, community partners and parents to guide implementation of the SIG plan

Early Wins	Timeline
Lead Partner Teachers College will review and analyze data from the NAEP reading and math tests as indicators of "college preparedness," to ensure that we increase the percent of 4th graders scoring at or above proficient in reading and in math.	September-December
All teachers will develop two college ready performance tasks (mini-research papers) with a thrust on digital literacy.	September-June
Use of subscription databases will be communicated to parents and students by the Librarian for discovery based research projects.	September-October
Teachers will implement a short unit on the autobiographical essay using personal statements and college applications as exemplars.	December-January
Teacher team leaders will facilitate the crafting of a new benchmark assessment that reflects the CCLS and college and career readiness criteria.	September-March
Students will use diagnostic online tools to gauge potential career paths for a performance based task.	September-March
Utilize our community based partnership to plan career discovery events that promote college and careers.	September-June
The Central-funded 2 nd grade literacy coach will meet with all teachers to share rigorous reading and writing tasks that prepare students to be college and career ready.	October-January

Review agendas and minutes of the Advisory Committee to ensure that college readiness is being properly addressed.	September-June
Implement full participation in Respect for All week	February