

ORIGINAL

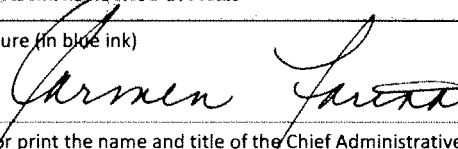
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

Log Number	Date Received
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District (LEA)		LEA Beds Code:	
New York City Department of Education		305100010051	
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	Telephone	Fax Number	E-mail Address
Executive Director, Office of State Portfolio Policy	(212) 374-2762	(212) 374-5760	Mdoyle5@schools.nyc.gov
Legal School Name for the Priority School Identified in this Application			School Beds Code
General D. Chappie James Middle School of Science			332300010634
Grade Levels Served by the Priority School Identified in this Application			School NCES #
6-8			
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
87			76 RIVERDALE AVENUE Brooklyn, NY 11212
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input checked="" type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Closure <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, 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 2/25/14
Type or print the name and title of the Chief Administrative Officer Carmen Fariña, Chancellor, New York City Department of Education	
DO NOT WRITE IN THIS SPACE	

RECEIVED
FEB 28 2014
CONTRACT ADMINISTRATION

NJB

23K634 General D. Chappie James MS of Science

2014 SIG Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST #23 - BROOKLYN

Select School Name:

332300010634 GENERAL D CHAPPIE JAMES MIDDLE SCH

Grade Levels Served by the Priority School Identified in this Application:

6-8

Total Number of Students Served by the Priority School Identified in this Application:

87

Enter LEA Administrator's Name:

Mary Doyle

Enter LEA Administrator's Title:

Executive Director

LEA's Street Address:

52 Chambers Street

LEA's City:

New York

Zip Code:

10007

Lead Contact (First Name, Last name):

Mary Doyle

Phone number:

212-374-2762

Fax number:

212-374-5760

Email address:

mdoyle5@schools.nyc.gov

Select the SIG Model for this School Application

Turnaround



SIG SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

Documents for Submission	Checked – applicant	Checked – SED	
Application Cover Sheet <i>(with original signatures in blue ink)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment A Consultation and Collaboration Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment B School-level Baseline Data and Target Setting Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment C Evidence of Partner Effectiveness Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment D Budget Summary Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
FS-10 Form for Year-One Implementation Period. FS-10 available here: http://www.oms.nysed.gov/cafe/forms/	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Memorandum of Understanding <i>(only if proposing a Restart model)</i>	<input type="checkbox"/> N/A	<input type="checkbox"/>	
M/WBE Documents Package (containing original signatures)			
<input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor's Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
SED Comments:			
Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

A. District Overview

i. District strategy and theory of action to improve schools for college and career readiness

Under the leadership of Schools Chancellor Carmen Fariña, the New York City Department of Education (NYCDOE) is committed to turning around our lowest achieving schools, and has begun this work through intervention strategies developed in collaboration with school communities.

Key strategies to support our lowest achieving schools and ensure that all our students graduate high school ready for college and careers include:

- Intensive professional development to support effective implementation of Common Core Learning Standards (CCLS) and high-quality teaching and learning
- Strong instructional leadership
- Academic interventions for struggling students
- Expansion of full-day Universal Pre-Kindergarten (UPK)
- Renewed focus on middle schools
- Expansion of after-school programs and other extended learning opportunities
- Increased family engagement
- Intensive support for struggling schools

College and career readiness depends critically on the interaction between a student and teacher embedded in a comprehensive, school-wide effort for student success. We are addressing CCLS implementation with a dedicated focus on professional development and curriculum. We have re-created the Division of Teaching and Learning to provide leadership for the implementation of CCLS-aligned curriculum and instruction, provide intensive professional development to support high-quality teaching and learning, and expand the academic interventions available to support at-risk and struggling students.

Strong instructional leadership is critical to our theory of action. Moving forward, all principals will have at least seven years of education experience, and assistant principals will have at least five years of education experience.

All of New York City's students deserve the best education possible, as early as possible, with the supports in place that will follow them through every stage of their education. We will ensure that all families are able to choose from a range of excellent school options for their children, and will provide strategic support to those schools in need. Our commitment to expanding high-quality full-day pre-k for all four-year-olds is an important opportunity for families and can positively impact student outcomes in our Priority Schools.

We are also focusing greater attention on our middle schools – a crucial turning point in a child's academic career. We have begun identifying excellent schools that other middle schools can partner with and learn best practices from, and we will be expanding middle school partnerships throughout New York City. Best practices will be shared to improve practices in our Priority schools and the quality of middle schools across the NYCDOE.

The NYCDOE is also focused on expanding after-school programs and other extending learning time opportunities for students, within the requirements of our Collective Bargaining Agreements and the Taylor Law, and consistent with NYSED's Extended Learning Time (ELT) requirement for Priority Schools. After-school programs have the potential to be a significant support system for students, both academically and emotionally. Not only do they help our students improve academic performance, but they also foster community at a critical time in a child's development. We will seek to expand extended learning time opportunities that: integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging; address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting; and, offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.

Strong partnerships with families are essential to student success. Our goal is that college and career readiness for students will become the daily work not just of principals and teachers, but of all of those who care for our students. The NYCDOE will be intensifying our engagement with families as partners in pursuit of common goals. We also partner with community-based organizations in support of our schools and families, some of which are outlined in this plan.

A key focus of the NYCDOE will be to intensify support for our lowest achieving schools. With the provision of scaffolded support around best practices for improving teaching and learning, supporting struggling students, and the maximizing the use of human and fiscal resources, we are confident that our Priority Schools will be able to improve student achievement and sustain school improvement efforts.

ii. District approach and actions for its lowest-achieving schools

The NYCDOE is committed to creating an early warning system so that struggling schools will receive focused support to identify and address issues impacting student achievement before they are identified as Priority Schools by NYSED.

The NYCDOE uses a wide range of information to identify schools that are struggling and will increase its support of these schools. During this school year, schools that were identified as Priority Schools by NYSED, schools that received a low NYCDOE Progress Report grade, and schools that received a rating of Underdeveloped on their most recent NYCDOE Quality Review were considered for intensive support or intervention. The lowest-achieving schools participated in a School Quality Conversation to determine the root causes of low achievement in the school, and to enable the Network to develop a Targeted Assistance Plan, or an action plan for school improvement, which was developed in collaboration with the school to support the goals identified by the School Leadership Team (SLT) in their Comprehensive Educational Plan (CEP).

Community and High School Superintendents will be working closely with Network personnel to provide focused support to our lowest-achieving schools and will ensure regular communication with all stakeholders, including parent associations as well as other parent

leaders. Central office staff will provide additional guidance and resources to enhance the support provided to lowest achieving schools by Superintendents and Network staff, and will assist schools in evaluating the impact of improvement interventions.

To help ensure that schools have the support they need, the NYCDOE has added additional instructional staff to each Network team to work intensively with principals and teachers to strengthen curriculum and teaching practices. NYCDOE Priority Schools are assigned a School Implementation Manager (SIM), which works in collaboration with the school's Network and Superintendent on school improvement efforts at each Priority School. The SIMs also work closely with the Network Achievement Coaches, who in turn work with school instructional leaders to build schools' capacity to align their curriculum, assessment, and instruction to the Common Core, and to strengthen teacher practice by examining and refining the feedback teachers receive. SIMs oversee the school-level development and monitoring of the SIG plan. The SIM also works on related school improvement efforts such as the Diagnostic Tool for School and District Effectiveness (DTSDE) training for schools. The DTSDE reports then inform the development of a school's improvement plan, in addition to NYCDOE assessments such as a school's Quality Review. The findings of each DTSDE report will be reviewed by the SLT, and – where appropriate – be incorporated into the CEP for the following school year.

iii. Evidence of district readiness for system-wide improvement of Priority Schools

The NYCDOE is creating a school improvement and intervention process to build on our current strengths and identify opportunities for system-wide improvement. This is evidenced by the NYCDOE's ongoing struggling schools engagement process. Our struggling schools engagement process this school year, which involved the School Quality Conversations, was significantly different than in years prior in which the NYCDOE recommended school phase-out decisions for Priority Schools and other low-achieving schools.

School Quality Conversations were conducted by the school's Superintendent or Cluster Leader and were held with SLTs, families, and teachers. Network Leaders also met with SLTs. School-based meetings focused on a root-cause analysis process to surface the areas that needed to be improved at the school. Networks then developed Targeted Action Plans (TAPs) which outline and detail the supports to address the needs of the school.

As part of our school improvement process, we have conducted a thorough analysis of our Priority Schools prepared to implement the SIG models. We created a cross-functional Priority Schools team to examine school eligibility, data trends, and to identify the appropriate intervention model for the school, including a School Improvement Grant (SIG) plan, School Innovation Fund (SIF) plan, or School Comprehensive Educational Plan (SCEP). As of this year, 45 of the 119 NYCDOE Priority Schools (three have since closed since August 2012 identification) have made progress toward de-identification, or 38%. This is the highest percentage of improvement across the Big 5 school districts in New York State (including Buffalo, Rochester, Syracuse, and Yonkers). We expect to see continued improvement in achievement and the de-identification of a number of our Priority Schools this school year.

B. Operational Autonomies

i. Operational autonomies for the Priority School

Starting in the 2007-08 school year, NYCDOE schools gained operational empowerment, as principals and their teams gained broader discretion over allocating resources, choosing their staff, and creating programming for their students. Schools now have resources through the NYCDOE's Fair Student Funding (FSF) formula, which allocates per-pupil funding based on student need, and Priority Schools also receive additional funding allocations. Principals choose the Network that they believe is best for their schools. A description of the areas of empowerment is below.

Budgeting: A school-based budget for the Priority School is based on the FSF formula. Funding follows each student to the Priority School that he or she attends based on student grade level, with additional dollars based on need (academic intervention, English Language Learners, special education, high school program). The Priority School receives additional funding through Title I allocations to support its goals outlined in its school improvement plan as a struggling school. A Priority School selects to use this funding towards its identified areas of need, for example expanding learning time.

Staffing: NYCDOE school principals select staff to fill vacancies. Priority School staffing actions include additional pay for certified staff for expanded learning as required by NYSED as a Priority School. Schools participate in NYCDOE teacher leadership programs to support the retention and development of expert teachers at their school. Priority Schools have dedicated Talent Coaches to help ensure the implementation of NYCDOE's teacher evaluation and development system. Six School Implementation Managers (SIMs) currently support Priority Schools by each of the five Clusters in the NYCDOE; moving forward the SIMs will be assigned by grade configuration in order to better focus their efforts on school improvement.

Program selection: NYCDOE is among the first large urban school districts in the nation to recommend new high-quality Core Curriculum materials, with English Language Learner supports, for grades K- 8 in ELA and math that align to the CCLS and promote the instructional shifts. NYCDOE is working to provide high school supports in ELA and math. The NYCDOE conducted an extensive research and review process in order to identify new high-quality Core Curriculum materials that align to the CCLS and promote the instructional shifts of the Common Core in ELA and mathematics. Schools are not mandated to use any of the Core Curriculum options selected by NYCDOE. Many of the materials that were not selected for inclusion into Core Curriculum have strengths and schools may decide to purchase or continue using those programs. To support schools in making curricular decisions, NYCDOE posted the results of the Core Curriculum review process, including information on the strengths, challenges, and considerations for use of widely-used curriculum materials.

Educational partner selection: Priority School principals have discretion over selecting educational partners, including those outlined in this SIG plan, that have been formally contracted by the NYCDOE after a vetting process. The NYCDOE oversees a request for proposal process from organizations experienced in working with schools in need of school improvement. Accountability plans for the partner must be included based on annual evaluations

of student progress in the Priority School. If progress is not evident, then the work with the partner is discontinued.

Use of Time During and After School: The Priority School has a variety of opportunities for changing the use of time during and after school. All NYCDOE Priority Schools are implementing an additional 200 hours of Expanded Learning Time (ELT). NYCDOE vetted its ELT implementation guidance to schools closely with NYSED. The guidance is included as Attachment Y: Guidelines for Implementing Expanded Learning Time at Priority Schools.

The Priority School has the option to have ELT providers support students through extended learning time. Priority Schools can utilize a School-Based Option (SBO) to create flexible use of time. The SBO process allows individual schools to modify certain provisions in the teachers' union (UFT)/NYCDOE Collective Bargaining Agreement. In the SBO process, the school community creates a plan for how to effectively implement extended learning time. The principal and school-based UFT chapter leader must agree to the proposed modification which is presented to school union members for vote. Fifty-five percent of the UFT voting members must affirm the proposed SBO in order for it to pass. The intent of the SBO process is to empower the school community on how to best make use of time before, during, and after school.

i. Evidence of formal policies on school autonomy

The NYCDOE provides certain organizational assistance to Priority Schools to reduce barriers and provide greater flexibility. The Office of State Portfolio Policy (OSPP) is designated to work with Priority Schools to select and implement their whole school reform models and assist the schools with compliance requirements. School Implementation Managers (SIMs) are provided to assist Priority Schools with school improvement efforts and compliance requirements. All staff are held accountable through performance reviews and grant monitoring.

The Priority School receives funding in its budget to use flexibly and an additional funding allocation to support its school improvement activities, documented in a NYCDOE procedure known as a School Allocation Memorandum (SAM). The Priority and Focus Schools SAM for school year 2013-14 is posted here:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam86.pdf

A description of Fair Student Funding, which can be used at principal discretion, is posted here: <http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

Educational partner selection from pre-qualified organizations is accomplished through the Multiple Task Award Contract (MTAC) procedure, which provides a stream-lined process for schools to follow, posted below. All RFPs are on the NYCDOE public website:

<http://schools.nyc.gov/Offices/DCP/KeyDocuments/MTACPQS.htm>

The Priority School principal may select its support Network. There are nearly 60 Networks offered to NYCDOE school principals. Networks are organized into five clusters of about 11 Networks each. Program selection for Priority Schools is described in the Network Directory

(click on “one of nearly 60 networks”):

<http://schools.nyc.gov/AboutUs/schools/support/default.htm>

ii. Labor-management documentation

The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here: http://www.uft.org/files/contract_pdfs/teachers-contract-2007-2009.pdf.

C. District Accountability and Support

i. Oversight of district’s school turnaround effort and management structure

The NYCDOE has created a management structure that is committed to turning around our lowest-achieving schools. Schools Chancellor Carmen Fariña assumed leadership of the NYCDOE in January 2014. She started her career in education at Brooklyn’s P.S. 29, where she spent 22 years as an elementary school teacher. After that, Chancellor Fariña spent ten years as principal of Manhattan’s P.S. 6. In 2001, she became Community Superintendent in Brooklyn’s District 15, and then she became Regional Superintendent of Region 8 and then Deputy Chancellor for Teaching and Learning at the Department of Education in 2004.

Chancellor Fariña recently announced members of her leadership team who will lead the NYCDOE’s school turnaround efforts. Dorita Gibson, previously the Deputy Chancellor for Equity and Access, will assume the role of Senior Deputy Chancellor and the Chancellor’s second in command. With more than 30 years experience in the public school system, Dr. Gibson has served as a teacher, assistant principal, principal, regional and supervising Superintendent, and Deputy Chancellor. In this new and expanded role, she will oversee all aspects of school support, Cluster and Network management, Superintendents, support for struggling schools, District 79 programs, and school communications.

Chancellor Fariña also appointed Phil Weinberg, previously the principal at the High School of Telecommunication Arts and Technology in Brooklyn, as Deputy Chancellor for Teaching and Learning. With more than a dozen years as a principal and nearly three decades of experience in New York City public schools, Mr. Weinberg will oversee all professional development and curriculum, performance and accountability, Common Core and college-readiness initiatives, Career and Technical Education, and instructional support.

Also outlined in our organizational chart are leadership in Family Engagement, Operations, and Students with Disabilities and English Language Learners, all of which will also play an integral role in supporting our struggling schools.

ii. Coordination of district structure for school turnaround efforts

The NYCDOE turnaround office is the Office of State Portfolio Policy (OSPP), which works with Priority Schools to identify and monitor their whole school reform model selection, and progress monitoring. OSPP also communicates regularly with the Office of School Support (OSS) and the SIMs on school turnaround efforts. Schools are organized into Networks; Networks are grouped into Clusters, who report to OSS. The principal has the decision-making authority to partner with one of nearly 60 Networks based on common priorities, including

similar grade levels, student demographics, and/or shared educational philosophies and beliefs. For example, Priority Schools that are secondary schools and are phasing out are in a Transition Support Network which was created in 2011 to begin to address their unique needs; a similar Network was created this school year to focus solely on phase-out elementary and middle schools. Based on the 2013 NYCDOE principal satisfaction survey, 83% of principals are satisfied with the overall quality of support provided by their Network. In the last two years, more than 91% of principals have chosen to remain with their Network.

Community and High School Superintendents will be working closely with Network personnel to provide focused support to the Priority School and will ensure regular communication with all stakeholders, including parent associations as well as other parent leaders. The Office of Superintendents oversees the Superintendents; there are 32 Community Superintendents and eight High School Superintendents who oversee principals. The Superintendent serves as the principal's supervisor and conducts the school's Quality Review (QR).

Central office staff will provide additional guidance and resources to enhance the support provided to the Priority School by the SIM, Superintendents, and Network staff, and will constantly monitor leading indicators to assess progress made toward meeting project goals and intended results. The SIM will coordinate district-level support for the school, and the Central office will monitor the activities of the SIM to ensure high quality accountability and support.

The SIM will work together to build capacity at the school-level with the Priority School's Network, Superintendent, and SIG Partners to provide day-to-day support to the Priority School in areas that are targeted for school improvement. Specific activities will include assisting the Principal and School Leadership Team to:

- review quantitative and qualitative data to assess student strengths and weaknesses;
- investigate root causes or contributing factors for low student achievement;
- determine related implications for strengthening the school's instructional program;
- develop the school's Comprehensive Educational Plan (CEP), inclusive of goals, strategies, and action plans for improving student achievement;
- align resources to maximize benefits to students;
- monitor plan implementation and make mid-course adjustments, as needed; and
- evaluate the impact of improvement interventions and external Partners.

External partner organizations working with Priority Schools are evaluated by schools and the NYCDOE based on performance targets.

System-wide, we are working to continue to enhance our capacity to better support schools, with a focus on ensuring that we have high-quality staff that work with and in our Priority Schools. This past year schools identified as in the bottom 10% of performance by the NYCDOE engaged in a discussion with their Network which resulted in a Targeted Action Plan (TAP). Conversations in these schools took place with the SLT and then continue with the school administration as part of an ongoing school improvement and progress monitoring. The

discussions focused on identifying appropriate supports that will result in school-wide improvement.

Instructional leadership is critical to the improvement of our struggling schools. Under this administration all principals will have at least seven years of education experience, and assistant principals will have at least five years of education experience. We have re-created the Division of Teaching and Learning and will increase our focus on professional development. The principals of our SIG schools will participate in discussions with the Chancellor about the need to make academic improvements. Moving forward, we are assigning struggling schools, including this Priority School, a sister school that is performing at a higher level so that the Priority School can learn effective practices from the higher-performing school. There will also be additional professional development for all our SIG schools. The Priority School will be formally visited at least three times by its Superintendent in order to ensure progress towards academic improvement is underway. Staffing for these schools may also be enhanced so that struggling schools receive an experienced principal with success in turning around a school, as well as a complete NYCDOE team to assist that principal.

To further school improvement, the NYCDOE implemented Education Law 3012-c. The Measures of Teacher Practice (MOTP) component of the system counts for 60% of a teacher's evaluation. In this component, teachers receive ratings and feedback on classroom observations and teaching artifacts based on a teaching practice rubric, Danielson's Framework for Teaching. Teachers may also choose to submit teaching artifacts to inform their evaluation rating. For teachers of students in grades 3-12, student feedback will also inform teachers' ratings under MOTP in future years.¹ The Measures of Student Learning (MOSL) components of the system is worth 40% of a teacher's overall evaluation rating – the State Measures component is worth 20% and the Local Measures component is worth 20%. The NYCDOE has provided in-person and online professional developments opportunities for teachers and school leaders during the summer and throughout the 2013-14 school year. The NYCDOE hired additional staff for both MOTP and MOSL. We created resources to help principals meet evaluation and development implementation milestones including the *Advance* Web Application. The NYCDOE will be working to ensure that the evaluation and development system is implemented properly and is used to assist teachers.

In addition to the implementation of a system of teacher evaluation and development, the NYCDOE has a planning and feedback process between the district and school leadership which informs Priority School improvement plans. The Quality Review (QR) is a key part of this process. The QR is a two or three day school visit by outside educators. During the review, the evaluator visits classrooms, interviews school leaders and staff, and uses a rubric to evaluate how well the school is organized to support student achievement. Before a reviewer visits a school, the school leadership completes a self-evaluation based on the QR rubric. Reviewers draw upon this document and school data during interviews with principals, teachers, students, and parents during the school visit. After the site visit, schools receive a QR score and report that is published publicly. This document provides the school community with information about the

¹ Surveys will be piloted in school year 2013-2014; in the 2014-15 school year surveys will count for 5% of a teacher's rating.

school's development, and serves as a source of feedback for school leadership to improve support for student performance. QR reports inform SIG plans.

In addition to QRs, Progress Reports have been used. The Progress Report attempts to measure students' year-to-year progress, and tries to compare schools with similar student populations, and recognizes success in moving all students forward toward college and career readiness, especially those with the greatest needs. Historically, Progress Reports have consisted of four sections: Student Progress, Student Performance, School Environment, and (for high schools only) College and Career Readiness. Schools are also provided with student-level data workbooks that contain the underlying information from the Progress Report. These data workbooks are an opportunity for school principals, in collaboration with their Networks, to engage with their accountability data to understand individual student outcomes and how to target their school improvement efforts and align their resources in support of their goals.

iii. Timeframe and persons responsible

Planned Interaction	Details/Timeframe*	Person Responsible
Principal Performance Review	<p>Measures of Student Learning: Forty percent (40%) of a principal's overall rating will be based on Measures of Student Learning. Local Measures (20%) are focused primarily on performance benchmarks and student growth compared to similar students. State measures (20%) are calculated by SED and are focused on student growth compared to similar students.</p> <p>Measures of Leadership Practice: The Principal Performance Review requires that a minimum of two supervisory visits inform an overall rating for Measures of Leadership Practice, accounting for 60% of a principal's final rating. At least one of the visits must be unannounced and at least one must be conducted by the principal's Superintendent. Because the Quality Review rubric has been approved by NYSED to assess leadership practice in the NYCDOE, all supervisory visits will be rooted in this rubric. The Superintendent will ultimately confer a final rating for Measures of Leadership Practice based on evidence, aligned to the Quality Review rubric, which is gathered across both visits and throughout the rating period.</p> <p>End-of-Year Feedback: Principals will receive their rating for Measures of Leadership Practice by June 24, 2014. They will receive written feedback during the summer of 2014.</p> <p>Final Rating: Principals will receive their final overall rating, including Measures of Leadership Practice and State and local Measures of Student Learning, on September 1, 2014.</p> <p>Interventions for 2014-15: Principals who receive an overall rating of Developing or Ineffective for 2013-14 will, with their Superintendent,</p>	<p>Schools Chancellor Carmen Fariña</p> <p>Senior Deputy Chancellor Dorita Gibson</p> <p>Deputy Chancellor for Teaching and Learning Phil Weinberg</p>

	implement a Principal Intervention Plan in 2014-15. Each of those principals will also receive two additional support visits from their network team in 2014-15.	
Quality Review	<p>Schools that meet at least one of the following criteria will have a formal Quality Review (based on the 2013-14 school year):</p> <ul style="list-style-type: none"> • 2012-13 Quality Review rating of Underdeveloped • 2012-13 Progress Report rating of D or F • Schools at the 10th percentile or below of the 2012-13 Progress Report • Schools that participated in a Developing Quality Review (DQR) in 2012-13 (except those that received a DQR solely because of Focus or Priority status) • Schools in their third year of existence (that did not have a formal Quality Review in 2012-13) • All schools that have not had a review since 2009-10 (that do not qualify for a Peer Review) • A portion of schools chosen from a lottery that have not had a review since 2010-11 (that do not qualify for a Peer Review); schools in the lottery that do not receive a review this year will receive one in 2014-15. <p>Schools that received a Developing rating in 2012-13, received three consecutive "A" Progress Report metrics, are designated as Priority or Focus schools, or are in their first or second year of existence may qualify for an Alternative Quality Review. These reviews are led by network teams and because they are designated as formative experiences, results are not made public.</p>	<p>Schools Chancellor Carmen Fariña</p> <p>Senior Deputy Chancellor Dorita Gibson</p> <p>Deputy Chancellor for Teaching and Learning Phil Weinberg</p>
Progress Report	<p>Fall, For each school annually. Historically:</p> <ul style="list-style-type: none"> • Each school receives a Progress Report grade. Reports are comprised of the following sections: Student Progress, Student Performance, School Environment, and (for high schools only) College and Career Readiness. • The Progress Report is designated to differentiate among schools in a way that provides educators with performance data, supports parents in choosing schools, and informs the NYCDOE's work around supports and intervention for struggling schools. 	<p>Schools Chancellor Carmen Fariña</p> <p>Senior Deputy Chancellor Dorita Gibson</p> <p>Deputy Chancellor for Teaching and Learning Phil</p>

	<ul style="list-style-type: none"> • The methodology attempts to take into account the different challenges schools face so that the evaluations are a reflection of what the school contributes to the student, not what the student brings to the school. • Scores are based on comparing results from each school to a citywide benchmark and to a group of about 40 other schools. <p>Schools are also provided with student-level data workbooks that contain the underlying information from the Progress Report that can be used for planning purposes and to identify areas for improvement.</p>	Weinberg
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*Based on school year 2013-14 activities.

D. Teacher and Leader Pipeline

i. Recruitment goals and strategies at schools to access high-quality leaders and teachers

The NYCDOE seeks to ensure that every student has the opportunity to learn from a high-quality educator in a school with a strong school leader, particularly in Priority Schools where the need is great. To accomplish this goal, we will develop a pipeline of expert teachers and leaders and provide them with targeted support. To increase the number of candidates who are well-prepared to become principals, this year we have strengthened and expanded our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators earlier in their careers and nurturing their leadership skills while they remain in teacher leadership roles.

The NYCDOE created the Principal Candidate Pool selection process to make clear the expectations for principals in the recruitment process. The process is used to discern all candidates' readiness for the position of principal and ability to impact student achievement. The NYCDOE has launched an enhanced version of the Principal Candidate Pool process in order to meet the following objectives:

- Align the screening process to clear, high standards that are consistent with the expectations to which principals will be held accountable under 3012-c.
- Offer participants an opportunity to receive high-quality professional development about the NYCDOE's expectations of principals.
- Provide hiring managers with multi-dimensional information to help enhance strategic placement hiring decisions related to principals.

Our theory of action holds that if future school leaders are strategically identified and rigorously cultivated earlier in their careers, NYCDOE schools will develop a leadership pipeline for years to come. This includes both on-the-job opportunities like the Leaders in Education Apprenticeship Program (LEAP), NYC Leadership Academy Leadership Advancement Program (LAP), Assistant Principal Institute, and principal internships such as the NYC Leadership Academy Aspiring Principal Program (APP), executive leadership institutes, and mentoring opportunities for experienced school leaders.

To recruit expert teachers, NYCDOE creates a diverse candidate pool. For subject-shortage areas in which there are not enough traditionally-certified teachers to meet the needs of schools, we developed alternative-certification programs such as the New York City Teaching Fellows, which draws skilled professionals and recent college graduates to teach in high-need schools. Begun in 2000, since then the program has provided schools with more than 17,000 teachers. Today, more than 8,000 Fellows are currently teaching in 86% of NYCDOE schools.

In addition, we created teacher recruitment initiatives to build a pipeline of teachers prepared to turnaround the performance of our lowest-performing schools. The NYCDOE created teacher leadership programs for experienced educators to support professional development in their schools. The NYCDOE also leverages the state-funded Teachers of Tomorrow grant to provide recruitment and retention incentives for teachers to work in our highest-need schools.

ii. Hiring and budget processes

Each year the NYCDOE sets hiring policies to ensure that teachers and principals can be recruited and placed into our 1,800 schools. Principals are typically in place in schools by July before the start of the next school year to begin year-long planning and school improvement efforts and teachers in place by September. Once selected, principals are empowered to make certain staffing decisions for their schools. More than 5,000 new teachers were hired for the 2013-14 school year, including 281 new teachers at 77 Priority Schools.

Schools receive their budgets for the new fiscal year each May. Annual hiring exceptions are set to ensure that hard-to-staff schools are staffed appropriately. These exceptions are made on the basis of the following factors: hard to staff subject areas, geographic districts, and grade level (elementary, middle, high). The timeline allows school leaders the ability to plan for any staffing needs or adjustments in concert with the citywide hiring process which begins in the spring and continues into the summer.

iii. District-wide trainings for leaders for success at low-achieving schools

The NYCDOE creates and collaborates with partners on principal training programs to build a pipeline of principals with the ability to drive teaching quality and student achievement district-wide, particularly in schools with the greatest need. Our principal preparation programs share the following characteristics: 1) a carefully-developed recruitment process to screen for highly qualified participants, 2) required completion of a practical residency period, and 3) projects capturing evidence of impact on leadership development and student gains. Moving forward the NYCDOE is committed to hiring principals with at least seven years of education experience.

The school leadership programs align to the SIG model by preparing leaders who understand the challenges facing struggling schools to lead dramatic instructional and organizational changes. Approximately 37% of our principals have emerged from these programs. A description of the existing leadership programs follows, which we are continually working to improve.

LEAP, launched in 2009, is a rigorous 12-month on-the-job program designated with the NYC Leadership Academy. LEAP develops school leaders within their existing school environments and creates opportunities to harness existing relationships including those with current principals

and school communities. The LEAP curriculum differentiates learning based on individual needs and is aligned with the NYCDOE's instructional initiatives and the CCLS.

The NYC Leadership Academy has restructured their principal preparation programs to better support the needs of the NYCDOE. The NYCLA Leadership Advancement Program has been developed to recruit teachers who have demonstrated leadership capacity and gains in student outcomes. This two year program allows participants the time to engage in professional development that will enhance their instructional knowledge and potentially become school leaders as an assistant principal or principal. At the end of the program, participants will become an assistant principal in a struggling school, partner with an Academy Aspiring Principal Program (APP) graduate to lead a struggling school, and/or become a principal. The NYC Leadership Academy Aspiring Principal Program (LAP) has been redesigned to accept assistant principals and/or teachers with at least five years experience and who hold a school building leader certification. The curriculum has been redesigned to develop, prepare, and support individuals to lead low-performing schools. In addition to project-based learning and a year-long residency, participants from LAP and APP will engage in professional learning together in an effort to develop partnerships.

The New Leaders' Aspiring Principals Program provides residents with an academic foundation and real-world experience vital to success in transforming the NYCDOE's lowest-performing schools. New Leaders' trains future principals to turnaround low-performing schools. Currently, New York City educators will start their pathway to the principalship in the Emerging Leaders Program. The New Leaders Emerging Leaders Program develops promising leaders by providing high-impact professional development in adult and instructional leadership skills. The purpose of the program is to cultivate talent within classrooms and schools that can drive student achievement while also providing New Leaders with the opportunity to observe, nurture, and select talent for their Aspiring Principals Program.

Principals attend the Children's First Intensive (CFI) Institutes, which they attend to learn about the Citywide Instructional Expectations, CCLS, and the Danielson model. CFI is a professional development program designated to support educators in using data to inform instructional and organizational decision-making and focus on citywide initiatives. In addition, to citywide professional development, the Office of Leadership has established a partnership with School Leaders Network to support the enhancement of principals' instructional and organizational skills. This cohort approach allows principals to meet with colleagues across the city and engage in a process of inquiry to improve their practice. More information on NYCDOE school leadership opportunities available is posted here:

<http://schools.nyc.gov/AboutUs/leadershippathways/schoolleadership/default.htm>

Please see Attachment Z: School-Level Information for District-Level Plan for information about the principal chosen to lead the school design.

iv. District-wide trainings for teachers in low-achieving schools

The NYCDOE believes that to support teachers in their growth and development, it is important to have a common language and understanding of what quality teaching looks like. We have

invested significant resources into beginning the work of developing principals' and teachers' understanding of Charlotte Danielson's Framework for Teaching, while training principals to do more frequent cycles of classroom observations and feedback. Resources to begin this work are provided to principals and educators in a number of ways: central and school-based professional development opportunities, and online courses, and Talent Coaches who work across multiple schools. In addition, the NYCDOE has developed district-wide training programs to build the capacity of specific groups of teachers, including new teachers, teacher leaders, and teachers that work with special populations.

New teachers who work in low-achieving schools are provided differentiated levels of support, depending on their pathway to teaching. The NYCDOE's Middle School Spring Classroom Apprenticeship helps prepare aspiring teachers for the rigor and challenges of a high-need school through an intensive ten-week, school-embedded program. The New York City Teaching Fellows program provides alternatively-certified teachers through a pre-service training program and then a subsidized master's degree program while Fellows or Corps members are teaching in a New York City public school.

The NYCDOE developed several initiatives to support schools in recruiting and preparing individuals dedicated to driving change as part of a school turnaround strategy in our lowest-performing schools. In addition to the New York City Teaching Fellows program, there are ten-week and semester-long training experiences that allow pre-service teachers to work alongside a cooperating teacher while also receiving training in teaching strategies proven to be successful in turning around school performance.

Several district-wide training programs are also available for teacher leaders who work in low-achieving schools. We are looking to improve the teacher leadership programs that we offer and are now working to create career ladders for teachers. All of the programs have developed continuous feedback loops (surveys, focus groups, school-based visits) to ensure that professional development is effectively being delivered and meeting the needs of new teachers and teacher leaders. Current programs that exist include the Teacher Incentive Fund (TIF) Program which was launched this fall in 78 high-need middle schools and offers multiple teacher leadership roles along with intensive school-based professional development. More than 300 teachers participate. Another existing program is the Lead Teacher program which allows teachers to stay in the classroom while supporting their colleagues as a part-time coach. Professional development is offered through a collaboration with the UFT Teacher Center. More than 230 teachers are participating across 140 schools in 2012-13. The Teacher Leadership Program (TLP) is a one-year program that builds the capacity of teacher leaders to develop their instructional and facilitative leadership skills. During the 2013-14 school year, TLP trained 250 teachers in 189 schools. The Common Core Fellows lead the citywide work around articulating and evaluating what quality instruction looks like as we transition to the CCLS. There were 300 Fellows in school year 2012-13. Fellows have examined more than 600 samples of work to date this year across all Clusters.

More information about existing NYCDOE teacher leadership programs is posted here: <http://schools.nyc.gov/AboutUs/leadershippathways/teacherleadership/default.htm>

E. External Partner Recruitment, Screening, and Matching

i. District mechanism to identify, screen, select, match, and evaluate partners for school

To identify, screen, select, match, and evaluate external partner organizations, the NYCDOE uses a Pre-Qualified Solicitation (PQS) process. PQS is an ongoing open call-for-proposals process by which the NYCDOE selects potential partners. Each partner undergoes a screening process, which includes a proposal evaluation by a committee of three program experts who independently evaluate partner proposals in terms of project narrative, organizational capacity, qualifications and experience, and pricing level. The result is a pool of highly-qualified partner organizations which are approved and fully contracted. The Priority School is then able to select services from any of the pre-qualified external partner organizations by soliciting proposals and choosing the best fit according to its needs. If a principal is interested in a specific partner that has not already been approved, then she/he can recommend that the partner engage in the qualification process with the NYCDOE.

In addition, the NYCDOE uses a specific solicitation process called Whole School Reform, which seeks proposals from organizations experienced in working with schools in need of school intervention. The goal is for the partners to support the school to build capacity and enable the school to continue improvement efforts on its own. Partner proposals must offer a variety of methods and strategies grounded in best practices to achieve substantial gains. Potential partners provide accountability plans that include annual evaluations on student achievement progress and the process for enabling schools to continue the reform efforts beyond the contract period, along with at least three references from current or past client schools. Once partner proposals are reviewed by the evaluation committee and recommended for approval, further due diligence is done before formal recommendation for the Panel for Educational Policy for approval. Principals have discretion to select approved partners based on their scope of service needs.

Through the Superintendent, Network Team, and assigned SIM, the NYCDOE will work closely with the selected partner. Please see Attachment Z: School-Level Information for District-Level Plan for information about external partner organizations that are providing support to this Priority School. The school-level plan for this Priority School describes the particular design framework proposed and the scope of the re-design, as well as our rationale for selecting the chosen external partner as a solution to address identified gaps.

The NYCDOE is excited to be working with partners in fulfilling the MWBE requirement who will provide services to our Priority Schools, for example Metamorphosis who works with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.

ii. Process to ensure school has access to partner by start of Year One

Priority Schools receive budget allocations for the new fiscal year in late May, well in advance of the start of the new fiscal year in July and the start of the school year in September. The NYCDOE budget process provides principals with ample time to secure external partner support

through the above-mentioned systems. Principals may secure services from a list of external partners that have already been thoroughly vetted by NYCDOE.

Individual principals create a scope of service and solicit proposals from partners based on their specific needs. Once received, principals score proposals and award contracts to the most competitive and cost-effective partners. Priority Schools secure support from effective external Whole School Reform partners as early as May or June, well in advance of the year-one implementation period.

iii. Roles of district and school principal for partner screening, selection and evaluation

The NYCDOE manages the initial process of screening potential partner organizations so that principals can focus on selecting partner organizations based on their budget and service needs. NYCDOE manages an ongoing call-for-proposals process for select categories of services to schools. All proposals received by the NYCDOE must first be reviewed to determine if they meet all of the submission qualifications prescribed in the call for proposal. Proposals meeting these requirements are evaluated and rated by a district-based evaluation committee.

As needed, the NYCDOE may conduct site visits to verify information contained in a proposal and may require a potential partner to make a presentation on their services or submit additional written material in support of a proposal. Once the NYCDOE recommends a vendor for award, the recommendation is reviewed by the Division of Contracts and Purchasing for approval and then the Panel for Educational Policy for review and final approval.

Priority School principals are able to contract services from any of the approved pre-qualified educational partners by developing a specific scope of work, soliciting proposals using a user-friendly online tool and choosing the most competitive partner according to their specific needs. Once school principals receive school budgets for the new fiscal year in May, they are able to begin negotiating with potential partners for services in the new school year. The process allows principals sufficient time to solicit vendors and establish contracts in time for the new school year and possible preparation activities during the summer.

At the end of each school year, each school principal evaluates the services of the vendors – based on the objectives, proposed scope of services, and outcomes from the services – and determines whether to continue the partnership. The Central office will assist the Priority School in evaluating the impact of chosen partners toward meeting the school’s improvement goals.

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School’s enrollment

Please see Attachment Z: School-Level Information for District-Level Plan for information about this Priority School’s enrollment.

The NYCDOE operates a school choice-based system for students and families from pre-K to high school. In the past several years, the NYCDOE has worked to increase equitable access to high quality programs at all grade levels. All students, including students with disabilities, ELLs,

and students performing below proficiency have equal access to all public schools as part of the choice-based enrollment system. In 2011, 2012, and 2013, the Brookings Institution issued reports citing New York City's school choice system as one of the top two most effective systems among the nation's large school districts.

Students participating in kindergarten admissions can access schools in two ways: through choice schools and zoned schools. Zoned schools give priority to students who live in the geographic zoned area. Choice schools are schools that do not have a zone and give priority to applicants based on sibling status, district of residence, and in some cases, other criteria. They are also called "non-zoned" schools. During this year's kindergarten admissions process, an online tool called Kindergarten Connect was implemented to provide all New York City parents with a streamlined application process. Kindergarten Connect is a single application that allows parents to rank their school options in order of preference, including both zoned and choice schools. The online application also allowed families to learn about charter school options alongside all non-charter public schools.

At the middle school level, some districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts have some choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or unscreened. High school admissions streamlines the process each year for approximately 75,000 families and 400 schools. The citywide choice process provides an opportunity for all participants to select up to 12 choices from over 700 programs across the five boroughs. The process consistently matches the majority of students to their top choice schools; for the previous five years, high school admissions has matched over 80% of students to one of their top five choices.

Since 2012-13, students with disabilities, in articulating grades, have improved access to their zoned schools or participate in the school choice process, rather than being assigned to a school based solely on their special education program recommendation. This access will phase in over the coming years to ensure all students with disabilities have access to the schools they would attend if they did not have an IEP, and in those schools receive individual special education services and supports needed to succeed. Throughout the 2013-14 school year, the Division of Students with Disabilities and ELLs is partnering with Networks and schools to begin to proactively support students with disabilities in the following four areas: engagement in rigorous curriculum with full access to community schools and classrooms, quality IEPs, positive behavioral supports, and effective transition planning. All are responsible for ensuring students with disabilities are educated in the most appropriate, least restrictive environment. To that end, through the NYCDOE's special education reform work, we offer professional development sessions that reflect the commitment to supporting all educators in their understanding and facility with learner variability, access to content, rigorous expectations, inclusion, and the essential knowledge and skills needed for students to be college and career ready. Priorities are built on themes that mirror evidence-based best practices and are fully integrated with the CCLS and *Advance*.

ii. Policies for SWDs, ELLs, and low-proficiency students' access to high-quality schools

The NYCDOE has begun to put in place policies and practices designated to ensure that Students with Disabilities (SWDs), English Language Learners (ELLs), and students performing below proficiency have increasing access to diverse and high quality school options across the district. Our current SWD and ELL policies encourage students to drive the programming in schools rather than the other way around. For SWDs we encourage schools to provide mixed levels of support rather than stand-alone special education programs so that students may remain at their schools of choice. For ELLs we encourage families to request a bilingual program in the school if there is sufficient interest from families. For the past three years, high school admissions matched SWDs and ELLs to a high school in their top three choices at rates slightly higher than average.

The NYCDOE continues to create and expand specialized programs based on student and family demand. For SWDs we have grown D75 and ASD Nest. District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled at more than 310 sites. ASD Nest is a program for high functioning students with autism spectrum disorders (ASDs) that takes place in an integrated co-teaching class in a community school. For ELLs we have grown the number of dual language schools and bilingual programs across the NYCDOE.

The NYCDOE offers a range of high-quality programs for students performing below proficiency. The Office of Postsecondary Readiness works to support over-age and under-credited students, students enrolled in Career and Technical Education programs, and Black and Latino students. The NYCDOE created Transfer Schools, which are small, academically rigorous, full-time high schools designated to re-engage students who have dropped out or who have fallen behind in credits. CTE is delivered in two ways across the NYCDOE: at designated CTE high schools and CTE programs in other high schools. CTE programs offered in high schools are developed in response to future employment opportunities and the potential for career growth in New York City. Currently, CTE programs are offered in fields ranging from aviation technology and culinary arts to emergency management and multimedia production.

It is not enough to only provide access to high-quality school options for SWDs, ELLs, and students performing below proficiency. Once these students are enrolled in desirable school programs, the NYCDOE is supporting schools in meeting their unique learning needs. The NYCDOE previously made modifications to the Fair Student Funding formula to provide weights, which provide additional funding, for students who require additional support in order to succeed, including weights for Academic Intervention Services (AIS), ELLs, and Special Education Services. In 2011-12, the NYCDOE revised the funding methodology to provide additional weights to traditional high schools serving overage under-credited (OAUC) students. Providing schools with additional funding for AIS and OAUC further supports students that are performing below proficiency.

iii. District strategies for enrollment equity

The NYCDOE employs specific strategies to ensure that Priority Schools are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency. The most important strategy is the reform of the over-the-counter (OTC) process, which has been critical to managing disproportionately high enrollment of SWDs, ELLs, and students performing below proficiency in Priority Schools. Each summer, the NYCDOE opens temporary registration centers across the city to assist families seeking placement or hardship transfers (primarily in high school grades) during the period before the start of school. Approximately 15,000 new or returning students are placed during this peak OTC period and many are higher-needs students. Placements are made based on projected seat availability by October 31. The NYCDOE is working to decrease the total number of higher-needs OTC students at any one school.

For the past several years, the NYCDOE has added seats to every high school's OTC projection. As a result, the impact of OTC placements at low-performing schools, including Priority Schools, was minimized, and there was an increase in student access to more programs. The NYCDOE OTC population (and the needs they present) fluctuates from year-to-year. As it changes, we have worked to mitigate the effects of concentrations of harder-to-serve students for schools identified by the State.

The NYCDOE has changed the composition of seats for students participating in high school admissions by reducing the screening requirements for seats in selective programs that maintain unfilled seats. Typically, schools that have screened programs are allowed to rank students who meet that program's admissions criteria, and only those students who are ranked may be matched to that school. However, this has historically led to situations in which students, who may be just slightly under the admissions criteria, are denied access to a desirable seat, while some school seats remain unfilled.

As a pilot program in school year for students entering high school in 2012, the NYCDOE worked with screened schools to increase the number of SWDs ranked and matched to their programs. In situations where schools did not rank a sufficient number of SWDs, additional SWDs were matched by the Office of Student Enrollment to the unfilled seats in order to provide greater access for these students to high-quality schools. In its first year, this work resulted in 20 programs placing approximately 900 additional students into academically screened seats that would have otherwise gone unfilled. For students entering high school in 2013, the NYCDOE further expanded this pilot to ensure that all students have access to screened seats. As a result almost 1,300 students were placed into these programs. The NYCDOE will continue this work in the upcoming school year.

G. District-level Labor and Management Consultation and Collaboration

i. Consultation and collaboration on district- and school-level plans

The NYCDOE has consulted and collaborated with key stakeholders on the development of SIG district and school-level plans. The NYCDOE provided guidance to schools, Networks, and Clusters via webinars, meetings, and materials in the development of their school-level plans to engage school stakeholders in the development of the SIG plans. All NYCDOE SIG materials were also shared directly with CPAC, CSA, and UFT for distribution this year. Materials included the NYCDOE-created SIG School-level Plan and SIG Guidance which included

specific information about consultation and collaboration efforts, including discussion with the school's School Leadership Team. CPAC, CSA, and UFT leadership were given opportunities to provide feedback on this narrative which was incorporated by the NYCDOE.

The NYCDOE required schools to submit a school-level Attachment A, the Consultation & Collaboration Documentation Form, in order to ensure consultation and collaboration took place on the school-level plans with staff and parent stakeholder groups. School-plan signatures included representatives from the principals' union – the Council of Supervisors & Administrators (CSA), teachers' union – the United Federation of Teachers (UFT), and a parent leader representative. At the district-level, the NYCDOE consulted and collaborated with leaders of UFT, CSA, and CPAC. The initial SIG engagement process with each group took place via meetings, phone calls, and emails about the NYCDOE SIG applications. The Office of State Portfolio Policy staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on January 9th to discuss SIG and SIF. CPAC is the group of parent leaders in the NYCDOE; it is comprised of presidents of the district presidents' councils. The role of CPAC is to consult with the district presidents' councils to identify concerns, trends, and policy issues, and it advises the Chancellor on NYCDOE policies.

ii. Consultation and Collaboration Form (Attachment A)

See attached. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body. The individuals who signed are Michael Mulgrew, UFT President; Ernest Logan, CSA President; and Alim Gafar, CPAC Co-Chair.

Guidelines for Implementing Expanded Learning Time at Priority Schools

New York State requires all Priority Schools to implement 200 hours of an Expanded Learning Time (ELT) program as part of their Whole School Reform model. Expanded learning time is an increase in the length of the school day, week, or year that provides additional time for academic instruction, enrichment, and teacher collaboration, planning, and professional development. The ELT plan will be programmatically and fiscally detailed in the School Comprehensive Educational Plan (SCEP). This document provides guidance for Priority Schools on structuring their ELT programs.

Expanded Learning Time Requirements

The New York State Education Department (NYSED) has established the following standards for structuring ELT programs at Priority Schools:

- The program must be offered to all students;
- The program must expand student instructional time by a minimum of 200 contact hours per year beyond minimum instructional time requirements;
- The program must target the following student populations:
 - If the school is funded by a School Improvement Grant (SIG),¹ the program must be offered to all students at the school, with the goal of serving fifty percent of students.
 - If the school is not funded by SIG, the program must be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving fifty percent of AIS-eligible students.
- Instruction in any academic subject offered in the program must be delivered under the supervision of a NYCDOE teacher who is NYS certified in that particular content area;
- The program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

In addition, NYSED requires that ELT programs address the following academic priorities which will lead to academic improvement:

- The program must integrate academics, enrichment, and skill development through hands-on learning experiences;
- The program must strengthen student engagement in learning to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation;
- The program must actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting; and

¹ For new schools implementing a SIG Turnaround model, which are not Priority Schools, the school must offer Expanded Learning Time (ELT) to all students in the school since it is receiving SIG funding. The school must implement what is outlined for ELT in its SIG Cohort 4 application (see Section H. Educational Plan, iii. Use of Time). The additional 200 hours requirement that is outlined in the SCEP is specific to Priority Schools, not new schools implementing SIG.

Guidelines for Implementing Expanded Learning Time at Priority Schools

- The program must contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs in subjects such as music and art.

Schools may refer to the New York State Afterschool Network's [Guidebook on Designing an Expanded Learning Time Programs](#) for additional information on strategies for designing ELT programs. The questions below provide additional clarification on structuring ELT programs.

Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

Student Participation

1. How should schools identify participating students?

ELT must be offered to all students at SIG-funded schools and, at a minimum, to all AIS-eligible students at schools not funded by SIG. Schools may determine whether student participation in the program is voluntary or mandatory. Regardless of whether the program is voluntary or mandatory, the goal of the program must be to serve fifty percent of the target student population.

For mandatory programs, schools determine which students are required to participate based on students' academic needs, the school's instructional priorities, and the goals of the ELT program. Schools should establish clear criteria and processes for identifying participants, notifying students and families of the ELT program, and obtaining and documenting students' and families' permission to participate.

2. Can students be required to participate in ELT?

Yes, schools may mandate that students participate in the program. Students and their families must be notified in writing of mandatory participation in an ELT program. Whether a program is mandatory or voluntary, students and families should also be notified in writing regarding attendance expectations.

Guidelines for Implementing Expanded Learning Time at Priority Schools

Families of students mandated to participate in ELT may choose to opt out of participation. The decision to opt out of an ELT program should be documented by the school. Students may not be penalized based on the decision to opt out of the program. Students who opt out of the ELT program may not be included toward the required fifty percent of students described on page 1.

3. What are the AIS criteria for identifying the target student population at schools not funded by SIG?

AIS criteria are defined by New York State Commissioner’s Regulations [Part 100.2](#) as follows:

- **Grade K – 2:** Students are eligible for AIS based on ECLAS-2 results or promotion in doubt (PID) status.
- **Grades 3 – 9:** Students are eligible for AIS if they score below the designated performance level on one or more State assessments (math, ELA, or science) the previous year. For 2013-14, NYSED has defined the following scale scores for determining AIS eligibility in ELA and math:

Assessment	Scale Score Required for AIS
Grade 3 ELA	Below 299
Grade 4 ELA	Below 296
Grade 5 ELA	Below 297
Grade 6 ELA	Below 297
Grade 7 ELA	Below 301
Grade 8 ELA	Below 302
Grade 3 Math	Below 293
Grade 4 Math	Below 284
Grade 5 Math	Below 289
Grade 6 Math	Below 289
Grade 7 Math	Below 290
Grade 8 Math	Below 293

- **Grades 10 – 12:** Students are eligible for AIS if they score below passing on any [Regents exam](#) required for graduation.

Options for Adding Time

4. What is the minimum length of the school day/year?

For the purposes of State aid, [NYSED regulations](#) define the following minimum daily instructional time requirements by grade level. Instructional time includes time spent by students in actual instructional or supervised study activities, excluding lunch and extended-day (37.5-minutes).

- **Half-day kindergarten:** 2.5 hours per day, or the equivalent of 12.5 hours per week;

Guidelines for Implementing Expanded Learning Time at Priority Schools

- **Full-day kindergarten through grade 6:** 5 hours per day, or the equivalent of 25 hours per week;
- **Grades 7 through 12:** 5.5 hours per day, or the equivalent of 27.5 hours per week.

5. What are schools' options for adding time to the school day, week, or year?

Schools may implement ELT before school, after school, on weekends, and/or during the summer as described below. In designing an ELT program schedule, schools should consider students' academic needs and the ability of students and families to commit to the schedule. Schools may wish to distribute ELT evenly throughout the school year or to concentrate the delivery of ELT to particular times of the year based on instructional priorities.

Schools have the following options for adding time to the school day, week, or year:

- **Adding time before or after school:** Schools may offer ELT before school or after school.² Because ELT programs are a supplement to the regular school day, they are generally not considered part of a school's daily session, therefore, they do not require an SBO or calendar change request unless their implementation alters the regular school day as described below.
 - An SBO is required if implementing ELT alters the school's regular schedule from the traditional session time of 6 hours and 20 minutes and/or beyond the start and end times of 8:00 am and 3:45 pm.
 - A calendar change request is only required for any change that shortens the length of a daily session below the daily instructional time requirements described in question 4. For example, a school may shorten the instructional day once a week to accommodate a larger block of ELT after school, provided that the school meets the weekly instructional time requirements.

These types of schedule changes should only be implemented at the start of a school year.

To begin a revised schedule at the start of the 2014-2015 school year requests must be submitted in May 2014 during our annual session time entry period. See the [session time](#) memo for additional information on changes to regular school session times.

- **Adding time to the school week or year:** Schools may implement ELT during the summer, on weekends (e.g., Saturday school), or on other days where schools are not in session (e.g., spring recess). ELT implemented during the summer should be counted toward the following school year. For example, ELT during summer 2013 counts toward the 2013-14 school year.

² Priority Schools participating in an expanded learning time grant as a part of the middle school quality initiative may count this time toward the required 200 hours.

**Guidelines for Implementing
Expanded Learning Time at Priority Schools**

Because ELT programs supplement the regular school year, additional days devoted to ELT outside the regular school year are not considered part of the required 180 days of instruction. Therefore, calendar change requests are not required for implementing ELT on days where school is not in session. The following policies and considerations apply to extending the school year:

- Schools may include summer school as a component of their ELT programs.
- Schools may not schedule ELT during Chancellor’s conference days or rating days.
- Schools should consider the incidence of national and religious holidays in designing an ELT schedule that will accommodate the target student population.

The following examples illustrate ways to distribute the additional 200 hours by adding it to the school day, week, or year:

Model*	Example A	Example B
4-5 days per week before or after school	Add a minimum of 1 hour and 7 minutes per day, 5 days per week.	Add a minimum of 1 hour and 24 minutes per day, 4 days per week.
2-3 days per week before or after school	Adding a minimum of 1 hour and 52 minutes per day, 3 days per week.	Add a minimum of 2 hours and 47 minutes per day, 2 days per week.
On weekends	Add 7 hours per day, 1 day per week, for 29 weeks.	Add 6 hours per day, 1 day per week, for 34 weeks.
During summer	Add 8 hours per day, 5 days per week, for 5 weeks.	Add 6 hours per day, 5 days per week, for 7 weeks.

* Examples are based on a 180-day school year. Adapted from the New York State Afterschool Network’s [Guidebook on Designing an Expanded Learning Time Programs](#).

6. How should schools calculate the 200 required contact hours for the ELT program?

Contact hours are defined as the total number of hours delivered to participating students through the ELT program beyond the minimum instructional requirements described in question 4. The ELT program must provide a minimum of 200 student contact hours beyond the instructional time requirements described above.

For example, a traditional high school schedule provides students with 5.5 hours of instruction per day during a 180-day school year, for a total of 990 instructional hours per year. An ELT program must add 200 hours to this instructional time, for a total of 1190 hours.

Schools may distribute the 200 required hours among multiple program components. For example, a school’s ELT program may comprise 150 hours of academic intervention during the school year and summer, 30 hours of a Saturday theater program, and 20 hours of work-based

Guidelines for Implementing Expanded Learning Time at Priority Schools

learning. Provided that all students in the target population defined on page 1 are invited to participate in the program, it may fulfill the 200 hour requirement.

The total number of instructional days in the 2013-14 school year are noted on page 4 of the [NYCDOE calendar](#). These figures may be used to calculate yearly instructional time.

7. Can the 37.5-minute extended-day session be included as part of the ELT requirement for Priority schools?

The 37.5 minute session required by the NYCDOE is intended for intensive instruction to support students at risk of not meeting standards. Priority schools are required to implement an ELT program that incorporates academic instruction, enrichment, and skill development to support a variety of student needs, including but not limited to the needs of students at risk of not meeting standards. Therefore, the 37.5 minute session may not be used as the sole mechanism for fulfilling the ELT requirement. However, schools may wish to build upon their existing extended day programs to design an ELT program that accommodates the requirements on page 1. In this case, the 37.5 minutes may be considered a component of the ELT program.³ See the [session time memo](#) for guidance on using the 37.5 minutes.

8. What is the timeframe for completing the required 200 hours of ELT?

The 200 hours of ELT must be completed between July 1 and June 30 of the school year. For 2013-14, schools may include ELT conducted during the summer of 2013.

9. My school day/week/year already exceeds minimum instructional requirements. Can I use this additional time to fulfill the ELT requirement?

Additional instructional time incorporated to a school's existing academic program may be considered ELT only if the use of that time fulfills all of the requirements described on page 1. If existing additional time does not fulfill these requirements, the school may consider augmenting the use of this time to fulfill the requirements.

10. Must schools reconfigure their schedules to implement ELT?

Not necessarily. Schools may implement ELT by adding time to their existing schedules as described in question 5. If schools wish to change the start time, end time, or length of their daily sessions beyond the contractual parameters to accommodate the implementation of ELT before or after school, they must conduct an SBO as described [here](#). Changes to the regular

³ In a typical 36-week school year, the 37.5-minute session provides students with approximately 90 hours of instruction, compared to the requirement of 200 contact hours. Schools should calculate the exact amount of time students spend in the 37.5-minute sessions, taking into consideration any modifications of this time through SBOs.

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session time may only be implemented at the start of the school year after the annual session time entry period in May.

Academic Instruction

11. Can I use ELT to provide credit-bearing instruction for high school students?

Yes, provided that all students have the opportunity to earn all course credits required to graduate within the regular school day. Courses required for graduation may not be offered solely during ELT, but ELT may be used to supplement required course offerings. For example, ELT may be used to provide students with opportunities for credit recovery, independent study, blended or online courses, electives, advisory, or internships, in alignment with the applicable policies and the ELT requirements described in this document.

To bear credit, the program must align with the following policies:

- The course must align to high school commencement level standards, as documented in the syllabus.
- The course must meet instructional time requirements (180 minutes per week throughout the semester/school year, or the equivalent) described in 8 NYCRR §100.1(a).
- The course must be taught by a teacher with a New York State secondary certification in the course's subject area.

Students may not receive additional credit for time spent reinforcing the learning standards already addressed in another credit bearing course. For example, students may not receive additional credit for participating in a math ELT program that reinforces algebra learning standards already addressed in students' regular algebra courses.

All academic instruction during ELT, regardless of credit value, must be delivered under the supervision of a NYCDOE teacher certified in the content area.

12. Can ELT fulfill academic program requirements for elementary and middle schools?

No. New York State Commissioner's Regulations §§100.3 and 100.4 describe the program requirements for students in pre-kindergarten through grade eight. Schools may not use ELT to deliver academic program requirements. However, schools may use ELT to supplement required academic instruction provided during the regular school day. Any academic instruction provided during ELT must be delivered under the supervision of a NYCDOE teacher certified in the subject area.

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For example, students in grade 7 are required to complete one unit of study in science, which equates to 180 minute per week throughout the school year. Schools may not deliver any portion of the required science unit of study during ELT. However, schools may design their ELT programs to deliver science content that builds upon the core science course, under the direction of a certified science teacher.

13. Can schools use ELT to deliver academic intervention services (AIS)?

Yes. AIS may be delivered as a component of a school's overall ELT program if it is conducted outside of the standard school day. Mandated AIS delivered during the school day may not be considered ELT.

14. Can schools use ELT to offer off-site learning programs, such as internships and service learning?

Yes. ELT programs may include off-site learning activities, such as internships and service learning, in alignment with the requirements described in [Off-Site Learning FAQ](#). As for any off-site learning program, schools are expected to document instructional time and student attendance in internships that fulfill ELT requirements. All internships should be scheduled in STARS using the designated code ("Y" in the seventh character).

15. Must schools award grades for ELT programs?

Schools may determine whether to award grades for student participation in ELT programs. Grading expectations should be clearly documented and communicated to teachers, students, and families. For information on awarding credits toward high school graduation and delivering academic program requirements in grades pre-kindergarten through eight, see questions 11 and 12.

16. What documentation should schools maintain regarding student participation, progress, and outcomes in ELT programs?

Schools should document all student invitations and student/family decisions to participate in ELT as described in question 1. As for all supplementary programs, schools should record student attendance for every session of the ELT program. Schools are also encouraged to maintain evidence of student progress and outcomes to support the impact of the program on student achievement, such as pre- or post-assessment results or student portfolios.

Teachers

17. Who may oversee ELT programs?

All academic instruction delivered during ELT programs must be supervised by a NYCDOE teacher with NYS certification in the subject area. The teacher is responsible for planning

Guidelines for Implementing Expanded Learning Time at Priority Schools

instruction, overseeing alignment to New York State learning standards, monitoring and assessing student progress, and, as applicable, awarding a final grade. This certified teacher does not need to be physically present during the ELT program provided that he or she fulfills these responsibilities.

Other individuals, including teachers of other subject areas, other school staff, and staff from external organizations, may support or coordinate the delivery of academic instruction in the ELT, but these individuals do not replace the requirement for a teacher with NYS certification in the subject area.

18. Can teachers be required to participate in ELT?

Teachers may not be required to participate in ELT, as ELT programs are delivered outside of the contractual school day.⁴ Teachers may instruct ELT on a voluntary basis as a per-session activity, in alignment with the policies described in [Chancellor's Regulation C-175](#).

19. Can ELT be used for teacher planning time?

Teacher planning time may not be considered part of the 200 required student contact hours. If additional planning time is required to implement ELT, this should be incorporated into the school's overall ELT schedule, but the 200 required hours must be used to provide students with academic instruction, enrichment, and skill development as described on page 1.

Operations

20. How should Priority Schools fund ELT programs?

Schools determine which funding source will be used to fund their ELT programs and will be required to indicate this information as part of their School Comprehensive Education Plans and by using the Galaxy Program dropdown. Priority Schools funded by School Improvement Grants may use these funds for their ELT programs.

21. Are Priority Schools required to use a vendor or community based organization (CBO) to deliver ELT?

Schools funded by 21st Century Community Center Learning Funds are required to implement ELT in partnership with a community organization. All other Priority Schools may implement ELT with or without the support of a vendor or CBO. Regardless of whether a vendor is supporting ELT, principals are responsible for ensuring that the program aligns to the requirements

⁴ As an exception, if a school is incorporating the 37.5 minutes of small group instruction as part of their overall ELT program as described in question 7, the policies described in the [session time memo](#) for assigning students to teachers apply.

Guidelines for Implementing Expanded Learning Time at Priority Schools

described in this document and the applicable academic policies. The following considerations apply:

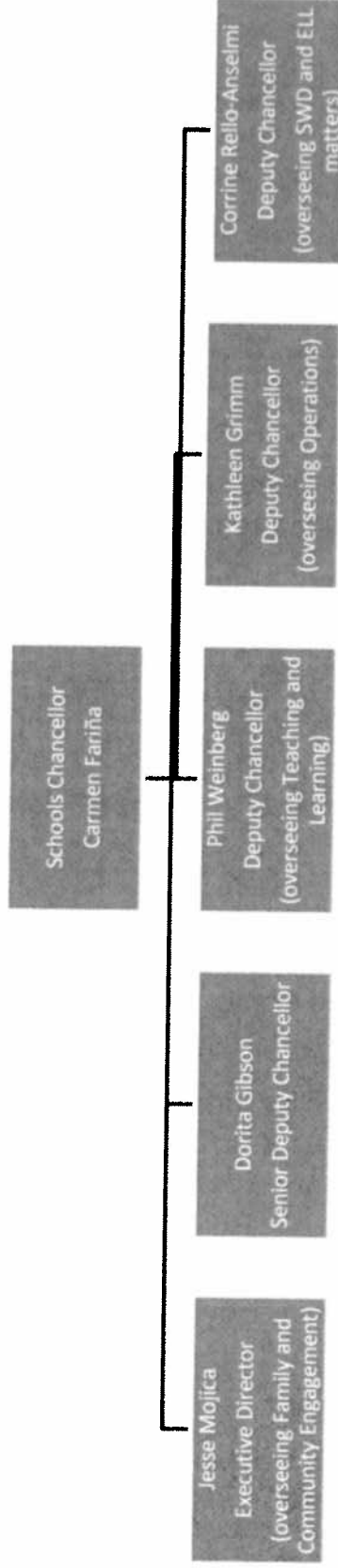
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of the ELT program.
- All non-DOE staff members who regularly visit a DOE school must be fingerprinted.

Schools wishing to use a vendor may choose from those listed [here](#) through the MTAC process.

22. How should schools arrange for student transportation to and from the ELT program?

Schools must also arrange for student transportation to and from the program if this is not accommodated through the use of student Metrocards. For students with IEPs specifying the need for transportation, schools must make arrangements with the Office of Pupil Transportation. Contact your network's transportation point for support.

District-Level Leadership Organizational Chart



Section D: District trainings offered for Year One

Planned Event	Office Responsible	Rationale	Outcomes
Leaders in Education Apprenticeship Program	Office of Leadership	Develops individuals who demonstrate leadership capacity and readiness to take on school leadership positions in their existing school environments	Number of certificates obtained for: School Building Leader (SBL) certification Program certificate of completion
NYC Leadership Academy Aspiring Principal Program	Office of Leadership	Focuses on leaders interested in ensuring high academic achievement for all children, particularly students in poverty and students of color	School Building Leader (SBL) certificates obtained Program certificate of completion
NYC Leadership Academy Leadership Advancement Program	Office of Leadership	Prepares teachers and guidance counselors who currently serve in school-based leadership roles to become school administrators in NYCDOE schools	After two years: School Building Leader (SBL) certificate obtained Assume the role of Assistant Principal Potential partnership with an APP graduate
New Leaders Emerging Leaders Program	Office of Leadership	Provides teachers, instructional coaches and other school leaders with hands-on, on-the-job training that deepens their adult leadership skills.	Approximately 25-30 teachers and/or assistant principals provided with high-impact professional development Potential invitation to New Leaders Aspiring Principal Program

New Leaders Aspiring Principal Program	Office of Leadership	Prepares experienced teachers, assistant principals, and/or successful graduates from the New Leaders Emerging Leaders Program (ELP) to become school principals, particularly in high poverty areas.	School Building Leader (SBL) certification Program certificate of completion
Lead Teacher Program	Office of Teacher Recruitment and Quality	In the classroom for half of the day, Lead Teachers (LTs) create model classrooms to demonstrate best practices and try out new curriculum and pedagogical strategies. LTs spend the remainder of their time coaching peers, co-teaching, and facilitating teacher teams.	SY12-13: 225 LTs (140 schools); SY13-14 numbers not finalized yet
Teacher Leadership Program	Office of Leadership	Strengthening content knowledge, coaching, and facilitative skills are the key elements of this program for teachers already serving in school-based leadership roles	Approximately 300 teachers trained
Common Core Fellows	Teaching & Learning	Intensive professional development that prepares teachers to become Common Core Learning Standards (CCLS) experts by evaluating and developing a robust set of resources aligned to the CCLS to share within their network and citywide	Number of work samples reviewed by Fellows
School Leaders Network	Office of Leadership	Supports principals to enhance their instructional capacity as a school leader. Provides an opportunity to build a sense of community within the network, reflect on leadership, and get feedback on action strategies to improve schools and student outcomes	Number of principals participating in a Professional Learning Community.

AGREEMENT

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covering

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October 13, 2007 - October 31, 2009

school to another, the Board and the Union agree that transfers shall be based upon the following principles:

A. General Transfers

Effective school year 2005-2006, principals will advertise all vacancies. Interviews will be conducted by school-based human resources committees (made up of pedagogues and administration) with the final decision to be made by the principal. Vacancies are defined as positions to which no teacher has been appointed, except where a non-appointed teacher is filling in for an appointed teacher on leave. Vacancies will be posted as early as April 15 of each year and will continue being posted throughout the spring and summer. Candidates (teachers wishing to transfer and excessed teachers) will apply to specifically posted vacancies and will be considered, for example, through job fairs and/or individual application to the school. Candidates may also apply to schools that have not advertised vacancies in their license areas so that their applications are on file at the school should a vacancy arise.

Selections for candidates may be made at any time; however, transfers after August 7th require the release of the teacher's current principal. Teachers who have repeatedly been unsuccessful in obtaining transfers or obtaining regular teaching positions after being excessed, will, upon request, receive individualized assistance from the Division of Human Resources and/or the Peer Intervention Program on how to maximize their chances of success in being selected for a transfer.

B. Hardship Transfers

In addition to the vacancies available for transfer pursuant to Section A of this Article, transfers on grounds of hardship shall be allowed in accordance with the following:

Transfers of teachers after three years of service on regular appointment may be made on grounds of hardship on the basis of the circumstances of each particular case, except that travel time by public transportation of more than one hour and thirty minutes each way between a teacher's home (or City line in the case of a teacher residing outside the City) and school shall be deemed to constitute a "hardship" entitling the applicant to a transfer to a school to be designated by the Division of Human Resources which shall be within one hour and thirty minutes travel time by public transportation from the teacher's home, or City line in the case of a teacher residing outside the City.

C. Voluntary Teacher Exchange

The Chancellor shall issue a memorandum promoting the exchange of new ideas and methodology and encouraging teachers to share their special skills with students and colleagues in other schools. To facilitate achievement of this goal, the Board and the Union agree to allow teachers to exchange positions for a one year period provided that the principals of both schools agree to the exchange. The exchange may be renewed for an additional one year period. For all purposes other than payroll distribution, the teachers will remain on the organizations of their home schools.

D. Staffing New or Redesigned Schools⁹

The following applies to staffing of new or redesigned schools ("Schools")

1. A Personnel Committee shall be established, consisting of two Union representatives designated by the UFT President, two representatives designated by the community superintendent for community school district schools or by the Chancellor for

⁹ The rights of teachers to staff the New Programs in District 79 are set forth in Appendix I, paragraph 2.

schools/programs under his/her jurisdiction, a Principal/or Project Director, and where appropriate a School Planning Committee Representative and a parent.

2. For its first year of operation the School's staff shall be selected by the Personnel Committee which should, to the extent possible, make its decisions in a consensual manner.

In the first year of staffing a new school, the UFT Personnel Committee members shall be school-based staff designated from a school other than the impacted school or another school currently in the process of being phased out. The Union will make its best effort to designate representatives from comparable schools who share the instructional vision and mission of the new school, and who will seek to ensure that first year hiring supports the vision and mission identified in the approved new school application.

In the second and subsequent years, the Union shall designate representatives from the new school to serve on its Personnel Committee.

3. If another school(s) is impacted (i.e., closed or phased out), staff from the impacted school(s) will be guaranteed the right to apply and be considered for positions in the School. If sufficient numbers of displaced staff apply, at least fifty percent of the School's pedagogical positions shall be selected from among the appropriately licensed most senior applicants from the impacted school(s), who meet the School's qualifications. The Board will continue to hire pursuant to this provision of the Agreement until the impacted school is closed.

4. Any remaining vacancies will be filled by the Personnel Committee from among transferees, excesses, and/or new hires. In performing its responsibilities, the Personnel Committee shall adhere to all relevant legal and contractual requirements including the hiring of personnel holding the appropriate credentials.

5. In the event the Union is unable to secure the participation of members on the Personnel Committee, the Union will consult with the Board to explore other alternatives. However the Union retains the sole right to designate the two UFT representatives on the Personnel Committee.

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

No teacher shall engage in Union activities during the time he/she is assigned to teaching or other duties, except that members of the Union's negotiating committee and its special consultants shall, upon proper application, be excused without loss of pay for working time spent in negotiations with the Board or its representatives.

B. Time for Union Representatives

1. Chapter leaders shall be allowed time per week as follows for investigation of grievances and for other appropriate activities relating to the administration of the Agreement and to the duties of their office:

a. In the elementary schools, four additional preparation periods.

b. In the junior high schools, and in the high schools, relief from professional activity periods. In the junior high schools, chapter leaders shall be assigned the same number of teaching periods as homeroom teachers.

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b. All votes of non-supervisory school based staff concerning participating in SBM / SDM shall be conducted by the UFT chapter.

c. Schools involved in SBM / SDM shall conduct ongoing self-evaluation and modify the program as needed.

2. SBM / SDM Teams

a. Based upon a peer selection process, participating schools shall establish an SBM / SDM team. For schools that come into the program after September 1993, the composition will be determined at the local level. Any schools with a team in place as of September 1993 will have an opportunity each October to revisit the composition of its team.

b. The UFT chapter leader shall be a member of the SBM / SDM team.

c. Each SBM / SDM team shall determine the range of issues it will address and the decision-making process it will use.

3. Staff Development

The Board shall be responsible for making available appropriate staff development, technical assistance and support requested by schools involved in SBM / SDM, as well as schools expressing an interest in future involvement in the program. The content and design of centrally offered staff development and technical assistance programs shall be developed in consultation with the Union.

4. Waivers

a. Requests for waivers of existing provisions of this Agreement or Board regulations must be approved in accordance with the procedure set forth in Article Eight B (School Based Options) of this Agreement i.e. approval of fifty-five (55) percent of those UFT chapter members voting and agreement of the school principal, UFT district representative, appropriate superintendent, the President of the Union and the Chancellor.

b. Waivers or modifications of existing provisions of this Agreement or Board regulations applied for by schools participating in SBM / SDM are not limited to those areas set forth in Article Eight B (School-Based Options) of this Agreement.

c. Existing provisions of this Agreement and Board regulations not specifically modified or waived, as provided above, shall continue in full force and effect in all SBM / SDM schools.

d. In schools that vote to opt out of SBM / SDM, continuation of waivers shall be determined jointly by the President of the Union and the Chancellor.

e. All School-Based Option votes covered by this Agreement, including those in Circular 6R, shall require an affirmative vote of fifty-five percent (55%) of those voting.

B. School-Based Options

The Union chapter in a school and the principal may agree to modify the existing provisions of this Agreement or Board regulations concerning class size, rotation of assignments/classes, teacher schedules and/or rotation of paid coverages for the entire school year. By the May preceding the year in which the proposal will be in effect, the proposal will be submitted for ratification in the school in accordance with Union procedures which will require approval of fifty-five (55) percent of those voting. Resources available to the school shall be maintained at the same level which would be required if the proposal were not in effect. The Union District Representative, the President of the Union, the appropriate Superintendent and the Chancellor must approve

the proposal and should be kept informed as the proposal is developed. The proposal will be in effect for one school year.

Should problems arise in the implementation of the proposal and no resolution is achieved at the school level, the District Representative and the Superintendent will attempt to resolve the problem. If they are unable to do so, it will be resolved by the Chancellor and the Union President. Issues arising under this provision are not subject to the grievance and arbitration procedures of the Agreement.

C. School Allocations

Before the end of June and by the opening of school in September, to involve faculties and foster openness about the use of resources, the principal shall meet with the chapter leader and UFT chapter committee to discuss, explain and seek input on the use of the school allocations. As soon as they are available, copies of the school allocations will be provided to the chapter leader and UFT chapter committee.

Any budgetary modifications regarding the use of the school allocations shall be discussed by the principal and chapter committee.

The Board shall utilize its best efforts to develop the capacity to include, in school allocations provided pursuant to this Article 8C, the specific extracurricular activities budgeted by each school.

D. Students' Grades

The teacher's judgment in grading students is to be respected; therefore if the principal changes a student's grade in any subject for a grading period, the principal shall notify the teacher of the reason for the change in writing.

E. Lesson Plan Format

The development of lesson plans by and for the use of the teacher is a professional responsibility vital to effective teaching. The organization, format, notation and other physical aspects of the lesson plan are appropriately within the discretion of each teacher. A principal or supervisor may suggest, but not require, a particular format or organization, except as part of a program to improve deficiencies of teachers who receive U-ratings or formal warnings.

F. Joint Efforts

The Board of Education and the Union recognize that a sound educational program requires not only the efficient use of existing resources but also constant experimentation with new methods and organization. The Union agrees that experimentation presupposes flexibility in assigning and programming pedagogical and other professional personnel. Hence, the Union will facilitate its members' voluntary participation in new ventures that may depart from usual procedures. The Board agrees that educational experimentation will be consistent with the standards of working conditions prescribed in this Agreement.

The Board and the Union will continue to participate in joint efforts to promote staff integration.

The parties will meet with a view toward drafting their collective bargaining agreements to reflect and embody provisions appropriate to the new and/or nontraditional school program organizational structures that have developed in the last several years, including as a result of this Agreement.

G. Professional Support for New Teachers

The Union and the Board agree that all teachers new to the New York City Public Schools are entitled to collegial support as soon as they commence service. The New

231634 + 2314668

Attachment A
 Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Ernest A. Logan	2/24/14	
Type or print name Ernest A. Logan		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Michael Mulgreen	2/25/14	
Type or print name Michael Mulgreen		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)	2/24/14	
Type or print name Alim S. Gafar		

Attachment Z: School-Level Information for District-Level Plan

General D. Chappie James Middle School of Science (23K634)

Enrollment Summary

In General D. Chappie James Middle School of Science, students with disabilities comprise 31% of the school's population, 10 percentage points higher than the average middle school in Brooklyn. English Language Learners comprise 6% of the school's population, 4 percentage points lower than the average middle school in Brooklyn. The average incoming proficiency (4th grade ELA/math) of the school's students is 2.6, which is 0.4 lower than the average middle school in Brooklyn.

Leadership Information

The core competencies in a leader necessary to meet the needs of the school encompass strong expertise in instruction with a specific focus on literacy, teacher effectiveness, the ability to create and implement systems and structures for effective teacher practices and development. As noted in the NYC Progress and NYS Accountability Reports students continue to struggle to meet proficiency in ELA and Math. Drew Goodman's experience is suited to address these needs, including the social/emotional needs. Instructionally, his experience enables him to serve his instructional staff by implementing and monitoring systems and structures to foster positive student outcomes, which he has observed, tweaked, and implemented throughout his career. These systems and structures coupled with his strong instructional background equip him to provide quality feedback that fosters teacher development. His professional experiences are comprehensive, before serving the General D. Chappie James Middle School of Science as principal he has served students and their communities as a classroom teacher, athletic coach, dean, and school leader; all of which have prepared him to make integral decisions and craft plans of action to meet the needs of his school community academically and behaviorally. In addition, his understanding and collaboration with the staff by serving as its assistant principal for a semester provided insight as he transitioned into his current principal ship. The experience of serving the General D. Chappie James Middle School of Science as its assistant principal offered Drew Goodman necessary exposure to the community that it is nestled in the daily challenges that his students and their families face. His previous advisory roles as athletic coach and dean enable him to be well-versed and equipped to comprehend and meet the social and emotional needs of his school community.

Drew Goodman began his educational career in Chestnut Hill, Massachusetts serving middle school students as an advisor to the African-American Club and social studies teacher. After beginning his career in Massachusetts he transitioned into the NYC DoE and has served it in multiple capacities for the past thirteen years. During that time he has served age groups ranging from K-8, although the majority of his work has been with middle schools. After teaching social studies and deaning for five years he transitioned into a school leadership role. While serving as assistant principal of I.S. K234 his instructional knowledge further developed. During his tenure he supervised subjects beyond his specialty—social studies. These administrative responsibilities included science, technology, physical education, and school safety. His

professional growth at I.S. K234 equipped him with the leadership skills and the knowledge to lead New York City's UFT Secondary Charter School, which received approbation for being one of the top achieving charter schools in New York State for the SY 2006-2007 under his leadership. After moving on from this principalship his career path provided further professional exposure serving as an administrator in an early childhood/elementary school setting. In this capacity his work focused on providing support and guidance to support student needs through the improvement of differentiation practices. As he experienced multiple instructional and administrative roles his desire to further his skills to meet the needs of twenty-first century students and teachers influenced him to apply and ultimately graduate LEAP, an intensive administrative program. Drew Goodman's professional experience, training, and understanding of the school's community positioned him to be a prime candidate of the General D. Chappie James Middle School of Science.

Riverdale Avenue Middle School (23K668)¹

Enrollment Summary

In The New American Academy at Roberto Clemente State Park, students with disabilities comprise 27% of the school's population, 6 percentage points higher than the average middle school in Brooklyn. English Language Learners comprise 4% of the school's population, 5 percentage points lower than the average middle school in Brooklyn.

Leadership Information

Kiersten Ward is the founding principal of Riverdale Avenue Middle School (RAMS). She was asked, by the Department of Education's Office of New Schools (ONS) to start a new school in a building where the current middle school, (MS 631) is being phased out due to years of failure. Her selection by the Office of New Schools followed a rigorous evaluation process where her initial proposal was evaluated, on-site visits were conducted, and where colleagues and supervisors were interviewed.

Ms. Ward was a middle school special education for many years in the Department of Education. Prior to that she was an English as a Second Language teacher and a Spanish teacher in Europe and Central and South America. In 2007, Kiersten was a founding member of a small middle school in District 19 – East New York Middle School of Excellence – where she served many different leadership roles in that school such as Instructional Coach, Dean, and Advisory Liaison. During her time there, she was asked to join the Aspiring Principal's Program at the New York City Leadership Academy. As part of that program, she worked alongside exemplary principals including Celeste Douglas and Laura Mitchell. These schools serve high needs students.

In 2012, Kiersten was selected by the DOE as the phase out principal for MS 631. Because of her leadership in that position, she was asked by the Office of New Schools to take on the role of founding principal at Riverdale Avenue Middle School. Her experience working with low income middle schoolers, and her track record of successful leadership in low-performing schools have resulted in an extremely successful first semester for RAMS.

Kiersten Ward possesses multiple competencies that make her an effective school leader. For one, she has well defined expectations of what students can and should achieve. These expectations are based on the common core standards as well as her knowledge of the developmental needs of middle schoolers. Her expectations are made clear to parents, staff and students as soon as they enter the building. Her mission statement is posted throughout the school. Before the school opened, parents were required to attend informational sessions. She provides regular workshops for parents on instruction and issues facing adolescents. Parents are

¹ This school opened in the 2013-14 school year and therefore has a current enrollment of just 49 students. Average incoming proficiency data is not yet available for the current school year. Note also that its demographic data is compared to 2012-13 citywide averages.

encouraged to visit classrooms, participate in school-wide events, and to talk with teachers about their child's progress.

Teachers are given professional development during the summer on the CCLS, and they use these standards when planning units and rigorous performance tasks. Each unit has a well-defined rubric that outlines expectations for students and what quality work looks like. The curriculum that she uses for reading (CODEX) and Math (CMP) were selected by the city because of their alignment to the common core.

Her expectations of quality teaching are also abundantly clear. She conducts 6 formal observations of teachers (vs. the mandatory 2 formal and 4 informal) using the Danielson Framework as her guide. In addition to extensive formal write-ups Ms. Ward meets with each teacher to talk about the observation and to establish a timeline for next steps. Teachers establish goals at the beginning of the year, and are monitored throughout the year via these formal and informal observations.

Students participated in a summer academy where behavioral and academic standards were presented, and expectations of students made clear. Students create goals for themselves based upon these expectations. These are then reinforced regularly during the school's 45 minute advisory period and in the content area classrooms.

Ms. Ward and her teachers use data to inform how they will provide instruction. Data in each content area is analyzed during weekly staff meetings to identify trends among students, gaps in learning, and to plan for targeted instruction. This data drives the AIS work and Saturday School curriculum. This data is also used by teachers to modify their unit and lesson plans, to revisit lessons, and to share with parents what they need to do at home to assist their children.

Ms. Ward supports both her experienced and inexperienced teachers with professional development to ensure that her students receive high quality instruction. She has an AUSSIE staff developer once a week who works with new teachers on planning Project Based Learning units and to model effective delivery of instruction. Because Ms. Ward's students have intense social and emotional needs, she has hired Partnership with Children to provide on-site counseling to students and their families. PWC also provides supports for teachers in dealing with difficult behaviors. An outside consultant works with teachers to plan a daily advisory program that focuses on building communication and problem solving skills. Finally, Ms. Ward releases her teachers to participate in Network professional development opportunities such as math lesson studies, close readings of texts, and leadership training. Ms. Ward and her teachers participate in network led school intervisitations geared towards the sharing of best middle school practices.

In addition, Ms. Ward is a strong believer in shared decision making and has given her young staff leadership roles in the areas of Data Analysis, Social and Emotional Development, Enrichment, and Curriculum Planning. As mentioned above, three of her teachers participate in the network leadership development program and as part of this program, teachers are required to lead workshops within and outside the school. Her students are also included in decision making that affects their learning: they participate in parent teacher conferences, lead

performance assessments, and select their own academic interventions based on goals they set for themselves.

Finally, Ms. Ward uses her budget to support the academic and social/emotional goals that she has set for her students. As mentioned above, she has outside consultants and community based organizations in her school that support teachers, students and families, and are in the school daily.

School Improvement Grant Application

Phase Out School Name:	General D. Chappie James Middle School of Science
DBN:	23K634
Network:	613
Phase In School Name:	Riverdale Avenue Middle School
DBN:	23K668
Network:	CFN 102/113

A. School Overview

2 points

The school must demonstrate a clear and organized synopsis of the major quality design elements of the school. In addition, the executive summary should be suitable in substance and grammar for sharing with the general public, including essential stakeholders such as families, students, and school-level educators. This executive summary may also be used by NYSED to share school plans with stakeholders statewide, other LEAs, and will be posted to the NYSED website.

- i. Provide and describe the clear vision, mission, and identify one to three goals of the proposed model, to be achieved at the end of three years of implementation of this plan.**

The vision, missions and goals described in this plan reflect those of two schools co-located in one building: 23K634 (General D. Chappie James Middle School of Science), which is phasing out, and the new school, 23K668 (Riverdale Avenue Middle School), which is phasing in to replace Chappie Middle School under the Turnaround model. Goals for both schools focus on similar areas, and both schools will utilize similar resources in their work to provide high quality instruction and support for students and teachers.

Riverdale Avenue Middle School: At the beginning of this school year all staff at Riverdale Avenue Middle School collaborated to create, revise and finalize the vision and mission statements for our new school.

“Riverdale Avenue Middle School provides a rigorous and individualized education that prepares all students to be 21st century thinkers. Our students receive a standards-based school experience that promotes our core values of Resilience, Altruism, Academic Mastery and Self-Discipline. We provide strong structures to support and educate the whole student. Curriculum is individualized for students to meet diverse needs and address personal talents, strengths and preferences. Students explore and learn in a culture of high expectations where teachers, administrators, parents and community partners collaborate to ensure the success of each individual student.”

Our primary goal over the next three years is to create a school community that provides the supports for all of our students to be productive citizens both inside and outside of school. In order to achieve this goal, we must create the climate and culture that actively encourages students to learn and teachers to grow personally and professionally. Parents, families and other

school stakeholders will be actively involved with the implementation of every stage of our plan to enable all students to achieve social, emotional and academic growth.

General D. Chappie James Middle School of Science: General D. Chappie James Middle School of Science, located in Brooklyn, New York is dedicated to providing a rigorous education through the use of challenging lessons and engaging extracurricular activities to prepare our students for a secondary education. Our students need to be challenged academically and supported emotionally. We have designed three goals to provide a comprehensive level of supports for our school community.

Our primary goals for our final year are to provide students with comprehensive supports that enable them to meet CCLS grade level standards in all content areas; to provide a wrap-around social and emotional support model for our school community that gives students and parents the skills they need for success; and to support teachers with professional development that will grow their teaching in planning, assessing, and engaging students using the Danielson Framework.

- ii. **Explain how the school plans to achieve its vision, mission, and goals by identifying and describing its research-based key design elements specific to the model chosen, core strategies, and key partnership organizations to assist in the plan implementation.**

Riverdale Avenue Middle School: In the next three years our school will realize our vision and mission by shifting towards a more rigorous academic focus aligned to the CCLS, a comprehensive approach to professional development and social-emotional supports for students during and after the normal school day. Because 100% of our students live below the poverty line we must think outside the traditional middle school model.. Currently, we have effective practices that must be expanded and new initiatives put into place that ensure the success of all of our students All school stakeholders must transform their beliefs and practices to support students academically, socially and emotionally while also building staff and family capacities to sustain these practices and ideologies beyond the three years of SIG. Our SIG plan includes partnerships and initiatives to support more engaging and academically rigorous curriculum, provide comprehensive professional development for staff and increase parental and family engagement to support students inside and outside the traditional school day.

SIG will include a partnership with Cambridge Education, which will extend the normal school day for two and a half hours, Monday through Thursday for students. During this time students will participate in additional academic CCLS aligned instruction based on needs identified by RAMS staff. Students will explore interests and strengths during “apprenticeships” twice per week in areas such as culinary arts and technology that the traditional school day would not allow for. Cambridge Education shares our school belief that students learn best when given additional reinforcement in skills based on diagnosed needs and benefit from exposure and access to courses and subjects outside of the traditional day. With the addition of Cambridge Educations, students will benefit from more hands on, active learning time at school. This extended learning time will give students the supplemental academic supports that they need in addition to providing them with unique learning opportunities.

AUSSIE (Generation Ready) will continue to provide our staff with individualized professional development plans that address need, as well as exposes teachers to a variety of instructional strategies, authentic assessments aligned to content specific CCLS and provides teachers with feedback and actionable next steps using the Charlotte Danielson “Framework for Teaching” competencies. AUSSIE currently meets with teachers once per week and will continue its weekly partnership through SIG, concentrating on creating instructional lead teachers, highly effective instruction and using quantitative and qualitative assessment to monitor student progress. Our AUSSIE consultant will meet with each teacher every other week.

Partnership with Children is an organization that provides our students with social and emotional supports through small group and individual meetings that emphasize our core values. Through SIG we will house a full-time social worker and three interns who serve as mentors, facilitate goal setting and chart progress. Partnership with Children strengthens the important connection between school and home by facilitating parent workshops, and meeting with individual families both inside and outside of school hours. By maintaining our relationship with PWC RAMS can play an integral role in ensuring that students, parents and families receive the intensive supports that they need.

Part of our school model involves strategic analysis of data to inform curricular decisions. SIG will allow us to expand our practices of meeting as a data team to create, analyze and evaluate diagnostic, benchmark and summative assessments. With moneys allocated for teacher per session, our data specialist can oversee content area and level team meeting once per week to analyze student work using protocols that identify student need and instructional strategies to improve academic outcomes. Data teams will use resources including SchoolNet, iReady, TCRWP reading assessments and NYC performance assessments to ascertain student needs and monitor progress toward mastery in all content areas. Teachers will attend weekly Inquiry meetings for monitoring, revising and implementing instructional strategies designed to meet student needs, particularly our SWDs and ELLs. At RAMS, literacy in all content areas is essential to student success. Students are exposed to multiple genres in all classes. Our first year (2013-14) has yielded data indicating that a vast majority of our students are reading below grade-level, and many are 3 or more grade levels behind in comprehension, fluency and decoding skills. Through SIG funds we will hire a full time reading intervention teacher to provide intensive literacy intervention. This teacher will use the push-in and pull-out model for small groups and individual students identified as far below grade-level. Wilson “Just Words” curriculum will be used to target low-level readers. Our reading intervention teacher will have common planning times to meet with content area teachers to monitor student progress, modify assignments and assessments and ensure that all students have access to “grade-level” curriculum.

These partnerships and initiatives will provide teachers with strategies and structures to better engage students in rich and rigorous instruction and to plan curriculum with student need in mind. Additionally, students will have the outside supports to motivate them and give them unique learning experiences in and out of school. Parents and families will continue to be an integral part to whole-child instruction and will be provided with more opportunities to learn about ways to support their children. SIG will help us achieve our goals by building teacher

capacity, individualizing social-emotional supports, lengthening the school day and by offering families ways to engage with their school community.

General D. Chappie James Middle School of Science: A major goal for the 2014-15 school year is to provide students with comprehensive supports that enable them to meet CCLS grade level standards in all content areas. The results from the 2012-13 NYS exams showed that only 1.2% of students scored a level 3 or 4 on the Math exam and only 4.2% scored a level 3 or 4 on the ELA exam. Like RAMS, we will be using Gen Ready staff developers to provide individualized professional development to teachers. Teachers will move through 8 week cycles on CCLS aligned unit and lesson planning, designing assessments that are rigorous, and looking at data to measure student growth and identify student next steps. Most importantly, each cycle will focus on differentiation of instruction since our prior QR indicated that this was an area of weakness.

Gen Ready staff developers will support teachers by providing one-to-one coaching, modeling, workshops, and using UDL models for meeting the needs of our strugglers, SWDs and ELLs. In addition to our work with Gen Ready, we will have a Teacher Resource Center where teachers are provided with a library of resources to enhance their learning, where we will hold lunch and learns for turn-keying information learned at network led PDs, and where teachers can meet for common planning.

A second goal for our school is to provide teachers and students with the technological instruments needed for success. Support from SIG will also allow us to utilize technology to track student progress. Each teacher will get an iPad so that monitoring of student progress will be systematized and maintained in the centralized location of Dropbox. For alignment, we will use the same assessments as RAMS: TCRWP reading and writing assessments, SchoolNet, iReady, and NYC performance assessments. This data will be used during GenReady facilitated workshops, by our data team, and by individual teachers as they plan instruction.

Students too will get laptops. This will enable them to conduct individualized research projects in each of the content area subjects. Students will rotate from class to class, and receive individualized attention from their teachers. In addition, teachers will share their data collection with each child, so that students and teachers can set goals together, and monitor progress in reaching those goals.

Like RAMS, our final goal is to provide a wrap-around social and emotional model for our school community that provides both students and families with skills that are needed for success. The organization that we will work with is Counseling In Schools, an organization that will come to Chappie 3 days a week to provide additional social workers and social services to our community. In addition to meeting with individual and small groups of students, Counseling in Schools provides economic guidance, health check-ups, employment training etc. for parents.

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

4 points

The 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. The assessment of needs section must address each of the following:

- i. **Complete the School-level Baseline Data and Target-Setting Chart (Attachment B).**
- ii. **Use data and descriptive language, to describe the population of students the school serves, and the unique needs of sub-groups (e.g.: 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).**

The building that Riverdale Avenue Middle School and General D. Chappie James Middle School are co-located in is located in Brownsville, Brooklyn, New York. Brownsville is home to the highest crime levels in New York.

Riverdale Avenue Middle School: The needs of our students and families require a triangulation of academic, social and emotional supports. RAMS currently serves 50 6th grade students and will add a full grade for the next two years until we are at full capacity in 2015-16. RAMS qualifies for Universal free/reduced price lunch due to the low socio-economic status of our families. Currently, 35% of our students are SWD and/or ELL. We also house students with severe intellectual disabilities who qualify for New York State Alternate Assessment (NYSAA) and students who receive related services for counseling, occupational therapy, etc... Finally, 25% of our students are currently living in temporary housing and require an intensive support system. Because of our already existent relationship with Partnership with Children and belief in social-emotional supports, student attendance is currently above 93% for the school year. We plan to continue to increase % of student attendance and also improve parent and family involvement in school events.

General D. Chappie James Middle School of Science: Based on our internal needs assessment, and summative data, we see that the majority of our students are not meeting grade level standards in math or ELA. Only 1.2% of students scored a level 3 or 4 on the 2012-13 state math exam and only 4.2% scored a level 3 or 4 on the state 2012-13 ELA exam. Currently, 92.9% of our students receive free or reduced lunch. 8% of our population is classified as ELL's and 25% of our students are SWDs. During the 2012-2013 school year, we had 193 occurrences, four arrests (two for gun possession), three suicide attempts, and five occurrences involving child services. Because of the high levels of crime in our community, our students need additional supports to deal with all of the stresses they encounter.

- iii. **Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), or related outside education experts to determine its existing capacity, strengths, and needs.**

Riverdale Avenue Middle School: We are a new small school and have not yet received a NYS review. We will engage in a New School's Quality Review this spring facilitated by CFN evaluators to determine areas of strength and challenge aligned to the NYS QR rubric. RAMS has also conducted internal diagnostic surveys from teachers, students and parents/families to determine school strengths and areas of growth. These surveys have been conducted to determine to effectiveness of programs including our Advisory curriculum, professional

development, student led-conferences, teacher and student goals and parent/family workshops and services. We have also used baseline and benchmark assessments to determine academic progress and next steps for our students.

General D. Chappie James Middle School of Science: The most current “in-depth diagnostic school review that was conducted” was a Quality Review during the SY 2011-2012, in February. It should be noted that although the school received an overall rating of developing the reviewer assessed certain quality review indicators (QRI) as demonstrating proficient and well-developed tendencies. The reviewer specifically highlighted the following QRIs to frame the school’s strengths: 1.3, 1.4, 2.2, and 3.4. To substantiate the reviewer’s rating of *developing* the areas for improvement (AFI) targeted specific QRIs: 1.1, 1.2, and 5.3. It was determined that the school needed to address specific weaknesses in order to best impact student outcomes. The noted AFI spoke to the incoherence and quality of daily instruction for all students noting the effectiveness of differentiation strategies that unsuccessfully promote a challenging academic experience and provide students access to the curriculum [1.1 and 1.2]. This AFI closely relates to the schools inconsistent use of data to target and guide instruction vertically and horizontally, as well as administratively. Vertical and horizontal practice of inquiry and student-studies occurs in pockets, i.e., “not every teacher uses this data effectively to establish individual learning goals for students . . .” This limited use of data provides minimal instructional support to subgroups, including SWDs. This review also notes that the practice of reviewing data at a school-wide level should be strengthened to ensure the school’s success in meeting their SMART goals. The SIG application seeks to address many of the areas for improvement that have been cited within the various reports articulated through the three SIG goals.

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

Riverdale Avenue Middle School: Results of our internal surveys have indicated that existing PD for teachers facilitated by AUSSIE, CFN 102/113 and Teacher’s College have individualized supports based on areas of strength and specific challenges. During Initial Planning Conferences (IPCs), teachers have indicated that they would like more support in the use of Danielson to evaluate their own teaching practices and additional time to analyze student work and use assessment data to create and modify curriculum and instruction. Teachers have also indicated that they need support in assisting low-level readers with complex text and content-specific vocabulary. Students have expressed that the Enrichment opportunities they receive before and after-school is fun, helpful and they would be interested in many different types of academic, sports and arts offerings during the school day and after-school. Families have indicated on interest surveys that they would like additional workshops and assistance with the implementation of Common Core Learning Standards (CCLS) and how they can best help their students at home. Parent Engagement and attendance has continued to improve as the school aligns workshops and events to parent interest and expressed (Partnership with Children and Advisory surveys).

General D. Chappie James Middle School of Science:

As a result of this school review the school has crafted a School Comprehensive Plan that focuses on maintaining its strengths and deliberate in strengthening its areas in need of

improvement. An overarching theme in the most recent school review is instructional coherence to best provide a rigorous educational experience to students that is consistent school-wide to best equip students to meet CCLS expectations. To best achieve this the school has aligned its resources-fiscal, human, programmatic- to address both the academic and emotional needs of its students and their respective families and the instructional needs of its teaching staff by increasing their efficacy of their planning, assessment, and engagement as measured by their HEDI rating in the Danielson Framework for Teaching.

Tenet	The Results
School leadership Practices and Decisions	The QR 2011-12 provided the following feedback regarding the leadership structures: To enhance staff development so that the connection between discussion of practice and effective classroom instruction is seamless.
Curriculum Development and Support	The QR 2011-12 provided the following feedback regarding curriculum development: To develop coherence and alignment in the school's curriculum across the grades and subject areas to meet the instructional needs of students.
Teacher Practices and Decisions	The QR 2011-12 provided the following feedback regarding teacher practice: To enhance staff development so that the connection between discussion of practice and effective classroom instruction is seamless.
Student Social and Emotional Development Health	The learning environment survey from 2012-13 provided the following: That 33% of the parents "feel that students harass or bully other students.
Family and Community Engagement	The learning environment survey from 2012-13 provided the following: Only 23% of parents attended a Parent Association/Parent Teacher Association (PA/PTA) meeting.

v. Discuss how the school will prioritize these identified needs in the implementation of the SIG plan.

Riverdale Avenue Middle School: To improve the academic achievement and social-emotional outcomes of students it is necessary that RAMS continue to constantly reflect on the structures and supports that best help students and families. Through SIG, we will be able to implement a cohesive Extended Learning Time for all of our students which will provide them with the additional academic support that they need and also providing additional learning experiences, which have been successful in motivating and engaging all students. We will also satisfy the expressed interest in further exploring and utilizing the Danielson "Framework for Teaching", through our AUSSIE consultancy, to determine the most effective ways to increase student voice and engagement in the classroom. Additionally, SIG will allow Partnership with Children to continue to provide and expand on the individualized and small group services to students and families. Struggling readers will be supported with a reading intervention teacher who will provide push-in and pull-out interventions to improve student's comprehension, fluency and decoding skills. Everyone is on board and we are all on the same page as far as mission, vision and alignment of resources and partnerships in order to realize this goal. All partners (external and internal) are committed.

General D. Chappie James Middle School of Science: The General D. Chappie James Middle School of Science identified a number of goals within the 2013-2014 SCEP. These goals are connected to the three prioritized goals delineated in the SIG Grant by providing all students' academic and behavioral supports to meet Common Core grade level standards in all content areas. A key ingredient to achieve this overarching goal is a wrap-around social and emotional support for the school community. These supports aim at providing students and parents with integral skills to foster success.

***See General D. Chappie James Middle School Appendix 1 for Table of Prioritized Needs By SCEP & SIG goals**

C. School Model and Rationale	4 points
<p>The school must propose and present the SIG plan as a plausible solution to the challenges and needs identified in the previous section, as well as the appropriate fit for the particular school and community. The SIG plan and rationale must contain descriptions of the following elements:</p>	

- i. **Describe the rationale for the Turnaround model, the research-based key design elements and other unique characteristics of the school's improvement design. Describe the research-based key design elements and other unique characteristics of the school's improvement design. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above.**

The Turnaround Model will assist the General D. Chappie James Middle School of Science in its final year and Riverdale Avenue Middle School in its second year, by providing supports to teachers as well as increased opportunities and supports to students.

The General D. Chappie James Middle School of Science is an educational community targeting academic, emotional and social supports for our students. As a phase out school, our mission is to continue to provide a safe and rigorous learning environment for our students. Our school community will continue to improve the quality of instruction based on our student's specific needs. Upon a deep analysis of our schools data, 96% scored a level 1 & 2 in ELA and 99% scored a level 1 & 2 in math, we realized, the majority of our students are currently not meeting their grade level standards. Our CCLS based unit and lesson plans in conjunction with our assessment data, are designed to fill this gap and to have our students demonstrate the ability to meet their grade level standards and beyond. The school leaders designed a block schedule, to allow teachers to go into greater depth on topics and strengthen basic math and ELA skills. Teachers receive professional development in UDL, lesson planning, and use of the block schedule to design rigorous, common core aligned lessons, that will guide our students to meet their grade level standards.

The school has partnered with Team Wright, a local CBO that offers athletics for young men and women three times a week. Our students are mandated to maintain good academic and behavioral standards in order to participate in the athletics after school. This CBO targets our male population and has provided guidance, mentorships and accountability for our male students. The Delta Theta sorority meets monthly with a group of our female students providing

them with mentors, lectures, and out of school activities exposing them to many different professionals, venues and life lessons.

The SIG grant will allow our school to further support our students' academic and emotional needs through added partnerships with Gen Ready and Counseling in Schools that will add more on-site support. Our teachers will receive Danielson and CCLS aligned professional support and feedback on curriculum design and daily instruction which will result in improved pedagogy and improved student outcomes.

Due to our phase out status our population will be extremely small but will allow us to provide individualized instruction for all of our students. Our goal is to design a project based curriculum, which is CCLS aligned with a focus on further developing grade level standards through rigorous lesson and tasks. The School Improvement Grant will provide on-site support for teachers for planning and execution of unit plans as well as daily lessons. The technology piece will allow for more individualized instruction.

Chappie's goals for school improvement align closely with the goals of Riverdale Avenue Middle School. Like Chappie, Riverdale's plan for the SIG grant is to provide wrap-around supports for students and their families, to lift the level of instruction by providing instructional supports for teachers through Gen Ready, and to use data to inform instruction and plan interventions. Riverdale is also adding the additional support of a reading specialist who will work with the most struggling students.

- i. **Describe the process by which this model was chosen, including all steps taken to engage the school staff, leadership, labor unions, and community stakeholders in the design and decision-making processes for model selection and plan development.**

Riverdale Avenue Middle School: The SIG was discussed with all school stakeholders including School Leadership Team (SLT), Parent Teacher Association (PTA), whole staff meetings, instructional team and content area meetings. During these meetings, budget was discussed and various constituencies agreed on need and where to allocate resources based on what has been successful this year and what our school community would benefit from the most.

General D. Chappie James Middle School of Science: Through weekly classroom observations, snapshots, student data and teacher feedback, the school community has been able to identify academic and social/emotional needs for our students. During the monthly faculty meetings, school leadership team meetings, and parent association meetings our school was able to share our findings regarding our student's needs, and lay out our plan to meet these needs. At each of these monthly meetings, the school leaders shared our intention to apply for the School Improvement Grant and the resources we could we would acquire if we are approved for the grant.

D. School Leadership

8 points

The school must have the mechanisms in place to support a school leadership team that possesses the strengths and capacity to drive the successful implementation of the SIG Plan.

Riverdale Avenue Middle School:

The questions in this shaded box will be answered by the Clusters and/or Network. The school does not need to respond to Question i and ii.

- i. Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school and produce dramatic gains in student achievement.

Kiersten Ward possesses multiple competencies that make her an effective school leader. She has well defined expectations of what students can and should achieve. These expectations are based on the CCLS and the developmental needs of middle schoolers. Her expectations are made clear to parents, staff and students daily. The school's core values are incorporated in each unit. Parents are encouraged to visit classrooms, participate in school-wide events, attend workshops and to meet regularly with teachers. Teachers are given weekly planning time to design curriculum. Each unit has a well-defined rubric that outlines expectations for students and what quality work looks like. The reading curriculum (CODEX) and Math (CMP) were selected because of their alignment to the common core.

Her expectations of quality teaching are also abundantly clear. She conducts a minimum of 6 observations of teachers using the Danielson Framework. In addition to extensive formal write-ups Ms. Ward meets with each teacher to talk about the observation and to establish a timeline for next steps. Teachers establish goals at the beginning of the year, and are monitored throughout the year via formal and informal observations. Students create goals for themselves based upon the school's core values. These goals are reinforced regularly during the school's 45 minute advisory period and in the content area classrooms.

Ms. Ward and her teachers use data to inform how they will provide instruction. Data in each content area is analyzed regularly to identify gaps in learning, and to plan for targeted instruction. This data drives the AIS work and Saturday School curriculum. This data is also used by teachers to modify their unit and lesson plans, to revisit lessons, and to share with parents what they need to do at home to assist their children.

Ms. Ward supports both her experienced and inexperienced teachers with professional development. An AUSSIE staff developer works weekly with teachers planning and modeling effective instruction. Because Ms. Ward's students have intense social and emotional needs, she has Partnership with Children provide on-site counseling to students and their families. PWC supports teachers in dealing with difficult behaviors. An outside consultant works helps plan a daily advisory program that focuses on building communication and problem solving skills. Finally, Ms. Ward releases teachers to participate in Network professional development Ms. Ward and her teachers participate in school intervisitations geared towards the sharing of best middle school practices.

Ms. Ward believes in shared decision making and has given her young staff leadership roles in the areas of Data Analysis Enrichment, and Curriculum Planning. Three teachers participate in the network leadership development program. Her students are also included in decision making that affects their learning: they participate in parent teacher conferences, lead performance assessments, and select their own academic interventions based on goals they set for themselves.

Finally, Ms. Ward uses her budget to support the academic and social/emotional goals that she has set for her students. As mentioned above, she has outside consultants and community based organizations in her school that support teachers, students and families, and are in the school daily.

- ii. Identify the specific school principal by name and include in this narrative a short biography, an explanation of the leadership pipeline from which she/he came, as well as the rationale for the selection in this particular school. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools.**

Kiersten Ward is the founding principal of Riverdale Avenue Middle School (RAMS). She was asked, by the Department of Education's Office of New Schools (ONS) to start a new school in a building where the current middle school, (MS 631) is being phased out due to years of failure. Her selection by the Office of New Schools followed a rigorous evaluation process where her initial proposal was evaluated, on-site visits were conducted, and where colleagues and supervisors were interviewed.

Ms. Ward was a middle school special education for many years.. Prior to that she was an English as a Second Language teacher and a Spanish teacher in Europe and Central and South America. In 2007, Kiersten was a founding member of a small middle school in District 19 – East New York Middle School of Excellence – where she served many roles in that school such as Instructional Coach, Dean, and Advisory Liaison. During her time there, she was asked to join the Aspiring Principal's Program at the New York City Leadership Academy. During that time she apprenticed in two schools that serve high needs students.

General D. Chappie James Middle School of Science:

The questions in this shaded box will be answered by the Clusters and/or Network. The school does not need to respond to Question i and ii.

- i. Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school and produce dramatic gains in student achievement.**

The core competencies in a school encompass strong expertise in instruction with a specific focus on literacy, teacher effectiveness, the ability to create and implement systems and structures for effective teacher practices and development. Drew Goodman's experience is suited to address these areas of expertise. Instructionally, his experience enables him to serve his instructional staff by implementing and monitoring systems and structures to foster positive student outcomes, which he has observed, tweaked, and implemented throughout his career. These systems and structures coupled with his strong instructional background equip him to provide quality feedback that is foster teacher development.

His professional experiences are comprehensive. Before serving the General D. Chappie James Middle School of Science as principal he has served students and their communities as a classroom teacher, athletic coach, dean, and school leader; all of which have prepared him to make integral decisions and craft plans of action to meet the needs of his school community academically and behaviorally. In addition, his understanding and collaboration with the staff by serving as its assistant principal for a semester provided insight as he transitioned into his current principalship. The experience of serving the General D. Chappie James Middle School of Science as its assistant principal offered Drew Goodman necessary exposure to the community that it is nestled in and the daily challenges that his students and their families face. His previous advisory roles as athletic coach and dean enable him to be well-versed and equipped to comprehend and meet the social and emotional needs of his school community.

ii. Identify the specific school principal by name and include in this narrative a short biography, an explanation of the leadership pipeline from which she/he came, as well as the rationale for the selection in this particular school. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools.

Drew Goodman began his educational career in Chestnut Hill, Massachusetts serving middle school students as an advisor to the African-American Club and social studies teacher. After beginning his career in Massachusetts he transitioned into the NYC DOE and has served it in multiple capacities for the past thirteen years. During that time he has served age groups ranging from K-8, although the majority of his work has been with middle schools. After teaching social studies and deaning for five years, he transitioned into a school leadership role. While serving as assistant principal of I.S. K234 his instructional knowledge further developed. During his tenure he supervised subjects beyond his specialty—social studies. These administrative responsibilities included science, technology, physical education, and school safety. His professional growth at I.S. K234 equipped him with the leadership skills and the knowledge to lead New York City's UFT Secondary Charter School, which received approbation for being one of the top achieving charter schools in New York State for the SY 2006-2007 under his leadership. After moving on from this principalship his career path provided further professional exposure, serving as an administrator in an early childhood/elementary school setting. In this capacity his work focused on providing support and guidance to support student needs through the improvement of differentiation practices. As he experienced multiple instructional and administrative roles his desire to further his skills to meet the needs of twenty-first century students and teachers influenced him to apply and ultimately graduate LEAP, an intensive administrative program. Drew Goodman's professional experience, training, and understanding of the school's community positioned him to be a prime candidate of the General D. Chappie James Middle School of Science.

iii. Provide the specific job description and duties, aligned to the needs of the school, for 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.

Riverdale Avenue Middle School: Because of the extreme social/emotional and academic needs of our students, the leadership of Riverdale Avenue Middle School has determined that keeping the school small (when in full capacity we will have no more than 200 students) and investing our resources in direct services to students, best fulfills our mission. In place of an Assistant Principal, RAMS will invest in grade team leaders and instructional leads who will support teachers and absorb administrative duties. These leadership roles will also include the various responsibilities of the School Implementation Manager (SIM).

General D. Chappie James Middle School of Science: The role of the assistant principal will be vital to the success and implementation of our SCEP and SIG plan. The assistant principal will be responsible for maintaining the schools positive compliance status. Through a single minded focus on compliance, this will allow the school leader the needed time to observe teachers, provide timely feedback, meet with student groups, analyze unit and lesson plans and plan professional development that supports needs based on observations. The assistant principal will assist in coordinating with CBO's and processing all accompanying paperwork, such as parental consent forms, scheduling, and implementation.

Working closely with the DOE's existing Cluster and Network Teams that support all schools, the School Implementation Manager (SIM) serves as the project manager ensuring that schools and Networks receive appropriate guidance, technical assistance, and coaching in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. Among other responsibilities, the SIM is also 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 reporting requirements related to schools' interim and summative performance.

- iv. **Describe and discuss the current supporting leadership profile of the school in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students. Identify specific individuals who are OR will be in supporting leadership positions and discuss the strategies employed by the school principal and the 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.**

Riverdale Avenue Middle School: A core belief at Riverdale Avenue Middle School is that in order for the school to be successful we must have collaborative leadership and shared responsibility at all levels. In our first year, we have already laid the foundation to support this belief.

This year, our AUSSIE staff developer, along with Math and ELA coaching support from the network, are working with all of our teachers, every week, on designing Common Core Aligned curriculum and presenting lessons to students in an effective and differentiated form. Our goal is for these teachers to be our content experts in the subsequent years and to serve as teacher leaders for each academic department. However, we know that this is a process that will take time, and so we will continue to work with AUSSIE over the next two years (using our SIG grant) to support our teacher leadership and to work with new teachers.

Because of our belief in shared leadership, I have encouraged three staff members to attend monthly CFN trainings on leadership. During these trainings, staff is taught how to conduct action research, how to plan and lead workshops, and how to use data with teachers to guide instruction. These three teachers have led workshops both in and outside the school and have taken on leadership roles within our school as Data Leader, IEP Coordinator, and Enrichment Coordinator. I meet weekly with each of these team members to plan our school's Wednesday professional development periods, and to plan next steps for each area. Our staff member who is currently the IEP Coordinator will become the reading intervention teacher next year. (She is currently teaching a $\frac{3}{4}$ schedule). This will allow her to ensure that IEP ELA goals are targeted daily through her intervention, and she will be able to push-in with other ELA staff and demonstrate best intervention practices.

As a middle school located in a high needs community, it is imperative that we have in place the structures to address the social and emotional needs of our students. We currently have a part-time Guidance Counselor, a Dean, and an outside organization Partnership With Children that work with our students. In addition, we have designated 45 minutes a day for Advisory where

students work together on community building and problem solving skills. At present, the Principal and an outside consultant plan and oversee Advisory. This role will be handed over to the Dean next year.

Partnership With Children is building capacity within our school community in the following ways: they work with teachers on crisis management, ways to diffuse problems in the classroom, and techniques for addressing individual needs. PWC also works closely with our Parent Coordinator. They survey the parent body as to what topics parents want addressed, and together they design workshops for parents on family issues, and strategies used in school to ensure continuity in dealing with children. We recognize the need for PWC's expertise within our community and will continue to work with them using SIG funding these next three years.

As you can see, our belief in collaborative leadership and shared responsibilities is already being implemented at Riverdale Avenue Middle School. Our academic leaders are receiving support from AUSSIE and the network, our Social/Emotional leaders are receiving support from PWC, our Special Education leader is receiving support from the network, and our Parent Coordinator is being guided by PWC. As principal, I meet daily/weekly with each of these leaders to ensure that the school's mission is being met, and to address any problems that might arise.

General D. Chappie James Middle School of Science: Currently the school principal, the assistant principal and teacher teams serve as school leaders. The principal serves as the instructional leader, dean, programmer, data analyst, rating officer and coach. The assistant principal serves as the lead for operations, special education, programmer, and coach. The teacher teams consist of a team which serves as the data analysts', reviewing and organizing student test data. A second teacher team collects reviews and organizes the unit and curriculum maps. These groups are working well to fill the holes that exist currently due to our phase out status.

The teacher teams in conjunction with the administrators work well in collecting, and analyzing the data. We do not have enough meeting time during the school day to dedicate uninterrupted time to process the student data and use it to drive instruction going forward. We currently discuss pieces of the data during our weekly Wednesday professional development sessions and the teachers are responsible for implementing the outcomes from the sessions. Going forward; we would apply the same strategies, but use the money to pay teacher teams to meet before and after school to allow more planning time.

The teachers at our school are diligent and dedicated to improving our students by meeting their academic needs regardless of the obstacles. More paid planning time would allow the teachers to time needed to fully use the current systems we have in place. By incorporating more useful technology and software, we could use the current systems to produce more useful data for teachers to use to support our students. We use desktops in a dedicated computer room to record our data. With laptops or ipads teachers could work in classrooms or vacant rooms to complete their team work. With software to produce item analysis that are common core aligned, we can also upload unit and lesson plans to a central location or cloud, allowing easy access to all staff members.

We could also hire outside experts or use an in-school teacher center to work with our teachers teams to provide insights and guidance in using student data to effectively plan next steps.

E. Instructional Staff

8 points

The 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 contain the following elements:

The questions in this shaded box will be NYCDOE. The school does not need to respond to Question i.
i. Identify the total number of instructional staff in the building and number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the school's approved APPR system.

- ii. Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness for the needs of students in this school. 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.**

Riverdale Avenue Middle School: All teachers are highly qualified for their teaching assignment, meaning that they are certified in their areas of instruction. The majority of the current teachers have less than 10 years of experience, including over 30% with fewer than 3 years of experience. Because of the extensive needs of the student population there is a large number support staff, including para-professionals, related service providers in ESL, special education teachers and a school counselor. The school is expanding the co-teaching model to impact more on SWDs and ELLs in content area classrooms. Co-teaching has been established to improve alignment supports and standardization of expectations for both sub-groups of students. However, due to the constraints of the current day structure this is limited by the number of occasions when staff can meet to engage in collaborative planning. The expansion of an effective co-teaching model will require continued support, professional development and revision of the day structure to enable enhanced collaborative planning to enable effective practice and protocols to take root throughout the school. In addition to growing and grooming the co-teaching mode, there is a need to further align the delivered instruction with written CCSS aligned maps, plan and assessments.

Teachers have received considerable professional development and time to align their teaching plans to the CCSS and Charlotte Danielson's *Framework for Effective Teaching*. However as previously indicated actual implementation is an area of needed growth. SIG will provide additional opportunities for staff development, review, reflection, and planning for effective instructional design and teaching. This support would improve the effectiveness of teaching and its impact on student learning and achievement levels throughout the school. Another area of identified need for developments is in the area of social-emotional support and responsiveness in the classroom. In addition to the introduction of an Advisory program additional support to better respond to social-emotional and academic needs in all classrooms will be provided through SIG.

In order to address value added responsibilities a number of changes have recently been implemented which ensure that more teachers have responsibility for teaching students in the higher grades. SIG funding will enable enhanced collaboration between these teachers, including the special needs teachers.

General D. Chappie James Middle School of Science: The school staff will be mandated to have a 7-12 license in the appropriate subject areas (math, science, English, art, physical education, special education and social studies.) The organizational changes need to support our students would be partner with Counseling in Schools in order to provide additional support services for our students. We would reschedule in order to expand upon our current block scheduling. We would also plan for more teacher planning time during the school day and extended blocks in order to align with our project based learning curriculum. Students will work in groups rotating from teacher to teacher to focus on specific common core aligned assignment that will guide them in completion of their long term project.

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.

Riverdale Avenue Middle School: All teachers at RAMS must believe that all students can learn and use whatever methods possible to ensure that students receive the necessary supports to do so. Each teacher will also exemplify each of the tenets of the RAMS Code of Excellence (resilience, altruism, mastery and self-discipline) in their interactions with one another, students and families. The PD and teacher growth that will happen under the SIG plan will also build teacher capacity and allow for more staff to take on leadership roles within the school community. Partnerships will develop leadership skills in the areas of Data Analysis and student Inquiry, providing supports for SWD and ELL subgroups, literacy instruction and ensuring that all students can access rigorous curriculum and texts. As our teachers and partner organizations focus attention on student achievement and social-emotional development, we can expect outcomes in both of these areas to improve. Leadership will be distributed amongst teacher leaders and SIG plans will help to ensure that the leadership is meaningful and impacts student achievement in a positive way.

General D. Chappie James Middle School of Science: Each teacher will be responsible for meeting and planning together, during designated times during the school day, and before and after school. These planning sessions will result in unit and lesson plans that will focus on individual student needs based on a variety of assessments designed by the teachers. Each teacher will possess good classroom management and engagement strategies to keep students on task. Teachers will be knowledgeable of the appropriate common core standards and will be able to effectively evaluate the students' ability to meet or exceed the standard. Teachers must be flexible to amend or plan alternative task to those students who are not meeting the standards. The school leaders will work with the teachers to improve pedagogy through use of the Danielson competencies and individual growth plans.

- iv. Describe the process and identify the formal 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 school design, as well as strategies for overcoming them.

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 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 and new schools. Schools are also supported by the human resources directors from their networks on budgeting, recruiting and hiring procedures. In addition, all principals have access to 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.

Riverdale Avenue Middle School: At RAMS, applicants are expected to read and respond to specific articles about teaching and learning and then are involved an interview process with a committee comprised of Principal, teachers, and students. All teachers must deliver a demo lesson and provide committee with a portfolio.

General D. Chappie James Middle School of Science: The process for selecting staff at General D. Chappie James Middle School will be based on the seniority list provided to the school. Teachers will be retained based first on their seniority, second by their license. Any vacancies that remain will be filled by teachers who apply to the school through the Open Market system, responses to vacancy posts and through recommendations by the network Human resources liaison and district human resources representative. The barriers prohibiting the school from assigning appropriate staff is that teachers may choose to leave the phase out situation. Because we’ll be in our final year, replacing or finding teachers to work in a phase out, with the appropriate license, may be difficult

F. Partnerships	6 points
<p>The school must be able to establish effective partnerships for areas where the 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 Partner Organization (EPO) 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. Schools are encouraged to have a few targeted and purposeful partnerships with a shared goal of college and career readiness, rather than a large variety of disconnected partner groups/services with multiple goals. For partnerships selected to support the implementation of the SIG plan, the school must provide</p>	

a response to each of the following elements:

- i. **Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the school's improvement plan under SIG. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the school's model.**

Riverdale Avenue Middle School: Our students and families require specific supports academically, socially and emotionally. Children growing up in low-income communities are constantly bombarded with poverty-related stressors, including hunger, homelessness, family instability, and neighborhood violence. Students cannot simply leave these day-to-day traumas at the schoolyard gate—the effects of these experiences reverberate through every classroom in the school, impacting other vulnerable students and creating a school environment that is reactive, crisis-driven, and dysfunctional. Ultimately, the challenges facing our city's highest need students can cause entire schools to spiral into chaos, preventing those students and their peers from accessing their only path out of poverty: a good education.

In order to meet our instructional vision of creating a school community that provides supports for all members and works to ensure that our students are productive citizens, both inside and outside of school, we have identified key Social and Emotional supports to implement as part of our school model.

- **A full-time collaboration with the CBO Partnership with Children:** Partnership with Children provides targeted interventions for our highest-need students, SEL supports to stabilize classrooms, as well as training and assistance for parents, teachers, and principals to help turn around struggling schools. Partnership with Children's evidence-based SEL programs provide crucial resources and services to help New York City's toughest schools meet higher academic standards. Currently, PWC is working 5 days a week in our school, but with expanded student population, we will work with them full time next year.

At RAMS, our students have not been academically successful. In 2013, only 9% of our entering class was proficient in ELA and 4% proficient in Math. In order for our students to be successful, we must create the climate and culture that actively encourages students to learn and teachers to grow personally and professionally. Therefore we have already implemented, and plan to implement the following:

- **Professional Development for Staff through Gen Ready:** This year, our AUSSIE staff developer worked with all of our teachers, every week, on designing Common Core Aligned curriculum and presenting lessons to students in an effective and differentiated format. Our goal is for these teachers to be our content experts in the subsequent years and to serve as teacher leaders for each academic department. However, we know that this is a process that will take time, and so we will continue to work with AUSSIE over the next two years (using our SIG grant) to support our teacher leadership and to work with new teachers.
- **Hiring a Reading Specialist to provide small group and individual interventions:** Approximately 30% of our students are reading below the third grade level based upon reading assessments

conducted thus far. In order to move these students forward, we must provide intensive guided reading instruction, Wilson word attack instruction, and ongoing assessment to measure student progress and effectiveness of intervention strategies. The Reading Specialist will also push into ELA classrooms to demonstrate successful intervention strategies.

- **Extending the learning day by contracting with Cambridge Education**, an organization that works specifically with middle schools by providing intervention and enrichment opportunities for children. Our students need so much more than can be provided in the contracted school day. Through Cambridge Education, our students will receive remedial support in math and reading and homework help. And, in alignment with our belief about creating independence in our students and providing them with opportunities outside of school, Cambridge Education exposes students to such professions as engineering, architecture, web design, cooking, and business management through externships and fieldwork with experts in these professions. Through this partnership, our students will have a school day that extends to 6:00 p.m. four days a week.

The programs that are currently being implemented, and programs that we plan to implement in the upcoming year, are based upon the social and academic needs of our students. These programs are aligned with the goals of our CEP, our mission statement, and the data that shows that the children in our community are failing academically, and struggling socially and emotionally. We are also addressing the needs of teachers who require additional supports when working in such a challenging environment as well.

As mentioned in the budget plan, as our school population increases, interventions such as PWC, the reading specialist, and Cambridge Education will become self-sustaining once SIG funds are ended. We believe that the capacity of our educational team will be so strong that the support of AUSSIE will no longer be needed once SIG supports are over.

General D. Chappie James Middle School of Science:

Our school community requires specific supports that are aligned to the difficulties faced in low-performing/high needs schools. Therefore, we have chosen the following partner organizations to help us meet our goals for improvement:

- **Partner with Gen Ready** in order to provide comprehensive supports so that students can meet CCLS learning standards in the content areas. This CBO will provide on-site support three days a week by observing and analyzing student work with teachers to guide future planning. Teachers will receive feedback, guidance and resources to create lessons and use strategies to assist our students in meeting their grade level standards. By working with Gen Ready will enable teachers to embrace the key components of the Danielson framework in planning, assessing and engaging students in classroom instruction.
- **Partner with Counseling in Schools** in order to provide a wrap-around social and emotional support model for our school community that provides both our students and parents with the skills they need to be successful. This partnership provides one-to-one counseling for targeted groups of students within six-week cycles. The student groups will change every cycle based on a selective group of data indicators.

- ii. **Complete the Evidence of Partner Effectiveness Chart (Attachment C). This evidence should be able to be validated by an external source that each partner organization selected has 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.**
- iii. **For any key external partner funded through this plan, provide a clear and concise description of how the school will hold the partner accountable for its performance.**

Riverdale Avenue Middle School: Key partners will each be held accountable for helping to achieve specific, measurable school goals. Each partner will have regular scheduled meetings with the principal to set goals, determine benchmarks, and monitor progress. The purpose of these meetings will be to assess the impact of the partnership on student achievement levels, or other relevant school goals. Where partnerships are not yielding results, the partner in collaboration with the school leadership will be required to modify and adjust plans or risk the termination of the contract and partnership.

Partners will be required to keep and submit logs of services that will be reviewed by school administrators on a periodic basis, at least quarterly. The benchmarks for each partner will be dependent on the types of services provided. Instructional coaches will be bound to student achievement and instructional effectiveness goals. Student support partners will be linked with behavioral and social-economic well-being assessments. Partners supporting parent engagement will be accountable for parent engagement and participation levels. In collaboration with administration, the partner will meet to analyze the impact of their work as it aligns to preset goals. The frequency of partner meeting will depend on how often the partner organization are working with the school community. Partners who are in the school on a weekly basis will have monthly meetings with administration. Partners who visit less than monthly will have a phone conference prior to, and following, each of their visits to support the school community. Where progress is not clear, partners will be expected to revise their actions plans and /or redefine benchmarks to improve outcomes in the future. Where partners are unable, or unwilling, to adjust their practice, the school administration will determine whether or not the contract should be terminated and funding allocated to a new or a different existing partner organization.

General D. Chappie James Middle School of Science: The leadership team, that meets weekly, consists of the principal, assistant principal, a guidance counselor, and a teacher leader. Members of the phase-in school will work in conjunction with the phase-out, to assess the effectiveness of the partnerships. This team will use qualitative and quantitative data to monitor the effectiveness and success of the partnerships. Generation X will be evaluated by teacher growth demonstrated through the Advance system. The school will also use benchmark, formative and summative assessment testing data to measure student growth and to evaluate the quality of support Generation X is providing. The student assessment data along with conferencing notes will be used to evaluate the effectiveness of Achievement 3000. Counseling in schools will be evaluated by the number and types of occurrences. Improved parent engagement and demonstrated improvements in daily decision-making will be used as evaluator tolls to measure the success of counseling in schools. The school's leadership team will also gauge the efficacy of these partnerships through internal checks and balances given the frequency of these leadership team

meetings. If the partnership is viewed as being ineffective by not meeting delineated expectations the school will take appropriate action in a timely fashion to re-design the supports.

G. Organizational Plan

8 points

The school must provide a sound plan for how the school will be operated, 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. The organizational plan must contain the following elements:

- i. Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting.**
- 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.).**

Riverdale Avenue Middle School: Key decisions at the school level involve consultation with school stakeholders. There are three grade team leaders (6,7 and 8) who serve as liaisons between administration and teachers. These leaders are nominated every year by their grade teams to serve as grade team leader and participate in cabinet meeting where key decisions are made. They also absorb administrative duties and school implementation duties that must be carried off with consistency and coherence amongst all school stakeholders. The grade team leader model is effective in sharing leadership roles and also getting buy-in for a majority of staff members. The data team chair and data team also play a big role in instructional decisions. The data team's findings during inquiry and data analysis inform instructional initiatives at RAMS and also serve as benchmarks to know if students are progressing. Curriculum modification and instructional strategies are implemented based on data collected and analyzed by the team. Partnership with Children also plays a significant role in observing and meeting with students who are at risk. Their findings also inform social and emotional curricula (Advisory) and help teachers select student to be focused on during weekly Inquiry periods.

General D. Chappie James Middle School of Science: The General D. Chappie James Middle School of Science operates based on shared decision making process which enters into the Principal's Cabinet conversation and agenda. The Principal's Cabinet is comprised of lead representatives from key areas featured in the organizational chart (Attachment G) that meets weekly to share information to and from the core content areas, inquiry, operations, administration, partner groups, and parent organization.

The inquiry teams consist of principal, assistant principal, guidance counselor, teacher teams. There is both a Humanities Team and a Math/Science Team.

The above teams collaborate weekly to review student work and identify practices yielding student progress. The responsibilities of each of these teams are:

- Driving the curriculum and maintaining the pacing calendars

- Analyzing data
- Developing units of study that are CCLS-aligned
- Implementing citywide instructional expectations
- Reviewing and recommending resources/materials
- Sharing instructional practices

The outcomes and recommendations that emerge are communicated to the cabinet for final review of budgetary/human resource allocation for execution.

In addition to the internal communities, the General D. Chappie James Middle School of Science has developed strong bonds with the parent community through its School Leadership Team (SLT). In collaboration members of the teaching staff, parent organization, and school partnerships discuss the needs of the students, concerns of the parents and program being requested. The meeting outcomes from these monthly meetings are brought before the cabinet for final review of budgetary/human resource allocation for execution.

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.

The NYCDOE implemented *Advance*, a new system of teacher evaluation and development in school year 2013-14. *Advance* was designed to provide teachers with actionable feedback and targeted support to improve their practice, with the goal of improved student outcomes to ensure all students graduate college and career ready. The Measures of Teacher Practice (MOTP) component of *Advance* counts for 60% of a teacher's evaluation. In this component, teachers receive ratings and feedback on classroom observations and teaching artifacts based on a teaching practice rubric, Danielson's *Framework for Teaching*. Teachers may also choose to submit teaching artifacts to inform their evaluation rating. For teachers of students in grades 3-12, student feedback also informs teachers' ratings under MOTP.¹ The Measures of Student Learning (MOSL) components of *Advance* is worth 40% of a teacher's overall evaluation rating – the State Measures component is worth 20% and the Local Measures component is worth 20%.

The NYCDOE has provided various supports for schools to help them implement *Advance*. The NYCDOE has offered numerous in-person and online *Advance* professional developments sessions for teachers and school leaders during the summer and throughout the 2013-14 school year. The NYCDOE provided additional support to schools through specialists at the clusters and networks. The NYCDOE hired specialists for both MOTP and MOSL to build the capacity of networks and clusters to support schools in implementing *Advance*; in some cases, these specialists provide direct support to schools as well. Finally, the NYCDOE created numerous

¹ Surveys will be piloted in school year 2013-2014; in the 2014-15 school year surveys will count for 5% of a teacher's rating.

guidance materials and resources to provide information to help schools and support staff meet critical *Advance* implementation milestones including the *Advance* Web Application, an online application.

Professional Development: The NYCDOE has provided various supports for schools to help them implement *Advance*. During the summer of 2013, the NYCDOE offered over 100 *Advance* professional development sessions, attended by over 10,000 teachers, UFT chapter leaders, assistant principals and principals, across all five boroughs. Additionally, over 100 in-person professional development sessions for teachers and school leaders on the Danielson *Framework for Teaching* are being held throughout the 2013-14 school year. The NYCDOE also created a wealth of online resources to help teachers and school leaders achieve a deeper understanding of the *Framework* at their own pace. One such resource, the ARIS Learn platform, provides numerous online professional development modules on individual components of the Danielson *Framework for Teaching*, including videos of effective teaching practice.

Network Support: The NYCDOE provides support to schools through the cluster and networks. The NYCDOE hired specialists for both MOTP and MOSL to build the capacity of networks and clusters to support schools with the implementation of *Advance* and in some cases, to provide direct support to schools themselves. Talent Coaches – support staff who help schools implement the Measures of Teacher Practice component of *Advance* – have made over 4,000 school visits since the beginning of the school year. MOSL Specialists work to build network capacity to support school in administering, scoring, and submitting the assessments required to evaluate teachers' impact on student growth in the MOSL component of *Advance*.

Online resources: Finally, the NYCDOE created numerous guidance materials and resources to provide information to help schools and support staff meet critical *Advance* implementation milestones. These resources are stored on the *Advance* Intranet page, a new online site for NYCDOE employees on the NYCDOE intranet. Similarly, the *Advance* Guide for Educators aggregates all information relating to *Advance* in one document to help school leaders and teachers engage with *Advance* at their school. The NYCDOE also created numerous materials relating to the administration of MOSL; these resources help schools implement new assessments and understand how those assessments are used to evaluate teacher performance. The *Advance* Web Application, another key resource for school in implementing *Advance*, is an online application that helps evaluators make key decisions about *Advance* and track their progress to meeting the requirements of *Advance*.

Riverdale Avenue Middle School: In addition to conducting a minimum of three formal observations for each assigned teacher, school administration will provide 3-7 rounds of informal observations and feedback to each teacher. These informal observations are conducted using Charlotte Danielson's *Framework for Effective Teaching* and include a 15 minute observation, a debrief with the teacher and written summary of next steps recorded in *Advance*. In addition . Data about teacher performance using the *Framework* is used to design full staff, sub-group, and individual professional development opportunities. Initial Planning Conversations at the start of the school year and mid-year check-ins are also used to identify areas for PD for individual, small groups and whole staff PDs.

General D. Chappie James Middle School of Science: Beginning the SY 2013-2014 teachers will select from one of two options during the initial planning conference (IPC) to take place beginning the onset of the school year. Option 1: One formal observation and three informal observation or Option 2: a minimum of six informal observation, of which must be unannounced. The formal observation will have a pre-observation where the teacher can provide up to two artifacts/or a pre-observation conference form. The observation will be a full period and the teacher will be rated on the Danielson Rubric. A post-observation conference will be held within twenty days and a post-observation report will be provided to the teacher, entered into *Advance*, and placed into their file. Informal observations will be unannounced and a minimum of fifteen minutes. Feedback will be provided after informal observations in person or written. In addition teachers will receive on-going PD throughout the year on the topics listed below in section iv. Teachers will be scheduled based upon the option they choose.

iv. Provide a full calendar schedule of the events listed in “iii” for the 2013-2014 school year that reaches all instructional personnel who will staff the building.

Riverdale Avenue Middle School:

Month	Activity
June 2014	RAMAPO retreat for all staff (planning and preparation/ culture workshops) Final formal observations Conclude end of year conferences – set goals for the summer
July 2014	Review 2013-2014 teacher effectiveness data and meet with new teachers to set initial goals and instructional foci for the fall 2014. Begin to dissect student data
August 2014	Schedule 2014-2015 assessment cycles (dates and times) and observation cycles. 3 day Instructional PD- AUSSIE 3 Day Culture PD- Partnership with Children
September 2014	Meet with all teachers to review 2013-2104 feedback and set individual goals Informal observations and feedback sessions (1 per teacher) Formal observations (1 st Round)
October 2014	Round 1 data reviewed for PD modifications Intervisitations amongst classrooms at RAMS and in CFN to observe best practices Administrators continue formal observations (1st Round) Administrators start informal observations Round 2 (1 per teacher)
November 2014	Round 2 of informal observations continue Administrators continue formal observations (1st Round)
December 2014	Round 2 data reviewed for PD modifications and recommendations Informal observations Round 3 (1 per teacher), Formal observations (2nd Round)
January 2015	Mid-year check in with teachers. Action plans for growth and goals set for the second half of the school year PD plan updates based on teacher mid-year conversations and performance data Administrators conclude formal observations (2nd Round)
February 2015	Informal observations Round 4 (1 per teacher) RAMAPO retreat (all staff) planning and culture Formal observations (Round 3)
March 2015	Informal observations. Round 5 (1per teacher) Action plan for staff and / or individual teachers re-visited .

April 2015	Informal observations Round 6 (1 per teacher) Formal observations continue (Round 3)
May 2015	Schedule end of year conference with teachers Formal Observations End Assess teacher goals and summative ratings
June 2015	Review end of year data to set initial goals for 2015-2106

General D. Chappie James Middle School of Science:

Professional Development dates	Professional Development Topics	Attendees
September 11, 18, 25	Danielson Framework, Advance Teacher Evaluation	All Teachers
October 9, 16, 23, 30	Curriculum planning, Universal Backwards Design	All Teachers
November 13, 20, 27	Unit Planning Assessments types	All Teachers
December 11, 18	Unit Planning Assessments types	All Teachers
January 8, 15, 22, 29	Item analysis, Use of assessments	All Teachers
February 12, 26	Conferencing notes, State assessment review	All Teachers
March 12, 19, 26	Use of block scheduling, project based learning	All Teachers
April 9, 16, 30	Technology use in the classroom, teaching channel, education apps, hardware	All Teachers
May 14, 21, 28	Curriculum planning, Universal Backwards Design	All Teachers
June 11, 18	Curriculum planning, Universal Backwards Design	All Teachers

H. Educational Plan	8 points
The school must provide an educationally sound and comprehensive plan for the school. The school must provide a detailed educational plan with a description of each of the following:	

- i. ***Curriculum.*** Describe the curriculum to be used with the school's Turnaround 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>).

Riverdale Avenue Middle School: RAMS purposefully chose CODEX for our Humanities Programming because it is common core aligned to the 6th grade ELA standards and because it embeds 6th grade Social Studies curriculum within its pages. It emphasizes non-fiction reading

with multiple opportunities for close reading of texts. However, this year we discovered that it did not fully support the needs of our students, 93% who perform below grade level. Consequently we heavily supplemented this curriculum with Teachers College reading and writing curriculum in order to scaffold the skills and strategies needed to attack the Codex material. We also incorporated leveled independent reading into our Humanities block. We anticipate similar issues next year. We will continue to use the Codex outline to guide our unit planning. We will also continue to supplement this work with the Teachers College Reading and Writing curriculum for skills and strategies. Next year, through SIG funding, we will have an additional support to help struggling students access curriculum and improve reading skills in addition to the supports received inside of the Humanities classroom.

For Mathematics, RAMS will continue to use the Connected Math Program 3. We selected it this year due to its alignment with CCLS and its emphasis on problem solving and using various strategies to solve mathematic problems. This year we discovered that students are in need of more practice with basic concepts to assist with their understanding of CMP3. We have instituted ELT in math to provide these opportunities and frequently host “lunch and learns” with students to assist in their understanding. Next year, our partnership with Citizen Schools will help bridge the gap of understanding by providing additional after-school opportunities for students to master basic mathematics concept and standards. Both the Humanities and Mathematics curriculum are monitored for effectiveness during department planning meetings and gallery walks to look at authentic assessments and unit plans. Benchmark assessments are also used to determine the effectiveness of curriculum based on state expectations and grade-level CCLS expectations.

General D. Chappie James Middle School of Science:

Mathematics

Our school is using the Code X curriculum by Scholastic, which is New York State approved and aligned to the CCLS. For Mathematics, our school is using CMP3 by Pearson which is New York State approved and CCLS aligned. The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

English – Language Arts

The New York State 7th & 8th grade ELA curricula include six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last

a quarter of a school year; the addition of two extra modules allows for teacher choice throughout the year. The modules will sequence and scaffold content that is aligned to the CCLS for ELA & Literacy and the PARCC Frameworks. Each module will culminate in an end-of-module performance task, aligned to the PARCC Frameworks, which can provide information to educators on whether students in their classrooms are achieving the standards. Modules may include several units and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. They will also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources.

Our students will engage in project based learning which will be aligned with the state provided curriculum. Our success will be measured by moving 10% of our kids up a level in both ELA and math. We will measure progress through the use of in-class formative assessments, benchmark exams, one on one conferencing, student work portfolios and completed projects. Our team will include our school leaders, teachers, paraprofessionals, guidance counselor and the CBO's, Team Wright, Generation Ready and Achieve 3000.

- 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.).

Riverdale Avenue Middle School: The six instructional shifts in both subjects that are required will be supported with SIG funds to improve instruction and PD at RAMS. Instructional coaches will continue to provide teachers with professional development as they align their instruction to CCSS literacy and math standards and related assessments. These coaches focus teacher's attention on each of the six shifts in math and literacy in addition to the greater school focus of high student interaction and engagement in the classroom.

The SIG plan has many supplements for effective instruction. Among them will be PD from AUSSIE in the use of technology to effectively motivate and engage students. As teachers integrate more technology into their instruction, students will also require support and guidance with the acquisition of computer based skills. A computer tech elective will be offered by Citizen Schools during Extended Learning Time twice per week to give students this support.

Teachers will also continue to plan units of study aligned to the CCLS as well as authentic assessment that engages students and allows them to make connections to their own lives and experiences. During Common Planning Times, teachers will meet with Instructional consultants to continue modifying curriculum according to data and ensure that students are progressing towards mastery of grade specific standards. We are confident that SIG will allow for continued progress for our teachers and students in the area of instruction. As teachers gain more knowledge about effective practices (AUSSIE) student engagement will increase, as well as data being an effective way to monitor student achievement and inform curricular modifications to

better meet student needs. Extended Learning Time from Cambridge Education will allow more enrichment opportunities aligned to identified student need and SIG will afford a reading intervention teacher which can help ensure that struggling readers are able to access texts and ideas in all content areas.

General D. Chappie James Middle School of Science: The six instructional shifts in Mathematics and in ELA will be embedded in the support that Gen Ready will provide to our teachers. We have already incorporated these shifts into our curriculum maps this year as part of our non-negotiables. However, strategies for engaging students in these areas are still somewhat lacking. We believe that in working with Gen Ready, teachers will learn how to apply Danielson Domain 3 strategies so that our students will participate fully in all content areas, and be motivated to pursue learning independently.

We are confident that SIG will allow for continued progress for our teachers and students. Because we will now have a school-wide approach for collecting data, we can approach each student's progress holistically, and come up with a unified plan for moving them towards college and career readiness.

***See General D. Chappie James Middle School Appendix 2 for Table of Instructional Shifts in ELA and Math.**

- 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 and/or extend the school day 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:

Riverdale Avenue Middle School:

Sample Class Schedule (Regular School Hours):

Class Period/Time	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period/ 8:30am - 9:15am	Advisory	Advisory	Advisory	Advisory	Advisory
2nd Period/ 9:15am - 10:05am	Gym/ Room #512	Gym/ Room #512	Gym/ Room #512	Humanities/ Room #413	Math/ Room #411
3rd Period/ 10:05am - 10:55am	Math/ Room #411	Science/ Room #412	Science/ Room #412		
4th Period/ 10:55am - 11:45am	Humanities/ Room #413	Humanities/ Room #413	Humanities/ Room #413	Science/ Room #412	Humanities/ Room #413
5th Period/ 11:45am -				Gym/ Room #512	Science/ Room #412

12:30pm					
6th Period/ 12:30pm - 1:20pm	Lunch	Lunch	Lunch	Lunch	Lunch
7th Period/ 1:20pm - 2:05pm	Science/ Room #412	Math/ Room #411	Math/ Room #411	Math/ Room #411	Enrichment Clusters
8th Period/ 2:05pm - 2:50pm					
Individual Student Action Planning/ 2:50pm - 3:40pm	Small Group Work	Small Group Work	No Class	No Class	No Class

Other Academic and Enrichment Offerings for students outside of the regular school day:
Saturday School, After and Before School Math Expo, Thursday Tutoring Sessions,
Cheerleading, Basketball, Volleyball.

During the school day:

Two college trips each year, Regents in 8th grade (living environment), High School trips to explore and make decisions in 7th grade, Advisory trips and EC trips each month, Studio in a School Arts partnership giving students arts classes each week, Lincoln Center Jazz (3 concerts per year), NYPD workshops bullying/ safety and other issues identified throughout the year (as needed).

***See Riverdale Avenue Middle School Appendix 1 and 2 for additional schedules (sample teacher schedule and extended learning time schedule).**

General D. Chappie James Middle School of Science:

Sample 7th Grade Schedule

8:00-8:05 Breakfast Transition	1 8:05-8:50	2 8:51-9:36	3 9:37-10:22	4 10:23-11:08	5 11:09-11:54	6 11:55-12:40	7 12:41-1:26	8 1:30- 2:20
Monday	Math Mrs. Mitchell- Parker Room 508	Math Mrs. Mitchell- Parker Room 508			Physical Education Mr. Gladden Playroom	Humanities Ms. Isidore Room 503	Humanities Ms. Isidore Room 503	L
Tuesday	Math Mrs. Mitchell- Parker Room 508	Math Mrs. Mitchell- Parker Room 508			Physical Education Mr. Gladden Playroom	Humanities Ms. Isidore Room 503	Humanities Ms. Isidore Room 503	U
Wed.	Technology Ms. Menon Room 506	Humanities Ms. Isidore Room 503	Humanities Ms. Isidore Room 503	Humanities Ms. Isidore Room 503		Math Mrs. Mitchell-	Math Mrs. Mitchell-	N

						Parkes Room 503	Parkes Room 503	
Thursday		Humanities Ms. Isidore Room 503	Humanities Ms. Isidore Room 503	Humanities Ms. Isidore Room 503	Math Mrs. Mitchell Parkes Room 503	Math Mrs. Mitchell Parkes Room 503	Technology Ms. Menon Room 506	C
Friday	Technology Computer Art Ms. Menon Room 506	Technology Ms. Menon Room 506			Physical Education Mr. Gladden Playroom	Humanities Art History Ms. Isidore Room 503	Humanities Art History Ms. Isidore Room 503	H
	Monday	Tuesday	Wednesday	Thursday	Friday			
ELT	2:25-3:15	2:25-3:15		2:25-3:15				
After-School	3:30-5:00		3:30-5:00		3:30-5:00			

In order to maximize student instructional time, the leadership team will meet bi-weekly to collaboratively review, student data, student work, units of study and make adjustments to both the curriculum and student groups. Additionally, the staff meets every Wednesday for professional development from 2:20-3:13pm.

***See General D. Chappie James Middle School Appendix 3 for 8th grade schedule.**

- iv. **Data-Driven Instruction/Inquiry (DDI)**. Describe the school’s functional cycle of Data-Driven Instruction/Inquiry (DDI) to be implemented under SIG. Present the schedule to be used for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space and time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) that will be 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.

Riverdale Avenue Middle School: SIG funding will allow our data team to meet once a week to design assessments in content areas, analyze results and use this data to make instructional decisions. Resources that RAMS will use are SchoolNet, iReady, NYS performance assessments and teacher created benchmark assessments. The data meetings will also serve as a time where teachers can norm analysis practices to form a shared understanding of the benefits of using data to drive instruction. Engrade is used to keep a constant eye on student grades and progress in each class which informs academic interventions inside and outside of the school day. Teachers also use SIG funds to meet once per week for Inquiry- Looking at Student Work. During this time a protocol is used to identify student levels, needs, strengths and identify next steps to better assist students in meeting and mastering grade-level standards.

***See Riverdale Avenue Middle School Appendix 3 for “Driven By Data” Schedule**

General D. Chappie James Middle School of Science: We perform baseline, midyear and culminating assessments across each grade in both Math and ELA using such programs as SchoolNet, iReady, and NYC performance assessments.

Our school also administers multiple teacher created assessments to result in comparative data we can use. Item analyses are created for each exam to identify standards the students are approaching or failing to meet. Teacher teams meet to analyze the item analysis and plan units based on the data produced. These meetings are facilitated by the data team of teachers. As a result of the analysis, we are adopting a more coherent approach to teaching that will result in improved student outcomes. The outcomes of the assessments are correlated and saved in binders and online in a school generated cloud system also in external hard drives, for all teachers to access.

- v. **Student Support.** Describe the school-wide framework to be used under SIG for providing academic, social-emotional, and student support to the whole school population. List the major systems to be in place for the identification of students at-risk for academic failure, 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 will 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, accessible at <http://www.p12.nysed.gov/part100/pages/1002.html#ee>.

Riverdale Avenue Middle School: AT RAMS we have a comprehensive Advisory program that meets each morning for all students. Students are in groups of ten or less and have the same advisor all three years that they are enrolled in our school. The advisory curriculum is created monthly based on identified student needs through the use of surveys and feedback. The monthly curriculum is discussed with teachers during monthly PD sessions with our Advisory Liaison and Partnership with Children. During Advisory, students are introduced to and constantly redirected to the RAMS Code of Excellence (see appendix) and the RAMS Code of Discipline (see appendix) to foster a shared understanding of what a positive school tone and culture looks like. Our Advisory program is an essential component of our school and is also used for grade level activities such as door decorating contests, no name calling week posters, anti-bullying campaigns, Black History Month speakers, Career Day, college visits, etc... SIG funds will supplement our Advisory program by allowing Partnership with Children to play a more active role in the development of Advisory curriculum according to student needs. PWC will be included in the summer culture PDs to give input on possible student services, monthly ideas and also be a part of the creation of curriculum.

Enrichment clusters during the school day (double block on Friday) give students additional and unique learning opportunities that they would not normally get during regular school hours. Classes like culinary arts, design, sewing, CSI, etc... have become a way of engaging and motivating students as well as a positive part of our school culture. Through SIG funds, Cambridge Education will be able to provide more of these opportunities through their apprenticeships during Extended Learning time twice per week.

Partnership with Children will continue to benefit students through SIG funds and allow social workers to meet with students identified as at risk and provide services/ workshops for them and their families. PWC meets with students and families at the start of the year to identify need, risk and interventions for these students. Students meet with social workers in small groups or individually, dependent on the severity of their situation. PWC acts as a liaison between families, teachers and administration to ensure that there is a connection between school and home and our kids are getting what they need.

General D. Chappie James Middle School of Science: Our school has numerous pieces in place for social and emotional support for our students. Our intervention team made up of the principal, parent coordinator and guidance counselor; meet weekly with students who have been identified as at risk. Students are recognized by number of occurrences, absences, demonstrated behaviors, over age, monthly academic progress reports and through PPT meeting submissions. Identified students are either scheduled for counseling, enrolled in one of our athletic programs; Read & Run, to improve reading stamina, reading comprehension and author's purpose, or Team Wright, our basketball program that offers training session, games, and mentoring; daily follow up meetings. Team Wright and Read and Run participants, are required to maintain good behavior and community service in order to participate in after school athletic events, camps, and to receive incentives.

- vi. **School Climate and Discipline.** Describe the strategies the school will employ under SIG 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.

Riverdale Avenue Middle School: At Riverdale Avenue Middle School we adhere to a Code of Excellence with 4 tenets that we exemplify in student-student interactions and also in teacher-student interactions. The code is also reviewed and regularly referenced during our daily Advisory period that meets each morning. We also have a discipline code that was created at the start of the school year during our 3 day culture PD, which all staff attended. At this time we also reviewed ways to imbed the Code of Excellence into classroom instruction and also recognize students who demonstrate excellence. Attendance is recognized in a monthly attendance assembly where students are celebrated and awarded with incentives based on their attendance percentage for the year thus far. Partnership with Children organizes and facilitates these assemblies and has started to include Excellence awards for students based on the tenets of our Code of Excellence.

***See Riverdale Avenue Middle School Appendix 4 and 5 for the Code of Excellence and the Monitoring System**

Ramapo Retreats: Teachers are also engaged in attending two retreats per year at Ramapo for Kids, a non-profit organization that provides schools and families with the tools needed to promote positive behavior and to foster climates focused on learning. At these retreats, staff have the opportunity to align beliefs and values about how students learn best and also dissect the

“Code of Excellence” to identify ways that we can ensure that students are exemplifying our tenets inside and outside of the classroom.

General D. Chappie James Middle School of Science: Our approach to develop and sustain a safe orderly school climate is a combination of relationship and trust-building, along with mentoring, modeling and daily support. We preach accountability for our students thusly they are fully aware of the behavioral expectations and consequences. Under the SIG grant we will have Counseling in Schools provide further supports for our students by scheduling six week rotations in order for all of our students to receive support. The school Principal and the parent coordinator meet daily with targeted students to provide mentoring and guidance during lunch and learn five days a week.

All students will have the opportunity to participate in both Team Wright and the Delta group. Each offers outside school activities that promote good decision making and, teamwork, and life experiences our student population would normally not have access to. Participation in both groups is dependent upon consistent displays of good behavior and decision making, as well as maintaining good academic standing. The SIG grant will allow for Saturday mentor meetings with parents to improve communication and thusly support for our students.

- vii. **Parent and Community Engagement.** Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication under SIG 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>.

Riverdale Avenue Middle School: RAMS has a functional School Leadership Team (SLT) and Parent Teacher Association (PTA) that are key stakeholders who assist each other in decision making. SIG will encourage a higher participation from parents and families at events held throughout the year such as Partnership with children family workshops, CCLS family nights, Parents as Reading Partners night, RAMS Thanksgiving celebration, Pep Rally events during School Spirit Week, etc... PWC will continue to survey families to inform upcoming workshops and ensure that parent needs are being met. As part of our agreement for next year's services, Partnership with Children will also implement a new program for Parents and Families entitled, "Parent University." In order to increase parental involvement, each family member that attends a workshop will be given credit, much like a student. At the end of the year parents who earned sufficient credits over the course of the year from workshops, programs, events, etc... will be invited to their Parent University Graduation where they will be celebrated. We have a parent coordinator on staff that works closely with PWC, our SLT and PTA to coordinate events and ensure that all stakeholders' thoughts, opinions and questions are taken into account when determining workshops and events.

General D. Chappie James Middle School of Science: The Chappie James Middle School of Science believes in the importance of building communications with the parents to support student learning and to keep them apprised of student progress. Parents have access to the

school website which allows parents to see school information such as the school calendar of events, marking period end dates, report card distribution dates, parent teacher meetings and community meetings.

The monthly school leadership team meetings are a valuable forum for discussions over school topics, parent concerns and ideas as well as a review of our students' academic outcomes and next steps to improve academic growth. The monthly parent association meetings are used to plan events and provide workshops for parents to support their children socially, emotionally and academically

I. Training, Support, and Professional Development

4 points

The school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs.

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.

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

Riverdale Avenue Middle School: Decisions about the appropriate training, support and PD to be offered under SIG were made based on staff feedback, school data analysis and admin assessment of teacher practice. Our data indicates that SWD and ELL fall behind significantly and that a majority of our students are far below grade level. In addition, school climate and tone have improved dramatically due to our partnership with a variety of organizations promoting Social-Emotional supports of students including RAMAPO for Children, Partnership with Children, our Advisory consultant and a close connection with our District Family Advocate. For this reason we have chosen to keep the PD aligned with these partnerships and ensure their sustainability with SIG funding.

School leaders have also analyzed data about teacher and student performance this school year. Data shows that teachers would continue to benefit from strategic PD aligned to increasing student engagement, fostering student-led discussions in class and continuing to plan units of study and assessments aligned to the CCLS. Each of these needs were integrated into the SIG proposal and resources allocated.

General D. Chappie James Middle School of Science: The development of the School Improvement Grant plan was developed collaboratively with all of the professional learning

communities. The teacher leaders met with their department peers to identify target areas and report back to the leadership team. The leadership teams met and discussed the teacher team targets along with parent suggestions and identified needs discussed at the leadership team meeting. The targets/needs were prioritized and shared with the network achievement coach. A final list was shared with the SLT and the staff.

ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events to be scheduled during the year one implementation period (June 1, 2014, to June 30, 2015). 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.

Riverdale Avenue Middle School:

Area of Development	Agent/Org responsible	Desired/Measurable Outcomes	How outcomes are determined to be effective
Curriculum	AUSSIE	Through one day per week of coaching visits, teacher effectiveness in math. Literacy and technology will improve as measured by the <i>Framework for Effective Teaching</i> .	Informal Observations Unit Plan feedback Lesson Plan collection and debrief Artifacts aligning to observations Debriefs with AUSSIE Coach Formal Observations Initial Planning Conferences Mid-Year Conversations
Instruction	AUSSIE	Through one day per week of coaching visits, teacher effectiveness in math. Literacy and technology will improve as measured by the <i>Framework for Effective Teaching</i> .	Informal Observations Debriefs with AUSSIE Coach Formal Observations Initial Planning Conferences Mid-Year Conversations
Extended Learning Time/ Use of Time	Cambridge Education	Monthly planning sessions between Cambridge Education staff and RAMS teachers to ensure Extended Learning Time alignment to regular school instructional initiatives and school culture	Weekly visits to Cambridge Education programs to monitor effectiveness Monthly meeting with Site Supervisor at Cambridge Education to look at plans, student work and trends

Data Driven Instruction	Teacher Data Team (per session funds allocated)	<p>Weekly Meetings to create assessments, analyze them and make instructional decisions</p> <p>Diagnostic, benchmark and summative assessments</p> <p>Student reflections after each assessment</p>	<p>Significant student progress made mastering grade-level standards in mathematics and literacy</p>
Inquiry	Teacher Inquiry Meeting – Once per week involving content specific teachers looking at work together	<p>Inquiry Team Minutes</p> <p>Protocols used to identify strengths and challenges in student work</p> <p>Student Work – before and after Inquiry strategies are implemented</p>	<p>Significant student progress made mastering grade-level standards in mathematics and literacy</p> <p>Teacher effectiveness improved – giving teachers additional strategies to use to reach struggling students</p>
Student Support	Reading Intervention Teacher	<p>Struggling students identified at the start of the year</p> <p>Push-in and pull-out instruction targeting our lowest readers</p> <p>Common planning meetings with content teachers to determine instructional next steps.</p>	<p>Student data for struggling readers shows improvement via TCRWP assessments, iReady and teacher created benchmark assessments monitoring comprehension.</p>
School Climate and Discipline	Partnership with Children	<p>Liaison meeting with Advisory (monthly)</p> <p>Weekly check-ins with admin to determine student need</p> <p>CARE Team weekly check-ins to look at students in need with content and special education teachers</p> <p>Discipline meetings each month to look at trends and troubleshoot issues as a whole staff</p> <p>Depersonalizing student behaviors and other workshops for teachers</p>	<p>Improved behavioral infractions measured by the Discipline Code binder</p> <p>Student surveys showing improvement in feelings about safe school climate and environment</p> <p>Learning Environment Survey (8 or above) in school climate</p>

Parent and Community Engagement	Partnership with Children	<p>Parent Workshops</p> <p>Surveys to determine need for Parent Workshops</p> <p>Parent University incentives and graduation ceremony</p>	<p>Sign in sheets for parent and family workshops indicating an increase in participation</p> <p>High number of graduates from Parent University in June 2015</p>
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General D. Chappie James Middle School of Science:

Area of Development	Agent/Org responsible	Desired/Masurable Outcomes	How outcomes are determined to be effective
Use of technology	Achieve 3000	Growth towards pre-set goals, student independence; teacher use of data	Achieve 3000 data
Assessment usage	Network 613 Gen Ready Data Team	Improved planning differentiation in instruction	Student engagement based on Danielson Framework, movement toward student goals
CCLS aligned Unit & Lesson planning & coaching for teachers	GenReady Teachers Principal	Improved CCLS aligned lesson and units resulting in improved student outcomes.	Graduation rates Student engagement
CMP3 (provided through the DOE, no cost to the SIG)	Pearson	Improved planning demonstrated by use of previous assessments	Improved NYS Math scores
CodeX (provided through the DOE, no cost to the SIG)	Scholastic	Improved planning demonstrated by use of previous assessments	Improved NYS ELA scores
Project based Learning (Currently provided through the 21 st Century grant)	CITE	Improved teacher effectiveness form classroom observation	Student engagement as measured by Danielson

iii. Describe the schedule and plan to be implemented 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.

Riverdale Avenue Middle School: All parties responsible for professional development and training of teachers will have a calendar of meeting dates and check-ins with a member(s) of the school administration to ensure alignment of expectations and outcomes. Agents and partners who are active daily will have meetings twice a month, partners who are active in the school regularly will have monthly meeting, partners and trainers active once a month or less will have quarterly meetings.

Meetings to assess the impact of initiatives and training will follow a common format and protocol, including a review of goals, summary of actions, analysis of outcome data, and the creation of action plans for continuation or revision of next steps. In addition to the evaluation and reporting conducted by the trainers and partners, school leaders will also assess the impact of each training with classroom observations, student performance data analysis, staff or student survey results and conversations with students and teachers. Triangulating information in this way will ensure that initiatives are impactful, or under revision if required.

SIG will secure partnerships with staff developers and trainers who will offer teachers and support staff with training on many aspects of instruction. Much of this support will be job-embedded happening during the instructional day, including in class support, as well as on staff development days. SIG funds will also be allocated to enable staff members and coaches to meeting and participate in training outside the school day.

General D. Chappie James Middle School of Science: Professional development is centered around the three goals that we are applying SIG grants to support: to provide students with comprehensive supports that enables them to meet CCLS grade level standards in all content areas, to provide a wrap-around social and emotional support model for our school community that enables both our students and parents with the skills they need to be successful, to provide teachers with a set of supports that will enable them to embrace the key components of the Danielson framework in planning, assessing and engaging students in classroom instruction. SIG funding will secure our partnerships with Gen Ready and Counseling in Schools who will each have established schedules for how they will work with individual teachers/students/families, groups of teachers/students/families, and workshops that will be provided. Administration will meet regularly with service providers to monitor work that is being provided. In one to one meetings with teachers, Administration will reflect with staff on the effectiveness of these organizations. These meetings will guide future decisions.

J. Communication and Stakeholder Involvement/Engagement	4 points
The school must fully and transparently consult and collaborate with key education stakeholders about the school’s Priority status and on the implementation of the SIG plan. The plan for consultation and collaboration provided by the school must contain the following elements:	

- i. **Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation of the SIG plan.**

The NYCDOE and the Priority School consulted and collaborated with education stakeholders about the school's Priority status and on the implementation of the SIG plan. Upon designation of the school as a Priority School in August 2012 and 2013, the NYCDOE sent letters to superintendents, clusters school support staff, and principals about the school's Priority School designation and its progress to de-identification. Principals were provided with letter templates to send to parents with the instructions that families must be notified of the school's Priority status before the end of September 2013 of the State's designation.

As the Priority School developed its School Improvement Grant, it was required to consult and collaborate with its stakeholders, including leaders from the principals' union, teachers' union, and parent groups. The NYCDOE asked schools to submit Attachment A, the consultation and collaboration form, in addition to doing district-level consultation and collaboration, with leaders in the following groups: Council of Supervisors & Administrators (CSA; principals' union), United Federation of Teachers (UFT; teachers' union), and Chancellor's Parent Advisory Committee (CPAC), the NYCDOE parent leadership body. By doing so, the NYCDOE sought to ensure that consultation and collaboration took place at the school-level in addition to the district-level.

The Priority School will continue to regularly update stakeholders on the implementation of the SIG plan. The SIG plan will be an agenda item for discussion in the monthly School Leadership Team meetings, the shared decision-making body of the school, along with typically monthly Parent Teacher Association or other parent group meetings. In addition, the school will provide a letter to families and other stakeholders about the status of the school's SIG plan upon the start of the 2014-15 school year and annually thereafter. The NYCDOE will provide the Priority School with a letter template to utilize, similar to the school's designation as a Priority School.

Riverdale Avenue Middle School: Speaking to the strategies above, RAMS will design and implement a SIG communications strategy which will ensure that parents, families, local community members and other stakeholders are kept abreast of the SIG plan and its implementation. This plan will utilize a multi-media approach to communications including: in-person SLT and PTA meetings, via monthly mailings, through update bulletin boards, email alerts and notifications of the school website. RAMS will also communicate via our SchoolInfo App to include all stakeholders in the process of SIG implementation. At regularly scheduled events, the principal other administrators, staff and students will brief parents on SIG related activities, emerging initiatives and progress towards goals.

General D. Chappie James Middle School of Science: Speaking to the strategies above, General D. Chappie James Middle School strongly believes that partnerships between the school, parents, community local business and stakeholders are essential to the long-term success of the SIG grant. Structures are in place to communicate and receive feedback on the implementation of the SIG grant. Monthly meeting, such as the monthly Parent Association meeting and the monthly School Leadership team meeting, will share activities connected to the SIG grant. A

monthly newsletter will be created to inform the local stakeholders of updates, projects, etc. connected with the SIG grant. A monthly calendar which is currently used will be amended to reflect programs connected with the SIG grant. Snippets, videos, pictures and narratives will be submitted to the local Community Education Council and to Superintendent for her monthly newsletter.

K. Project Plan and Timeline	4 points
The school must provide a project plan 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. The project plan must contain each of the following elements:	

- i. **Identify and describe the goals and key strategies for year-one implementation period (June 1, 2014, to June 30, 2015).**

Riverdale Avenue Middle School:

1. Teacher effectiveness will improve based on the Danielson Framework for Effective Teaching.
2. Learning Environment Surveys (LES) in 2015 will show an increase in school safety and climate, as evidenced by teachers, students and parents.
3. LES in 2015 will also show an increase in the diversity of classes and subjects that students were offered due to Extended Learning Time Apprenticeships.
4. Student outcomes will improve by a minimum of 5% in the areas of literacy and mathematics as evidenced by baseline, benchmark and summative assessments given throughout the year.

General D. Chappie James Middle School of Science:

Goal #1: To provide students with comprehensive supports that enables them to meet CCLS grade level standards in all content areas.

Key Strategies:

- Support during common planning meets by Generation Ready Consultants to refine curricula, create common assessments
- One-to-One coaching model for teachers to support implementation of CCLS aligned curriculum in lessons

Goal #2: To provide a wrap-around social and emotional support model for our school community that enables both our students and parents with the skills they need to be successful.

Key Strategies

- Monitoring targeted groups of students through data analysis, collaboration within core team as well as qualitative feedback from teachers
- Analysis of Danielson Domain 2 to assess teacher growth within specific competencies related to classroom environment and culture

Goal #3: To provide teachers with a set of supports that will enable them to embrace the key components of the Danielson framework in planning, assessing and engaging students in classroom instruction.

Key Strategy:

- Formal & informal observations with actionable feedback for all teacher
- ii. **Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation and foster increased buy-in and support for the plan.**

Riverdale Avenue Middle School:

The ‘early wins; that will indicate successful early implementation of the SIG plan will include:

1. Fully active and on-schedule work with partners
2. Professional development in the summer which addresses the need to triangulate, curriculum, assessment and instruction in addition to a 3 day culture PD that norms staff values and ideas about how students learn best
3. Restructuring of the school’s daily schedule to incorporate:
 - Collaborative planning for all teachers on a daily basis
 - The continuation of an effective advisory program which enables the school to address students’ social-emotional welfare as well as academic support programs.
4. The expansion of data driven inquiry teams for the systematic analysis of data the use of data throughout the school to drive instruction,
5. The implementation of the Expanded Learning time model that will improve student engagement levels and student achievement

General D. Chappie James Middle School of Science:

Goal #1: To provide students with comprehensive supports that enables them to meet CCLS grade level standards in all content areas.

Early Win: By December of 2014 teacher will design lessons that are CCLS aligned and provide grade level tasks for all students in all content areas

Goal #2: To provide a wrap-around social and emotional support model for our school community that enables both our students and parents with the skills they need to be successful.

Early Win: By December 2014 wraparound supports will be provided by partnership organizations as well as in house staff resulting in a reduction of OORS data as compared with the monthly average for the 2013-2014 school year

Goal #3: To provide teachers with a set of supports that will enable them to embrace the key components of the ‘Danielson framework in planning, assessing and engaging students in classroom instruction.

Early Win: By December 2014 teachers will show consistent growth within identified areas of the Danielson framework resulting in an increase in the percentage of teachers improving on the HEDI scale

- iii. Identify the leading indicators of success that will be examined on no less than a 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.

Riverdale Avenue Middle School:

1. Baseline performance analysis will be established using the *Framework for Effective Teaching* and 20% of teachers will show growth on key indicators by January 2015. The principal and will conduct classroom observations to establish baseline performance levels for key indicators. This information will be tracked using written observation records.
2. Interim surveys about school culture and tone will reveal the maintenance of over 90% satisfaction staff and student perceptions
3. Student performance on interim assessment and benchmarks, as measured by Inquiry teams will show growth and improvement in key standards for at least 50% of students

General D. Chappie James Middle School of Science:

Goal	Data Sources/leading indicators	Collection Process	Analysis & Reporting Structure
Goal #1: To provide students with comprehensive supports that enables them to meet CCLS grade level standards in all content areas.	Danielson (ADVANCE) Formative & Summative unit test from the core units	Formal & Informal (once each month) Core curriculums (every 4-6 weeks)	Teacher team meetings: - Humanities Team & Math/Science Team
Goal #2: To provide a wrap-around social and emotional support model for our school community that enables both our students and parents with the skills they need to be successful.	OORS Attendance/lateness Summative & Formative data for the target group	Core curriculums (every 4-6 weeks) Daily attendance and lateness Mandated student counseling meetings weekly	Principal Cabinet/ Inquiry team
Goal #3: To provide teachers with a set of supports that will enable them to embrace the key components of the Danielson framework in planning, assessing and engaging students in classroom instruction.	Summative & Formative data for the target group) New York State exam results in Math and ELA	Core curriculums (every 4-6 weeks) Daily formative assessments Weekly teacher conferencing.	Teacher team meetings: - Humanities Team & Math/Science Team

Riverside Avenue Middle School Appendix:

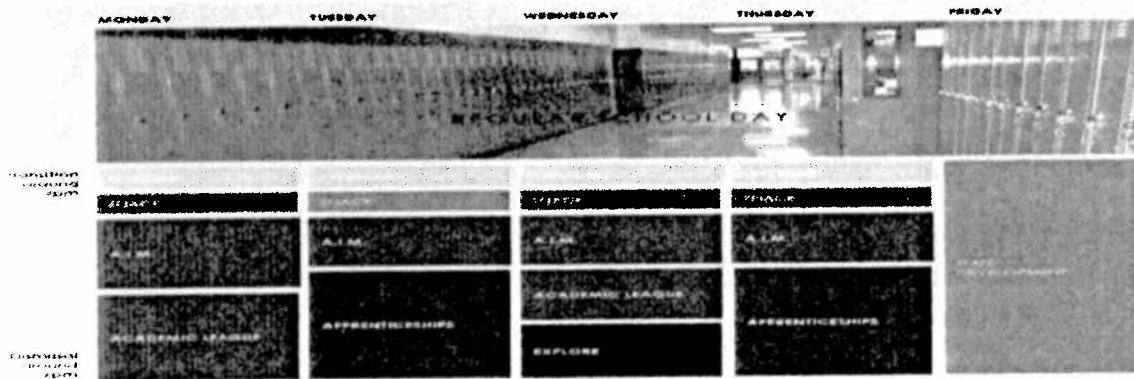
Appendix 1:

Sample Teacher Schedule:

Teacher Period/Time	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period/ 8:30am - 9:15am	Advisory/ Room #413	Advisory/ Room #413	Advisory/ Room #413	Advisory/ Room #413	Advisory/ Room #413
2nd Period/ 9:15am - 10:05am	Common Planning	Common Planning	Push-In/ Room #410	601 Humanities/ Room #413	602 Humanities/ Room #413
3rd Period/ 10:05am - 10:55am	Prep	Prep	Prep		Common Planning
4th Period/ 10:55am - 11:45am	601 Humanities/ Room #413	601 Humanities/ Room #413	601 Humanities/ Room #413	Prep	601 Humanities/ Room #413
5th Period/ 11:45am - 12:30pm				Mentoring Period	Prep
6th Period/ 12:30pm - 1:20pm	Lunch	Lunch	Lunch	Lunch	Lunch
7th Period/ 1:20pm - 2:05pm	602 Humanities/ Room #413	602 Humanities/ Room #413	602 Humanities/ Room #413	602 Humanities/ Room #413	Enrichment Clusters/ Room #413
8th Period/ 2:05pm - 2:50pm					
Individual Student Action Planning/ 2:50pm - 3:40pm	Small Group Work/ Room #413	Small Group Work/ Room #413	Teacher Team Meetings/ Room #510	Data/ Analysis and Instructional Implications	Inquiry: Looking at Student Work

Appendix 2:

Sample Extended Learning Time Schedule:



Appendix 3:

RAMS “DRIVEN BY DATA” SCHEDULE 2014-15

Assessment Type	Date(s) Administered	Data Analysis Date(s)
Fall ELA Running Records	September 2014 (9/9 – 9/27)	October 2014 **Student groups and goal setting
ELA Baseline Assessment (SchoolNet) and NYC Performance Assessment	September 2014 **Extended Day	Data Analysis Meetings <i>Creating and modifying curriculum and interventions to meet individual and small group student needs based on levels(standards)</i>
Math Baseline Assessment (SchoolNet) NYC Performance Assessment	September **Extended Day	
Performance Series (ELA and Math)	September/ October 2014	Charting student entry levels in both ELA and Math. <i>Triangulating this data with baseline assessments to get to know our student’s abilities and needs more specifically.</i>
ELA Interim Assessment (SchoolNet)	October -	Data Analysis Meetings <i>Creating and modifying curriculum and interventions to meet individual and small group student needs based on levels(standards)</i>
Math Interim Assessment (SchoolNet)	November --	
Student Led Conferences	November 2014	<i>Students present work thus far aligned with standards that have been taught and present portfolios to advisors, parents and peers for feedback.</i>
ELA Interim Assessment (SchoolNet)	January --	Data Analysis Meetings <i>Creating and modifying curriculum and interventions to meet individual and small group student needs based on levels(standards)</i>
Math Interim Assessment (SchoolNet)	January	
Student Led Conferences	February	<i>Students present work thus far aligned with standards that have been taught and present portfolios to advisors, parents and peers for feedback.</i>
ELA Interim Assessment (SchoolNet)	March 2015	Data Analysis Meetings <i>Creating and modifying curriculum and interventions to meet individual and small group student needs based on levels(standards)</i>
Math Interim Assessment	March 2015	

(SchoolNet) <i>NYS ELA and Math Tests</i>	<i>April and May 2015</i>	<i>Determining levels of mastery and re-teaching standards dependent on results</i>
<i>ELA Summative Assessment (SchoolNet)</i> NYC Performance Assessment	<i>May 2015</i>	<i>Data Analysis Meetings Creating and modifying curriculum and interventions to meet individual and small group student needs based on levels(standards)</i> ** Planning for Next Year...
Math Summative Assessment (SchoolNet) NYC Performance Assessment	May 2015	

Appendix 4:

Riverdale Avenue Middle School – Code of Excellence



<i>Resilience: Bouncing back and moving forward after a difficult time</i>
<i>Altruism: Helping and doing nice things for others, even when no one is looking</i>
<i>Mastery: Practicing until you are very skillful at a task or subject</i>
<i>Self-Discipline: Positively managing your behavior and actions</i>

RAMS Discipline Plan

Purpose Statement

We, the staff and students of Riverdale Avenue Middle School, commit ourselves to working together to provide a safe, respectful and responsible school environment that promotes our Code of Excellence.

RAMS Code of Excellence

At Riverdale Avenue Middle School we focus on:

- R – Resilience**
- A – Altruism**
- M – Mastery**
- S – Self-Discipline**

Behavioral Expectations

All staff and students at RAMS are expected:

1. To provide a safe and orderly environment for learning.
2. To respect the rights and properties of others.
3. To act responsibly.
4. To follow the Code of Excellence

All students and staff at RAMS are reminded to be Safe, Respectful and Responsible in all school areas including:

1. The Classrooms
2. The Hallways
3. The Cafeteria
4. The Restrooms
5. The Auditorium
6. The Playground

Appendix 5:

RAMS Monitoring System

Student behaviors will be monitored using a leveled point system. Inappropriate and unacceptable behaviors will be recorded using an electronic data tracking system to maintain a positive and productive learning environment at RAMS.

Students demonstrating inappropriate and unacceptable behavior will be reminded of behavior expectations, supervised and provided with feedback. Behaviors have been leveled from Level 1-3 according to their severity. In the event that a student displays inappropriate or unacceptable behaviors, a point system will be used to provide students with opportunities to reflect and self-correct.

Level 1	<i>3- Level 1 behaviors-</i> Meeting is scheduled with student's advisor.
	<i>5- Level 1 behaviors-</i> Lunch reflection
	<i>7- Level 1 behaviors-</i> Enrichment Cluster reflection

Level 2	<i>1- Level 2 behavior-</i> Meeting with student's advisor is scheduled and two day lunch reflection.
	<i>2- Level 2 behaviors-</i> Enrichment Cluster reflection
	<i>3- Level 2 behaviors-</i> Parent/Guardian meeting scheduled with the administration & next trip suspension

Level 3	<i>1- Level 3 behavior-</i> Meeting scheduled with student's advisor, two-day lunch reflection, Enrichment Cluster reflection, parent/guardian meeting scheduled with administration & next two trip suspension
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Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Interrupting instruction • Disrupting others Refusal to attempt to do assigned work • Unprepared for class repeatedly • Arriving to class late • Wearing hats or other inappropriate head covering during school hours • Wearing inappropriate clothing 	<ul style="list-style-type: none"> • Cursing and/or yelling, inappropriate hand gestures • Constant teasing or name calling • Leaving the classroom without permission • Eating or drinking in class • Walking away when an adult is speaking to you • Cellphone use during instructional time • Physical horseplay; fighting 	<ul style="list-style-type: none"> • Misuse or destruction of property, vandalism • Plagiarism • Unsafe use of materials/ equipment • Cursing at an adult • Physical and/or verbal threats • Jeopardizing the safety and well-being of others • Fighting • Harassment/ Bullying

General D. Chappie James Middle School of Science Appendix:

Appendix 1:

Prioritized Needs By SCEP & SIG goals
<p>SIG Goal #3: To provide teachers with a set of supports that will enable them to embrace the key components of the Danielson framework in planning, assessing and engaging students in classroom instruction.</p> <p>SCEP T2- By June 2014, school leaders will work with all teachers to improve their pedagogy through a shared understanding of the Danielson framework for teaching, as evidenced by improved planning and the use of assessment to identify students' specific needs.</p> <p>SCEP T4- By June 2014, all teachers will receive frequent feedback on their pedagogy aligned with Domain 3 and will show growth evidenced through classroom observations.</p>
<p>SIG Goal #1: To provide students with comprehensive supports that enables them to meet CCLS grade level standards in all content areas.</p> <p>SCEP T3- By June 2014 ELA and Math teachers will work to create, and amend Unit and lesson plans aligned to the CCLS that provide access to all students using UDL evidenced by classroom observations and lesson plans.</p>
<p>Goal #2: To provide a wrap-around social and emotional support model for our school community that enables both our students and parents with the skills they need to be successful</p> <p>SCEP T5- By June 2014, male students will participate in a mentoring program to promote positive behavior as evidenced by a 5% decrease in OORS reports..</p> <p>SCEP T6- By June 2014 all parents will have the opportunity to participate in health and wellness training sessions on healthy cooking, recipes, and fitness to encourage healthy meals, healthy living and parental involvement with our school as measured by an increase in parent participation.</p>

Appendix 2:

Instructional shift in ELA	How our model supports this shift
<i>Balancing Informational & Literary Text:</i> Students read a true balance of informational and literary texts.	Require student to read and analyze textual evidence
<i>Knowledge in the Disciplines:</i> Students build knowledge about the world through text rather than the teacher or activities	Demonstration by the student in various subject areas through blended software and graphic organizers and personal self-evaluation to growth in literacy through their text vs. others activities
<i>Staircase of Complexity:</i> Students read the central, grade appropriate text around which instruction is centered.	Ability for teacher to provide stretch vocabulary opportunities through online resources above grade level and supports where needed.
<i>Text-based Answers:</i> Students engage in rich and rigorous evidence based conversations about text.	Teachers are able to provide opportunities for evidence-based dialog.

<i>Writing from Sources:</i> Writing emphasizes use of evidence from sources to inform or make an argument.	Students read and analyze textual evidence in the curriculum and write to support arguments.
<i>Academic Vocabulary:</i> Students constantly build the transferable vocabulary they need to access grade level complex texts.	Grade appropriate vocabulary opportunities embedded within the curriculum and available throughout rigorous texts.

Instructional shift in Math	How our model supports this shift
<i>Focus:</i> Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom.	Teacher teams work collaboratively to refine curricula in order to narrow the focus.
<i>Coherence:</i> Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.	Teachers may carefully link learning within and across grades levels so students can build on knowledge obtained in previous years
<i>Fluency:</i> Students are expected to have speed and accuracy with simple calculations.	Core functions are mastered and students pick up speed and accuracy with basic calculations. Teachers provide activities for independent and group repetition.
<i>Deep Understanding:</i> 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.	Teachers are able to balance mere practice to true understanding by providing each child with the concepts they need to fill gaps or excel ahead.
<i>Application:</i> Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.	Mastery goes beyond memorization. Students are able to draw parallels between math concepts and real world applications.
<i>Dual Intensity:</i> Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.	Problem solving in math is reinforced through discussion and practice, where tools and formulas become second nature for the student.

Appendix 3:
Sample 8th Grade Schedule


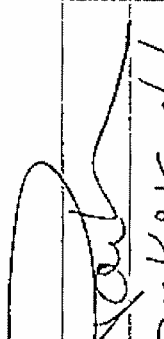
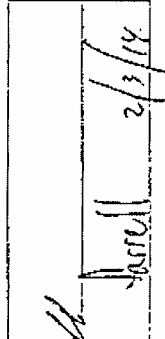
8:00-8:05 Breakfast Transition	1 8:05-8:50	2 8:51-9:38	3 9:37- 10:22	4 10:23-11:08	5 11:09-11:54	6 11:55-12:40	7 12:41-1:28	8 1:30- 2:20
Mon.	MATH Mr. Heffer Room 504	MATH Mr. Heffer Room 504	Physical Educ. Mr. Gladden Playrm	Tech Ms. Menon Room 508	Humanities ELA Ms. Epps Room 502	Humanities SS Ms. Epps Room 502	Humanities SS Ms. Epps Room 502	L
Tues.	MATH	MATH	Physical	Tech	Humanities	Humanities	Humanities	N

	Mr. Heffer Room 504	Mr. Heffer Room 504	Educ. Mr. Gladden Playrm	Computer Art Ms. Menon Room 506	ELA Ms. Epps Room 502	s SS Ms. Epps Room 502	SS Ms. Epps Room 502	
Wed.	Humanitie s ELA Ms. Epps Room 502	Humanities ELA Ms. Epps Room 502			MATH Mr. Heffer Room 504	MATH Mr. Heffer Room 504	MATH Mr. Heffer Room 504	N
ThurS.	Humanitie s ELA Ms. Epps Room 502	Humanities ELA Ms. Epps Room 502			Physical Educ. Mr. Gladden Playrm	MATH/A Mr. Heffer Room 504	MATH Mr. Heffer Room 504	C
Fri.	Humanitie s ART HISTORY Ms. Epps Room 502	Humanities ART HISTORY Ms. Epps Room 502			MATH Mr. Heffer Room 504	MATH/A Mr. Heffer Room 504	Technology Ms. Menon Room 506	H
	Monday	Tuesday	Wednesday	Thursday	Friday			
ELT	2:25-3:15	2:25-3:15		2:25-3:15				
After-School	3:30-5:00		3:30-5:00		3:30-5:00			

**Attachment A
Consultation and Collaboration Documentation Form**

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:



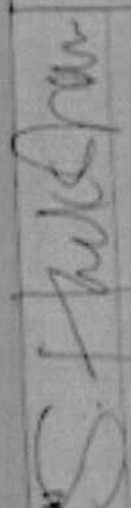
1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed and submitted to NYSED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Signature (in blue-ink) 	Date 2/3/14	
Type or print name Drew Goodman	Date	
Teachers Union President / Lead		Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Signature (in blue-ink) 	Date 2/3/14	
Type or print name R. Parker	Date	
Parent Group President / Lead		Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Signature (in blue-ink) 	Date 2/3/14	
Type or print name Shannon J. Farrell	Date	

Attachment A
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1001 (d) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

3. Representatives of constituency groups who sign this form under their name/s are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
4. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g. meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed and submitted to NYSED on this form.

Principal's Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 		
Type or print name Kristen Ward		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 		
Type or print name Melissa Scott		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 		
Type or print name Susan Hackshaw		

23K634 General D. Chappie James Middle School of Science

Attachment B for School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators						
a. Number of minutes in the school year	Min	60390	60390	119,790	N/A	N/A
b. Student participation in State ELA assessment	%	100	97	100	100	100
c. Student participation in State Math assessment	%	100	97	100	100	100
d. Drop-out rate	%	11	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	94%	91%	92%	93%	94%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	2%	10%	2%	N/A	N/A
h. Number of discipline referrals	Num	18%	30%	10%	N/A	N/A
i. Truancy rate	%	1%	5%	5%	5%	4%
j. Teacher attendance rate	%					
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20	20	102	N/A	N/A
m. Hours of professional development to improve leadership and governance	Num	10	10	30	N/A	N/A
n. Hours of professional development in the	Num	10	10	40	N/A	N/A

implementation of high quality interim assessments and data-driven action						
II. Academic Indicators						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	3	6 to 9	9 to 15	12 to 21
d. Students scoring "proficient" or higher on Math assessment	%	30	1	4 to 7	7 to 13	10 to 19
e. Average SAT score	Score	442	N/A	N/A	N/A	N/A
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	N/A	N/A	N/A	N/A
h. High school graduation rate	%	65	N/A	N/A	N/A	N/A
i. Ninth graders being retained	%	21	N/A	N/A	N/A	N/A
j. High school graduates accepted into two or four year colleges	%	47	N/A	N/A	N/A	N/A

**Bi-monthly telephone calls will be conducted with LEA's to consider interim data and progress being made toward yearly targets*

23K668 Riverdale Avenue Middle School

Attachment B for School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators						
a. Number of minutes in the school year	Min	54900	54900	54900	54900	54900
b. Student participation in State ELA assessment	%	100	N/A	100	100	100
c. Student participation in State Math assessment	%	100		100	100	100
d. Drop-out rate	%	11	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	94%	N/A	N/A	N/A	N/A
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	2%	0%	1%	1%	1%
h. Number of discipline referrals	Num	18%	0%	10%	10%	10%
i. Truancy rate	%	1%	N/A	N/A	N/A	N/A
j. Teacher attendance rate	%	96%	97%	97%	97%	97%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20	N/A	50	50	50
m. Hours of professional development to improve leadership and governance	Num	10	25	25	25	30
n. Hours of professional development in the	Num	10	50	50	50	50

implementation of high quality interim assessments and data-driven action						
II. Academic Indicators						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	N/A	N/A	N/A	N/A
d. Students scoring "proficient" or higher on Math assessment	%	30	N/A	N/A	N/A	N/A
e. Average SAT score	Score	442	N/A	N/A	N/A	N/A
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	N/A	N/A	N/A	N/A
h. High school graduation rate	%	65	N/A	N/A	N/A	N/A
i. Ninth graders being retained	%	21	N/A	N/A	N/A	N/A
j. High school graduates accepted into two or four year colleges	%	47	N/A	N/A	N/A	N/A

**Bi-monthly telephone calls will be conducted with LEA's to consider interim data and progress being made toward yearly targets*

School Improvement Grant Application

Riverside Avenue Middle School

Attachment C

Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contacts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>Partnership with Children 299 Broadway, Suite 1300 New York, NY 10007 212-689-9500 info@partnershipwithchildren.org</p>	<p>1. 23K446</p> <p>2. 23K634</p>	<p>Connie Cuttle Director of Professional Development Office of Safety and Youth Development 52 Chambers Street New York, New York 10007 212-374-6834 Cuttle@schoos.nyc.gov</p> <p>1. ROSHONE AULT LEE Founder and Principal SOUTH BRONX ACADEMY FOR APPLIED MEDIA/MS 296 778 Forest Avenue Bronx, New York 10456 Telephone: (718) 401-0059 Facsimile: (718) 401-0577 rault@schoos.nyc.gov Cobble Hill School for American Studies Annamaria Mole, Principal 347- Baltic Ave. Brooklyn NY 11201 718 403-9544</p>
	<p>3. MS 296</p>	<p>3. Meghan Dunn Riverdale Avenue Community School 76 Riverdale Avenue Brooklyn, NY 11212</p>
	<p>4.</p>	<p>4.</p>
	<p>5.</p>	<p>5.</p>
	<p>6.</p>	<p>6.</p>

	7. 8. 9. 10.	7. 8. 9. 10.
Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Cambridge Education	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Generation Ready Inc. 352 Seventh Ave, FL12A New York, New York 10001 Contact: Bill McConnell T – 212.731.8403 F – 212.731.8425 Generation Ready is one of the largest providers of professional development and school improvement services in the country, partnering with districts.	1. 10X382 – Elementary School for Math, Science, & Tech – Bronx, NY 2. 10X007 – Kingsbridge School – Bronx, NY 3. X371 – Urban Institute of Mathematics, Bronx, NY 4. JHS 104 – Simon Baruch School, Manhattan, NYC 5.	1. Maria Quail, Network Leader, 718.828.2440, mquail@schools.nyc.gov 2. Maria Quail, Network Leader, 718.828.2440, mquail@schools.nyc.gov 3. Maria Quail, Network Leader, 718.828.2440, mquail@schools.nyc.gov 4. Rosemarie Gaetani, Principal, 212.674.4545, rgaetani@schools.nyc.gov 5.

schools and state departments of
education.

6.	6.
7.	7.
8.	8.
9.	9.

General D. Chappie James Middle School of Science

Attachment C Evidence of Partner Effectiveness Chart

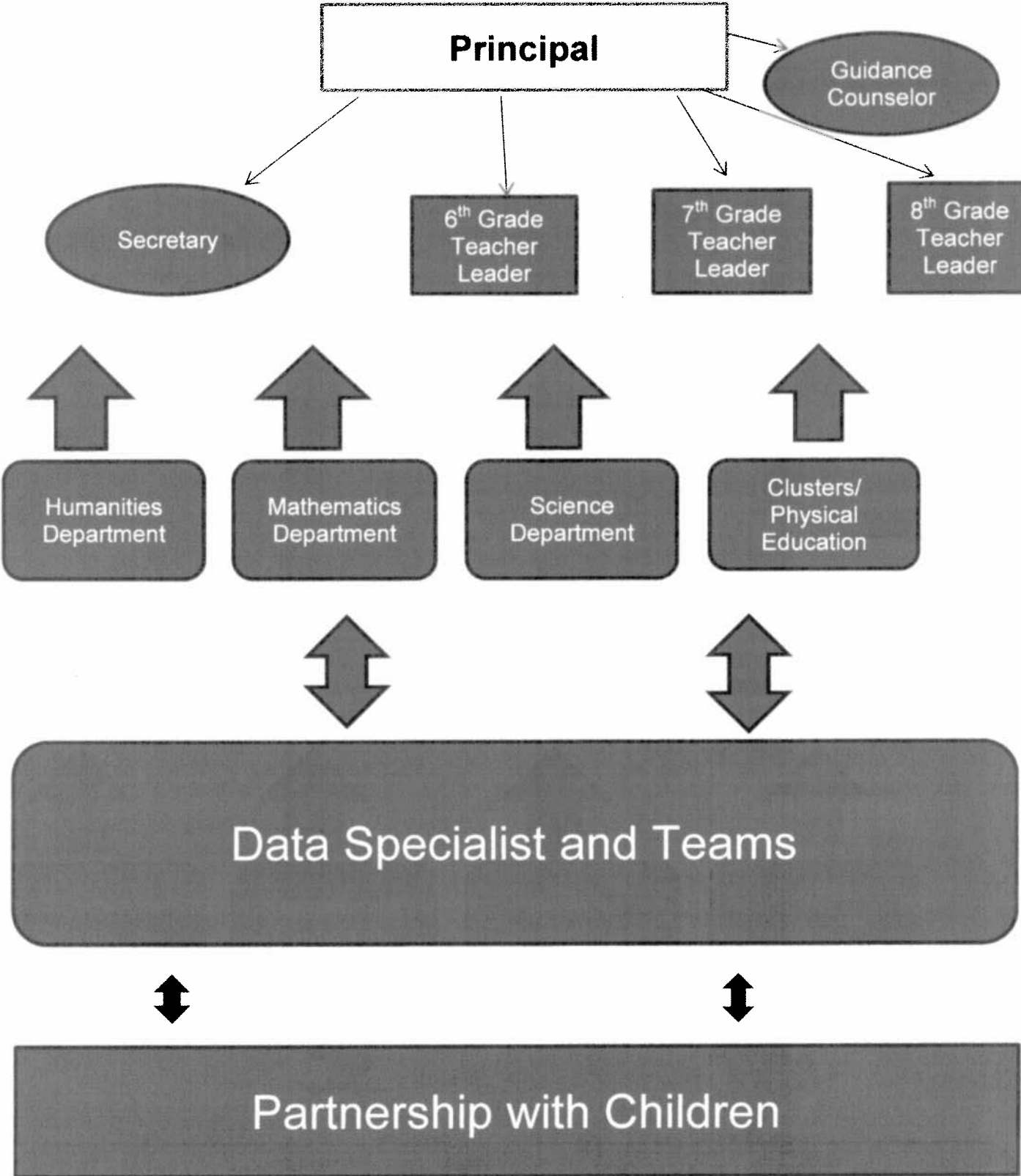
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Partner Organization Name and Contact Information and description of type of service provided.	Counseling in Schools	
	11. 07X385	11. Kimberly Shelley, <i>Principal (NYC DoE—District 7)</i> KShelle@schoools.nyc.gov (718) 292-5070
	12. 08X424	2. Sonya Johnson, <i>Principal (NYCC DoE—District 8)</i> SJohnson4@schoools.nyc.gov (718) 328-1972
	13. 09X294	3. Daniel Russo, <i>Principal (NYC DoE—District 9)</i> DRusso10@schoools.nyc.gov (718) 293-5970
	14.	12.
	15.	13.
	16.	14.
	17.	15.
	18.	16.
	19.	17.
	20.	18.
	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic

	systematic evaluation data to demonstrate the impact of partner-services.	performance and turnaround of the identified schools)
	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
Partner Organization Name and Contact Information	Schools the partner has successfully supported in the last three years	References / Contracts
Partner Organization Name and Contact Information and description of type of service provided.	(attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	(include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
	11.	11.
	12.	12.
	13.	13.
	14.	14.
	15.	15.
	16.	16.
	17.	17.
	18.	18.
	19.	19.
	20.	20.
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years	References / Contracts
	(attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	(include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
	1.	1)
	2.	2)

	3.		3)
	4.		4)
	5.		5)
	6.		6)
	7.		7)
	8.		8)
	9.		9)

Riverside Avenue Middle School

Attachment G: School Organizational Chart



General D. Chappie James Middle School of Science



Attachment G General D. Chappie James Middle School of Science

Organization Sheet 2013-2014

Administration

Drew Goodman	Principal	Room 501	Extension 4070
Carolyné Monéreau-St. Louis	Assistant Principal	Room 451/509	Extension 4510/5091

Administrative Support

Mr. Andrew Wright	Parent Coordinator	Room 501	Extension 5010
Ms. Sandra Hardee	Payroll/Pupil Acct Secretary	Room 509	Extension 5090
Mr. Michael Caldron (7:30-2:00)	School Aide	Room 509	Extension 5092

Core Subject Instructional Team

	<u>ATS</u>	<u>Room</u>	<u>Teacher</u>	<u>Subject</u>	
<u>Ext.</u>					
GRADE 7	701	503	Mrs. S. Isidore	Humanities/Art History	5030
	702/179 ICT	508	Mrs. K. Mitchell-Parker	Math/Architecture	5080
	704 12-1-1	505	Ms. F. JBL	Humanities/Art History	
5050					
GRADE 8	801	504	Mr. S. Heffer	Math/Architecture	5040
		802/189 ICT	Ms. E. Epps	Humanities/Art History	
5020					
	804	507	Mr. P. Virgen	Math/Science	5070

Enrichment Cluster Instructional Team

<u>Room</u>	<u>Teacher</u>	<u>Subject</u>	<u>Ext.</u>
Playroom	Mr. A. Gladden	Physical Ed.	5060
	Ms. V. Menon	Technology	5060
	Ms. T. Campbell	Science	

Paraprofessionals

<u>Class Assigned</u>	<u>Name</u>	<u>Position</u>
804	R. Charles	Classroom Paraprofessional
804	M. Garcia	Oral Transliterator Paraprofessional

Instructional Support Staff

<u>Room</u>	<u>Name</u>	<u>Position</u>	<u>Extension</u>
	Ms. S. Edite	IEP/SETSS Teacher	
	TBA	Guidance Counselor	Suite 314
	TBA	Social Worker	3170
	TBA	Speech Teacher	
	Ms. C. Lauff	Physical Therapy	
	Ms. Mapp	Occupational Therapy	

Suite 314	TBA	ESL Teacher	
Suite 314	Ms. A. Gross	Psychologist	3200
	Ms. Anne-Marie Lamour	School Nurse	3170

Facility Support Staff

School Safety

Agents

Ms. Donald Ext 1000	Head Cook	Fields, SSA I,	Main Safety Desk
Mr. Tyreek Williamson 1000	Building Engineer	Prescott, SSA II,	Main Safety Desk Ext
Mr. Peters	Custodial Staff		
Mr. Issac	Custodial Staff		
Mr. S. Heywood	Custodial Staff		

Riverdale Avenue Middle School:

Month	Activity
June 2014	RAMAPO retreat for all staff (planning and preparation/ culture workshops) Final formal observations Conclude end of year conferences – set goals for the summer
July 2014	Review 2013-2014 teacher effectiveness data and meet with new teachers to set initial goals and instructional foci for the fall 2014. Begin to dissect student data
August 2014	Schedule 2014-2015 assessment cycles (dates and times) and observation cycles. 3 day Instructional PD- AUSSIE 3 Day Culture PD- Partnership with Children
September 2014	Meet with all teachers to review 2013-2104 feedback and set individual goals Informal observations and feedback sessions (1 per teacher) Formal observations (1 st Round)
October 2014	Round 1 data reviewed for PD modifications Intervisitations amongst classrooms at RAMS and in CFN to observe best practices Administrators continue formal observations (1st Round) Administrators start informal observations Round 2 (1 per teacher)
November 2014	Round 2 of informal observations continue Administrators continue formal observations (1st Round)
December 2014	Round 2 data reviewed for PD modifications and recommendations Informal observations Round 3 (1 per teacher), Formal observations (2nd Round)
January 2015	Mid-year check in with teachers. Action plans for growth and goals set for the second half of the school year PD plan updates based on teacher mid-year conversations and performance data Administrators conclude formal observations (2nd Round)
February 2015	Informal observations Round 4 (1 per teacher) RAMAPO retreat (all staff) planning and culture Formal observations (Round 3)
March 2015	Informal observations. Round 5 (1per teacher) Action plan for staff and / or individual teachers re-visited .
April 2015	Informal observations Round 6 (1 per teacher) Formal observations continue (Round 3)
May 2015	Schedule end of year conference with teachers Formal Observations End Assess teacher goals and summative ratings
June 2015	Review end of year data to set initial goals for 2015-2106

General D. Chappie James Middle School of Science:

Professional Development dates	Professional Development Topics	Attendees
September 11, 18, 25	Danielson Framework, Advance Teacher Evaluation	All Teachers
October 9, 16, 23, 30	Curriculum planning, Universal Backwards Design	All Teachers

November 13, 20, 27	Unit Planning Assessments types	All Teachers
December 11, 18	Unit Planning Assessments types	All Teachers
January 8, 15, 22, 29	Item analysis, Use of assessments	All Teachers
February 12, 26	Conferencing notes, State assessment review	All Teachers
March 12, 19, 26	Use of block scheduling, project based learning	All Teachers
April 9, 16, 30	Technology use in the classroom, teaching channel, education apps, hardware	All Teachers
May 14, 21, 28	Curriculum planning, Universal Backwards Design	All Teachers
June 11, 18	Curriculum planning, Universal Backwards Design	All Teachers

Implementation Plan

Riverdale Avenue Middle School:

Area of Development	Agent/Org responsible	Desired/Measurable Outcomes	How outcomes are determined to be effective
Curriculum	AUSSIE	Through one day per week of coaching visits, teacher effectiveness in math. Literacy and technology will improve as measured by the <i>Framework for Effective Teaching</i> .	Informal Observations Unit Plan feedback Lesson Plan collection and debrief Artifacts aligning to observations Debriefs with AUSSIE Coach Formal Observations Initial Planning Conferences Mid-Year Conversations
Instruction	AUSSIE	Through one day per week of coaching visits, teacher effectiveness in math. Literacy and technology will improve as measured by the <i>Framework for Effective Teaching</i> .	Informal Observations Debriefs with AUSSIE Coach Formal Observations Initial Planning Conferences Mid-Year Conversations
Extended Learning Time/ Use of Time	Cambridge Education	Monthly planning sessions between Cambridge Education staff and RAMS teachers to ensure Extended Learning Time alignment to regular school instructional initiatives and school culture	Weekly visits to Cambridge Education programs to monitor effectiveness Monthly meeting with Site Supervisor at Cambridge Education to look at plans, student work and trends
Data Driven Instruction	Teacher Data Team (per session funds allocated)	Weekly Meetings to create assessments, analyze them and make instructional decisions Diagnostic, benchmark and summative assessments Student reflections after each assessment	Significant student progress made mastering grade-level standards in mathematics and literacy
Inquiry	Teacher Inquiry Meeting – Once per week involving content	Inquiry Team Minutes Protocols used to identify strengths and challenges in student work Student Work – before and after Inquiry strategies are implemented	Significant student progress made mastering grade-level standards in mathematics and literacy Teacher effectiveness improved – giving teachers additional strategies to use to reach struggling students

	specific teachers looking at work together		
Student Support	Reading Intervention Teacher	Struggling students identified at the start of the year Push-in and pull-out instruction targeting our lowest readers Common planning meetings with content teachers to determine instructional next steps.	Student data for struggling readers shows improvement via TCRWP assessments, iReady and teacher created benchmark assessments monitoring comprehension.
School Climate and Discipline	Partnership with Children	Liaison meeting with Advisory (monthly) Weekly check-ins with admin to determine student need CARE Team weekly check-ins to look at students in need with content and special education teachers Discipline meetings each month to look at trends and troubleshoot issues as a whole staff Depersonalizing student behaviors and other workshops for teachers	Improved behavioral infractions measured by the Discipline Code binder Student surveys showing improvement in feelings about safe school climate and environment Learning Environment Survey (8 or above) in school climate
Parent and Community Engagement	Partnership with Children	Parent Workshops Surveys to determine need for Parent Workshops Parent University incentives and graduation ceremony	Sign in sheets for parent and family workshops indicating an increase in participation High number of graduates from Parent University in June 2015

General D. Chappie James Middle School of Science:

Area of Development	Agent/Org responsible	Desired/Measurable Outcomes	How outcomes are determined to be effective
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Use of technology	Achieve 3000	Growth towards pre-set goals, student independence; teacher use of data	Achieve 3000 data
Assessment usage	Network 613 Gen Ready Data Team	Improved planning differentiation in instruction	Student engagement based on Danielson Framework, movement toward student goals
CCLS aligned Unit & Lesson planning & coaching for teachers	GenReady Teachers Principal	Improved CCLS aligned lesson and units resulting in improved student outcomes.	Graduation rates Student engagement
CMP3 (provided through the DOE, no cost to the SIG)	Pearson	Improved planning demonstrated by use of previous assessments	Improved NYS Math scores
CodeX (provided through the DOE, no cost to the SIG)	Scholastic	Improved planning demonstrated by use of previous assessments	Improved NYS ELA scores
Project based Learning (Currently provided through the 21 st Century grant)	CITE	Improved teacher effectiveness form classroom observation	Student engagement as measured by Danielson

Kiersten Ward

Professional Experience

The General D. "Chapple" James Middle School of Science

Principal, 23K634

August 2012- May 2013

- Implemented structures and systems to support teachers and improve student outcomes (team meetings, data analysis, grade team leaders).
- Partnered with organizations to improve the social and emotional supports available to students and staff during and after school hours.
- Individualized professional development plans for teachers aligned with Danielson competencies
- Facilitated numerous professional developments on curriculum mapping and unit design using UBD 2.0 methodologies
- Led inquiry teams that used protocols to analyze student work in order to make instructional decisions and modify curriculum
- Aligned interim assessments and authentic classroom assessments to Common Core Learning Standards to monitor increases in student proficiency in ELA and Math.

New York City Leadership Academy- Aspiring Principals Program

Principal Intern, M.S. 057K

Principal Intern, The Young Women's Leadership School of Astoria

July 2011- January 2012

Feb.2012 – June 2012

- Supervise the ELA and Social Studies Departments in their inquiry work, curriculum and assessment development.
- Work with ELA, Social Studies and Special Education teachers to unpack the CCLS, align current performance tasks to the standards and create new performance tasks.
- Coordinate the Special Education department and facilitate new initiatives to increase accountability and monitor instructional practices.
- Plan and facilitate cross grade and content professional development to improve teacher effectiveness using the Danielson framework focusing on student engagement.
- Facilitate the creation of interim assessments to gather and analyze current school data to inform instructional decisions.
- Individualize learning for students by creating flexible schedules to maximize achievement and outcomes.
- Plan and supervise school fundraising events to build community inside and outside of the school.

I.S. 678, Brooklyn, NY

Special Education Coordinator

2009 - 2011

September 2010 - June 2011

- Developed systems and protocols to ensure the success of a new small middle school.
- Compiled student and school data to inform instruction, set academic goals and create standards-based and content specific benchmarks to monitor teacher curriculum and individual student progress.
- Supervised the Special Education teachers and students to ensure coherence across curriculum.
- Mentored new teachers and assisted in curriculum modification to meet the needs of all students.
- Administered pull-out instruction for mandated and at-risk students based on individual needs.
- Created and facilitated a tiered-discipline plan to be instituted for the 2010-11 school year.
- Fostered relationships between parents and community; active member of the PTA and SLT.
- Served as liaison to the advisory program to meet students' social and emotional needs by creating curriculum and training teachers.

I.S. 678, Brooklyn, NY 2009 - 2010

Special Education teacher

- Modified 6th grade NYS standards to meet the needs of special education students in a 12:1:1 environment.
- Facilitated Enrichment Clusters (yoga and cooking) to engage and motivate all learners including mainstreamed D75 students.
- Coordinated school-wide and grade-level field trips to support classroom learning and standards based outcomes.
- Assisted in the scoring of the 6th grade NYS ELA assessments extended responses.

P.S./I.S. 72, Brooklyn, NY 2007 – 2009

Special Education teacher

- Created standard-based lessons and units for 5th, 6th and 7th grade students in a 12:1:1 self-contained classroom.
- Instituted individual routines, goals, and transition activities to foster students' unique talents and abilities in the classroom.
- Developed data-folios and scored the New York State Alternate Assessment.

Teaching English as a Foreign Language

SKILL Aracati – Spanish & ESL Teacher

Aracati – CE, Brazil January 2005-December 2006

- Taught individual and group ESL classes to 75 students (ages 5 to 50).
- Developed a new curriculum for the learning disability program.

Dunham Institute – ESL Teacher

Chiapa de Corzo, Mexico January 2004-September 2004

- Taught three 1-hour ESL classes, 5 days per week, to beginner and intermediate learners (ages 6 to 45).
- Tutored and prepared students for upcoming entrance exams.

Contactel Communication Company and Next Level Language Institute - ESL Teacher

Prague, Czech Republic October 2003-January 2004

- Taught beginner and intermediate-level business English classes for business professionals
- Prepared employees for business exams and proficiency tests.

Education and Certification

Masters of Science, Special Education

Brooklyn College, Brooklyn- NY

B.A. Politics, Broadcast Journalism

New York University, New York- NY

School Building Leader Certificate

NYS Professional Teaching Certificate - Special Education K-6

TEFL Certificate - 120-hour course: Next Level Language Institute, Prague- Czech Republic

Skills

Fluent in Spanish and Portuguese

Drew D. Goodman

PROFESSIONAL EXPERIENCE

Chappie James Middle School, Principal, Brooklyn, NY May 2013-Present

Instructional leader responsible for curriculum and unit plan development. Responsible for planning and leading professional development sessions. Currently responsible for all teacher observations, procurement, safety, Scheduling, and data review. Certified as a lead Advance observer and rating officer.

Office of Teacher Quality Department of Education, Field Supervisor, NY, NY December 2011- Present

Field Supervisor for Absent Teacher Reserve pedagogues. Serve as the rating officer, and responsible for completing observations, providing timely feedback and professional development. Coordinate with superintendents on year end ratings. Work collaboratively with principals to evaluate teachers and suggest teachers for vacancies. Lead professional development sessions on lesson and unit planning aligned with the common core standards.

Chappie James Middle School, Assistant Principal, Brooklyn, NY September 2011-December 2011

Supervisor of school safety and math department. Responsible for OORS reporting, school safety policies creation, Lead in Safety and BRT team meetings, coordinated post suspension counseling sessions, organized an lead parent meetings on discipline guide book, professional development for Danielson training and implementation of core curriculum.

The Scholars Academy, Assistant Principal, Queens, NY September 2009- June 2011

Supervisor for school safety, transportation, Physical Education and technology. Responsible for OORS reporting, BRT team training, safety plan completion. Responsible for analyzing, designing and purchasing technology to support and enhance instruction. Implemented use of Gmail and Google documents to improve school-wide communication and transferring of information. Designed sixth grade use of Kindles and EBooks to eliminate the need for textbooks. Created a new computer room for student; observed lessons to integrate the use of new technology. Supervised cluster teachers and school safety. Oversaw school inventory and technology purchasing.

The Lucretia Mott School 215, Assistant Principal, Queens, NY December 2008-June 2009

Supervised pre -K, third and fourth grades. Responsible for teacher observations, analyzing ARIS data and meeting with teachers' to provide support and guidance to improve differentiation of instruction. Supervised safety and discipline by organizing and leading safety meetings and met with parents and teachers' to provide support for students. Oversaw the inventory and worked collaboratively with the PA to provide the staff with resources to improve instruction.

United Federation of Teachers Secondary Charter School, Principal, Brooklyn, NY Mar. 2006 - Nov. 2008

School Leader for grades 6-12, responsible for day to day operations. Designed curriculum, daily schedule, community service and after-school program. Served as a board member, lead data team, designed professional development to improve lesson planning, implemented character building curriculum, planned and lead weekly professional development, supervised *Reading Buddies* program, organized partnerships to create internships and in-school training sessions for students with an international investment company Alliance-Bernstein. Worked collaboratively with the staff to create lesson plans and modeled teaching techniques for use in their classrooms. Named as one of the top achieving charter schools in New York State for 2006-2007.



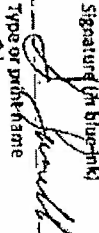
W. Arthur Cunningham Intermediate School 234, Assistant Principal, Brooklyn, NY Sept.2003 – Feb. 2006

Supervised Social Studies, Science, Technology, and Physical Education departments; supervised school security; designed and implemented professional development for teachers, worked with each department to modify lessons to

Attachment A
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to WSEED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature does not indicate agreement.)
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed and submitted to WSEED on this form.

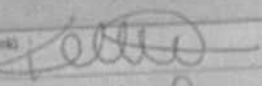
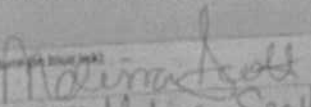
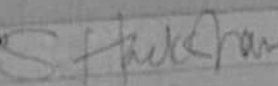
Principal's Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Signature (in blue ink)		
Type or print name	Dr. [Name]	
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Signature (in blue ink)		
Type or print name	[Name]	
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Signature (in blue ink)		
Type or print name	[Name]	

23K668 - SIG - Turnaround - PI

Attachment A
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 100 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to WYED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

3. Representatives of constituency groups who sign this form under their name/role are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
4. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed and submitted to WYED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)		
Type or print name	Kiersten Ward	
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)		
Type or print name	Melissa Scott	
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)		
Type or print name	Susan Hackshaw	

Drew D. Goodman

PROFESSIONAL EXPERIENCE

Chappie James Middle School, Principal, Brooklyn, NY May 2013-Present

Instructional leader responsible for curriculum and unit plan development. Responsible for planning and leading professional development sessions. Currently responsible for all teacher observations, procurement, safety, Scheduling, and data review. Certified as a lead Advance observer and rating officer.

Office of Teacher Quality Department of Education, Field Supervisor, NY, NY December 2011- Present

Field Supervisor for Absent Teacher Reserve pedagogues. Serve as the rating officer, and responsible for completing observations, providing timely feedback and professional development. Coordinate with superintendents on year end ratings. Work collaboratively with principals to evaluate teachers and suggest teachers for vacancies. Lead professional development sessions on lesson and unit planning aligned with the common core standards.

Chappie James Middle School, Assistant Principal, Brooklyn, NY September 2011-December 2011

Supervisor of school safety and math department. Responsible for OORS reporting, school safety policies creation, Lead in Safety and BRT team meetings, coordinated post suspension counseling sessions, organized an lead parent meetings on discipline guide book, professional development for Danielson training and implementation of core curriculum.

The Scholars Academy, Assistant Principal, Queens, NY September 2009- June 2011

Supervisor for school safety, transportation, Physical Education and technology. Responsible for OORS reporting, BRT team training, safety plan completion. Responsible for analyzing, designing and purchasing technology to support and enhance instruction. Implemented use of Gmail and Google documents to improve school-wide communication and transferring of information. Designed sixth grade use of Kindles and EBooks to eliminate the need for textbooks. Created a new computer room for student; observed lessons to integrate the use of new technology. Supervised cluster teachers and school safety. Oversaw school inventory and technology purchasing.

The Lucretia Mott School 215, Assistant Principal, Queens, NY December 2008-June 2009

Supervised pre -K, third and fourth grades. Responsible for teacher observations, analyzing ARIS data and meeting with teachers' to provide support and guidance to improve differentiation of instruction. Supervised safety and discipline by organizing and leading safety meetings and met with parents and teachers' to provide support for students. Oversaw the inventory and worked collaboratively with the PA to provide the staff with resources to improve instruction.

United Federation of Teachers Secondary Charter School, Principal, Brooklyn, NY Mar. 2006 - Nov. 2008

School Leader for grades 6-12, responsible for day to day operations. Designed curriculum, daily schedule, community service and after-school program. Served as a board member, lead data team, designed professional development to improve lesson planning, implemented character building curriculum, planned and lead weekly professional development, supervised *Reading Buddies* program, organized partnerships to create internships and in-school training sessions for students with an international investment company Alliance-Bernstein. Worked collaboratively with the staff to create lesson plans and modeled teaching techniques for use in their classrooms. Named as one of the top achieving charter schools in New York State for 2006-2007.

W. Arthur Cunningham Intermediate School 234, Assistant Principal, Brooklyn, NY Sept.2003 – Feb. 2006

Supervised Social Studies, Science, Technology, and Physical Education departments; supervised school security; designed and implemented professional development for teachers, worked with each department to modify lessons to

reflect differentiation and incorporate state standards. Responsible for teacher observations and supervised grade deans. Responsible for book distribution and accuracy of OORS information. Lead safety meetings and organized supervision of school events.

United Federation of Teachers, UFT Representative, New York, NY 2000 - 2002
Represented teachers at twenty-five schools during summer school session. Visited schools to ensure that the union contract was in practice. Represented UFT members in unsatisfactory rating hearings.

Marine Park Intermediate School 278, Social Studies Teacher, Dean Brooklyn, NY September 1997 – June 2002
Supervised the seventh grade; processed Superintendent's Suspensions and served as representative during corresponding hearings; organized In-House Suspension Program; entered all information for the Online Occurrence Recording System (OORS); trained staff in use of OORS; developed and supervised after-school detention program. Taught Eighth grade Social Studies in the Inclusion Program; taught Social Studies and Reading in the alternative S.P.I.N.S. program; taught seventh grade technology; organized annual charity basketball games; developed schools' Comprehensive Educational Plan (CEP).

Beaver Country Day School, Teacher/Advisor, Chestnut Hill, MA September 1995 – June 1997
Taught seventh grade Social Studies; taught a mock Senate sub-committee class about Social Security; provided academic support as student advisor; served as faculty advisor for the African-American club.

Midwood High School, Boys basketball coach, Brooklyn, NY 2009-present
Won New York City 'A' division Championship

Professional Development

Leaders in Education Apprenticeship Program NY, NY 2011-2012

EDUCATION

Touro College, New York, NY May 2002
Master of Arts – Administration and Supervision

Mercy College, Bronx, NY May 2000
Master of Science – Education

Wheaton College Norton, MA May 1994
Bachelor of Arts – Major in Political Science, American History & Philosophy
Honors: Dean's List

Wheaton College – Men's Varsity soccer, Men's Varsity Basketball, Vice President Students of Color.

Recommendations upon request.

Kiersten Ward

Professional Experience

The General D. "Chapple" James Middle School of Science

Principal, 23K634

August 2012- May 2013

- Implemented structures and systems to support teachers and improve student outcomes (team meetings, data analysis, grade team leaders).
- Partnered with organizations to improve the social and emotional supports available to students and staff during and after school hours.
- Individualized professional development plans for teachers aligned with Danielson competencies
- Facilitated numerous professional developments on curriculum mapping and unit design using UBD 2.0 methodologies
- Led inquiry teams that used protocols to analyze student work in order to make instructional decisions and modify curriculum
- Aligned interim assessments and authentic classroom assessments to Common Core Learning Standards to monitor increases in student proficiency in ELA and Math.

New York City Leadership Academy- Aspiring Principals Program

Principal Intern, M.S. 057K

Principal Intern, The Young Women's Leadership School of Astoria

July 2011- January 2012

Feb.2012 – June 2012

- Supervise the ELA and Social Studies Departments in their inquiry work, curriculum and assessment development.
- Work with ELA, Social Studies and Special Education teachers to unpack the CCLS, align current performance tasks to the standards and create new performance tasks.
- Coordinate the Special Education department and facilitate new initiatives to increase accountability and monitor instructional practices.
- Plan and facilitate cross grade and content professional development to improve teacher effectiveness using the Danielson framework focusing on student engagement.
- Facilitate the creation of interim assessments to gather and analyze current school data to inform instructional decisions.
- Individualize learning for students by creating flexible schedules to maximize achievement and outcomes.
- Plan and supervise school fundraising events to build community inside and outside of the school.

I.S. 678, Brooklyn, NY

Special Education Coordinator

2009 - 2011

September 2010 - June 2011

- Developed systems and protocols to ensure the success of a new small middle school.
- Compiled student and school data to inform instruction, set academic goals and create standards-based and content specific benchmarks to monitor teacher curriculum and individual student progress.
- Supervised the Special Education teachers and students to ensure coherence across curriculum.
- Mentored new teachers and assisted in curriculum modification to meet the needs of all students.
- Administered pull-out instruction for mandated and at-risk students based on individual needs.
- Created and facilitated a tiered-discipline plan to be instituted for the 2010-11 school year.
- Fostered relationships between parents and community; active member of the PTA and SLT.
- Served as liaison to the advisory program to meet students' social and emotional needs by creating curriculum and training teachers.

- Contributed to the development of the school's CEP, aligning instruction and budget.

I.S. 678, Brooklyn, NY 2009 - 2010

Special Education teacher

- Modified 6th grade NYS standards to meet the needs of special education students in a 12:1:1 environment.
- Facilitated Enrichment Clusters (yoga and cooking) to engage and motivate all learners including mainstreamed D75 students.
- Coordinated school-wide and grade-level field trips to support classroom learning and standards based outcomes.
- Assisted in the scoring of the 6th grade NYS ELA assessments extended responses.

P.S./I.S. 72, Brooklyn, NY 2007 – 2009

Special Education teacher

- Created standard-based lessons and units for 5th, 6th and 7th grade students in a 12:1:1 self-contained classroom.
- Instituted individual routines, goals, and transition activities to foster students' unique talents and abilities in the classroom.
- Developed data-folios and scored the New York State Alternate Assessment.

Teaching English as a Foreign Language

SKILL Aracati – Spanish & ESL Teacher

Aracati – CE, Brazil January 2005-December 2006

- Taught individual and group ESL classes to 75 students (ages 5 to 50).
- Developed a new curriculum for the learning disability program.

Dunham Institute – ESL Teacher

Chiapa de Corzo, Mexico January 2004-September 2004

- Taught three 1-hour ESL classes, 5 days per week, to beginner and intermediate learners (ages 6 to 45).
- Tutored and prepared students for upcoming entrance exams.

Contactel Communication Company and Next Level Language Institute - ESL Teacher

Prague, Czech Republic October 2003-January 2004

- Taught beginner and intermediate-level business English classes for business professionals
- Prepared employees for business exams and proficiency tests.

Education and Certification

Masters of Science, Special Education

Brooklyn College, Brooklyn- NY

B.A. Politics, Broadcast Journalism

New York University, New York- NY

School Building Leader Certificate

NYS Professional Teaching Certificate - Special Education K-6

TEFL Certificate - 120-hour course: Next Level Language Institute, Prague- Czech Republic

Skills

Fluent in Spanish and Portuguese

Category	Primary SIG Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Phase out: Chappie James Middle School of Science (23K634)							
Code 15	Extended Learning Time (ELT)	Hourly Teacher Per Session: This allocation will be for teacher per-session to provide E.L.T instruction for students. Goal #1: To provide students with comprehensive supports that enables them to meet CCSS grade level standards in all content areas. This will provide 448 teacher per-session hours.	\$20,886	\$0	\$0	\$20,886	The School will be in its final year of phase out during the 2014-15 SY, and will not need to continue to provide per-session funds to the teachers
		Subtotal Code 15	20,886	0	0	20,886	
		Subtotal Code 16	0	0	0	0	
Code 40	Teacher Training Metamorphosis	Content Coaching is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.	13,415			\$13,415	Title I funds will be repurposed to sustain this activity
Code 40	Student Support	This partnership will be with Counseling In Schools. The partnership will provide a social worker three days per week, to support a target group of students, as well as provide supports for parents. This partner is connected to SIG Goal #2; To provide a wrap-around social and emotional support model for our school community that enables both our students and parents with the skills they need to be successful.	\$57,000	\$0	\$0	\$57,000	The School will be in its final year of phase out during the 2014-15 SY and will not need to continue the services.
Code 40	Curriculum	This partnership will be with Generation Ready. This partner is also being utilized by the phase-in school. The partner will provide PD for teachers, one-to-one coaching, & development of lab site classrooms for further support. This partnership is connected to SIG Goal #1 & 3. (Goal #1) To provide students with comprehensive supports that enables them to meet CCSS grade level standards in all content areas. (Goal #3): To provide teachers with a set of supports that will enable them to embrace the key components of the Danielson framework in planning, assessing and engaging students in classroom instruction.	\$31,250	\$0	\$0	\$31,250	The School will be in its final year of phase out during the 2014-15 SY and will not need to continue the services. The phase in school will continue to use this partnership through the duration of the grant.
		Subtotal Code 40	101,665	0	0	101,665	
Code 45	Instruction	This allocation will be for Achieve 3000 software. The software will be used to provide student with access to a blended on-line curriculum which scaffolds supports. This program can also be used during ELT time. Goal #1: To provide students with comprehensive supports that enables them to meet CCSS grade level standards in all content areas.	\$10,000	\$0	\$0	\$10,000	The School will be in its final year of phase out during the 2014-15 SY, and redistribute all hardware and software to the building council to be used by the phase in school
		Subtotal Code 45	10,000	0	0	10,000	
Code 80	All	Employee fringes as calculated on ARRA-funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	1,596	0	0	\$1,596	
		Subtotal Code 80	1,596	0	0	1,596	
		Subtotal Phase-out	134,146	0	0	134,146	
Phase in: Riverdale Avenue Middle School (23K668)							
Code 15	Data-Driven Instruction/Inquiry (DDI)	Hourly Per Session: Our school currently has a strong Data Team Leader who works with staff on a weekly basis to analyze student data and help teachers use this data to inform instruction and make curricular decisions. Per session money's will be used to expand and continue the data analysis and train new teachers as they join our school. Our data coach is a full-time teacher who will meet with grade teams and content areas during after and before school hours. Data analysis will be done by grade teams and content areas on a weekly basis. The justification for this program is, 75% of our students are currently performing below grade level in math and/or ELA. The purpose for allocating funding for inquiry work and data analysis is to provide teachers with the skills to conduct inquiry and data analysis work so that they can identify (a) the strategies that students are using successfully; (b) the deficits that students have; (c) the effect that classroom instruction has on students as evidenced in student work. Based on findings, teachers will be able to identify weaknesses for targeted instruction, determine how to group students for instruction and intervention, and modify curriculum to best meet student needs. Inquiry cycles will follow the analyze/teach/analyze model to track student progress and effectiveness of interventions.	\$25,000	\$25,000	\$25,000	\$75,000	As the school's population grows, so will the amount of Title I and Fair Student Funding. We will absorb the costs for this program in the school's budget after the SIG grant expires. Also as our school reaches its full enrollment we will no longer need to hire an entire cohort of teachers. We will have a sustainable workforce, without the annual increase that will occur during the 3 years of our SIG grant. Our data training will then decrease dependent on staff needs and levels of expertise.

Code 15	Instruction	Hourly Per Session: 75% of our students are currently performing below grade level in ELA. We have discovered that many of these children are lacking the fundamentals for decoding and comprehending grade level materials. The goals for our reading intervention teacher will be to provide one on one intensive Wilson instruction for those children with severe decoding deficits; to provide guided reading lessons to groups of students who are reading below level with the goal of providing the scaffolds needed to tackle increasingly difficult texts; and to regularly evaluate student reading levels to determine the effectiveness of intervention strategies. In addition, our specialist will provide PD workshops for classroom teachers on intervention strategies to use with their students.	\$53,000	\$18,000	\$18,000	\$89,000	As the school's population grows, so will the amount of Title I and Fair Student Funding. We will be able to absorb the cost for this teacher in the school's budget. As our register increases and we grow into full capacity, we will be able to support the cost of this teacher.
			\$0	\$0	\$0	\$0	
			Subtotal Code 15	78,000	43,000	43,000	164,000
			Subtotal Code 16	0	0	0	0
Code 40	Teacher Training Metamorphosis	Content Coaching is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.	\$36,585	\$25,000	\$85,000	\$146,585	Title I funds will be repurposed to sustain this activity.
Code 40	Use of Time	Our vendor is Citizen School Extended Learning Time. The overall goal of our work with Citizen Schools is to provide a high quality expanded day program for students from 3:00 - 6:00. This will be accomplished through a weekly 3 hour apprenticeship program where students are partnered with professionals in the legal, business, food provision and architectural fields; through 8 hours per week of structured academic support in math, literacy, and homework assistance, and through an hour of weekly team building activities. Visits to local colleges and businesses throughout the year establish college to career connections for our students.	\$100,319	\$100,322	\$70,322	\$270,963	Title I moneys will be used, Title III moneys will be used to extend the school day for students and there is a possibility of charging families prorated fees for students to attend after-school and extended learning time programs. WE will also actively seek grants to fund extended learning time programs in our school after SIG moneys expire.
Code 40	School Climate and Discipline	100% of our student population comes from families living below the poverty line. Consequently, our students have social, emotional, and cognitive needs that cannot be addressed solely by DOE staff. Partnership With Children, works to address the social, emotional, and cognitive development challenges among students in schools in low-income neighborhoods. This multi-faceted program includes individual counseling, small group work, crisis intervention and management, family counseling, case work services, family outreach/support, teacher collaboration, and school-wide activities designed to stabilize, unify, and inspire the entire school community. The goal of the program is to increase student attendance and on-task behavior, improve teachers' classroom management skills, reduce school violence and suspensions, engage families in their children's education, and allow principals to spend less time on discipline and more time on academic instruction, ultimately changing the culture of the school. In addition, Partnership provides professional development for our teachers and families to ensure that children have the greatest chance at success in school. PWC has an office in our school, a staff of social workers, and are in our school from 9am to 3pm working directly with our students and staff.	\$90,000	\$45,000	\$15,000	\$150,000	As the school's population grows, so will the amount of Title I and Fair Student Funding. We will absorb the costs for this program in the school's budget. Also, in Years two and three half of the PMC money will be funded by SIG which will allow for us to plan full payment in years beyond. The vision and mission of PMC funded through Robin Hood is that the school community will become self-sufficient within the school. In the first year we will have more intensive supports which will build internal capacity and allow for school staff to take on more responsibility for the fidelity of the program in years two, three and beyond.
Code 40	Teacher Evaluation (APPR) Implementation	As a new school, with a growing staff each year, the need for consistency in the delivery of instruction is critical. This past year, we have used an AUSSIE consultant who has provided support to our staff of teachers on designing inter-disciplinary units of study using the Understanding by Design model; the delivery of effective instruction through mini-lessons and Problem Based Learning, and through coaching teachers on classroom management. He will continue to work with new teams of teachers as they become members of our school community, and will continue to support existing staff as they mentor and guide new teachers as well.	\$45,000	\$30,000	\$30,000	\$105,000	In three years time our instructional consultant will have had sufficient time with key staff members to develop teacher leaders and content area coaches that will supplant the majority of his services. Our consultant will remain with us after the SIG funding expires, in a much smaller capacity to ensure instructional priorities and student outcomes. Once their capacity has been developed, the school will sustain best instructional practices with support from administration and Network.
			Subtotal Code 40	271,904	200,322	200,322	672,548
			Subtotal Code 45	0	0	0	0
Code 80	All	Employee fringes as calculated on ARRA-funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	15,950	6,678	6,678	\$29,306	
			Subtotal Code 80	15,950	6,678	6,678	29,306
			Subtotal Phase In	365,854	250,000	250,000	865,854

CENTRAL		Subtotal Phase out + Phase In	500,000	250,000	250,000	1,000,001
Code 15						
		Subtotal Central	0	0	0	0
		TOTAL SIG	500,000	250,000	250,000	1,000,001
		Non-Core Instruction Tax Levy	272,470	136,235	136,235	544,939
		Title 1 for Priority and Focus Schools	42,420	21,210	21,210	84,840
		Other Title 1 allocations	181,477	90,738	90,738	362,953
		TOTAL	996,366	498,183	498,183	1,992,733

Chapple James Middle School of Science/Riverdale Avenue Middle School

Attachment D - (1003g) Budget Summary Chart

Agency Code	305100010051
Agency Name	New York City Department of Education

Pre-Implementation Period		
Categories	Code	Costs
Professional Salaries	15	\$
Support Staff Salaries	16	\$
Purchased Services	40	\$
Supplies and Materials	45	\$
Travel Expenses	46	\$
Employee Benefits	80	\$
Indirect Cost (IC)	90	\$
BOCES Service	49	\$
Minor Remodeling	30	\$
Equipment	20	\$
Total		\$ -

Year 1 Implementation Period		
(June 1, 2014 - June 30, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 98,886
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 373,569
Supplies and Materials	45	\$ 10,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 17,545
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 500,000

Year 2 Implementation Period		
(July 1, 2015 - June 30, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 43,000
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 200,322
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 6,678
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 250,000

Year 3 Implementation Period		
(July 1, 2016 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 43,000
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 200,322
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 6,678
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 250,000

Total Project Period		
(June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 184,886
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 774,213
Supplies and Materials	45	\$ 10,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 30,902
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 1,000,001

Total Project Period		
(June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 184,886
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 774,213
Supplies and Materials	45	\$ 10,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 30,902
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 1,000,001



BASIC PROJECT INFORMATION		
N.Y.C. GRANT # <div style="border: 1px solid black; height: 15px; width: 100%;"></div>	N.Y.C. DOCUMENT # <div style="border: 1px solid black; display: flex; justify-content: space-between; width: 100%;"><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div></div>	PROJECT # <div style="border: 1px solid black; display: flex; justify-content: space-between; width: 100%;"><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div></div>
AGENCY CODE	<div style="border: 1px solid black; display: flex; justify-content: space-between; width: 100%;"><div style="width: 10%; text-align: center;">3</div><div style="width: 10%; text-align: center;">0</div><div style="width: 10%; text-align: center;">5</div><div style="width: 10%; text-align: center;">1</div><div style="width: 10%; text-align: center;">0</div><div style="width: 10%; text-align: center;">0</div><div style="width: 10%; text-align: center;">0</div><div style="width: 10%; text-align: center;">1</div><div style="width: 10%; text-align: center;">0</div><div style="width: 10%; text-align: center;">0</div><div style="width: 10%; text-align: center;">5</div><div style="width: 10%; text-align: center;">1</div></div>	
Federal /State Program	SCHOOL IMPROVEMENT GRANT 1003 (g). Cohort 5, Year 1 <u>Chappie James Middle School of Science/Riverdale Avenue Middle School</u>	
Contact Person	<u>EDUARDO CONTRERAS</u>	
Agency Name	<u>New York City Department of Education</u>	
Mailing Address	<u>52 Chambers Street, Room 213</u>	
	<u>New York, N.Y. 10007</u>	
Telephone #	<u>212-374-0520</u>	<u>Manhattan</u> County
Project Operation Dates From	<u>JUN</u> <u>1</u> <u>2014</u>	To <u>JUN</u> <u>30</u> <u>2015</u>

BUDGET TOTAL

\$500,000

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

Do not include central administrative staff which are considered as indirect costs.

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
23K634 Phase out			
Teacher	0.00	0	0
Teacher (regular)	0.00	0	0
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.00	0	0
Education Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	498	41.98	20,886
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Guidance Counselor Per Session	0	43.93	0
Supervisor Per Session (rate per hour)	0	43.93	0
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	0	154.97	0
			20,886
23K668 Phase in			
Teacher	0.50	106,000	53,000
Teacher (regular)	0.00	0	0
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.00	0	0
Eduacation Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	596	41.98	25,000
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Guidance Counselor Per Session	0	19.12	0
Supervisor Per Session (rate per hour)	0	43.93	0
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	0	154.97	0
			78,000
Central			
Director of Policy and Operations, New Schools	0.00	62,000	0
			0
Subtotal - Code 15			98,886

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff which are considered as indirect costs.

Specific Position Title		FTE/Hours/Days	Rate of Pay	Project Salary
23K634	Phase out			
	Family Worker (DC37 Para E-Bank)	0.00	0	0
	School Aide (E-Bank)	0.00	0	0
	Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
	School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
	Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
				0
23K668	Phase in			
	Family Worker (DC37 Para E-Bank)	0.00	0	0
	School Aide (E-Bank)	0.00	0	0
	Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
	School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
	Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
				0
	Subtotal - Code 16			0

PURCHASED SERVICES: Code 40

Include consultants (indicated per diem rate), rentals, tuitions, and other contractual services. Copies of contracts may be requested by the department

Object Code and Description of Item (Potential Vendors)	Proposed Expenditure
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23K634 Phase out		
685 - Educational Consultant	Generation Ready	31,250
686 - Professional Services Other	Counseling in Schools	57,000
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis	13,415
		101,665

23K668 Phase in		
685 - Educational Consultant	AUSSIE	45,000
686 - Professional Services Other	Citizen School Extended Learning Time; Partnership With Children	190,319
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis	36,585
		271,904

Subtotal - Code 40

373,569

SUPPLIES AND MATERIALS: Code 45

Include computer software, library books and equipment items under \$1000 per unit cost

Object Code and Description of Item		Proposed Expenditure
23K634	Phase out	
Computer and Printers under \$5,000 per unit		0
Educational Software		10,000
General and Instructional Supplies		0
Library Books		0
Supplemental Textbooks		0
		10,000
23K668	Phase in	
Computer and Printers under \$5,000 per unit		0
Educational Software		0
General and Instructional Supplies		0
Library Books		0
Supplemental Textbooks		0
		0
	Subtotal - Code 45	10,000

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instruction sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Object Code and Description	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Subtotal - Code 46			0

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Item	Proposed Expenditure
Social Security	
Retirement	New York State Teachers
	New York State Employees
Health Insurance	
Worker's Compensation	
Unemployment Insurance	
Welfare Benefits	
Annuity	
Sabbaticals	
ARRA FRINGE - Phase out	1,596
ARRA FRINGE - Phase in	15,950
ARRA FRINGE - CENTRAL	0
Subtotal - Code 80	17,545

CALCULATION OF INDIRECT COST: Code 90

A. Modified Direct Cost Base - Sum of all preceding subtotals (Codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)	\$500,000
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

EQUIPMENT : Code 20

Include items of equipment, such as furniture, furnishings and machines that are not integral parts of the building or building services. Repairs of equipment should be budgeted under Code 40 - Purchased Services. All equipment purchased in support of this project with a unit cost of \$1000 or more should be itemized in this category. Equipment under \$1000 should be budgeted under Code 45 - Supplies and Materials.

Description of Item	Proposed Quantity	Unit Cost	Proposed Expenditure
Subtotal - Code 20			0

M/WBE COVER LETTER Minority & Woman-Owned Business Enterprise Requirements

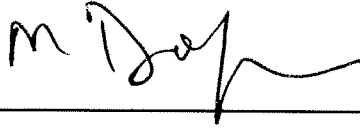
NAME OF GRANT PROGRAM: 1003(g) School Improvement Grant (SIG) (SIG Round 5). RFP Number: TA-14

NAME OF APPLICANT: NYC DEPARTMENT OF EDUCATION

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

- Full Participation – No Request for Waiver (PREFERRED)
- Partial Participation – Partial Request for Waiver
- No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.
Typed or Printed Name of Authorized Representative of the Firm Mary Doyle
Typed or Printed Title/Position of Authorized Executive Director, State Portfolio Planning
Signature/Date  2/21/14

M/WBE Documents

M/WBE Goal Calculation Worksheet
 (This form should reflect Multi-Year Budget Summary Totals)

RFP # and Title: 1003(g) School Improvement Grant (SIG) (SIG Round 5). RFP Number: TA-14

Applicant Name: NYC DEPARTMENT OF EDUCATION

The M/WBE participation for this grant is 20% of each applicant's total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) and fringe benefits, as well as rent, lease, utilities, and indirect costs, if these are allowable expenditures.

Please complete the following table to determine the dollar amount of the M/WBE goal for

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1	Total Budget		\$ 1,000,001
2	Professional Salaries	\$ 184,886	
3	Support Staff Salaries	\$ -	
4	Fringe Benefits	\$ 30,902	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ 215,788
8	Line 1 minus Line 7		\$ 784,213
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =M/WBE goal amount		\$ 156,843



M/WBE UTILIZATION PLAN

INSTRUCTIONS: All bidders/applicants submitting responses to this procurement/project must complete this M/WBE Utilization Plan unless requesting a total waiver and submit it as part of their proposal/application. The plan must contain detailed description of the services to be provided by each Minority and/or Women-Owned Business Enterprise (M/WBE) identified by the bidder/applicant.

Bidder/Applicant's Name: NYC DEPARTMENT OF EDUCATION

Telephone/Email: (212) 374-0520

Address: Chambers St.

Federal ID No.: 13-6400434

City, State, Zip: New York, NY 10007

RFP No: RFP Number: TA-14

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of
<p>NAME: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC</p> <p>ADDRESS: 165 PARK ROW # 18A</p> <p>CITY, ST, ZIP: New York NY, 10038</p> <p>PHONE/E-MAIL: 212-608-0714 / lucy@lucywestpd.com</p> <p>FEDERAL ID No. 043713795</p>	<p>NYS ESD Certified</p> <p>MBE <input type="checkbox"/></p> <p>WBE <input checked="" type="checkbox"/></p>	<p>Content Coaching is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.</p>	<p>Year 1 \$ 50,000</p> <p>Year 2 \$ 25,000</p> <p>Year 3 \$ 85,000</p> <p>TOTAL \$ 160,000</p>

PREPARED BY (Signature)  DATE 2-22-14

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-1, 5 NYCRR PART 143 AND THE ABOVE REFERENCE SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL/APPLICATION DISQUALIFICATION.

NAME AND TITLE OF PREPARER: Eduardo Contreras

TELEPHONE/E-MAIL: 212-374-0520 / econtreras3@schools.nyc.gov

DATE: February 27, 2014

REVIEWED BY _____	DATE _____
UTILIZATION PLAN APPROVED YES/NO _____	DATE _____
NOTICE OF DEFICIENCY ISSUED YES/NO _____	DATE _____
NOTICE OF ACCEPTANCE ISSUED YES/NO _____	DATE _____

M/WBE SUBCONTRACTORS AND SUPPLIERS NOTICE OF INTENT TO PARTICIPATE

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal/application.

Bidder/Applicant Name: NYC DEPARTMENT OF EDUCATION **Federal ID No.:** 13-6400434

Address : 52 Chambers Street **Phone No.:** 212-374-0520

City Brooklyn **State** NY **Zip Code** 11238 **E-mail:** mdoyle@schools.nyc.gov

Signature of Authorized Representative of Bidder/Applicant's Firm


Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm
Mary Doyle, Executive Director State Portfolio Policy

Date: 2/21/14

PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:

Name of M/WBE: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC **Federal ID No.:** 043713795

Address: ADDRESS: 165 PARK ROW # 18A **Phone No.:** 212-233-0419

City, State, Zip Code: New York NY, 10038 **E-mail:** lucy@lucywestpd.com

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:

Content Coaching is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.

DESIGNATION: MBE Subcontractor WBE Subcontractor MBE Supplier WBE Supplier

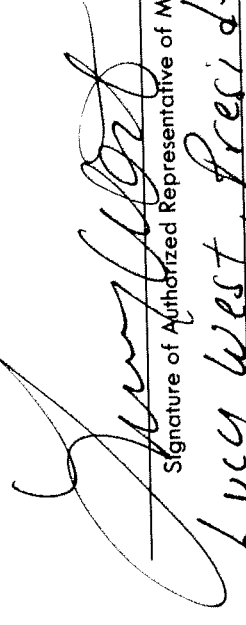
PART C - CERTIFICATION STATUS (CHECK ONE):

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development
The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.

The estimated dollar amount of the agreement:	\$ 160,000
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Date: 2/21/14



Signature of Authorized Representative of M/WBE Firm
Lucy West, President
Printed or Typed Name and Title of Authorized Representative

EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN (Instructions on Page 2)

Applicant Name: Metamorphosis Teaching Learning Communities, Inc. Telephone: 212-233-0419
 Address: 165 Park Row #189 Federal ID No.: 04-371-3795
 City, State, ZIP: New York, NY 10038 Project No: _____

Report includes:

- Work force to be utilized on this contract OR
 Applicant's total work force

Enter the total number of employees in each classification in each of the EEO-Job Categories identified.

EEO - Job Categories	Hispanic or Latino		Race/Ethnicity - report employees in only one category																
	Total Work Force		Male					Not-Hispanic or Latino					Female						
	Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	
Executive/Senior Level Officials and Managers										2									
First/Mid-Level Officials and Managers			1							16	1		2						
Professionals			1																
Technicians																			
Sales Workers																			
Administrative Support Workers										1	1								
Craft Workers																			
Operatives																			
Laborers and Helpers																			
Service Workers																			
TOTAL			2							19	2		2						

PREPARED BY (Signature): David Howell DATE: 2/28/2014

NAME AND TITLE OF PREPARER: David Howell, Operations Mgr. TELEPHONE/EMAIL: 212-233-0419 david@lucywestpd.com