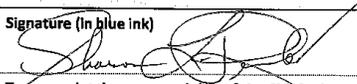


New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

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	(212) 374-0557 (212) 374-2762	(212) 374-5760	SRenche@schools.nyc.gov MDoyle5@schools.nyc.gov		
Mary Doyle, Executive Director, State School Improvement Programs Office of State/Federal Education Policy and School Improvement Programs					
Legal School Name for the Priority School Identified in this Application			School Beds Code		
P.S. 151 Lyndon B. Johnson			333200010151		
Grade Levels Served by the Priority School Identified in this Application			School NCES #		
Elementary					
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)		
314			763 Knickerbocker Avenue Brooklyn, NY 11207		
School Model Proposed to be Implemented in the Priority School Identified in this Application					
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Innovation and Reform Framework <input checked="" type="checkbox"/>		
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College/Career <input checked="" type="checkbox"/>	Family and Community <input type="checkbox"/>	Individualized Learning <input type="checkbox"/>

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (In blue ink) 	Date July 19, 2016
Type or print the name and title of the Chief Administrative Officer Sharon Rencher, Senior Executive Director/Senior Advisor to the Chancellor	
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).

32K151, Lyndon B. Johnson, is an elementary school with an enrollment of 314 students across grades PreK-5. The school population is comprised of 72% Hispanic, 21% Black, and 7% Whites. Of the total school population, 29% are Students with Disabilities, 22% are English Language Learners and 8% of students live in temporary housing. During the SY 15-16 the number of discipline referrals level 3-5 was 9.

The SY 15-16 attendance rate was 94.1%. In SY 15-16 the percent of students eligible for free or reduced lunch was 94.9%.

On the 2014-15 state assessments, 93% of students performed below standards in ELA and 90% performed below standards in Mathematics. The results of the 2014-15 state assessments in ELA and Math evidenced the following patterns and trends:

- Student performance at a level 3 or higher in ELA was 8%.
- All students with disabilities performed at level 1 and 2 in ELA.
- All English Language Learners performed at level 1 and 2 in ELA.
- Student performance at a level 3 or higher in Math was 10%.
- The percentage of students with disabilities scoring level 3 or higher in Math was 4%.
- All English Language Learners performed at level 1 and 2 in Math.

The data described above evidences unique needs in both student academic performance as well as social and emotional growth and development. The school will harness much-needed academic supports that will come from such entities as the United Federation of Teachers field liaison, who will work in participating cluster schools to design customized professional development. Moreover, vendors such as Generation Ready and Goldmansour and Rutherford will deepen our curriculum with needed supports and scaffolds to maximize student learning.

The student academic performance and social behavioral data demonstrates the following patterns and trends:

- Students need further guidance when transitioning from one place to the next, whether it be from class to class, class to the lunchroom, the lunchroom to outside

and/or the classroom to the auditorium or during dismissal

- Students need further guidance within the classroom with behavior and interactions with their peers.
- Teacher need support on how to strategically use data to identify area of need to improve classroom environments.
- Teachers need support with collecting and analyzing student data with the anticipation of removing the barriers so that all students become academically successful.

Our vendor Bronx Arts Ensemble will motivate students through music as “Music is the universal language of all mankind” (Henry Wadsworth Longfellow). Bronx Arts Ensemble will also provide professional development to assist teachers in using music as a learning and kinesthetic tool (Dunn).

- 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.

32K151 underwent the following review between 2014-15 and 2015-16: A Quality Review which evidenced capacity, strengths and needs. The Learning Environment Survey also provides additional information related to culture and climate across key stakeholder groups. The 2014-15 School Quality Guide showed that in the area of Student Achievement and Rigorous Instruction the school was approaching the target.

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

- The school’s use of common assessments to measure student progress toward goals and to adjust curricula and instruction is emerging across grades and subjects. Assessment practices are inconsistent in their implementation to reflect the use of ongoing checks for understanding to make effective instructional adjustments to lessons which lead to missed opportunities to maximize the learning potential of all students as well as student self-assessment rubrics across the school. (Quality Indicator 2.2 Assessment, rating- developing)
- Across classrooms, teaching strategies including entry points, class discussions, and engagement in challenging tasks to increase student participation and raise the level of student thinking is uneven. The demonstration of higher order thinking skills and high levels of participation from students are emerging in their implementation and production of meaningful work products. (Quality Indicator 1.2 Pedagogy, rating-developing)
- School leaders and faculty have processes in place to align curricula to the Common Core Learning Standards and integrate the instructional shifts. Units of study and academic tasks inconsistently emphasize rigor and higher order thinking skills.

(Quality Indicator 1.1 Curriculum, rating developing)

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

- As compared to other elementary schools 32K151 scored 84% of positive responses in the framework area of Rigorous Instruction as compared with the city wide average of 91%.
- Overall parents accounted for 94% of positive responses while teacher were at 83%.
- In a two year comparison of the percent positive vs. the percent negative results from 2013-14 to 2014-15 surveys the percentage of positive responses to this question marginally decreased “Students are safe in the hallways, bathrooms, locker rooms, and cafeteria of this school.”

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

This review relied on a wide array of evidence and takes the views of staff, students and parents into account. This is done 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 within this application. 32K151 identified the following areas to focus on:

- Building upon the work of teacher teams using an inquiry approach so that instructional strategies are targeted and monitored for increased achievement of all students.
- Deepening the school’s commitment to provide multiple entries for students and instructional strategies that ensure appropriately challenging and rigorous learning opportunities that promote high achievement for all.

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

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

Rigorous Instruction

The School Quality Snapshot showed that in the area of Student Achievement the school was approaching the target and in the area of Rigorous Instruction the school was approaching the target however; the percentages of students scoring at a level 3 or higher still remain low.

Specially the school needs to identify content-specific writing activities in current and subsequent units; design rigorous unit of studies and academic tasks that encourages higher-order thinking skills; utilize multiple teaching strategies and entry points; create specific materials and resources to support subgroups of students; create activity-specific rubrics for students to monitor and evaluate their work; and look at student work samples during planning time and use findings to make adjustments to the unit and modify planning.

Supportive Environment

Data has indicated that school leaders should start to develop a plan to provide a wider range of experiences to support students' social and emotional growth. This recommendation was evidenced by the teacher responses in a two-year comparison of the percent positive vs. the percent negative results from 2013-14 to 2014-15 surveys the percentage of positive responses to this question has marginally decreased "Students are safe in the hallways, bathrooms, locker rooms, and cafeteria of this school." Additionally, student attendance was 94.1% in SY 15-16 and 94.9% of students are eligible for a free and reduced lunch.

Collaborative Teachers

It has been indicated that across the school there were inconsistent teaching practices in the following areas; providing multiple entry points, assessing student work, alignment to rubric expectations, student engagement in challenging tasks, promoting student higher-order thinking, and generating meaningful work products as well as discussions among students.

Effective School Leadership

Within the framework area of Rigorous Instruction, evidence provided shows that the school curricula are in the beginning stages of promoting college and career readiness and rigor to leverage coherence across grades and subject areas. Units of study and academic tasks inconsistently emphasize rigor and higher order thinking skills across grades, subject areas and sub-groups.

Strong Family and Community Ties

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

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

In order to implement the College and Career Readiness school design SIG model we will prioritize the evidenced needs through the following:

- Immerse students in rigorous teaching and learning approaches to place them on track for literacy mastery by the 8th grade.
- Expand school curricula to promote college and career readiness and rigor that will leverage coherence across grades and subject areas.

- The development of highly engaging STEM program for students.
- An emphasis on occupations relevant to science, technology, engineering and mathematics (STEM) to prepare students for the workforce.
- Improvements to the overall school climate through the implementation of Positive Based Intervention Systems.

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 chosen the, Innovation and Reform Framework: College and Career Readiness Design SIG model which will support the work of ensuring that all students are college and career ready. This SIG model will allow for an integrated focus on academics and technical skills as well as experiences in project and work-based learning.

We seek to develop a comprehensive reading model and approach to literacy mastery which supports student's ability to read at grade level by third grade, by age 8. In the 2015-16 school year, we had decided to strengthen our balanced literacy program by incorporating social studies thematic based learning and additional science (non-fiction texts) into our common core state standards (CCSS) Core Knowledge Language Arts (CKLA) Literacy Program. This was a new literacy program in our school, the teachers were provided with two full day planning sessions with a coach from CKLA. The first session involved the teachers unpacking the program and learning of the components and focusing only on the unit planning for the phonics and reading comprehension components of the program. Teachers were able to use the phonics and word work components to teach our students in Pre-Kindergarten through third grades the basic components that will afford our students, up to the age of 8, the foundation necessary to build upon as well as increase fluency and reading comprehension.

At PS 151K, our mission is to create a hands on thematic-based learning environment where all students feel safe, respected, and encouraged to maximize their strengths as they strive towards academic excellence. We are committed to the development of collaborative, innovative citizens and to sustainability in this century and for centuries to come. Our school-wide instructional focus is strengthening students' use of evidence in writing and discussion across all disciplines to promote college and career readiness.

Accordingly, we are refining our literacy curriculum and lesson plans to focus on the use of evidence grounded in speaking and writing across all subjects. We will accomplish this by incorporating activities such as debate in English, science and social studies as well by training our teachers to focus on the CCSS Speaking and Listening Standards. This will align with our

school wide instructional foci of:

- Sustainability and to support students to acquire a solid foundation in science, technology, mathematics, literacy and the arts from which to build upon and continue enhanced learning in any area of study.
- Students will develop responsibility, which has environmental, economic and social implications and encompasses the concept of stewardship, the responsible management of resource use.
- Strengthening students' use of evidence in discussion and writing across all subjects to promote college and career readiness.

The College and Career Readiness Design model will allow us to accelerate learning by increasing teacher trainings while encouraging students to develop the art of using evidence-based arguments to uphold their positions in discourse across all educational disciplines and subjects, which will prepare them for college as well as career development. Our students will be empowered to become problem solvers by constructing viable arguments and critiquing the reasoning of others. This will positively impact the percentage of students earning level 3 or 4 on State ELA assessments.

Our partner Generation Ready will drive this work. Generation Ready's Mathematics, Literacy & Technology Coaching Program has years of research based experience in education using scientifically based and time-tested methodologies, to provide a wide spectrum of coaching and support services aligned to our chosen pathway. Their expert coaches use the practice/reflection model of coaching support, providing multiple opportunities for teachers to engage in a dynamic dialogue. Structured in three phases (*pre-planning, observation, and debriefing/feedback*), learning opportunities are maximized by developing critical reflection, which leads to growth in content knowledge and skills. Their work will elevate student literacy at our school as it draws deeply from the Common Core State Learning Standards (CCLS) and successful professional evaluation models, including Danielson's Framework for Teaching Domains and Levels of Competency. The need for teaching strategies aligned to CCLS was cited in the Quality Review referenced in section A. Overall, Generation Ready's approach will provide all of our students with supports and resources that ready them for next generation assessments.

We are most excited about elevating expectations by engaging our stakeholders in a "Kids College" initiative in September to immerse students in discovery education that relies on experiential learning and writing from sources. Online kid-friendly databases such as EBSCOHost's Searchaurus and Kids InfoBits will immerse students in a realm of nonfiction. The Tumblebooks online library will provide teachers and students with animated talking picture books, books in English and Spanish, read-alongs, non-fiction books and National Geographic Videos. Scholastic's Bookflix subscription site will be used to bring classic elementary school texts to life through a "Paired Texts" approach. The Kids College initiative will get our students excited about reading and complement our new Dual Language Program which will serve to promote multi-literacy, multiculturalism, and multilingualism in our students to better prepare them for college and careers.

- 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.

Twice per month the school schedules time for parent meetings framed as “Families as Learning Partners.” Topics for these meetings include the Common Core Learning Standards, the use of MyOn on-line reading program, and strategies to help parents understand their child’s Individualized Educational Plan (IEP). Our most recent meeting centered on the SIG grant opportunity and the College and Career Readiness Design as a means to heighten student engagement and academic expectations. Parents expressed interest in this approach. Shortly thereafter, the school convened a School Leadership Team meeting and garnered relevant input from the Superintendent. Our School Leadership Team (SLT) is comprised of the Principal, UFT Chapter Leader, Title 1 Parent Representative, and Parent Coordinator. Additionally, the Borough Field Support Center Instructional Lead, school-based Speech Therapist and an assortment of teachers were involved in decisions pertaining to the procurement of partners and relevant initiatives suited to our identified pathway.

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.

ELA Goal

Throughout the grant implementation period, our monolingual and dual-language teachers of Pre-Kindergarten through Fifth Grade will use student data to develop literacy-based curriculum units, lesson plans and assessments with coherence across grades and subject areas.

We will leverage the following objectives in ELA to support progress towards realizing this goal:

1. A school-wide professional development plan will be created based upon teacher needs and teacher feedback by our Staff Development Committee (SDC).
2. A Dual Language Program will be incorporated to help students develop new language skills in both English and Spanish making them bilingual, bi-literate, and bicultural.
3. Partner Learning teachers will visit each other’s classes and provide feedback to one another using the Danielson Rubric.
4. Teachers will engage in peer inter-visitations to strengthen their repertoire of teaching strategies
5. Teachers will engage in ongoing professional development with Teachers College -

Writing Program, myON, Engage New York's Core Knowledge Language Arts (CKLA) reading curriculum and Generation Ready

6. Students in grades K-2 will receive support for the Preventing Academic Failure from September to June through small group instruction.
7. Our partner Amplify will provide NYS approved curricula CKLA for our Pre-K - 5th grade students.
8. Students who are identified as struggling to access CKLA curriculum will be served with an intensive small group instruction in Preventing Academic Failure with a minimum of 45 hours of instruction
9. Teachers will use Sanford Harmony, a research based social emotional learning curriculum, to ensure the students are socially and emotionally healthy to take on the academic challenges that accompany college readiness.

We believe that all children are active learners who learn through exploration, hands-on learning, thematic learning and events and from their relationships with teachers and peers. Teachers are role models and work together and with children to create a classroom culture where children learn to think critically, are motivated to solve problems and think creatively, and can work independently and interact with others in positive ways. When teachers have rich interactions with children, make materials and books available to embrace the diversity in the classroom, and arrange the physical environment in a thoughtful and responsive way, *all* children are supported in their learning and growth.

Our teachers will use various data sources to learn about the children in their class through assessments that are appropriate for children, observing and listening to children, and two-way communications with families. Teachers use that knowledge along with learning goals for all grades in all the strands of the in the Common Core in order to plan curriculum. This cycle is ongoing and allows teachers to respond to what children know and can do throughout the year.

School wide reading level assessments will be tracked and monitored 4 times a year through the Teacher's College AssessmentPro database: September 2016, November 2016, March 2017 and June 2017. This data base assists the teacher in tracking and identifying reading comprehension and fluency growth and subgroups by ELL classification. The benchmarks for student progress learning are provided by TC and Estrellita (a phonics-based Spanish reading program).

Overall, the means by which the objectives will be assessed include:

- Teachers College (TC) Running Records
 - Fountas and Pinnell Spanish Running Records
 - The 2021 ELE (Examen de Lectura en Espanol), NYS ELA, and NYSESLAT
 - Teacher crafted, Design Your Own (DYO), assessments
 - General ELA writing pieces (work products in student portfolios)
- 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.

Math Goal

Throughout the grant implementation period, 100% of monolingual and dual language classroom teachers will use summative and formative assessments to develop differentiated and strategic instructional plans based on student needs in math.

We will leverage the following objectives to support progress towards realizing this goal in the area of math.

1. Teachers will complete 4 cycles of inquiry yearly, whereby teachers review student work in math and input data results on Skedula.
2. Teachers will use Houghton Mifflin Harcourt's Go Math! Curriculum to adjust and refine math assessments, including the Beginning of the Year Assessments, Mid-Year Assessments, and End of the Year Assessments.
3. Teacher ratings on competency 1e, Designing Coherent Instruction, will improve from the prior year as evidenced by observations in Advance.
4. Teachers will engage in common planning meetings where they will unpack the CCLS targeted math standards to formulate effective learning targets.
5. Teacher teams will design tasks and instructional activities that will lead to a deeper understanding of the mathematical concepts, strategies, and mathematical practices.
6. Teacher teams will analyze teacher products and student work and use the findings to create, differentiate and modify instruction for groups of students and individual students including SWD and ELLs
7. Administrators will conduct cycles of formal and informal observations, learning walks, instructional rounds focused on providing feedback aligned to student data and professional development foci.

Progress Monitoring

- Student progress reports
- Go Math! Online assessments
- Pupil Path Attendance
- Class and Homework Assignment Completion rates
- Parent feedback during parent/teacher conferences held 4 times per year

School wide student performance assessments in Mathematics will be tracked and monitored 4 times a year in September 2016, January 2017, March 2017 and June 2017. The Go Math! Curriculum include CCLS-aligned online performance based assessments to monitor student learning. Emergent data trends from these assessments will be reviewed and analyzed to ascertain what standards have been mastered to provide students with the knowledge of their academic strengths as well as challenges. The data will be then be entered onto the on-line Skedula-Pupil Path data website to provide teachers, parents, students and administration with up-to-date academic information.

- 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.

College and Career Readiness Goal

Throughout the duration of the grant, 100% of our students will develop college and career

readiness through projects that are conducive to the exploration and discovery of diverse disciplines in Science, Technology, Engineering, Art, Mathematics, and Physical Education.

- Students from grades Pre K to 5 will work on lessons that relate to STEAM (Science, Technology, Engineering, Art, and Mathematics) in which they will look at the variety of careers that they can pursue under these subjects.
- Students will work on inquiry based projects that follow the scientific method using a thematic approach that will link Science experiments with reading, writing and second language learning.
- Students will work on projects that promote sustainability by joining college-themed clubs that will work on our gardening (indoor and outdoor) and other green initiatives like our recycling and energy saving campaigns.
- Students will conduct research as part of the “Kids College” initiative using the internet and online resources (laptops, STEM Mobile Lab) and use that same technology to create PowerPoint presentations, graphs, or tables to publish and present their work.
- The “Kids College of the Arts” program will incorporate hands-on learning of a variety of fields in the visual and performing arts.
- Students will express their artistic creativity through the traditional hands-on art activities by producing work for Art exhibits schoolwide and/or exhibits in other art organizations like Museum of Modern Art (MOMA), Brooklyn Museum, or other art contests for the city and state.
- Students and teachers will integrate all STEAM disciplines by using thematic units that relate to the CKLA which will culminate in schoolwide events like International Day, Medieval Times, Science and Technology Fair, Art and Music Festivals and Career Day.

Progress Monitoring includes:

- Number of students completing Kids College coursework
- Homework Completion Rate
- Interim Assessment Data
- Student Attendance
- Grade 4 Science State Test
- Math State Tests: Grades 3 to 5
- ELA State Test: Grades 3 to 5
- Teacher made assessments: All grades
- Science Inquiry Checklists and Rubrics
- Kids College of the Arts Checklist and Rubric
- Rubric for Science and Technology Fair
- NYSESLAT (for ELLs)

Connections with the following organizations will help in the implementation of our college and career readiness initiatives:

- Grow to Learn NYC
- Showcase Schools: PS 376 – STEAM

- Showcase Schools: PS 216 – Gardening and Cooking with Kids
- New York Road Runners
- Metropolitan Museum of Art
- Brooklyn Museum
- Green Beetz (Nutrition)
- Materials for the Arts
- NYC Department of Sanitation
- NYC Department of Parks and Recreation

Our Kids College and Kids College of the Arts initiatives will highly engage students and convey the important message that no matter what career they pursue, even if undecided, the pathway to college is a “many splendored thing.”

- 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.

Quality Review Indicator from the

Competencies for Determining Priority School Leaders

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

outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection;	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;

Jayne M. Hunt is the current principal of PS 151K, the Lyndon Baines Johnson Elementary School. Her qualifications include:

- Over seventeen years of experience in educational settings as Principal, Assistant Principal, math coach, professional developer, data specialist, and teacher
- A consistent record of improving students' attendance and performance while maintaining high standards
- Unique leadership skills and extensive experience in training and motivating all stakeholders in the school community to work together as a unified body
- Expertise in galvanizing staff, students and parents in supporting the school's mission, vision and goals; focusing and refining the schools Positive Behavior Intervention and Supports philosophy and adopting school wide social emotional learning curriculum that embraces all community members
- An uncompromising emphasis on high standards and creating a supportive and nurturing environment for all constituencies
- Knowledge in analyzing and using data to improve students' outcomes; including extensive and advanced computer skills
- Management of resources and operations to improve student learning through

afterschool partnership, as well as teacher training to strengthen their instructional delivery towards impacting student achievement in a positive fashion

Principal Hunt attended Norman Thomas High School located in Manhattan, New York. Upon graduation from high school, she attended Cornell University's Industrial and Labor Relations School in Ithaca, New York, where she received a Bachelors of Science Degree in 1990. She began her teaching career at the elementary school level in District 4 located in the East Harlem section of New York City. As a Math Academic Intervention Service teacher, she provided and utilized math manipulatives to enhance student learning on geometric and other mathematical concepts. She provided professional development for teachers on the use of these (and other) tools and integrated them with the mandated curriculum. As a member of the New York State Higher Education Teacher/Leader Quality Partnership Program (IBSIP), through Hunter College, she worked with teachers and the parent coordinator on action research to implement strategies to increase parental involvement within her school.

Her landmark achievement as principal of PS 151K has been her successful outreach to community based programs. She notes that "Families love to see their children participating in extracurricular activities especially if they can join in the fun." Her first outreach was to Read Alliance, a program that targeted Kindergarten, 1st and 2nd grade students who would benefit from an enriched one-to-one literacy and phonics afterschool program. The program trained high school students from neighboring schools as educational tutors. This program proved to be a success, not only for our students but also for the high school students. The second community based program she procured was the Bronx Ensemble Arts Program. Principal Hunt points out that "The artists looked at our old musical instruments, tuned them and worked with our upper fourth and fifth grade students in creating a musical band which included a full musical ensemble. This was a miraculous rebirth of music in our school!" Now Principal Hunt has uncovered a new design pathway that of college and career readiness, where she is certain that members of her school community can flourish in the digital age.

- iii. Provide the specific job description and duties, aligned to the needs of the school, of the following supporting leadership positions; 1) assistant principal/s who will serve in the building; 2) School Implementation Manager (SIM), if the school is utilizing one.

Assistant Principal/s Job Description

The Assistant Principal's (AP) overall duty is to support the implementation of the School Comprehensive Education Plan (SCEP) related to program implementation, at the request and guidance of the Principal. This includes the design and implementation of program-related training and professional development in the Common Core Learning Standards, and overseeing teacher and student performance and progress. The AP also conducts all compliance matters related to attendance, safety, and observations, including data collection and verification activities. The AP also oversees our afterschool program, New York State Testing, conducts outreach to our parents, and provides professional development for our parents.

Other duties include:

- Attend and participate in professional development sessions to enhance her professional

practice and utilize the resources and knowledge learned which are then shared with the staff.

- Insure curriculum is aligned with the CCLS and integrates the instructional shifts that build rigor and foster higher order thinking skills.
- Observe and rate teachers utilizing the Danielson Framework for Teaching HEDI scale via the DOE Advance system, and provide actionable written feedback which includes next steps, recommendations, samples and models of next steps.
- Support teacher's pedagogical skills by providing job embedded professional development and modeling of instructional strategies that include class discussions, multiple entry points and scaffolding of challenging tasks to increase student participation and enhance their level of thinking,
- Lead and facilitate grade teams in the discussion, development, and analysis of formative assessments, development of action plans, and review schedules of periodic assessments like beginning of year and end of year assessments.
- Organize the administration of common assessments to measure student progress towards goals and to adjust curricula and instruction.
- Support the use of ongoing checks for understanding, peer assessments and student self-assessments across the school.
- Guide Parent Association, parent coordinator and guidance counselors on strategies for engaging families and working with them to help them to facilitate socio-emotional health as well as learning and success for all students. Ensure family engagement sessions help parents understand their children's academic and socio-emotional growth and communicate expectations connected to college and career readiness.

The School Implementation Manager (SIM) serves as the project manager ensuring that schools receive appropriate guidance, technical assistance, and coaching in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in schools undertaking the intervention models, and are responsible for meeting federal and state reporting requirements related to schools' interim and summative performance. The SIM provides direct targeted support for all the schools in their caseload. The SIM's job description addresses areas of the Framework for Great schools. The SIM is responsible for providing both on-site as well as off-site targeted support for their caseload of schools. The SIM is on-site in each school at least twice per month. Additional visits support crafting quarterly progress reports, budget, annual renewals, budget, and SED site visits. See the expanded framework areas below:

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

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

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

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

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

Various compartmentalized teams ensure buy-in and allow for a systemic means by which to address any barriers or course corrections during the implementation of the SIG.

One of the principal's major lines of support is the assistant principal, who also serves as the school data specialist and is responsible for disaggregating data at the school, grade, and class level and also provides professional development, guidance, and on-site support to teachers in the classroom. During inquiry-based, common planning sessions to support curricular alignment with the Common Core Standards the assistant principal delivers specialized support as well as information that is vital to all staff members, such as the initiatives aligned to the SIG.

The School Leadership Team (SLT) also serves as a major support mechanism. This team reviews the needs assessment data and determine prioritized needs and provide input on the goals set out in the School Comprehensive Education Plan (SCEP) and School Improvement Plan. Monthly, the SLT will discuss findings and recommendations.

The principal meets with her school leadership team on a monthly basis and her cabinet twice a month. During these meetings the following items are discussed;

- Professional Development Needs based on Data Trends
- Professional Development Needs based on observations
- Student Social, Emotional, and Educational Needs
- Parent Concerns

Our anticipated barriers will involve providing adequate coverage for continuity which can be resolved by adding funding for additional teacher class coverage during the school day and per session for teachers to collaborate, plan, assess, and analyze the data from day programs and afterschool programs during after-school hours.

Supporting leadership positions are also comprised of our Teacher Committee members. These committee members are in full support of the college and career readiness pathway and look forward to discussing its progress as the year ensues. Members are listed below:

School Leadership Team - PA President, UFT Representative, teachers and principal
Together we facilitate the involvement of the school community in the development of the School Improvement Plan (SCEP) and contribute to the design of the School Improvement Plan and monitor the effectiveness of the School Improvement Plan strategies.

Family Engagement Committee – members are the enrichment teachers (Music, Science, and Technology), Parent coordinator, administration, PA member, Teaching Assistant and student council president that collaborate on the details of our school-wide events (Multicultural-International Day, Medieval Times, etc.)

Positive Behavior Intervention & Support Teams: PBIS Tier 1 – committee members are comprised of administration, teachers, parent coordinator, teaching assistants and parent association. They plan school wide PBIS events and works on PBIS Matrix and visual supports that set the expectations for 100% of the students but geared for 80% of the student population

PBIS Tier 2 Committee - committee members are comprised of administration and teacher assistants. They review all of the student anecdotal to analyze trends. They use the Pre-Referral Intervention Manual (PRIM) book to create a plan for the students needed intervention and supports to acquire the necessary skills to be successful academically and social-emotionally. This committee also provides specific visual supports that sets the expectations for 12% of the student population.

PBIS Tier 3 Committee members are comprised of administration, psychologist, guidance counselor, speech teachers, SETSS teacher, social worker and parent coordinator. They review all of the teacher or parents request to have students be evaluated. We look at assessments, anecdotal, etc. to analyze trends. The use the Pre-Referral Intervention Manual (PRIM) book to create a plan for the students needed intervention and supports to acquire the necessary skills to be successful academically and social-emotionally. This committee also provides specific visual supports, etc. that sets the expectations for the student population with individual educational plans (IEP) or students referred to be given IEPs.

Measures of Student Learning (MOSL) Committee - Assessment Team that involves grade facilitators of each grader K-5 to meet and calibrate their assessment practices using rubrics, etc.

Staff Development Committee – This team surveys the staff and parents to assess what workshops and professional development programs are required and of interest.

Building Response Team (BRT)/Safety Committee – members are administrators, school custodial engineer, fireman, UFT President, Parent Association President, Parent Coordinator, teachers, and School Safety Agent, who assist with the creation of emergency response plans

and procedures. These personnel work not only as a large team, but also as individual building teams to develop, implement, inform, and test emergency procedures in our school building

The Life Space Crisis Intervention (LSCI) and the Therapeutic Crisis Intervention for Schools (TCIS) committee employs interactive prevention and intervention therapeutic strategies for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors. They help at-risk students learn constructive ways to handle crisis.

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 27. The chart below shows the breakdown by HEDI rating.

HEDI Rating	Number of Staff
Highly Effective	0
Effective	22
Developing	5
Ineffective	0

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

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

- Danielson Framework for Teaching Domain 3, component 3b, Questioning and discussion techniques
- Danielson Framework for Teaching Domain 3, component 3d, Using Assessment in Instruction

The PS 151K Lyndon Baines Johnson Elementary School currently has 27 teachers, 7 teaching assistants (paraprofessionals), and 7 service providers, guidance, social worker, psychologist, speech therapist, SETTS, ESL, and an occupational therapist.

Some of our teachers are underperforming in areas such as engaging their students, questioning and discussion techniques, and implementation of Universal Design for Learning techniques to support ELLs and SWDs. In grades Pre-K to 2, teachers are currently developing expectations

of the Common Core Standards and the core curriculum. For example, the early grades are in the process of analyzing student progress in the areas of early literacy. Additionally, early grade teachers are in the early stages of developing their pedagogy in the areas of Phonics, Phonemic Awareness, and Vocabulary Instruction. Teachers in all grades are also in the early stages of implementing the new CKLA curriculum with fidelity such as, using the new common core standards-aligned rubrics and check lists, teaching reading with rigor, teaching students how to use the writing process, and analyzing student work to inform instructional adjustments.

Our teachers are just beginning to develop approaches to meet college readiness standards in mathematics. The school administration reviewed how math instruction is being delivered in the early grades and noted that many of the early grade teachers do not use hands-on manipulatives, provide differentiated instruction need to reach all learners, and are not well versed with a wide variety of math teaching strategies.

Our school is also struggling with how literacy skills are being taught for our Special Needs and ELL students. Our Special Education and ELL students do not have foundational literacy skills. To this end our school will be partnering with Goldmansour and Rutherford and purchasing the Preventing Academic Failure Reading program to supplement our new CKLA Literacy Program, which targets students who are missing the foundational literacy skills. Presently, we only have 2 teachers that are trained to use the PAF Reading program. In order to build school capacity and use our PAF Reading program more effectively, it is crucial that we train all of our Special Education and ESL teachers as well as a minimum of one teacher on each grade level thereby building local capacity within our school.

- 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.

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

In order to best implement the start-up model, our school will need to hire a Literacy/Social Studies and Math/Science Academic Intervention and Support specialist who will provide small group instruction to students who are scoring below grade level.

With the support of Generation Ready Consultants, the goal is to have both AIS specialists provide professional development, lesson plan modeling, coaching, and articulation sessions. Deeper teacher support will be provided in a math lab stocked with visual and audio support, manipulatives, hands on math materials, and other supporting materials. This will enable developing literacy and math teachers to see best literacy and math practices in action and enhance their teaching techniques.

With the support of the Generation Ready and PAF Consultants, the math and literacy coaches will serve as instructional leaders in content, dedicated to working collaboratively with colleagues to drive instructional improvement as an active developer, mentor and coach of other

teachers. Their duties will include leading staff development, developing curriculum, sharing best practices, inquiry work, co-teaching, creating a laboratory classroom and/or model lessons, curriculum to national core standards and city standards, serving as a mentor to teachers, and/or facilitating lesson study.

We believe that with targeted professional development and on-site support, our dedicated faculty will be able to implement the comprehensive set of strategies noted in the SIG.

- 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 are also using the teacher finder as our system to find and hire a NYS certified bilingual licensed teacher for our dual language program and our new Transitional Bilingual Education program. We foresee that every year, for the next six years, we will have a need to hire NYS Certified Bilingual licensed teachers for the growing dual language program in our school.

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

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

large variety of disconnected partner groups/services with multiple goals. This section must address each of the following elements:

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

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

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

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

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

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

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

Through the SIG, we would like to partner with the organizations to provide supplemental resources in order to address the needs articulated in the needs assessment, Part A, and realize our goals and objectives. Our school will establish multiple partnerships to ensure there is an intense and strategic focus on academic interventions, teacher support and development and, thus, student performance aligned to Career and College Readiness model. These partnerships will ensure our schools ability to provide professional supports for our teachers and resources for our students to that supports proficiency by grade three.

In order to ensure that literacy and mathematical proficiency are achieved by our students at age 8, we will be partnering with Generation Ready. Their consultative coaching program uses scientifically based and time-tested methodologies, to provide a wide spectrum of coaching and support services. This will ensure that our students with disabilities and English language learners are receiving targeted training that will positively impact student achievement.

Generation Ready consultants will work with teachers in ELA/Social Studies and Mathematics, Science and Technology on an on-going basis during the school year to address achievement gaps at the school (low ELA/math scores and a large special education population that is

struggling). The coaches will use the practice/reflection model of coaching support, which will provide multiple opportunities for teachers to engage in a dynamic dialogue. The coaching model integrates 3 phases (*pre-planning*, *observation*, and *debriefing/feedback*), and draws deeply from the Common Core State Standards and successful professional evaluation models, including Danielson's Domains and Levels of Competency. More specifically, the coaches will provide workshops in the following areas:

Teacher Effectiveness - Teacher effectiveness workshops will focus on the following topics;

- Lesson Plan Development
- Understanding Student Needs
- Teaching Special Needs Students
- Classroom Questioning Techniques
- Designing Coherent Instruction
- Engaging Students in Learning
- Using Assessment in Instruction

Generation Ready Consultants will support our teachers in the Go Math curriculum in the following math components:

- Data analysis, probability and discrete mathematics, geometry, measurement and patterns, algebra, and functions. A variety of instructional activities are used to help students gain understanding of each of these essential math skills.
- Speed Games. These activities allow students to practice their basic math skills so that they may build automaticity to access math facts readily. Speed games cover basic math facts in addition, subtraction, multiplication, and division for the elementary grades. The middle school grades cover mental computation with 2- and 3-digit numerals and integer operations.

Additional partners and their services are identified in the chart below:

Partner Organization	Rationale	Role/Services to support the school redesign
Generation Ready	As articulated within our needs assessment data in Part A, 92.1% of our students performed below proficiency in ELA and 89.8% of our students performed below proficiency in Mathematics on the 2014-15 state assessments.	The consultant group Generation Ready will provide professional learning services in both ELA/Social Studies and Math/Science that uniquely combines deep instructional job-embedded expertise, innovative technology tools, and a targeted digital content library that ensures sustained professional growth and improved student learning.
GoldMansour Consultation	<ul style="list-style-type: none"> • All students with disabilities performed at level 1 and 2 in 	MWBE vendor GoldMansour & Rutherford Consultation will work with our teachers to develop and support inclusive

	<p>ELA.</p> <ul style="list-style-type: none"> The percentage of students with disabilities scoring level 3 or higher in Math was 4%. 	<p>programs in our diverse classrooms in all content areas and grade levels (PreK-5).</p>
Read Alliance Inc.	<ul style="list-style-type: none"> All English Language Learners performed at level 1 and 2 in ELA. All English Language Learners performed at level 1 and 2 in Math. 	<p>The mission of Read Alliance is to improve the educational trajectory of at-risk, early elementary students through one-to-one tutoring in foundational reading skills. Read Alliance will work with students in Grades K-2 in an after-school capacity in order to help ensure us meet our ELA goal of all students reading at grade-level by age 8.</p>
Bronx Arts Ensemble	<p>Purpose is to nourish Arts in the schools, serving its diverse communities and developing students through arts education and musical performances of the highest professional standard.</p>	<p>The Bronx Arts Ensemble's programs are praised for directly involving children in the creative process, making them aware of the importance of the arts. The BAE projects involve the interdisciplinary learning of English, history and social studies, as well as art and music.</p>
Education Consortium, LLC	<p>As articulated within our needs assessment data in Part A, 92.1% of our students performed below proficiency in ELA on the 2014-15 state assessments.</p>	<p>The 3-Day Multilingual Learner Institute: Culturally Responsive Academic Learning (“ Multilingual Learner Institute”) will enhance participants’ repertoire of pedagogy (methodology and best practices) as well as their instructional lens for Multilingual Learners, by targeting a more comprehensive understanding of how to systematically enhance English Language Development (ELD) through the content areas to bolster second language learning (English) and to help impact/improve student</p>

		performance on New York State assessments.
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- ii. Complete the Evidence of Partner Effectiveness Chart (Attachment C). Each partner selected should have a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs and selected SIG model

Please see attached

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

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

Partner Organization	Data Point(s) (Formative or Summative)	Frequency of assessment
Generation Ready	<ul style="list-style-type: none"> • Formative Assessments in ELA and Math • Daily Logs of Work • Consultant Reports • Measures of Teacher Practice ratings (MOTP) on the Advance Web Application • Go Math! assessments 	Bi-monthly
Teacher's College	<ul style="list-style-type: none"> • On-Demand writing assessments at the beginning of each of the four units. • On Demand writing at the End of each of the units, in addition to the interim writing process assessments for each of the four units. 	Quarterly
Read Alliance Inc.	<ul style="list-style-type: none"> • Formative – Pre and Post Test and on-going progress monitoring. • myON online 	Every 5 weeks.

	assessments in reading	
GoldMansour Consultation	<ul style="list-style-type: none"> • Teacher feedback surveys • Teacher MOTP ratings • Count of classroom inter-visitations. 	Monthly
Bronx Arts Ensemble	<ul style="list-style-type: none"> • Parent feedback to be surveyed during parent-teacher conferences • Learning Environment Survey • Final Performance 	Every 8 weeks
Education Consortium, LLC	<ul style="list-style-type: none"> • Teacher MOTP ratings • Frequency of parent workshops 	Quarterly

*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
<p>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:</p> <ol style="list-style-type: none"> i. Submit a school organizational chart (or charts) identifying the management and team structures, and lines of reporting. (If a <i>Restart</i> 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). <p>Please see attached</p> <ol style="list-style-type: none"> 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.). <p>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 conversation 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.</p>

Supervisory Cabinet

The cabinet is comprised of the Principal, Assistant Principal, Guidance Counselor, Parent Coordinator, CBO Point, IEP/SETSS and ENL Teachers. The cabinet meets once a week and functions in the following capacity to identify and prioritize any issues that may arise in compliance, student discipline, school culture, and high school articulation. The cabinet considers both leading and lagging data sources to drive discussions and school level decisions making including but not limited to grade and school wide summative and formative student data, state and city accountability data, Advance teacher observation data, attendance, OORs (office discipline referrals) and anecdotes.

The principal meets with her Assistant Principal a minimum of twice a day. In the morning the principal discusses classroom observations, effectiveness of school based professional development, any potential school incidents, parent concerns, safety concerns, and any other pertinent issues. This information is used to guide school priorities and items that require immediate follow up. In the afternoon, a review of school activities takes place and updates on school priorities and any open issues are discussed. If applicable, action items and next steps for the following day are discussed as well.

School Based Support Teams

The school based support teams are comprised of the following members: guidance counselor, social worker, parent Coordinator, school psychologist, IEP SETSS Teacher, ENL Teacher and Speech Teacher. The school based support team meets every Friday at 9:30 a.m. and provides guidance, evaluation, intervention and diagnostic assistance to the student body. Their efforts are to ensure a productive educational environment. Our team is charged with the implementation of a special needs student's' IEP (Individualized Education Plan). Under the Individuals with Disabilities Education Act (IDEA), any child receiving special education services is required to have an IEP. This team is formed to enhance a child's learning process and development, or, in other words, to be the child's "helping hands," while also encouraging and assisting in his/her independence goals.

Teacher Teams

Teacher teams exist across PreK-5th grade. Teacher teams focus on grade-level inquiry. This involves looking at student work, reviewing rubrics, and refining the math performance based rubrics for students. Teacher teams meet every week for one 50-minute period during the school day, two Tuesdays per month. The team ensures cohesion between the grades in terms of inquiry methods, use of assessment protocols, student-led conversations, and assigned tasks. This team reviews both leading and lagging data sources to drive discussions and school level decisions.

School Leadership Team

The School Leadership Team (SLT) is comprised of the following members, Principal, PA President and Secretary, 3 Parent Members, one UFT President, two teachers. The SLT meets the third Wednesday of every month from 3p.m. to 5-5:30 p.m. and works collaboratively with the principal to ensure that needs, school data, school goals, as well as related action plans and school administrative needs are met. The School Leadership Team and cabinet act as an advisory board that helps set the tone and decision-making process at our school. In an effort to

help the School Leadership Team with its decisions the principal provides the team with data including test scores, attendance, and promotion in doubt data, school occurrence reports, safety data, and other pertinent forms of data. This data set is then used to formulate school goals, activities, and address any open issues.

Family Engagement Team

The Family Engagement Team (FET) is comprised of the following members, Principal, AP Parent Coordinator, PA Member, Teacher assistant, enrichment teachers (Music, Art, Technology, Science) and classroom teacher. The FET meets once a month on Thursday morning 8:45 a.m. and plans and executes school wide events that correspond to the units of study within the social studies and science curriculum, such as International Multicultural Event, Medieval Times, etc.

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

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

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

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

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

Our Curriculum includes Houghton Mifflin Harcourt’s Go Math and we are in our second year of using Core Knowledge Language Arts (CKLA) and Columbia University’s TC Writer’s Workshop. CKLA is NYS approved Common Core State Standards aligned literacy curriculum that has social studies and science themes embedded. CKLA is a comprehensive core curriculum of deliberately organized text sets and routines-based instruction that provides an appropriate balance of literary and informational texts as called for by the CCSS. CKLA promotes student thinking and understanding through thematic units and employs citations of text based evidence. Students are taught to carefully analyze and synthesize sources, write to the sources, and defend claims through textual evidence. Students also have the opportunity to

write in the three modes prescribed by the CCSS – argument/opinion, informative/explanatory, and narrative. CKLA allows students many opportunities to use text to integrate knowledge, ideas, describe key details, and view text as a resource for answering questions and understanding multiple views. CKLA instructional routines ensure the development of close reading and citing text-based evidence in responding to texts both in the reading and writing process.

The program includes the following components:

- Focused Instruction—a brief animation or video that focuses on a specific objective;
- Check for Understanding—a quick review of the key points in the focused instruction;
- Interactive Practice—an engaging exercise that provides practice and meaningful feedback, and captures embedded assessment data;
- Text Reader—a presentation of a non-fiction or fiction passage of up to 500 words with associated graphics or video to support and assess comprehension

Houghton Mifflin Harcourt’s Go Math! includes the following components;

- Data analysis; probability and discrete mathematics; geometry; measurement; and patterns, algebra, and functions. A variety of instructional activities are used to help students gain understanding of each of these essential math skills.
- Speed Games. These activities allow students to practice their basic math skills so that they may build automaticity to access math facts readily. Speed games cover basic math facts in addition, subtraction, multiplication, and division for the elementary grades. The middle school grades cover mental computation with 2- and 3-digit numerals and integer operations.
- Step-by-Step Tutorials. When a student struggles with a concept, the software presents a tutorial that provides step-by-step direction for an exercise similar to the skill objective in which the student is having difficulty.
- Scaffolded Tutorials. The curriculum also includes tutorials that help the student gain conceptual understanding. Scaffolded tutorials move the student from concrete activities to more abstract problem solving. The students are presented two problems that contain three steps that help to teach a concept.

Preventing Academic Failure Reading (PAF) - PAF is based on Orton-Gillingham principles and is a highly-structured remedial program that directly teaches the structure of the language to students and adults who have been unable to learn with other teaching strategies, or who may require multisensory language instruction. This step-by-step program gives teachers the tools and confidence they need to work with even the most challenged reader—and their confidence and expertise grows exponentially by attending classes, achieving certification, and taking advantage of PAF’s extensive online resources and support. The PAF program is coordinated with the Merrill Linguistic Reading Program, Explode the Code, and Megawords. PAF is a highly structured program, appropriate for all children including and especially those identified with dyslexia and learning disabilities.

- 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.).

Teacher pedagogy will be developed from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching so that all students produce meaningful work products. Literacy instruction across content areas will be student-centered, with an emphasis on text-based and evidence-based reading and writing.

Across classrooms, teaching strategies will include entry points, class discussions, and engagement in challenging tasks to increase student participation and raise the level of student thinking. Our intent with the college and career readiness pathway is to demonstrate higher order thinking skills and high levels of participation from all students in their production of meaningful work products. Students will use manipulative materials such as base ten blocks, number grids, colored disks and unifix cubes during math lessons. Visual supports such as strategy charts, word walls and graphic organizers will be available as references for student use during ELA activities. Student folders for English language learners will include scaffolds such as lists of sentence starters, transitional phrases, descriptive words and translations. Subgroup scaffolds in math will include student use of counters, slates and tens blocks. With the help of our partners we increase opportunities for groups of students to work collaboratively on hands-on activities and student-led inquiry discussions.

ELA Shift	NYSED Instructional Strategy	SIG Instructional Alignment
Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.	The CKLA materials will help our students meet these instructional shifts. Fordham Coaches will also provide teachers with training and on-site support with meeting this instructional shift.
Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities	Generation Ready Coaches will provide teachers with training and on-site support with meeting this instructional shift.
Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.	The CKLA materials will help student work with grade appropriate materials and will provide them with individualized instruction
Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.	Teacher will be supported through the Wilson train and Fordham coaches with this instructional shift.
Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.	Generation Ready and TC support coaches will train teachers how to effectively use the writing process.
Academic Vocabulary	Students constantly build the	The Generation Ready materials

	transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.	will help our students meet these instructional shifts.
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Math Shift	NYSED Instructional Strategy	SIG Instructional Alignment
Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.	The math specialist will model how to effectively maximize your math instruction in the math lab, through workshops, and team teaching opportunities.
Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.	Math workshops provided by the Generation Ready coaches and math specialist will address this instructional shift. The Go math software will also help our students meet these instructional shifts.
Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.	Math workshops provided by the Generation Ready coaches and math specialist will address this instructional shift. The Go Math software will also help our students meet these instructional shifts.
Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.	Math workshops and on-site support provided by the Generation Ready coaches and math specialist will address this instructional shift.
Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.	Math workshops and on-site support provided by the Generation Ready coaches and math specialist will address this instructional shift.
Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity	Math workshops and on-site support provided by the Generation Ready coaches and math specialist will address this instructional shift.

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. Our ELT program combines an integration of academics, enrichment, and skill development through hands-on experiences. Increased academic instructional supports during school time and/or during extended learning time will be used and implemented to address our students' academic deficiencies. Preventing Academic Failure (PAF) will be used for teaching reading, spelling, and handwriting in grades K-3. It prevents or addresses reading failure in learning disabled and struggling readers. Vendor Read Alliance will also provide supports for both teachers and students to develop expanded learning time effectiveness through coaching sessions that maximize use of time by teachers and students. Enrichment programs will be monitored by the principal and assistant principal. Programs will include After School, small group tutorials, as well as a lunch and learn.

ELT will be open to all students and include:

- Extended Day- All students in Pre-K-5, especially targeting those scoring a Level 1 or 2 on state ELA and Math assessments.
- Success Maker Program for all students in grades 3-6 during the school day.
- Response to Intervention for students in grades Kindergarten – 4 during the school day. The RTI teacher uses running record data to assess student fluency and determine which students are selected.
- PAF Program on Thursdays and Fridays for students in grades K-2 target Special Needs and ELL students.
- Title III Grant Afterschool Program three days a week for our ELL students
- Aligning the Arts Curriculum across all content areas and to the Common Core Learning Standards

We will also offer enrichment programs including dance, arts, and sports programs.

- 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).

Teacher teams meet every Tuesday to examine student work and analyze assessment data of subgroups, including students with disabilities, English language learners and other high needs subgroups. Specific adjustments are made based on emergent data trends and findings. Teacher teams present their inquiry cycle data results and best practices to other teams during four sessions throughout the school year in January, March, April and June. These sessions are

based on the use of student data and align with grade level planning activities with support staff to incorporate specific modifications based on the findings of the teams. Each team presents a power point that covers the following questions:

- Who are the students and how were they selected?
- What were the conditions of learning?
- How will this impact on teaching practices?
- What are the next instructional steps for the students?

The school will continue to use of common assessments to measure student progress toward goals and to adjust curricula and instruction is emerging across grades and subjects. The school is introducing the use of Datacaton/Skedula to manage the data from the various sources and to better identify how they can use their data more strategically to accelerate student learning. Additionally, Scholastic’s Achieve 3000 software serves as an internal accountability measure whereby we can track student progress in ELA and share these reports with teachers in order to make curricular adjustments where needed. Go Math! Online diagnostic tools also serve the same purpose for math.

The focus for 2016-17 will be to streamline the amount of data teachers use and prioritize the data teachers should focus on to monitor and track student progress, in literacy, mathematics, and sciences across grades to use as data to inform effective revisions to lessons and academic tasks to meet students' academic needs consistently across the school. This will provide our teachers a focused planning time to ensure to make effective and timely adjustments to ensure the needs of all learners are met.

As a result, we are working towards having one hundred percent of our students in grades through kindergarten through fifth grades to communicate clearly to their teachers and parents on their academic progress using the Common Core Learning Standards' (CCLS) checklist and school-wide rubrics by March 2017 as evidenced by student-led conferences with their parents, student portfolios with meaningful work products.

Our school implements Data Driven Inquiry (DDI) in the following manner:

- Grade level planning during Tuesday PD time
- Vertical planning by grade facilitators twice a month
- Teacher teams meet twice monthly to discuss and examine student work to backward map to refine unit plans
- Select teachers will meet before and/ or after school to unit and lesson plan for Science, Literacy, and Math curriculum. These meeting times will include time to assess and examine student work, to backward map to refine unit and lesson plans for before/after school and day school instruction.

Description of Activity	Selection Criteria	Resources	Timeline
PAF Program- The PAF program will be offered as an after school program to	Students in Special Needs and ELL classes will prioritized. Students will be	2 per-session teachers	November- May- twice a week

students in grades 2-8.	selected on the basis of Fountas & Pinnell results, running record data, MOSL data, report card data, NYSED data. This data will be also be used to customize the extended learning program to meet the students' needs. The PAF Reading Program will provide students with foundational skills and a small group-learning environment.		
Extended Day-All students in K-5 scoring a Level 1 or 2 are targeted for ELA and Math services	Students will be selected on the basis of MOSL data, report card data, NYSED data. This data will be used to customize the extended learning program to meet the students' needs	All Teachers	September- June- 2 times a week
Bronx Arts Ensemble program targets students interested in Performing Arts and prepares them for the School audition	Students must express interest in the art and complete an application.	Art Teacher and Bronx Arts Ensemble Staff member	October- November for grade 8 students, February- June for grade 3-5 students – once a week
ELL Program-ELL students in the K-5 grades	Students who eligible for ENL services	2 staff members	October- April- 3 times a week
Read Alliance targets grade K-2 students and provides one to one tutoring and academic support on the weekends.	All Grade K-2 students	5 staff members	October- June- 5 times a week
Extended Learning time Science for 2-5 grade students.	This data will also be used to customize the extended learning program to meet the students' needs	2 staff members	September- June- 2 times a week
Reader's Cafe Program- provides a program for ELL students in grades 3-5,	All ELL students in grades 3-5	2 staff members	October- May- Once a week

which helps student make wise choices. Activities include drama, NYSESLAT practice, and writing plays			
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The schedule for administering common assessments in ELA and math can be found below:

Assessment	Type of Assessment	Formative or Summative	Frequency for Administration
ELA	TC Writing, running records, CKLA, PAF, Read Alliance, iReady, and NYS ELA Exams	Formative and summative.	Quarterly and unit pre-and post-tests
Math	Go Math, iReady and NYS Math Exams	Formative and summative.	Quarterly and unit pre-and post-tests

Moving forward, our partner Generation Ready will provide teacher teams with a toolkit of protocols used to analyze data and set goals based on instructional and learning gaps.

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

The school community aligns professional development, family outreach, and student learning experiences and supports to promote the adoption of effective academic and personal behaviors. Under SIG, the school will increase the range and extent of support and interventions available to students. SIG partner Goldmansour and Rutherford will train teachers on targeted activities including video clips, graphic organizers and visuals to meet the needs of students with disabilities and English language learners in their ICT and special education classes. Moreover, we have instituted the following systems and structures to identify at risk students for academic failure, which are comprise primarily of school based support teams (SBST):

- Attendance Committee
- PBIS committee
- Tier 2 committee/ Tier 3 committee
- Safety Committee

Teacher anecdotes serve as qualitative data reviewed by the PBIS and tiers 2 and 3 teams. Tiered interventions are then developed for students utilizing shared decision-making as teachers and parents are invited to the SBST/PBIS Tier 3 meeting to assess the needs and provide input. The PBIS/ tier 3 members address the needs and provide supports for a timeline

of 6-8 weeks to monitor behavior. The case is scheduled to be revisited and assessed. Some of the key interventions have included observations by the speech teacher to identify immediate strategies that may be implemented by the teachers that may address the needs. In the long run, the child may gain success and not need to be evaluated for an IEP.

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

The following programs are used to ensure a safe school culture and discipline:

- All students participate in a weekly Respect for All Program The Respect for All program exposes students to lessons on the 6 pillars of character; Trustworthiness, Responsibility, Respect, Fairness, Sharing, Citizenship
 - Bronx Arts Ensemble- involves a partnership in which artists visit our school and offer staff development, and our students' grades 6-8 participate in a wide variety of art themed trips.
 - Mobile Response Team (MRT)- The MRT supports the school based support team with helping families connect to outside resources.
 - School-wide Honor Roll System is used to promote pride and academics=
 - Positive Behavior Intervention System (PBIS)- is a behavior modification program that is used to reinforce positive behaviors. Students who successfully perform tasks earn coins. Tasks include perfect attendance, walking in the hallways, morning line up, lunch behavior, and PM dismissal. At the end of the month the class with the most coins on each floor earns a party.
- 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.

The following activities/strategies are used in support of Parent and Community Engagement;

- Each month the school has a PA meeting.
- Once a month the school hosts breakfast with the principal
- Each Tuesday, the Parent Coordinator hosts various events in which families have the opportunity to visit their child's classroom and engage in their child's learning.
- The school also has a monthly newsletter and uses Remind App to communicate with families. Remind App provides weekly reminders about school activities, news and information, as well as school functions.

I. Training, Support, and Professional Development

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

following elements:

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

In collaboration with our SLT and cabinet the SIG plan was developed. All decisions about supports, partnerships, and staffing were driven by the needs assessment data based on the student data from curriculum, state assessments and the needs are aligned to our school's SIG as well as SCEP. Parents expressed avid interest in this grant. The school convened a School Leadership Team meeting and garnered relevant input from the Superintendent. Our School Leadership Team (SLT) is comprised of the Principal, UFT Chapter Leader, Title 1 Parent Representative, and Parent Coordinator. Additionally, the Borough Field Support Center Instructional Lead, school-based Speech Therapist and an assortment of teachers, all of whom were involved in decisions pertaining to the development of this plan.

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

Please see attached the Staff Development Committee Professional Development calendar for 2016-17 school year.

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

As articulated in attached chart below, our school will evaluate the impact and success of each of our PD, training, and support frequently to ensure that we are continually evaluating, being responsive to the needs of our staff and making adjustments to key strategies when needed. .

Generation Ready gives participating schools a final report that summarizes the professional development goals that have been set for teachers along with achievement outcomes. Outcomes include classroom and aggregate literacy grades and ELA data. Student work samples are also gathered during the final assessment process. These multiple sources of information are processed in order to make broad and recommendations for ongoing professional development, and recommendations for student performance growth – which effectively build teacher capacity.

Final assessment activities are aimed at continuous improvement on progress and long-term literacy achievement. A report is submitted that outlines:

- Professional development goal sets (for both individual teachers and more broadly)
- Progress with individual teachers
- Progress with teacher teams
- Aggregate test data

- Student work samples
- Teacher APPR trends

This content is synthesized from the initial assessment, mid-year (or mid-professional development program) activities, as well as final evaluations. Schools can therefore determine baseline performance benchmarks, and examine both ranges and trends in literacy performance. The final assessment report will be extremely valuable to schools for setting goals for the following school year (and for future years).

Our key methods for evaluation are:

Goal	What And Target Audience	When/by Whom	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Improve the quality of teaching as measured by the Danielson Framework for Teaching.	Workshop Series, Individualized Coaching, and on-site support for Teachers and Administrators	September- June, Fordham Coaches	Teacher Lesson Plans will demonstrate mastery at Domain 3B- Questioning and Discussion, Domain 1E- Designing Coherent Instruction, Domain 3C- Engaging Students in Learning	Lesson plans will be analyzed using materials from the Advance site.
Improve the quality of teaching as measured by the Danielson Framework for Teaching.	School Intervisitations, Team Teaching, Inquiry Work, Lesson Planning Development for Teachers	September- June, School Administrators and Instructional Leads	Teacher Lesson Plans will demonstrate mastery at Domain 3B- Questioning and Discussion, Domain 1E- Designing Coherent Instruction, Domain 3C- Engaging Students in Learning	Lesson plans will be analyzed using materials from the Advance site.
By June 2017, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state	PAF Training, CKLA Training, TC Writing , Generation Ready Training for Teachers	September- June- Generation Ready, PAF, TC	5% increase in test scores	Pre and Post test results

ELA exam.				
By June 2017, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam.	Workshop Series, Individualized Coaching, and on-site support for Teachers and Administrators	September- June, Generation Ready Coaches	5% increase in test scores	Pre and Post test results
By June 2017, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	Generation Ready Training for Teachers	September- June- Generation Ready	5% increase in test scores	Pre and Post test results
By June 2017, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	Workshop Series, Individualized Coaching, and on-site support for Teachers and Administrators	September- June, Generation Ready Coaches	5% increase in test scores	Pre and Post test results

Please see attached Staff Development Calendar which includes additional descriptive resources and supports.

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.

One of the school’s SCEP goals is to increase parent-teacher face-to-face communication. This will be done in a variety of ways including PA meetings and SLT meetings, which are open to the public. Parent Coordinator Activity Reports (PAR) and/or the enrollment and usage of our school-wide phone-text based "Remind" and internet-based “Skedula-Pupil Path” application will also serve as online means of communication.

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:

Communication Method	Description	Frequency	Target Audience
Progress reports	Student progress reports will detail interim progress	Student progress reports will sent home at the mid-point of the marking period (January and May)	Parents and Students
SLT meetings	Staff members and parents collaborate to develop the school's State Comprehensive Educational Plan	Once a month	Teachers, staff and Parents
PA meeting	Hosting Parent Workshops and Meetings, Organizing Festivals and Social Events for Families, Creating Volunteer Opportunities.	Several times a month	Parents
Skedula - Pupil Path	Student Information System which allows parents and students to view school information such as student attendance records, class schedules, assignment due dates and grades, graduation eligibility, and school announcements.	Daily	School Staff, Parents and Students
Remind App	Parent/teacher forum to communicate	Daily basis	Parents, Staff, and Teachers

	homework, classroom activities, and school-wide events		
School's Website	To learn more about the school; to access class assignments;	Updated to reflect current school events	General Public
School's Twitter	Online social networking service that enables users to send short messages called "tweets."	Daily	Parents, staff and Teachers
Parent Calendar	It shows all of the workshops, events and activities that occur at the school on any given month.	Monthly	Parents
Engagement Committee	Plan and schedule school-wide activities, student assemblies, and parent workshops.	Bi-Monthly	Staff and Parents
Flyers	Advertisement of school-wide events and workshops	Weekly	Parents

K. Project Plan Narrative/Timeline

The LEA/school must provide a project plan and timeline that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIG plan and are directly aligned to the components of the selected model. This section must address each of the following elements:

- i. Identify and describe the key strategies for year-one implementation period (September 1, 2016 to June 30, 2017) that are aligned to the goals and objectives identified throughout Section II, with specific reference to student academic achievement, staffing, professional development, partnerships and stakeholder involvement.
- 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.

ELA Goal

Throughout the grant implementation period, our monolingual and dual-language teachers of Pre-Kindergarten through Fifth Grade will use student data to develop literacy-based curriculum units, lesson plans and assessments with coherence across grades and subject areas.

We will leverage the following objectives in ELA to support progress towards realizing this goal:

1. A school-wide professional development plan will be created based upon teacher needs and teacher feedback by our Staff Development Committee (SDC).
2. A Dual Language Program will be incorporated to help students develop new language skills in both English and Spanish making them bilingual, bi-literate, and bicultural.
3. Partner Learning teachers will visit each other's classes and provide feedback to one another using the Danielson Rubric.
4. Teachers will engage in peer inter-visitations to strengthen their repertoire of teaching strategies
5. Teachers will engage in ongoing professional development with Teachers College - Writing Program, myON, Engage New York's Core Knowledge Language Arts (CKLA) reading curriculum and Generation Ready
6. Students in grades K-2 will receive support for the Preventing Academic Failure from September to June through small group instruction.
7. Our partner Amplify will provide NYS approved curricula CKLA for our Pre-K - 5th grade students.
8. Students who are identified as struggling to access CKLA curriculum will be served with an intensive small group instruction in Preventing Academic Failure with a minimum of 45 hours of instruction
9. Teachers will use Sanford Harmony, a research based social emotional learning curriculum, to ensure the students are socially and emotionally healthy to take on the academic challenges that accompany college readiness.

Key strategies to support the aforementioned include:

- A school-wide professional development plan
- Professional Development that targets the prioritized Danielson components (1e, 3b, 3c, and 3d)
- Cycles of observations, with actionable feedback
- Ongoing Teacher inter-visitations
- The use of key assessments: Teachers College - Writing Program, MYON, Engage New York Core Knowledge Language Arts reading curriculum

Goals	Responsible Partner/Activity Supporting Goal	Timeline
ELA	Generation Ready The Common Core ELA Classroom Workshop Series Coach Support Model Lesson Plans	The Common Core ELA Classroom Workshop Series - 10 weeks in the Fall and 10 weeks in the spring Coach Support/Model Lesson Plans- on-going
Math	Generation Ready The Common Core Math Classroom Workshop Series Coach Support Model Lesson Plans	The Common Core Math Classroom Workshop Series - 10 weeks in the Fall and 10 weeks in the spring Coach Support/Model Lesson Plans-

		on-going
College and Career Readiness	Generation Ready and Columbia University TC Teacher Effectiveness Workshop Coach Support Model Lesson Plans	Teacher Effectiveness- 10 weeks in the Fall and 10 weeks in the spring Coach Support/Model Lesson Plans- on-going

Through Generation Ready Coaching and professional development, administration, teacher leaders, dean of student services will manage change and accelerate improvement planning, and build capacity within the school and facilitate a shared vision on the creation, maintenance, and sustainability of a school culture that supports improved student outcomes. This goal will be measured by a reduction in behavioral referrals to the dean and an increase in students' attendance. Additionally, teachers will be routinely observed and given actionable feedback using Danielson's Framework for Teaching, and based on the data, school administration will collaborate with SIG partners to provide quality coaching and professional development based upon targeted pedagogical needs to have the greatest impact on students' achievement. This will translate into teachers gaining higher Danielson proficiency ratings and higher levels of achievement in ELA, math, social studies, and science.

Early wins in ELA

- Fully active and on-schedule work with partners (September-June)
- A reduction in office discipline referrals from the previous year (October-December)
- Professional development in early September which addresses the need to triangulate, curriculum, assessment and instruction. (September-October)
- Restructuring of the school's daily schedule to incorporate the introduction of an effective advisory program which enables the school to address students' social-emotional welfare as well as academic support programs (September-October)
- The creation of a refined curriculum maps based on student data. (September-May)

Math Goal

Throughout the grant implementation period, 100% of monolingual and dual language classroom teachers will use summative and formative assessments to develop differentiated and strategic instructional plans based on student needs in math.

We will leverage the following objectives to support progress towards realizing this goal in the area of math:

- Teachers will complete 4 cycles of inquiry yearly, whereby teachers review student work in math and input data results on Skedula.
- Teachers will use Houghton Mifflin Harcourt's Go Math! Curriculum to adjust and refine math assessments, including the Beginning of the Year Assessments, Mid-Year Assessments, and End of the Year Assessments.
- Teacher ratings on competency 1e, Designing Coherent Instruction, will improve from the prior year as evidenced by observations in Advance.
- Teachers will engage in common planning meetings where they will unpack the CCLS targeted math standards to formulate effective learning targets.
- Teacher teams will design tasks and instructional activities that will lead to a deeper

understanding of the mathematical concepts, strategies, and mathematical practices.

- Teacher teams will analyze teacher products and student work and use the findings to create, differentiate and modify instruction for groups of students and individual students including SWD and ELLs
- Administrators will conduct cycles of formal and informal observations, learning walks, instructional rounds focused on providing feedback aligned to student data and professional development foci.

Leading Indicators in Math

- Student progress reports
- Go Math! Online assessments
- Pupil Path Attendance
- Class and Homework Assignment Completion rates
- Parent feedback during parent/teacher conferences held 4 times per year

Early wins in Math

- Fully active and on-schedule work with partners (September-June)
- A reduction in office discipline referrals from the previous year (October-December)
- Professional development in early September which addresses the need to triangulate, curriculum, assessment and instruction. (September-October)
- Restructuring of the school's daily schedule to incorporate the introduction of an effective advisory program which enables the school to address students' social-emotional welfare as well as academic support programs (September-October)
- The creation of a refined curriculum maps based on student data. (September-May)
- Improvements in student achievement based on Go Math! Online assessment data (September-June)

Teachers will be provided job-embedded professional development and coaching around restorative school wide discipline and the implementation of an effective advisory model, resulting in fewer behavioral issues and students' adoption of college and career readiness skills.

College and Career Readiness Goal

Throughout the duration of the grant, 100% of our students will develop college and career readiness through projects that are conducive to the exploration and discovery of diverse disciplines in Science, Technology, Engineering, Art, Mathematics, and Physical Education.

- Students from grades Pre K to 5 will work on lessons that relate to STEAM (Science, Technology, Engineering, Art, and Mathematics) in which they will look at the variety of careers that they can pursue under these subjects.
- Students will work on inquiry based projects that follow the scientific method using a thematic approach that will link Science experiments with reading, writing and second language learning.
- Students will work on projects that promote sustainability by joining college-themed clubs that will work on our gardening (indoor and outdoor) and other green initiatives

like our recycling and energy saving campaigns.

- Students will conduct research as part of the “Kids College” initiative using the internet and online resources (laptops, STEM Mobile Lab) and use that same technology to create PowerPoint presentations, graphs, or tables to publish and present their work.
- The “Kids College of the Arts” program will incorporate hands-on learning of a variety of fields in the visual and performing arts.
- Students will express their artistic creativity through the traditional hands-on art activities by producing work for Art exhibits schoolwide and/or exhibits in other art organizations like Museum of Modern Art (MOMA), Brooklyn Museum, or other art contests for the city and state.
- Students and teachers will integrate all STEAM disciplines by using thematic units that relate to the CKLA which will culminate in schoolwide events like International Day, Medieval Times, Science and Technology Fair, Art and Music Festivals and Career Day.

Leading Indicators for College and Career Readiness include:

- Number of students completing Kids College coursework
- Homework Completion Rate
- Interim Assessment Data
- Student Attendance
- Teacher made assessments: All grades

College and Career Early Wins

- Suspension rates will be 20% below the 2015-16 averages (September-January)
- Interim surveys about school culture and tone will reveal the maintenance of over 90% satisfaction staff and student perceptions (November-January)
- Student performance on interim assessment and benchmarks will show growth and improvement in key standards for at least 50% of students (November-January)
- Students will participate in a “Kids College” share to highlight their assigned projects (November-January)
- All teachers will participate in College Pride day (November-January)
- The school will re-inforce a college-going culture by decorating bulletin boards with college themes, including standard colleges and colleges of the arts. (November-January)