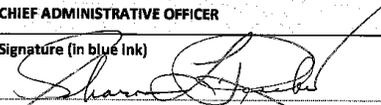


New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

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				
Queens Satellite High School for Opportunity		342800011338				
Grade Levels Served by the Priority School Identified in this Application		School NCES #				
High school						
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)				
1968 total for cluster; 175 for SIG applicant school		162-02 Hillside Avenue Queens, NY 11432				
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 type="checkbox"/></td> <td style="text-align: center; border: none;">Family and Community <input checked="" type="checkbox"/></td> <td style="text-align: center; border: none;">Individualized Learning <input type="checkbox"/></td> </tr> </table>	College/Career <input type="checkbox"/>	Family and Community <input checked="" type="checkbox"/>	Individualized Learning <input type="checkbox"/>
College/Career <input type="checkbox"/>	Family and Community <input checked="" type="checkbox"/>	Individualized Learning <input type="checkbox"/>				

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) 	Date July 19, 2016
Type or print the name and title of the Chief Administrative Officer Sharon Rencher, Senior Executive Director/Senior Advisor to the Chancellor, State/Federal Education Policy and School Improvement Programs	
DO NOT WRITE IN THIS SPACE	

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).

Queens Satellite High School for Opportunity (28Q338) is a transfer school with 175 students from grade 9 through grade 12. The school population comprises 56% Black, 24% Hispanic, 5% White, 6% Amer. Indian or Alaskan Native, and 9% Asian students. The student body includes 3% English language learners and 13.1% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2015-2016 was 70.6%. Students who are economically disadvantaged comprise 80% of the population with 72% eligible for free lunch and 8% eligible for reduced-price lunch. During SY 15-16 the percentage of discipline referrals level 3-5 was 4% or 7 out of 175 students.

The transfer school's instruction is driven by performance-based assessments. In this manner, students can earn their Regents high school diploma through portfolio-based assessments rather than just standardized testing. The lead teacher and administration provide professional development (PD) regarding the use of portfolio-based assessment results to drive instruction.

The school evidences unique needs in both student academic performance as well as social and emotional growth and development. Academically, the school's four year graduation rate is 7% while its five year graduation rate is 15%. However, the transfer school graduation rate among all students is 29% for the 2014-2015 school year. The student academic performance during the 2014-2015 school year demonstrates the following patterns and trends:

- The most at-risk students have a 17% graduation rate.
- The graduation rate for overage/under-credited students is 25%.
- Students who graduated and earned a high school equivalency or alternative commencement credential or those that showed high school persistence and remained enrolled and attending the school is 35%.

The student social and behavioral data demonstrates the following patterns and trends among disciplinary infractions:

- Posting or distributing literature or material containing a threat of violence, injury or harm (including posting such material on the Internet).
- Altercations and/or Physically Aggressive Behavior.
- Coercion/Threats.
- Weapon Possession.

An analysis of the data above shows that 50% of the school's suspensions were that of level 3 or higher infractions which constitute the items listed above. This suggests the need for community-based programs that provide advisory supports.

- 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.

28Q338 underwent a formal NYCDOE Quality Review which took place on January 8, 2015. This review evidenced school capacity, strengths and needs.

The Quality Review evidenced the following needs across the school:

- Teaching practices aligned to a set of beliefs reflective of the Danielson Framework for Teaching towards high-level thinking and discussion are applied inconsistently across classrooms.
- Missed opportunities to participate actively in rigorous learning tasks aligned to instructional shifts and rich discussion, limits the ability for students to demonstrate high levels of thinking and engagement.
- Planning to engage a diversity of learners is evident yet, inconsistent in implementation, which limits the opportunity for all students to demonstrate postsecondary readiness.
- School leaders and teachers are in the process of ensuring that all curricula, including maps, units, tasks, and lesson plans are aligned to Common Core Learning Standards, consortium expectations and integrate the instructional shifts.

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

The Quality Review relied on a wide array of evidence and takes the views of staff, students and parents into account. This is done through a document called the school self-evaluation form which is collaboratively written by key stakeholders prior to the review. This document provides critical input for the review 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.

This Quality Review suggests following emergent trends and patterns that reflect the capacity of the school to accelerate student achievement:

Rigorous Instruction: Teacher created assessments and rubrics provide ongoing opportunities for teachers to deliver feedback to students and adjust instruction across content areas.

Supportive Environment: Structures and systems are in place to communicate high expectations to students through ongoing, detailed feedback and support.

Collaborative Teachers: Teacher teams analyze student work, diagnostic and interim assessment

data and develop appropriate goals to meet the needs of students.

Effective School Leadership: Distributed leadership structures are in place so teachers have a voice in key decisions.

Strong Family and Community Ties: The school community has developed multiple partnerships with colleges and local businesses to expose them to possible college and career paths.

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

In order to implement the Family and Community school design SIG model we will prioritize the evidenced needs through the following:

- Expanded learning opportunities that include afterschool, summer school, Science, Technology, Engineering, Arts, and Math programs (STEAM) and mentoring and other youth development programs.
- Access to career and technical education as well as workforce development services to students in the school and their families in order to provide meaningful employment skills and opportunities.
- Family and community engagement to promote stronger homeschool relationships and increase families' investment in the school community.
- Social service, health and mental health needs of students in the school and their families in order to help students arrive and remain at school ready to learn.

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.

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

The partner Outward Bound has an extensive history in New York City of providing attractive and interesting programs to draw in the students and then provide them with the necessary youth development skills that will ensure their continued participation and academic achievement. Essential to our lead partner, is their expertise in team and leadership building to help establish a culture of mutual respect, collaboration, and strong community engagement. As

a transfer school, our students come to us having experienced failure on many levels and feeling extremely isolated, with no interest in connecting with others or bringing the families into their school life. In order to help create our welcoming environment we need to offer those things that initially interest or motivate us to build our school culture and environment. With a pressing at-risk population, we are overwhelmed with the need for socioemotional supports. Thus, Outward Bound is the perfect lead partner to provide the embedded youth development services and SIG funds will help us so we can maximize the outcomes and resources we provide not only to our students but to a cluster of schools who will build upon these practices.

As evidenced in Part A, the following needs, core challenges, and capacity support the rationale in choosing the Family and Community School Design. School based needs further categorized using elements from the Framework for Great schools shown below.

Rigorous Instruction: The family and community engagement pathway will allow model classrooms to be established that increase levels of engagement through activities that are student-centered and relevant the community by and large.

Supportive Environment: New social-emotional supports will include counselors who provide one-to-one supports for all students.

Collaborative Teachers: The cluster model will amplify teaching strategies and emphasize high-level student engagement skills shared by all teachers and assessed through a data-driven inquiry approach.

Effective School Leadership: Teacher team leaders will track progress in the implementation of new strategies and provide portfolios of such in binders and online through Google Drive.

Strong Family and Community Ties: School will be open year-round, even during vacations, and provide resources such as a family resource center and health and mental health services for both students and families.

The SIG Family and Community School Design pathway will support our school's needs through the partnership with our Community Based Organization who will provide access to critical programs and services like mental health care, mentoring, expanded learning programs, adult education, and other services. The CBO and other professional development partnership and staff will enable a strong focus on student's social/emotional and academic development.

Queens Satellite High School for Opportunity (Queens Satellite) will collaborate on the work of this grant through the Cluster Approach with other Title 1 transfer schools in the district. These transfer schools are small, academically rigorous, full-time high schools designed to re-engage students who have dropped out or who have fallen behind in credits. In order to be eligible for a transfer school, as student must have completed at least one year of high school. This cluster approach will allow the grant to reach over 1300 high needs students across the New York City Department of Education (NYCDOE) and amplify the work done in the school through best practice sharing and intervisitations across schools. This District cluster initiative will include the following transfer schools:

School	Principal	Enrollment	Title 1 Status
Humanities Preparatory Academy	Jeannie Ferrari	205	Yes
The James Baldwin School	Master Principal Brady Smith	256	Yes
Satellite Forsyth Academy	Master Principal Brady Smith	204	Yes
Arturo A. Schomburg Satellite Academy	Marsha Vernon	180	Yes
English Language Learners and International Support (ELLIS) Preparatory Academy	Norma Vega	318	Yes

This cluster of transfer schools serves extremely high needs populations and has similar overlapping student components which include:

- Attending regular classes Monday through Friday
- Participation in workshops and get support with academic and personal goals
- Student access to tutoring, Regents prep, and extracurricular activities
- Developing college and career plans for life after high school

The SIG cluster approach will allow Queens Satellite and other schools to learn from the work that Queens Satellite will do with its community partner in establishing themselves as an authentic community school. While none of the other schools are community schools, Queens Satellite will use innovative and shared community approaches to heighten engagement while implementing critical tools aligned to the Family and Community Engagement pathway including providing resources that address social service, health and mental health needs of students in the school and their families in order to help students arrive and remain at school and be ready to learn. Other innovative tools include a family resource center that will increase families’ investment in the school community. Queens Satellite will also become a “PD Hub” for transfer schools in the district as teachers from other schools will attend PD and work with site-based coaches and in model classrooms at Queens Satellite and bring best practices back to their own schools.

- 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, the Teacher Development and Evaluation coach and the School Leadership Team (SLT), which is comprised of the principal, the assistant principal, the United Federation of Teachers Chapter Leader, the Parents’ Association President, the SLT chairperson, the Title 1 Parent Representative, three parents and one teacher. Additionally, the school collaborated with district principals who will be an

integral part of this District-wide cluster initiative.

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. Our ELA will modify curriculum plans and course outlines that include multiple formative and summative assessments and questioning and discussion strategies.

The following objectives in ELA will ensure that the school meets the aforementioned goal:

- Students from cluster schools will engage in classroom Team Building sessions that focus on community, confidence, and leadership by actively engaging students in Team Building Initiatives.
- A school-wide professional development plan will be created based on student need and teacher feedback.
- Teachers will utilize the Danielson framework for revision and reflection strategies.
- Teachers will visit each other's classes and provide feedback to one another using Danielson Rubric.
- Teachers will engage in professional development that targets the identified components (1e,3c) and addresses content specific applications.
- Teachers will engage in ongoing professional development with our partners.
- Teacher professional conversations during common planning time

Resources: Professional Development calendar, Danielson Framework, Protocols for best practices and analysis of student work developed at school level, ASCD research-based articles

Personnel: Principal, Assistant Principal, Lead Teacher, Teachers, Guidance Counselor, Community Based Organizations, Teacher Development and Evaluation Coach

- 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.

Our math teachers will modify curriculum plans and course outlines that include multiple formative and summative assessments and questioning and discussion strategies. We will be utilizing the Danielson framework for revision and reflection strategies.

The following objectives in Math will ensure that the school meets the aforementioned goal:

- A school-wide professional development plan will be created based on student need and teacher feedback.
- Teachers will engage in peer inter-visitations at cluster schools
- Teacher leaders will participate in workshops on math instructional shifts with other cluster schools.
- Teacher leaders in math from cluster schools will meet on a monthly basis to build a repository of best practices archived on Google Drive.
- Teachers will engage in professional development that targets the identified components (1e,3c) and addresses content specific applications.
- Teachers will visit each other's classes and provide feedback to one another using Danielson Rubric accompanied by the District Teacher Development and Evaluation Coach.
- Teachers will engage in ongoing professional development with our partners.
- Teacher professional conversations will take place during common planning time.

Resources: Professional Development calendar, Danielson Framework, Protocols for best practices and analysis of student work developed at school level, ASCD researched-based articles

Personnel: Principal, Assistant Principal, Lead Teacher, Teachers, Guidance Counselor, Community-based organizations, Teacher Development and Evaluation Coach

- 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.

We will focus on the following Family and Community School Design goal in collaboration with our Educational Partnership Organization (EPO)/Community Based Organization (CBO):

Throughout the grant implementation period we will create and sustain a school community that provides social service, health and mental health needs to all students.

The following objectives pertaining to our Family and Community School Design will ensure that the school meets the aforementioned goal:

- EPO will diagnose neighborhood challenges and design solutions to expand educational and health opportunities to the community by deploying resources and volunteers
- EPO will provide social service, health and mental health needs to students and their families in order to help students remain at school and be ready to learn
- Providing access to services in the school community to promote a safe and secure learning environment
- School leaders will encourage family and community engagement to promote stronger homeschool relationships and increase families' investment in the school community
- School leaders will expand access to career and technical education as well as workforce development services to students in the school and their families in order to provide meaningful employment skills and opportunities
- The school will offer expanded learning opportunities that include afterschool, summer

school, Science, Technology, Engineering, Arts, and Math programs (STEAM) and mentoring and other youth development programs

- Teachers from all cluster schools will engage in train-the trainer workshops provided by partner Outward Bound.
- Students from all cluster schools will participate in workshops containing the essential tools, equipment and resource books so that participants can return to school or community and use these skills to train others through community and team-based initiatives that help to develop trusting relationships.
- An environment will be created and sustained fostering positive relationships between caring adults and students.
- Our school community will work closely with our partners to provide workshops for our students and parents that will increase parent and family engagement and involvement.
- The training for our teachers, students, and parents will be facilitated by our partners and CBO's.

Personnel: Educational Partnership Organization, Community-based organizations, Principal, Assistant Principal, Lead Teacher, Teacher Development and Evaluation Coach, Parent Coordinator, parents, students, community school director, part-time counselor, youth works tutors.

During the year we will monitor this process with regular meetings across cluster schools, assemblies, student and parent reflection surveys, collection of data from all stakeholders, as we analyze the data and identify next steps to create an action plan for improvement.

Parent Coordinator and EPO/CBO will conduct parent engagement workshops to support and inform parents.

- 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	*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

and classroom levels;	
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.

Mr. Mark Melkonian is the Principal of Queens Satellite High School for Opportunity. He has been an educator for 20 years with a particular love and respect for the complexity of urban education. He has spent 14 years in the classroom teaching history and entrepreneurship. His family history and the experiences and struggles that his grandfather faced inspired him to learn about history and eventually become a teacher. Mr. Melkonian was one of the first teachers to bring the Network for Teaching Entrepreneurship curriculum to New York City students at the High School for Economics and Finance. He also served as Athletic Director and coach of the boys' basketball team. Mr. Melkonian became the Assistant Principal of Business at Murry Bergtraum High School in 2006, but also remained in the classroom because of his passion for teaching. He was at the forefront of smaller learning communities and was the Director of the Global Marketing Academy for Travel & Hospitality. In 2006, he established a vibrant partnership with the Ritz Carlton, Central Park. Students had opportunities to learn from managers throughout the hotel, shadow top executives, and eventually serve as interns at the hotel. This led to the development of a worldwide educational program called "Succeed through Service."

These experiences led Mr. Melkonian to become the Principal of Queens Satellite High School for Opportunity (QSHSO) in 2010. QSHSO is dedicated to providing students who have opted out of traditional high schools an opportunity to complete their education in a smaller, student-centered learning community. Our mission is to transform the lives of our students, improve their attendance, become active learners, and graduate with the full capability for success. Since our students have either struggled in traditional school settings or due to the choices they have made, our small class sizes and community provide academic and personal support. His educational philosophy is that all students can learn. We created and plan to sustain a positive and safe school environment which provides opportunities for students to be successful. It is difficult, but through persistence coupled with high expectations our students will not fall through the cracks. To quote Pedro Noguera, "That's at the core of equity: understanding who your kids are how to meet their needs. You are still focused on outcomes, but the path to get there may not be the same for each one."

Mr. Melkonian has also been an Adjunct Professor at Pace University. He holds a B.A. in Philosophy, Politics, and Law from Binghamton University, a Master's degree in Social Studies Education from New York University, and a Master's degree in Education Administration and Supervision from Pace University. Mr. Melkonian is an avid outdoorsman, a Mets fan, and supporter of the Lymphoma Foundation.

E. Instructional Staff

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

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

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

HEDI Rating	Number of Staff
Highly Effective	1
Effective	8
Developing	2
Ineffective	1

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

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

- 75% of teachers were rated developing for 1e: Designing Coherent Instruction
- 83% of teachers were rated developing for 3b: Using questioning and discussion techniques
- 33% of teachers were rated developing for 3c: Engaging students in learning
- 41% of teachers were rated developing for 3d: Using assessment in instruction

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

- Staffing changes in the math and science departments are being considered based on current data and budget.

The SIG model: The family and community design will support the needs articulated by providing partnerships with outside agencies with an integrated focus on rigorous academics and the fostering of a positive and supportive learning environment. By partnering up with more than one agency, QSHSO will be able to improve upon student learning and stronger community ties both inside and outside the school.

“Collaboration between parents, educators, students, and the community is the best way to ensure students meet the demands for higher education and the 21st century workforce.” (NEA President Dennis Van Roekl)

During the 2016-2017 academic year, the QSHSO teachers will participate in professional

development workshops that will address specific components of the Danielson Framework of planning, assessment, questioning, and student engagement. Teachers will also be provided additional professional development opportunities to develop, improve and enhance the socio-emotional communication with students.

- QSHSO's professional development plan will be revised and implemented throughout the year based on the teachers' needs assessment surveys and on-going observations' feedback
 - Teachers will participate in PD workshops and common planning time to address the following components: planning lessons and assessments, designing tasks to engage all students, and incorporate literacy strategies in all content areas.
 - Observation cycles will be on-going to support teachers throughout the year. Actionable feedback will be provided to teachers in a timely manner to support them.
 - Peer collaborative teacher will support teachers every cycle observation on a rotation basis.
 - Teachers will participate in school inter-visitations and provide their colleagues with feedback using a teacher effectiveness Danielson Framework rubric.
- 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.

A community school director will be hired by the EPO. This individual will facilitate the implementation and management of programs/activities within the scope of the Family and Community School Design and work in conjunction with the New York City Department of Education's Office of Community Schools. Also working closely with the principal and SLT, s/he will be responsible for overseeing programs, services, activities and events to engender student achievement, stronger families and school-centric community development. This includes the ability to:

- Serve on the school administrative cabinet as an advisor to the principal, SLT and Community School Team (CST), and provide leadership for coordinating the work of different partners within the school, while aligning the work of partners with school faculty.
- The CSD will supervise staff, lead and facilitate relevant meetings, and will have decision-making abilities within the context of the community school initiative in partnership with the school principals, as well as, administrators and pedagogical staff.
- Work with the CST as a sub-committee of the SLT to maintain a focus on results and track progress, including actively engaging in attendance improvement programs in partnership with the community school, its principal and pertinent staff members (i.e., Attendance School Aides).
- Collaborate with the principal, SLT and CST to develop and oversee assets, as well as, needs and resource assessments; develop and cultivate strong relationships and seek input from teachers, school staff, parents and students to determine ongoing needs of students and their families.
- Serve as a point person for agencies and programs interested in partnering with the school, and help to broker new partnerships that identify relevant service enhancements

and expanded learning and enrichment opportunities aligned with community school goals and needs.

- Work with the Parent Coordinator to ensure that families have meaningful opportunities to participate in the school; ensure full implementation of a transformative parent engagement initiative aligned with the CS strategy.
- Identify high-need students; coordinate with partners and teachers to target interventions; track and monitor impact of interventions.
- Assist school and partner agencies with resource management and development, including fund development and SIG maintenance.

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 cluster schools with Master/Peer Collaborative and Model Teachers and school-based site staff to design customized professional development.

- 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. We also have an interview committee comprised of established staff members who are involved in the observation of the demo lesson and provide feedback to administrators. *

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

F. Partnerships

The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education

Management Organization (EMO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. LEA/schools are encouraged to have a few targeted and purposeful partnerships with shared goals, rather than a large variety of disconnected partner groups/services with multiple goals. This section must address each of the following elements:

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

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

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

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

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

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

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

In order to become a more efficient community based school, QSHSO will have partnerships with Outward Bound and our EPO/CBO (to be determined).

Many of our students come from low income families that live in poverty. We are looking to procure a CBO who fights to end poverty in New York city. Our goal is to combat poverty by educating our community and providing critical resources that our students need. This includes social services, health and mental health services. Services also include improving nutrition literacy so that families make smart choices about food. We will also provide educational support in the form of counselors and tutors who will increase students reading levels and enable students to graduate from high school as thriving members of our community. We know that if we can promote positive behavioral changes, we can ensure personal growth. Coaches

from our EPO/CBO will help to assess the school environment and use this data in order to implement effective strategies that lead to school individual intervention programs. They would provide student workshops and teacher professional development on role modeling, building relationships, clarifying expectations, establishing structures and routines, adapting for individual needs and responding, reflecting and repairing. These intervention programs would lead to an improvement in school culture and decrease behavioral incidents and increase the attendance rate.

Outward bound is an organization that has worked with many school throughout the years and has been rated as an effective program that led to positive change in the school community. They value compassion, integrity, Excellence, inclusion of diversity and use the EL education model to encourage a culture of achievement. Their mission is aligned to our core values of portfolio based assessment. It will enable our school to develop our student and teacher community and provide us with more hand on learning and activities.

All of these organization encompass the fundamental support that would improve students' educational and emotional outcomes. Our school will establish multiple partnerships to ensure there is an intense and strategic focus on improving community services, academic interventions, teacher support and development and, thus, student performance.

Partner Organization	Rationale	Role/Services to support the school redesign
EPO/CBO	<p>80% of our students come from low income families and poor communities in Far Rockaway and Jamaica Queens. Our students often lack the education that would permit them to live healthy lives. They often lack the means to support a healthy living lifestyle to their low income.</p> <p>OORs student behavioral incidents at our school have increased.</p>	<p>The consultant group will provide educational support to become proficient, hunger and nutrition prevention program and emergency food and shelter programs. Furthermore they will support our school social worker in providing support for our students in need.</p> <p>The organization will build positive relationships with all students, including those previously considered to be particularly disruptive, model positive leadership by successfully managing student behavior, offer genuine and meaningful encouragement to children, anticipate and avoid the factors that trigger disruptive behavior and be aware of their own strengths and weakness as classroom and school leaders. This support</p>

		will help the school increase its student's attendance.
NYC Outward Bound Schools	67% of our student body attend school on a regular basis. Many of them will either not attend or cut classes because students are not engaged.	<p>Curriculum Development NYC Outward Bound Schools will work with the staff to plan and implement high quality curriculum rooted in rigorous and relevant learning experiences for students in the following areas: <i>Case studies</i> act as a way of organizing curriculum through backward design in a way that animates the major concepts of a discipline or broad topic through concrete, often local, studies of subtopics within the discipline. The case study helps students focus their research and become experts on a specific topic before they generalize their learning to broader concepts and content. Sometimes, Expeditionary Learning uses the term "case study" exactly as it is applied in the fields of law or medicine to refer to an investigation of a unique person, place, institution, or event (e.g., as part of a U.S. history study of the civil rights movement, students investigate a local civil rights hero). Other times, EL uses the term more loosely to refer to a narrowed subtopic that allows students to focus their research on a particular example that animates and clarifies the broader topic (e.g., in a study of the Civil War, students are involved in a case study of women's roles in the war).</p> <p>Case studies are typically 2-6 weeks in duration and usually include student projects and products; they are aligned to CCSS.</p>

		<p><i>Projects and Products:</i> Projects are a primary structure for in-school learning, teaching core skills and content through classroom lessons, discussions, labs, and work sessions, as well as through student research and fieldwork. Projects are used to teach literacy and math skills, critical thinking, collaboration, and problem-solving. The products of student projects are typically modeled on real-world documents and artifacts, with professional models guiding student work. Products are critiqued by professionals and contribute to a real-world audience (e.g., a whole-class scientific study of a local pond, resulting in a water-quality report for the city board of health).</p> <p><i>Lesson structure and design:</i> Lessons are the building blocks of all curricular structures. Whether planning a single lesson or a series of lessons, Expeditionary Learning teachers attend to flow. They carefully craft a beginning, middle, and end, regardless of lesson type. By attending to each lesson with care, teachers ensure engagement and achievement for every student.</p> <p><i>Assessing for learning:</i> Effective lesson planning begins with naming clear learning targets, which articulate specific learning goals in student-friendly language. Teachers make decisions about which practices to use during lessons, based on close knowledge of individual students, in order to support all students to make progress. They employ strategies to</p>
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		<p>ignite student curiosity and track student understanding, and they maximize opportunities for student voice, critical thinking, and leadership. Coaches help teachers build the skills they need to write quality learning targets, check for understanding within a lesson, and assessing student learning in order to adjust for the next lesson.</p>
<p>NYC Outward Bound Schools</p>	<p>We believe in developing student character to maximize their contributions to the community.</p>	<p>Character Development <i>Fostering Character:</i> Character has two facets—relational character and performance character. Relational character skills are essential for positive collaboration, ethical interaction, appropriate participation, and personal responsibility for actions (e.g., kindness, honesty, integrity). Performance character skills (habits of scholarship) are needed to obtain a standard of excellence in academic or real-world endeavors (e.g., organization, perseverance, craftsmanship). Both types of character are essential for success in school and in life. Fostering character is not an add-on in EL schools—it is embedded in all aspects of the school culture and permeates academic studies. Character is a focus all day long. Academic learning in EL schools is seen not as an end to itself, but rather in service of preparing students and adults to contribute to a better world. Therefore, all learning is character-based. Students are on a mission to do good work: work that is good in quality,</p>

		<p>good for the soul, and good for the world.</p> <p><i>Crew:</i> The structure of crew (similar to advisory) allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Crew leaders strategically plan crew to address and assess these multiple goals.</p> <p><i>Habits of Work and Core Values:</i> Coaches work with leaders, teacher teams, and individual teachers to help them establish or deepen how the habits of work and core values live within their school. This can include helping schools define their values and establish structures for teaching, tracking, and assessing character throughout their classrooms.</p>
<p>NYC Outward Bound Schools</p>		<p>Building School Culture</p> <p><i>Teacher Community Building:</i> Our skilled Outward Bound instructors provide opportunities for teachers to engage in team building experiences such as rock climbing, high ropes, low ropes, and other initiatives to build community with your staff. Programs can be customized to meet the needs of your school community.</p> <p><i>Student Community Building:</i> Students can benefit from our community building opportunities. Whether by grade, group, or advisory, customized programs provide opportunities for students to</p>

		engage in team building activities that are challenging and rewarding. Engage in a day of high ropes, low ropes, community building initiatives, or rock climbing on our climbing wall.
NYC Outward Bound Schools		Leadership Support Provide individual coaching to principal Work with principal to strengthen the leadership cabinet (leadership team) Work with principal and leadership team to develop a work plan that incorporates the work of NYCOBS Work with principal to create and support a professional development committee to plan (and facilitate) professional development experiences aligned to the work plan
Outward Bound	10% of our students attend institution of higher learning and the rest entire the workforce.	The organization will provide the EL education school model, develop student character and citizenship, fostering an environment of achievement, real-life learning, rigorous and interdisciplinary academic curriculum, an advisory program, teacher professional development and team building adventures outside the classroom.

- 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

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.

The process of partnership evaluation will be managed in the following manner; all partners will become part of the principal’s community team and provide updated logs to the school detailing supports/activities/events provided.

Partner Organization	Data Point(s) (Formative or Summative)	Frequency of assessment
EPO/CBO	Entity will track the overall percentage of socio emotional screenings of students at all of our cluster schools.	Bi-weekly
	Entity will track the overall percentage of physical exams performed.	Bi-weekly
	Entity will provide a report card detailing the number of medical and mental health visits across all cluster schools.	Quarterly
Outward Bound	Course Passing Rates Attendance Rates Office Discipline Referrals	Quarterly
Outward Bound	Feedback from students	Bi-weekly

*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).

See attached chart.

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

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

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

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

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

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

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

School Culture Team, includes Principal, Assistant 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 (culturally responsiveness) with a focus on specific sub-initiatives.

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

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

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

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

Please see attached.

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>).

Since QSHSO is a consortium transfer high school, the curriculum and the Performance Based Assessment Tests (PBATs), which are aligned to the Common Core State Standards (CCSS). Teachers are expected to incorporate the CCSS in their lesson plans and units in order to design challenging and engaging activities/task for students. Teachers will modify curriculum units and assessments with corresponding rubrics. The use of questioning will be evident in the discussion students have with one another and/or the teachers. The level of questions are expected to have a variety of range from concrete to abstract which will provide students to have accessible entry points and to further challenge them. The SIG funds will be used to support the development of the math and science department by providing specific content support for these teachers to design coherent lessons, unit plans and assessments. Administrator, peer collaborative teacher, and coaches/trainers from partner organizations will be responsible for the shifts in the teacher curriculum work.

The SIG resources will also be used to develop strong family community curriculum for parent workshops and team building events. Our CBO, will work on the following components: education, income and health. This organization will offer services and events to the student body and provide targeted support to those most in need.

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

Portfolio-based assessments will drive instructional work. Pertinent to these assessment, the school will use rubrics to establish criteria for classroom writing tasks and to differentiate student assignments. Additionally, teachers will focus on determining rigor using Dr. Norman Webb's Depth of Knowledge matrix for appropriate cognitive leveling. There will be an emphasis on high-level questioning and student discussion across classrooms as part of the school's instructional focus and set of beliefs.

The instructional strategies to be employed Queens Satellite High School for Opportunity are aligned to the following instructional shifts in ELA:

- Knowledge in the disciplines -> reading and writing in all content areas
- Text-based answers: reading, writing, and speaking evidence from the text to support ideas and/or arguments using multiple sources
- Text complexity and academic vocabulary -> building students' ability to access more complex texts across the content areas

The instructional strategies to be employed Queens Satellite High School for Opportunity are aligned to the following instructional shifts in math:

- Focus -> conceptual understanding and foundational knowledge
- Coherence -> students can build new understanding onto foundations from grade to grade
- Deep understanding -> demonstrate deep conceptual understanding by applying them to new situations and writing and speaking about their understanding
- Application -> choosing appropriate tools/concepts strategically in real world situations

The models will support our school in making meaningful improvements to the quality and quantity of instruction by the weekly professional development workshops provided by the school, and/or partners or coaches. Common planning time will be programmed in teachers' schedules 2 times a week and they will work with AP and peer collaborative teacher to build and revise lesson plans, units and assessments.

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

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

Our school's ELT schedule 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. Extended learning time and enrichment opportunities are provided Wednesday to Friday mornings, during the Morning Institute from 8am-8:50am as well as Wednesday to Friday as part of our Afternoon Institute from 3:10-4:00pm. The school will also incorporate 28 Saturday Institute-sessions that take place from 9:30-11:30am. Our ELT program will be open to all students.

Our ELT program combines an integration of academics, enrichment, and skill development through hands-on experiences. As we strive to become an authentic Community School and strategically partner with community based organizations (CBO), we will further integrate social services and expanded learning time into the fabric of the school to better serve the needs of students. Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners will provide enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship building and fun to foster academic and social-emotional growth. Summer learning, and afterschool programming will play a critical role in supporting our students in all grades to ensure that they graduate from high school college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Our effective ELT models will blend school staff with community partners and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development.

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

Our school implements Data Driven Inquiry (DDI) in the following manner articulated through the Framework for Great Schools: Collaborative teacher.

QSHSO teachers will have the opportunity to participate in common planning time to work with other teachers and look at data to plan and modify instruction and assessments, assess students' needs and growth, and share best practices with each other. The AP and the peer collaborative teacher will support teachers in planning and through inter-visitations assess the impact of instructional decisions and student achievement.

- Students will fill out a preferred learning style inventory at the beginning of the year. This data tool will be used during academic Kid Talk to discuss strategies and interventions for students.

- ELA teacher team will use inquiry to analyze student performance data including interim-mock ELA CC Regents during common planning time both in the fall and the spring semester.
 - Diagnostic assessments at the beginning of each semester for each content area.
 - Looking at student work inquiry will be done for each content area at least 2x's a semester.
 - Formative assessment is on-going.
 - Summative assessments in content areas will be PBATs and/or projects.
- v. Student Support. Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, underperforming subgroups, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services.

Through our partnership with our EPO/CBO, students and families will be provided with access to services with the goal being to support increased student attendance, parent engagement, and collaborative leadership. There will be increased service provision within the school and outreach to local organizations and city agencies to connect families and students to key community resources and services, credit attainment and a reduction in chronic absenteeism, so that students stay on track to graduate. Our school will be provided a community school director who will facilitate alliances and partnerships with City agencies and other organizations to establish a continuum of services for students that are aligned with school goals and needs. The CSD also organizes assets and needs assessments, works with Parent Coordinators to ensure that families have meaningful engagement opportunities, and works with school leadership to identify high-need students, coordinate with teachers and staff to target interventions, and track and monitor the impact of interventions. Additionally, we will receive supports from a P/T counselor, youth workers and tutors to support our students.

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

QSHSO will continue to refine its school wide positive policies. By providing students after school activities will have a positive impact on the students and the school climate. Our CBO will help our school by reaching out to local organizations and city agencies to connect families and students to key community resources and services, credit attainment and a reduction in chronic absenteeism, so that students stay on track to graduate.

Our schools approach towards student behavior management and discipline is driven by feedback provided through state/city reports, data, community needs articulated through Quality Review reports and our SCPE aligned to 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:

- Working with the Leadership Program
- Fewer than 25 suspensions per year
- Strong socio-emotional intervention
- Kid talk
- Safe, positive learning culture

- vii. *Parent and Community Engagement*. Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge parent and community satisfaction. Programs and initiatives described should be aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>. If you selected the Family and Community School Design pathway, discuss the parent, family, and community engagement components listed on page 8.

Our school supports parent engagement through various means articulated through the Framework for Great Schools: Strong Family-Community Ties. The CBO will allow the school to bring community resources to our parents/families be welcoming, encouraging and developing partnerships with families and the CBO. We will be able to hold 4 parent workshops a semester and conduct a parent survey to identify community needs for training at the beginning of the school year.

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, UFT, Superintendent team and cabinet the SIG plan was developed. All decisions about supports, partnerships, and staffing were driven by the needs assessment data, observations, surveys, student work, and feedback. The needs are aligned to our schools SIG as well as R/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 chart attached 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 attached 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.

Our school will evaluate the impact and success of each of our professional development activities in order to be responsive to the needs of our staff and make adjustments to key strategies when needed. Our key method for evaluation is linked both to student formative and summative data, teacher observation reports and various other leading indicators; teacher modified units, student work, surveys, and feedback.

For additional information, please see attached PD Implementation Period Chart.

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 detailed in the chart below. 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 include but are not limited to Formal Quality Review Reports, Comprehensive Education Plan, tally of health visits across cluster schools and types of health visits cluster-wide.

Communication Method	Description	Frequency	Target Audience
Priority Letter	QSHSO will notify parents via letter distributed to students and mailed home regarding QSHSO designation as a Priority School	Beginning of Fall 2016 school year	Parents, students and staff, community
Letter to parents informing them of SIG planning process	QSHSO will notify parents via letter mailed home regarding QSHSO's potential designation as a SIG School	Summer 2016	Parents, students and staff, community
Individual Graduation Plan (IGP)	Student Permanent Record will be broken down and put into a user-friendly interface, detailing credits attained and credits needed to satisfy graduation requirements.	Beginning and end of each semester (4xs year)	Parents, students and staff, community
Progress Reports	Student Progress reports will inform students and parents on performance and progress throughout the academic year.	Progress reports will be distributed and mailed out at end of second marking period of each semester	Parents, students and staff, community
School Website	Direct lines of communication to QSHSO website for information regarding QSHSO PA meetings, parent workshops, SIG informational sessions, staff directory and contact information	Beginning of 2016-2017 academic year/ when new updates are required	Parents, students and staff, community
Parent Teacher Conferences	Discuss student performance, behavior and progress towards graduation	Nov 17-18 March 23-24	Parents, students and staff, community

SLT and PA meetings	Host meetings to discuss events and activities, parent workshops and to connect with parents to further develop a collaborative school culture	Monthly meetings	Parents, students and staff, community
Parent Workshops	Host parent and family centered workshops to increase opportunities for family engagement.	Two times per semester	Parents, students and staff, community
School Messenger	Inform parents of student attendance and/or lateness. Inform parents of events, workshops, Parent teacher conferences, award ceremonies occurring at QSHSO	Daily and as needed	Parents and students

K. Project Plan Narrative/Timeline
<p>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:</p> <ol style="list-style-type: none"> i. Identify and describe the key strategies for year-one <u>implementation period (September 1, 2016 to June 30, 2017)</u> that are aligned to the goals and objectives identified throughout Section II, with specific reference to student academic achievement, staffing, professional development, partnerships and stakeholder involvement. ii. Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation period and foster increased buy-in and support for the plan. In addition, provide evidence of focused strategies aimed specifically at long-term capacity building and sustainability. iii. Identify the leading indicators of success that will be examined on no less than a bi-monthly and/or quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported. iv. Describe the means by which the key strategies identified throughout Sections I and II ensure that each of the required elements of the selected model have been met. <p>The goal, key strategies, and early wins in connection to our model is articulated in the chart</p>

below:

Section K. Project Plan Narrative/Timeline

ELA Goal:

Our ELA will modify curriculum plans and course outlines that include multiple formative and summative assessments and questioning and discussion strategies.

Key Strategies:

- Outward Bound will provide professional development to all cluster school on Team Building to improve literacy levels.
- Cluster principals will meet monthly to identify shared resources relative to SIG goals.
- School leaders from all cluster schools will revise our school-wide professional development plan based on student need and teacher feedback.
- The Peer Assessment Review team will develop a schedule of intra-visitations to model classroom across cluster schools.
- Teachers will engage in professional development that targets the identified Danielson components (1e,3c) as used in English classes.
- Portfolio-based assessments will be developed collaboratively by English teachers across cluster schools.
- Incorporate ELT opportunities that include afterschool, summer school, Science, Technology, Engineering, Arts, and Math programs (STEAM) and mentoring and other youth development programs.

“Early Wins”

1. Students from cluster schools will engage in a Team Building session facilitated by Outward Bound that incorporates progressive language skills (September-October)
2. Our professional development plan will be modified based on additional community input (September -October)
3. The principal will restructure the daily schedule to incorporate collaborative planning for all teachers (September-October)
4. Cluster-wide Teacher Teams will generate logs to incorporate Common Core literacy strategies to ultimately archive best practices on Google Drive (September-June)
5. 50% of teachers will engage in peer inter-visitations across cluster schools (September-December)
6. 50% of teacher ratings along Danielson competency 3c, engaging students in the learning process, will improve from the prior year performance of English teachers (October-December)
7. Students will complete two Performance-based literacy tasks (September-October)
8. Course passing rates in English classes will be greater than prior year performance (November-June)

Math Goal:

Our math teachers will modify curriculum plans and course outlines that include multiple formative and summative assessments and questioning and discussion strategies. We will be utilizing the Danielson framework for revision and reflection strategies.

Key Strategies:

- Teachers will engage in peer inter-visitations at cluster schools to observe math classes
- Teacher leaders from cluster schools will participate in central workshops on math instructional shifts.
- Teacher leaders will archive math digital resources on Google Drive.
- The Math Instructional Lead will engage cluster teachers in professional development that targets identified Danielson components (1e,3c) and addresses content specific applications.
- The Peer Assessment Review team will schedule monthly meetings in collaboration with Outward Bound to identify teaching needs in math.
- Teachers will engage in ongoing professional development with all of our partners.
- Teacher professional conversations will take place during common planning time.
- Incorporate ELT opportunities that include afterschool, summer school, Science, Technology, Engineering, Arts, and Math programs (STEAM) and mentoring and other youth development programs.

“Early Wins”

1. Students from cluster schools will engage in a Team Building session facilitated by Outward Bound that incorporates mathematics (September-October)
2. The school will re-conceptualize data driven inquiry teams to analyze data to drive instruction in math (September-October)
3. Our professional development plan will be modified based on additional community input (September -October)
4. Cluster-wide Teacher Teams will generate logs to incorporate Common Core math strategies to ultimately archive best practices on Google Drive (September-June)
5. 50% of teachers will engage in peer inter-visitations across cluster schools to discern best practices in math (September-December)
6. 50% of math teacher ratings along Danielson competency 3c, engaging students in the learning process, will improve from the prior year performance (October-December)
7. Course passing rates in math classes will be greater than prior year performance (November-June)

Family and Community School Design Goal:

Throughout the grant implementation period we will create and sustain a school community that provides social service, health and mental health needs to all students.

Key Strategies:

- Promote a safe and secure learning environment by providing wraparound services to the school community.
- Extend health and mental health services to student populations from cluster schools.
- Expand access to career and technical education as well as workforce development services to students in the school and their families in order to provide meaningful employment skills and opportunities.
- Incorporate ELT opportunities that include afterschool, summer school, Science, Technology, Engineering, Arts, and Math programs (STEAM) and mentoring and other youth development programs.
- Engage teacher leaders from cluster schools in train-the trainer community building workshops provided by partner Outward Bound.
- Students from all cluster schools will participate in workshops containing the essential tools, equipment and resource books so that participants can return to school or community and use these skills to train others through community and team-based initiatives that help to develop trusting relationships.
- Offer parent and family engagement workshops that detail information on the family and community pathway model.
- Partner with the NYC's Office of Community Schools.

"Early Wins"

1. 75% of parent consent forms will be collected so that students can receive health or mental health support from CBO. (September-October)
2. An on-site or mobile health and mental health clinic will be established (September-November)
3. The Leadership Program will develop a caseload of students to mentor across cluster schools (September-October)
4. The Leadership Program will assist in the introduction and implementation of an advisory program that addresses the social emotional and the academic well-being of all of our students (September-October)
5. The Leadership Program will facilitate two professional development workshops on social emotional health across all cluster schools (November-February)
6. Outward Bound will collaborate with the target school to develop clear, measurable, and achievable plans to for all students to graduate with college and career ready skills.
7. Full implementation of ELT will be underway (December-June)
8. A family resource center will be established. (December-June)