ORIGINAL

School Improvement Grant (SIG) 1003[g]

Log Number	Date Received

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
Globe School For Environmental Research	321100011272

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)
290	3710 BARNES AVENUE Bronx, NY 10467

School Model Proposed to be Implemented in the Priority School Identified in this Application

Turnaround	Restart	Transformation	Closure
☐	☐	☒	☐

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)
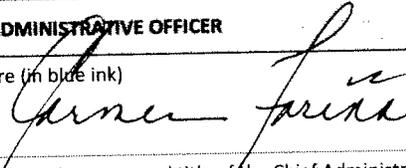
Date 2/25/14

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

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11X272 Globe School-Envirnm Research

2014 SIG Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST #11 - BRONX

Select School Name:

321100011272 GLOBE SCHOOL-ENVIRNM RESEARCH

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:

290

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

Transformation

SIG SUBMISSION CHECKLIST - *Turnaround, Restart,* and *Transformation Models*

Documents for Submission	Checked – applicant	Checked – SED
Application Cover Sheet *(with original signatures in <u>blue ink</u>)*	☑	☐
Proposal Narrative *(Including District-level Plan, School-level Plan)*	☑	☐
Attachment A Consultation and Collaboration Form	☑	☐
Attachment B School-level Baseline Data and Target Setting Chart	☑	☐
Attachment C Evidence of Partner Effectiveness Chart	☑	☐
Attachment D Budget Summary Chart	☑	☐
FS-10 Form for Year-One Implementation Period. FS-10 available here: http://www.oms.nysed.gov/cafe/forms/	☑	☐
Budget Narrative	☑	☐
Memorandum of Understanding *(only if proposing a Restart model)*	☐ N/A	☐

M/WBE Documents Package (containing original signatures)

☑ Full Participation   ☐ Request Partial Waiver   ☐ Request Total Waiver

Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	☑	☐	☐
M/WBE 100 Utilization Plan	☑	☐	N/A
M/WBE 102 Notice of Intent to Participate	☑	☐	N/A
EEO 100 Staffing Plan and Instructions	☑	☐	☐
M/WBE 105 Contractor's Good Faith Efforts	N/A	☐	☐
M/WBE 101 Request for Waiver Form and Instructions	N/A	☐	☐

SED Comments:
Has the applicant submitted all of the documents listed above? ☐ Yes ☐ 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.

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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

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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/s am86.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

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[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 measures 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	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. 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. 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. 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. Interventions for 2014-15: Principals who receive an overall rating of Developing or Ineffective for 2013-14 will, with their Superintendent,	Schools Chancellor Carmen Fariña Senior Deputy Chancellor Dorita Gibson Deputy Chancellor for Teaching and Learning Phil Weinberg

	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	Schools that meet at least one of the following criteria will have a formal Quality Review (based on the 2013-14 school year): • 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. 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.	Schools Chancellor Carmen Fariña Senior Deputy Chancellor Dorita Gibson Deputy Chancellor for Teaching and Learning Phil Weinberg
Progress Report	Fall, For each school annually. Historically: • 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.	Schools Chancellor Carmen Fariña Senior Deputy Chancellor Dorita Gibson Deputy Chancellor for Teaching and Learning Phil

		Weinberg
	• 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. 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.	

*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

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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

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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

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[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.

- 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.

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;

- **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.

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[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.

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

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

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[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.

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.

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

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

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[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.

Department of Education

Dennis M Walcott, Chancellor

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

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                          Schools Chancellor
                            Carmen Fariña
                                  │
    ┌──────────────┬──────────────┼──────────────┬──────────────┐
    │              │              │              │              │
Jesse Mojica   Dorita Gibson  Phil Weinberg  Kathleen Grimm  Corrine Rello-Anselmi
Executive      Senior Deputy  Deputy         Deputy          Deputy Chancellor
Director       Chancellor     Chancellor     Chancellor      (overseeing SWD and ELL
(overseeing                   (overseeing    (overseeing      matters)
Family and                    Teaching and   Operations)
Community                     Learning)
Engagement)
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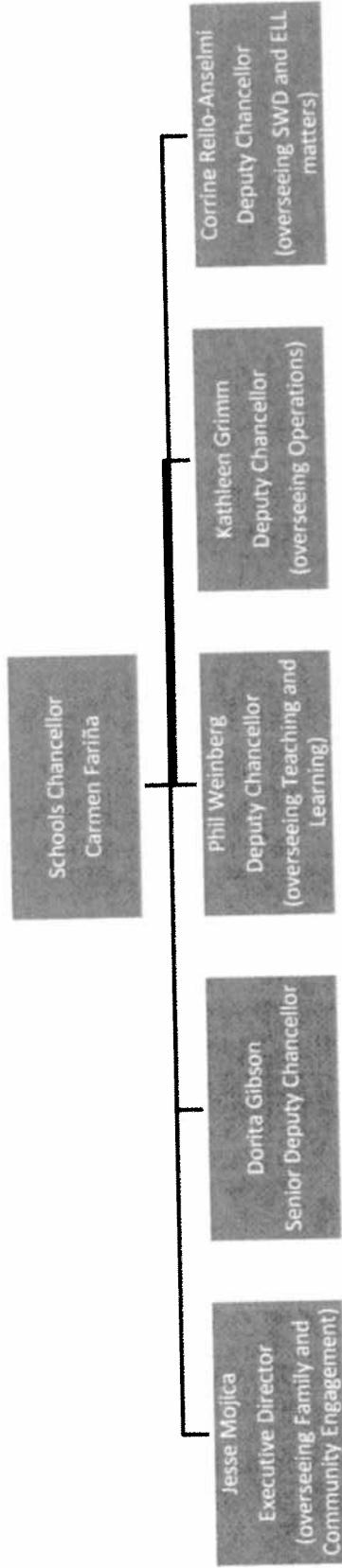
Section D: District trainings offered for Year One

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

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

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 Schools[9]

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

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[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, excessees, 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

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 R. Logan	9/24/14	
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 McGreen	9/25/14	
Type or print name Michael McGreen		

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		

Globe School for Environmental Research (11X272)

Enrollment Summary

In Globe School for Environmental Research, students with disabilities comprise 21% of the school's population, 1 percentage point higher than the average middle school in the city. English Language Learners comprise 10% of the school's population, 2 percentage points lower than the average middle school in the city. The average incoming proficiency (4th grade ELA/math) of the school's students is 2.8, which is 0.2 lower than the average middle school in the city.

Leadership Information

Principal Rashaunda Shaw has a vast experience in curriculum development and improvement of teacher practice using the Danielson framework to inform practice. She has enabled teachers to grow professionally and has created structures to build capacity for supervisors, coaches, and teachers. She is a highly visible leader and often models lessons for teachers as well as facilitating professional development to improve instruction. It is not uncommon for her to co-teach lessons with teachers. Her deep understanding of teaching and learning has led to positive student outcomes as evidence by all students in the two schools that she phased out graduated on time. In her short tenure at her present school (Globe school for Environmental Research), she implemented a school wide teacher binder that includes all pertinent student information with baseline data and test scores. She has established teacher teams that meet weekly to analyze student data and make modification to the curriculum as necessary. She is collaborating with 21st century to provide monthly family workshops for parents. She has implemented a Saturday program to provide additional support for struggling students.

Principal Rashaunda Shaw is currently the Principal of The Globe School for Environmental Research (11X272) located in District 11 in the Bronx. In 1998, she began her teaching career as an English Language Arts teacher working in middle schools in Brooklyn. Thereafter in 2003, she was assigned as a Literacy Coach engaged in supporting schools around literacy and academic interventions for students who have been historically underserved. In 2005, she became a Regional Instructional Specialist of Middle Level Literacy and Academic Intervention Services working in the former Region 7. Upon the restructuring of the Department of Education, she entered the New York City Leadership Academy. Upon completion of the Principal's Residency, she was appointed and has served as a middle school principal in District 5 for the past five years.

Ms. Shaw continues to seek additional learning opportunities to enhance her leadership skills. She has been invited to share her leadership expertise with aspiring leaders by participating in a series of leadership panels through New York University's Steinhardt School of Education. She has received numerous awards for her commitment to teaching and learning during the past 15 years of employment including District 5's Leadership Award in 2008 and most recently the

2013 Transition Support Network's Certificate of Appreciation. Ms. Shaw is hard working, committed and dedicated to serving the urban school population

Ms. Shaw was chosen to be the leader of 11X272 after she successfully phased out two underperforming schools: 05M344 from 2008-2011 and 05M195 from 2011-2013 over a five year period.

School Improvement Grant Application

School Name:	Globe School for Environmental Research
DBN:	11x272
Network:	CFN 608

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 <u>identify one to three goals</u> of the proposed model, to be achieved at the end of three years of implementation of this plan.

The vision for GLOBE School for Environmental Research is to provide an inclusive learning environment inspiring students to achieve high academic and social standards. We promote high expectations for academic excellence and promote self-confidence. We envision a school where every child, teacher and school stakeholder continuously develop meaningful and active roles as advocates for improving and protecting our environment through scholarship and research.

The mission for Globe School for Environmental Research is to generate a positive and formidable initiative in collaboration with children's families and school officials to overcome challenges to children's academic and personal growth. A more reflective and responsive approach to student development by teachers, school leaders and students alike, will strengthen and support bonds forged by all school community stakeholders.

We will accomplish our goals listed below by the end of the grant's third year:

1.   Teacher Effectiveness: PDPs, professional development plans for every teacher, will be written collaboratively by faculty and school leaders, deepening teachers' and school leaders' understanding of effective pedagogy, eliciting an increase in student achievement as framed by Danielson. We will also engage in inter-visitations, generated by horizontal and vertical cycles. Teachers will reflect on teacher practices, offering feedback and discoveries by sharing formalized next steps.

2.   Common Core Aligned Curriculum Units and Multiple Entry Performance Tasks An interdisciplinary approach to instruction, aligned to the CCLS,
will challenge our children intellectually, by providing various access points to information. A technology platform used to process and publish information, will focus literacy development by scaffolding performance tasks. These tasks help students extent content understandings and draw connections between the content areas. As a teaching and learning community, we take strategic

approaches to instill analytical skills, a strong and meaningful work culture, and value studious self-sufficiency.

3.   Social and Emotional Growth of Our Students: In order to advance and promote an inclusive learning environment that is safe and nurturing, and generates positive social and emotional growth for our children, we incorporate PBIS (Positive Behavioral Intervention and Supports) values. Through classroom instruction, school-wide assemblies themed by the school's mission: Global Learning and Observation to Benefit the Environment; we develop an array of support, catered to students' unique and individual performance levels. We bolster our response to intervention (RTI) in every classroom, enabling a systemic approach to social-emotional development that empowers children and the greater school community to establish a highly trusting school culture.

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.**

Tenets driving and guiding our mission are the following:

1. At the Globe School for Environmental Research, we believe in aligning our instructional practice to the Common Core Learning Standards, driven by our common belief that positive learning experiences enhances self-esteem. We aim to foster a life of learning for every child leading them to live fulfilling and successful lives. Promoting personalized learning experiences; we strive to utilize popular media formats currently driving our children's day-to-day cyber-presence to address their unique learning styles through carefully tailored modalities. Children are more inclined to embrace taking on personalized responsibility for their learning by leveraging their own skills to display emerging talents developed by pursuing interests. These strategies allow the school to springboard teaching from each child's zone of proximal development guiding their budding development toward maturity. Our work focuses on differentiating instruction driven by multiple data sources, which support and strengthen individual learners, classes and members of the school's teaching and learning community.

2. We strive in developing children's conceptuality of their immediate and greater school community. We stress the individual associations to and accountability for others, both in the classroom and around the globe. The heart of this belief is strengthened in offering opportunities for children to use academic language and authentic writing to hold focused and informed conversations about books and relevant issues covering social and environmental development. We aim to be participants in the greater world discussion where our collaboration encourages students to communicate peer to peer, partner with content experts and real audiences around the world.

3. We seek to promote children's social and emotional learning by developing competencies in becoming socially competent individuals. We encourage each child to become a critical thinker whose inquiry leads to problem solving for the greater school community and broader real world problems.

4. Accountability for performance is a highly expected and non-negotiable demand for each child. Individual pride and a sense of resilience enable children's effort to be organized evoking clear directions for individual learners. Instruction is delivered in a coherent and methodical manner to make sense of uncertainty and abstraction. We are committed to clearing the pathways for children in preparation of college and career readiness.

5. Trust and fidelity in education are a core values underlining and nurturing relationships. The belief that: "all roads lead to the school house," families are welcomed and encouraged to take an active role in their children's education. We create a community of collegiality centering on professional development. We believe in teamwork and strength in numbers. Parents and all childcare givers are encouraged to participate in numerous learning activities as well as have support in sustaining the critical role they play in our children's development. The greater school community has a deep sense of belonging and collaboration amongst family, school and the neighboring community entities. We impart on our students a sense of cultural awareness, effectiveness and self-assurance so that they can articulate their advocacy to create and shape new opportunities and possibilities.

We will achieve our goals through the following strategies:

i.   Goal 1- Teacher Effectiveness

●   Using trending data harvested from informal and formal teacher observations, written by school leaders, we author our school wide goals. We design our professional development plans to target specific grade levels thus differentiating professional development for our individual teachers.

●   Administrators will promote and facilitate the use of formative and summative data to advance student growth and performance. Inquiry teams will examine and provide actionable feedback for next steps taken during inquiry team meetings and individual conferences with teachers.

●   Grade leaders will comprise an Inquiry group, establish an effective inter-visitation schedule utilizing the Danielson Framework to harvest low inference observations and provide actionable feedback and identify next steps for school-wide and individual professional development plans.

●   The Instructional Coach and administrators will lead and support a cycle of grade level inter-visitations providing actionable feedback with next steps promoting grade and individual teachers' goals.

●   Offer professional development sustained by the Network and contracted Consultants, to steer our school and our individual teachers to more effective classroom instruction. This School Improvement Grant, will buttress our management and give all teachers suitable and judicious professional development supports. We continue to collaborate with the 21st Century Grant, to improve our ELA instruction across grades, for the development of a questioning strategy-bank

for teachers to draw from across the content areas. We partner with the Leadership Program in support of character education, violence prevention, in-class enrichment activities, services over-aged and under credited children and conduct parent workshops. The 21st Century grant also supplements the school's music program embedding a residency artist in the instructional plan. We partner with author, Jason Spencer Edwards, who supports reading and writing components for our general, ELL and SwD children by incorporating the layered discussion approach to challenge children to think at high levels. Knowledge Industries, Kaplan and Generation Ready, current partners, help to extend all teachers' content knowledge and expand their pedagogical acumen for tailoring differentiated instruction to address learners' academic requirements. Pooled resources enable a differentiated professional development platform, which addresses our instructional shifts in service to children with special needs, English language learners and high achievers. We will also collaborate with Public Colors to achievement a total physical plant makeover-utilizing child friendly and cognitively supportive color palettes. To harvest data more comprehensibly, gauging for student performance and teacher effectiveness, we collaborate with Datacation utilizing its Skedula to monitor and act on critical data streams.

Goal 2

Common Core Aligned Curriculum Units and Multiple Entry Performance Tasks.

Our Inquiry Teams meets weekly; subject teachers meet during regularly
scheduled common planning sessions, along with the instructional leaders and
principal, to systematically align ELA and math curricula.

- Each semester, we will develop four rigorous performance tasks for students in the content area. Student work collected and studied using the school's protocol for looking at student work, will enable our collaboration for identifying our gaps in instruction, areas of need and actionable next steps. We have programmatically dedicated one monthly common planning meeting to perform this work.

- We will align our literacy curriculum to the Science and Social Studies Scope and Sequence to improve our pedagogy and systemize our approach to Tier 1, 2, and Tier 3 vocabulary in structuring more inter-disciplinary school-wide curricula.

- We will foster our children's understanding of content connections by designing opportunities for them to develop and demonstrate understandings through individual entry points. Our curriculum and classroom activity will align to our inter-disciplinary approach.

- Fiction and non-fiction text will populate classroom literacy libraries. Children will access texts related to the scope and sequence units and develop their vocabulary thus discovering meaning in content, supported by grade-band text complexity.

- Professional development will be provided for our teachers with support from the Network and contracted Consultants, to help teachers strengthen their content knowledge, deepen their connection to the CCLS by developing rigorous tasks, and differentiating to promote critical thinking skills.

- To create structures designed to maximize teachers, administrators and Coaches time for collaboration and planning to align curricula to meet students needs.

- Teachers will collaborate on evaluating, planning and aligning curricula to meet all students' needs. Strategies and tools for creating curricula that position children to be college and career ready, will be demonstrated in curriculum maps that are aligned to the common core.

- A supplemental AIS teacher will provide academic intervention to intensify support for our struggling students and the daily use of data to analyze needs and provide targeted, individualize and small group instruction.

- Continued support on using rubrics and checklists to provide daily actionable feedback given to students and the daily use of feedback to analyze data and provide targeted individualized and small group instruction.

- To provide parent workshops on the CCLS, including take home strategies for supporting their child's academic growth at home and in their broader community. Specific workshops for ELLs and special needs students in addition to workshops for high achievers will be provided. Workshops will be provided for boys and made part of the parent workshop calendar.

- We will refine and make available, across the school community, with a focus on parents, our communication system. Our communication system will be structured to support school messenger service, newsletters and teacher driven communication tools to promote and demystify the CCLS. Communication will foster the pathways for developing college and career readiness.

Goal 3. To promote the Social and Emotional Growth of Our Students.

- Continued professional development provided by the network to the PBIS core committee to continue their work and mission of school philosophy to study and protect the environment.

- Continued support for the PBIS committee that develops and monitors the development of lesson plans and assemblies that embed the school wide beliefs and mission of PBIS.

- Continue to create and foster partnerships with community based organizations and private companies that strengthen our curriculum and support our children and families.

- To provide parent work shops on PBIS and celebratory assemblies where we recognize and celebrate student achievements. Specific workshops that focus on subgroups such as ELLS or supports for boys will also be part of the parent workshop yearlong calendar.

- The continued support of talent showcase opportunities and school wide events to acknowledge the positive behaviors reflected in the students' behavior.

- Our Parent Coordinator will provide continued support by leading parent workshops such as Math/ELA Night, high school choice workshops and student to work workshops for parents. Parents will be given workshops and invited to participate on college tours to introduce them to the college and career readiness platform.

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 elements:

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

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 Globe School for Environmental Research is a middle school with 290 students from grades 6 through grade 8. The school population comprises 63% Black, 34% Hispanic, 2% White, and 1% Asian students. The student body includes 12% English language learners and 13% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2011 - 2012 was 89.4%. The school is currently listed as Priority. Per the 2012 – 2013 Quality review the school is listed as developing. Per the 2012-2013 Progress Report the school is grade an overall B.

Based on our current school ATS data reports, 92.8% of Globe's students are living in poverty and receive free lunch. Of the 290 enrolled students, 25.8% of students are classified as Students in Temporary Housing. There is a significant number of students who have immigrated to the United States subsequently registering in Globe to continue their education. Unfortunately, many of the students have never attended school or are encounter difficulties with learning due to language barriers. In addition to the poverty and socioeconomic concerns that students face on a daily basis, health and mental services is a great challenge for our families. Hiring a full time Social Worker as well as working with organizations such as The Leadership Program would support the Social Emotional development that our students need.

Our current data as per the results of the 2013 New York State English Language Arts and Mathematics exams are as follows:

For 6th grade 2012-2013 English Language Arts state exam, 88.1% of students with disabilities scored in level 1(15 students tested), 11.8% scored in level 2 (2 students tested), 0.0 % scored in Level 3 and 0.0% scored in Level 4. For 6th grade general education students, % 45.6 in Level 1 (33 students tested), 48.5% scored in level 2 (33 students tested), 2.9% scored in Level 3 (2 students tested) and 2.9% scored in level 4 (2 students tested).

For the 7th grade 2012-2013 ELA state exam, 68,8% of student with disabilities scored in level 1, (11 students tested), 25 % scored in level 2 (4 students tested), 5.0% scored in level 3 and 0.0 % scored in level 4 (total # of students tested-40). For 7th grade General education students, 58.2% scored in level 1(53 students tested), 32.8% scored in level 2(28 students tested), 8.8% scored in level 3
(8 students tested) and 2.2% scored in level 4 (2 students tested).

For the 8th grade ELA 2012-2013 state exam, 67.7% of students with disabilities scored in level 1 (21 students tested), 25.8% scored in level 2 (8 students tested), 6.5% scored in level 3 (2 students tested) and 0.0% scored in level 4 . For 8th grade General Education students, 47.9% scored in level 1 (46 students tested), 39.3% scored in level 2 (8 students tested), 12, 8% scored in level 3 (15 students tested) and 0.0% scored in level 4.
(NYC BOE Performance and Accountability –NYC Data Results page)

We currently enroll a total of 13 Over Age or Previously Retained (OAPR) students; 3 in 6th grade, 6 in the 7th grade and 4 in the 8th grade. Two of 13 students have or is currently serving a suspension in the Alternative Learning Center, an off-site suspension facility and six of the 13 students have open 407 investigation.

The school is currently undergoing a transformation to better serve needs of all students. Despite the many external factors that may impede the progress of our students, the Globe School is committed to restoring the focus on Environmental Research. The commitment to restore the focus on Environmental Research requires significant interior work in classrooms to construct a state of the art middle school appropriate Science Lab for Grades 6-8. The school has initiated conversation with the School Construction Authority to inquire about matching funds that can be provided to restore and upgrade two of the school's Science Labs.

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.**

To determine our school's existing capacity, strength, and need, the Differentiated Accountability-School Quality Review (SQR) conducted a thorough review of our school on February 7-8, 2012, and Quality Review was conducted on March 2013. Observations, key findings and recommendations of these diagnostic reviews are provided in the next section. The Quality Review process identifies areas requiring improvement and areas meeting standards in school culture, academics, student, and staff and parent engagement. These tools offer school leaders and faculty clear indications of the state of the school. The local superintendent or a

centrally assigned evaluator usually leads the Quality Review. Evaluations take place once a school year.

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

The school's quality review identified the following areas in need of improvement that we will work on over the course of the grant:

1. Develop rigorous and coherent curricular strategies across disciplines to provide assorted entry points ensuring access for a spectrum of learners.

- School leaders and faculty have made efforts to integrate prioritized Common Core Learning Standards (CCLS) such as evidenced-based responses and vocabulary development across subjects. However, explicit strategies and modifications to support English language learners, students with disabilities and higher achievers are not identified in curricula. For example, in an ELA unit entitled, A Sense of Worth, the curriculum embeds CCLS standards in reading content and higher order thinking skills. However, corresponding lesson plans lack-varied modifications to engage struggling or high achieving students in rigorous tasks or extensions. A result in curricula that does not yet foster conceptual understanding of subject matter that is accessible to a diversity of learners thus hindering improved student outcomes for all.

2. Develop effective teaching practices that consistently provide multiple students points of access and scaffolds that reflect a common set of beliefs about how students learn best and support the learning of all students.

- The school has focused teacher development on planning, questioning and discussion driven by a framework used for a common understanding of effective practice. However, current instructional practice does not fully connect to the school's chosen framework resulting in a limited alignment between practice and expectations for pedagogy. For example, in several classrooms lessons were teacher dominated and lacked sufficient supports. During a reading lesson in a special education classroom, the teacher read multiple texts to students aloud. Afterward, students were given the same texts, which were read aloud, to use to complete a written response task on Bronx bridges. Students struggled because the reading passages were too challenging. Students were also without appropriate support to deal with challenging text that resulted in frustration for many students rendering them unable to successfully complete the task.

3. Strengthen school assessment practices that effectively capture a composite of students' academic achievements and struggles in order to make informed curricula and instructional adjustments.

- School leadership cannot yet articulate school wide performance growth based on administered assessments to date. Current systems for looking at grades for the last reporting period in comparison to the previous one yield unclear information to assess growth. Bar graph charts display assessments that measure different content objectives rendering them incomparable. Grading policy differs by grade and department resulting in limited coherence across the school thus producing an inconsistent gauge to measure progress. This impedes the

opportunity to make timely adjustments and/or provide accurate feedback to students and teachers based on student outcome data to improve school-wide processes.

The Differentiated Accountability-School Quality Review (SQR) identified the following as areas in need of improvement on February 7-8, 2012 that we will work on:

I.   Collection, Analysis, and Utilization of Data
• Although there is extensive understanding of the school's data, there was limited evidence that teachers use student data to differentiate instruction in English language arts (ELA) for all students, including the identified subgroups.
• The school collects data on behavioral incidents in the school and has shown some evidence of developing a plan to address behavioral issues in the school.
RECOMMENDATIONS:
• Professional development (PD) should be provided for teachers on how to differentiate instruction for all students, as well as for special populations. Additionally, the school should seek Network support to conduct inter-visitations within schools that have similar populations that are successfully using data to differentiate instruction.
• School leaders should monitor the Positive Behavioral Intervention Support (PBIS) program regularly to ensure that student needs are effectively addressed.

II.   Teaching and Learning
•In classes visited by the review team in both ELA and mathematics there was little differentiation in instruction for students with disabilities and English language learners (ELLs). Direct instruction was the primary pedagogical practice observed in most classes.
•Teacher feedback on observed student work was not specific and did not provide clear next steps for students to improve. Students are provided with individual goals in each class; however, specific strategies to achieve those goals were not specified. In both ELA and mathematics, school rubrics are generic and not specific to the assigned tasks. Rubrics are posted in some classrooms but are difficult to read.
•In most of the classes visited by the review team, teacher questioning was not rigorous and did not engage students in higher order thinking. There was limited evidence of the development of higher order thinking skills. Most questioning in classrooms was teacher-to-student and focused on basic factual recall skills.
RECOMMENDATIONS:
•Professional Development should be provided for Integrated Co-Teaching (ICT) teachers and general education teachers that focus on different methods of instructional delivery. Additionally, teachers should provide regular opportunities for students to work cooperatively and discuss issues so that they become more proactive learners and engage in higher level thinking. Supervisors should monitor the implementation of these different methods of instructional delivery through regular observations. The school leadership should seek support from the Network to have PD that supports teachers in effectively differentiating instruction to allow access to the curriculum for all students, including special populations. The school leadership should seek Network support to conduct inter-visitations to schools that are successfully differentiating instruction to meet the needs of all students.
•The school leadership should seek PD from the Network to improve the quality of teacher feedback to increase student learning. Rubrics that are currently used to provide feedback should be revised to meet the changing needs of the students, while allowing for clear and high

expectations for student success. Models of leveled work should be provided to students. School leadership should regularly monitor the quality of teacher feedback, the development of rubrics, and the engagement of teacher teams in the process.

•The school leadership should identify team members within the school who have mastered higher order questioning techniques and, within the established teacher teams, work to improve the quality of questioning within each classroom. Teacher teams should utilize peer inter-visitations.

III.   Infrastructure for Student Success

•Based on interviews and reviews of documentation, the team concludes that there are limited partnerships with community based organizations, including mental health facilities and services, although a large percentage of the population requires counseling.

•There is insufficient counseling to provide support through the transition from middle school to high school for all students. Interviews with staff and students indicate that students are expected to research school choices independently, after an initial presentation on the high school selection process.

•There is inconsistent use of the PBIS program in the school.

RECOMMENDATIONS:

•The school leadership should identify community based partnerships to support the needs of the students and their families.

•The school leadership should work with the guidance counselor to develop a more in-depth plan to support all students to research high school choices and to better assist them to navigate through the high school selection process.

•The school leadership should work with the teacher teams to prioritize the implementation and monitoring of the PBIS program. The school, with the assistance of the Network student support staff, should ensure that the development and implementation of the program is consistent, including tiers of support for special populations.

IV.   Professional Development

There is little evidence that PD is differentiated to meet the needs of individual teachers.

RECOMMENDATION:

The school leadership should evaluate the individual needs of all the teachers in the school and set individual goals in conjunction with the teacher. Together, the school leadership and individual teachers should develop a plan with interim benchmarks to monitor the progress of the teacher in meeting the goal. Monitoring of the teachers' progress should be embedded within the observations.

Results of the systematic school review as of September 2013, indicate that the Globe School is on track for implementing the recommendations based on the findings of the systematic reviews. Under the current school leader, an intense focus has been placed on implementing the Response to Intervention Middle School model to support all students. We are also focusing on our accelerated students and providing them opportunities to prepare for the June Regents exams in Earth Science and Algebra. Globe's School Leadership Team in collaboration with the administration, SIG Coordinator, consultants, and Network Specialists can identify at-risk students who require Academic Intervention Programs to support their academic growth.

We are focused on providing differentiated support to teachers implementing a rigorous curriculum aligned to Common Core and tailored to meet the needs of all students. Teachers are becoming more conversant with data, but additional support in needed to use data to inform

instruction. Currently, teachers are using the Skedula system, Kaplan skills and strategies for test sophistication and informal assessments. The aforementioned tools must be integrated and used effectively to produce greater outcomes for our students.

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

The Globe school will focus on the identified areas from the systematic reviews under the guise of the SIG plan to ensure improvement over the next three years and thereafter. The SIG plan will be the primary improvement plan that our school will utilize to continue implementing sound systems and structures. Systems and structures for Department, Common Planning, Grade Level, and Faculty Conference meetings will be established at the commencement of 2014-2015 school year. The administration in collaboration with the SIG Coordinator will establish and set SMART Goals, meet with the school based instructional coaches for Mathematics and Literacy to ensure accountability and benchmarks to progress monitor.

The school Principal, SIG Coordinators and the Aps will work collaboratively to ensure that the SIG Plan is implemented as written. The SIG Coordinator will follow up with partners during the weekly cabinet meeting. Conversations to evaluate the effectiveness of the SIG Plan will also occur during the monthly School Leadership Team

C. School Model and Rationale	*4 points*
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:	

i. **Describe the rationale for the Transformation 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 Globe School's students would benefit from using the SIG grant to address its needs and targeted goals. The Globe School is currently implementing the following strategies as part of its comprehensive plan for improvement:

- Intensive focus on the 13 OAPR students through the current guidance counseling and PBIS program.
- Aligning and engaging students in Common Core aligned instruction through partnerships with Generation Ready professional development team.
- Improvement in our data driven instruction and integration of technology in all classrooms by partnering with Data-Cation Casenex.
- Improving our home school connection as well as family and community engagement by partnering with the Leadership Program's Building Families Workshop series.

- Increase better academic outcomes for students through Extended Learning Opportunities such as our 21st Century After School and Saturday Academy, and Academic Intervention program.

The school's strengths are as follows:
- Experienced school leader as of 2013 who reorganized the school's organizational structure to include school based instructional coaches, administrative support for each grade, and a guidance counselor to provide social emotional/youth development support for students.
- A caring atmosphere for students within the school.
- The school leader and Assistant Principals have an extensive understanding of the school's data which is transparently engaging teachers in the process of Looking at Student Work and analyzing relevant data to make informed decisions in the classroom.
- Increased parental involvement as of 2013 through our partnerships with the 21st Century Grant as well as creative and innovative methods from the school's instructional cabinet to engage parents.

The school's challenges are as follows:
- Ensuring that all students benefit from the Extended Learning Time opportunities such as the after school program, Saturday Academy, and the yearlong Environmental Research projects.
- Attracting and retaining additional teachers who are trained in implementing the Response to Intervention model, PBIS, as well as a focus on environmental research.
- Ensuring that all parents participate to capitalize on the success of their students while attending the Globe School.
- Engaging our students in college and career ready activities in environmental research or areas of student interest that the school offers such as music appreciation.

To further support the implementation of the goals above, the school's administrative team will be reorganized for the 2014-2015 school year. All stakeholders will report directly to the Principal during the weekly cabinet meeting to improve communication, accountability and follow up. The school is currently implementing and including partnerships directly connected to improving outcomes for students and enhancing teachers' instructional practices. The school will implement a yearlong environmental research elective to restore the school's focus. This academic focus will integrate service learning and environmental research within the school, local and global community.

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.**

The school has engaged its school stakeholders with ample information regarding the opportunity to apply for the SIG grant. The newly elected Parent Association, administration, SLT, instructional cabinet, teachers and staff as well as students, parents have been consulted. The school engaged parents of Level 1 and Level 2 students in the month January 2014 during the Extended Parent Teacher conversations. These individual parent

conferences permitted teachers, guidance counselor and the Parent Association members present to explain to parents the purpose as well as how the school could continue it's current school initiated transformation under the current school leader. The conversations were continued during the instructional cabinet meeting.

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.

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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.

Principal Rashaunda Shaw has a vast experience in curriculum development and improvement of teacher practice using the Danielson framework to inform practice. She has enabled teachers to grow professionally and has created structures to build capacity for supervisors, coaches, and teachers. She is a highly visible leader and often models lessons for teachers as well as facilitating professional development to improve instruction. It is not uncommon for her to co-teach lessons with teachers. Her deep understanding of teaching and learning has led to positive student outcomes as evidence by all students in the two schools that she phased out graduated on time. In her short tenure at her present school (Globe school for Environmental Research), she implemented a school wide teacher binder that includes all pertinent student information with baseline data and test scores. She has established teacher teams that meet weekly to analyze student data and make modification to the curriculum as necessary. She is collaborating with 21st century to provide monthly family workshops for parents. She has implemented a Saturday program to provide additional support for struggling students.

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.

Principal Rashaunda Shaw is currently the Principal of The Globe School for Environmental Research (11X272) located in District 11 in the Bronx. In 1998, she began her teaching career as an English Language Arts teacher working in middle schools in Brooklyn. Thereafter in 2003, she was assigned as a Literacy Coach engaged in supporting schools around literacy and academic interventions for students who have been historically underserved. In 2005, she became a Regional Instructional Specialist of Middle Level Literacy and Academic Intervention Services working in the former Region 7. Upon the restructuring of the Department of Education, she entered the New York City Leadership Academy. Upon completion of the Principal's Residency, she was appointed and has served as a middle school principal in District 5 for the past five years.

Ms. Shaw continues to seek additional learning opportunities to enhance her leadership skills. She has been invited to share her leadership expertise with aspiring leaders by participating in a series of leadership panels through New York University's Steinhardt School of Education. She has received numerous awards for her commitment to teaching and learning during the past 15 years of employment including District 5's Leadership Award in 2008 and most recently the 2013 Transition Support Network's Certificate of Appreciation. Ms. Shaw is hard working, committed and dedicated to serving the urban school population

Ms. Shaw was chosen to be the leader of this school after she successfully phased out two underperforming schools: 05M344 from 2008-2011 and 05M195 from 2011-2013 over a five year period.

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.**

The Globe school is staffed with two assistant principals, a guidance counselor and an Instructional Coach. The assistant principals and instructional Coach are all seasoned with many years of instructional leadership between them, particularly in the middle school setting. The guidance counselor supports youth development and works closely with all instructional leaders to inform and participate in focusing on all students and particularly students who are at risk or high achieving. The assistant principals manage youth development, student attendance, and staff observations through APPR; parent and community relationships in addition to roles assigned by the principal.

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.**

The current supporting leadership profile of the Globe is formed by an administrative team led by an experienced school principal who has years of experience in pedagogical and administrative responsibility roles. Two assistant principals and an Instructional Coach support and assist the principal in executing the school's instructional plan. There is a full time,

experienced consultant to the principal who has served and retired from the NYC DoE in various high level administrative capacities. This team is highly qualified as per New York State Education Department standards and is additionally supported by the Network. Mr. Manny is the school consultant who works predominately with the school principal, Ms. Rashaunda Shaw. Mr. McClean is the 8th grade assistant principal who supervises the 8th grade, mathematics and science. Ms. Sharon Spann, is an assistant principal who supervises our 7th grade, ELA and social studies department and who supervises Youth Development. The principal is building capacity in content supervision and organizational supervision by hiring Mr. Casimiro Cibelli, in the capacity of Chief of Staff. Mr. Cibelli is a former principal with many years of experience in urban education. The principal regularly engages the Cabinet and School Leadership Team through formal Cabinet meeting and in formal, on the field, instructional musters while observing teacher and student interaction during instruction. This approach enables a heightened level of interaction between the leaders during active instruction where feedback is readily available for real time discussions and action. Cabinet is an open dialogue driven by an inclusive and informed agenda managed by the principal. Barriers often characterized by time constraints are overcome by the principal's and leaders keeping a visible and accessible profile within the classrooms and with presence throughout the school organization.

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:	

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.

According to the Commissioner's decision, this rating information for the 2013-14 school year must be finalized and available to teachers by September 1, 2014; thus, the total number of staff identified as Highly Effective, Effective, Developing, and Ineffective (HEDI) is not currently available. Teachers' prior year HEDI ratings are also not available since the 2013-14 school year is the first year of *Advance.*

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.

To effectively implement the SIG plan, we will continue reorganizing our current administrative structure, hire additional staff, and utilize our key members of our present staff. We will hire a SIG Coordinator and a Lead Mathematics Teacher. Additional administrative support will be hired to supervise the SIG Coordinator. The Globe School will also need to hire an additional teacher to implement the school's environmental research component. The table below provides a summary of our current staff for specific content areas, and the additional staffing changes we plan to implement as part of this SIG plan.

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Current School Capacity	Content	School Needs to hire:
Guidance Counselor-1	Guidance/Social Emotional Learning	1 Full-time Social Worker
Common Branches teachers serving as ELA teachers-2	English Language Arts	2 Full-time ELA teachers
General Science Teachers-2	General Science	1 Full-time General Science teacher
	SIG Coordinator	SIG Coordinator
Mathematics Teachers-3	Mathematics	1 Full-time AIS teacher to support the needs of academically at-risk students.

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

Characteristics and core competencies of instructional staff to meet students' needs who have integral roles in enhancing the school's teaching and learning culture under the school's SIG plan are as follows:

- Assistant Principal for Curriculum and Instruction who is an experienced instructional leader with ability to evaluate curricular in all subject areas. The APC will support staff in the planning and implementing Common Core aligned instruction with research based instructional strategies. The APC will also engage teachers in collaborative inquiry model in collaboration with the Principal to identify student deficiencies that require targeted intervention.
- Assistant Principal for Operations integrates youth development and operational support focused on improving academic goals for all students.
- The Instructional Coach and Lead Mathematics Teacher will support teachers with implementing Common Core aligned instruction. This learning for teachers will incorporate inter-visitation within departments as well as within the 113 Campus schools. Other responsibilities include modeling best practices for utilizing data to inform instruction and setting up a model content area class on each grade level.
- The Dean will be the primary person responsible implementing the PBIS program in collaboration with the guidance counselor and social worker.
- The Library Media Specialist will serve as the school based support for the environmental research component.
- The Parent Coordinator will support families through the Leadership Program.

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.

Currently, the school has a need to replace a Social Studies and Foreign Language teacher due to mid-year retirements. The school has extensively screened internal and external candidates for both positions to no avail. The school has been unsuccessful in replacing the two positions due to the school's current location as mentioned in many of the interviews with prospective candidates. The school will continue to recruit high quality candidates via the New Teacher Finder as well as upcoming teacher recruitment fairs hosted by the Department of Education and Teacher for America.

v. Hiring and Selection Process

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.

F. Partnerships

6 points

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 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.**

Generation Ready (AUSSIE):

Role: Professional Development for the instructional leadership team (principal, assistant principals, lead teachers) and teachers in the areas of curricula development, coherent planning and instruction, effective questioning and discussion techniques, and best practice in Literacy and Math instruction.

Rationale: Generation Ready are leaders in Professional Development, with over 20 years' experience in improving teacher effectiveness and driving student achievement through job-embedded coaching. Generation Ready's approach to professional development meets the individual needs of its partners through the design, delivery, and facilitation of customized programs, offering teacher effectiveness tools, targeted PD content, growth plans, and progress monitoring. They are one of the largest providers of professional development in the United States, and have led CCLS implementation in over 2,000 schools in the US.

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.**

SEE ATTACHMENT C

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.**

Generation Ready (AUSSIE):
In the implementation of the SIG funded PD model, an ongoing collection and use of data will be used from the Advance database and from Generation Ready's innovative planning, informal observation, reporting and content tools. Consultants will use this data to inform their work with teachers and leaders, guiding professional conversations about individual needs and to support wider professional development planning. The educational team will participate in ongoing job-embedded professional development and training days. Dates will be scheduled for instructional leadership team meetings, extensive weekly on-site observation and feedback visits, with all participating educational team members. Consultants will meet with the principal at the end of each day to report on the day's events, to plan the next steps, and to have their daily log signed.

Measures and benchmarks will be used to evaluate the outcomes and will include a review of revised course curricula maps, course credit accumulation, student performance outcomes, feedback on teacher improved practice through informal and formal classroom visits and observations. Consultants will produce comprehensive mid-year and end of year reports to assess the effectiveness of their strategies and to show the improvement in the school's leadership and teacher practice. If the provided services are not yielding expected outcomes, additional steps will be taken to address the targeted cases, including individualized intervention and support plans for improved teacher practice, increased opportunities for modeling, mentoring, co-teaching provided through Generation Ready consultants, inter-visitations, providing support in revision of Individual Professional Growth Plans and monitoring the outcomes for expected outcomes.

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.**

See Attachment G-School Organization Chart

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

Key decisions in the school are made through shared decision making during the instructional Cabinet meeting. The current school leader has engaged key members of the school community in critical areas concerning the curriculum, instruction, assessment, systems and structures for youth development, parent involvement, and differentiated professional development for teachers. In day-to-day operations, student attendance teams comprised of the school counselor, attendance teacher, parent coordinator and dean, monitor and report daily, weekly and monthly attendance. Attendance data generated by the ATS/CAAS systems provide actionable data that the administrative team, including the principal, use to gauge grade and individual data identified by sub-groups. Instructional decisions are aligned to the CCLS by the principal and the instructional cabinet comprised of the principal, assistant principals and the Instructional Coach. Key instructional decisions are shared and refined with the 6, 7 and 8th grade teams during collaborative periods and staff conferences. Grade teams, administrators and the Instructional Coach collaborate around formative and summative data and the analysis of student work products. Discoveries inform next steps for improvement of instructional delivery by classroom teachers who are supported by the Instructional Coach and administrators.

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 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 developments 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

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[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.

online application that helps evaluators make key decisions about *Advance* and track their progress to meeting the requirements of *Advance*.

At M.S. 272, specific supports for implementing the APPR are drawn from the instructional cabinet. The grade level assistant principal will schedule, conduct and report on all pre-observation conference, conduct classroom observations and post-observations conferences. The principal and the administrative team will acquaint all teachers with the APPR process and approach each grade team individually with the principal supervising 6th grade and the two respective assistant principals supervising the 7th and 8th grade teams.

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.

Our tentative calendar is provided below, and may be revised to align to the Central calendar provided in attachment H. The final schedule will depend on the teacher Initial Planning Conference.

- Generation Ready consultants will launch the 2014-2015 School Year with an Intensive 4 day Summer Institute;
- The Generation Ready consultant in ELA and Math will each spend one day a week at M.S. 272 throughout the 2014-2015 school year, including the 3 city-wide Professional Development days;
- The full Generation Ready consultant team will meet as a group on a regular basis with the Instructional Leadership Team, to ensure coherence and consistency, and to make any necessary adjustments based on on-going formative data collection;
- In September, all M.S. 272 teachers will receive professional development around the Common Core State Standards, the Danielson Framework for Teacher Effectiveness, and new citywide initiatives and instructional expectations for the 2014-2015 school year;
- From September through June, Instructional Rounds/Informal Classroom Visits will take place three days a week according to a content specific schedule. Math and ELA consultants will visit on the day of the week the department and grade meetings have been scheduled, so they will be able to meet with teachers, coaches, and administrators in groups as well as individually;
- Principal, Assistant Principals, Lead Teachers and Generation Ready consultants participate in Instructional Rounds/Informal Classroom Visit process weekly, will de-brief as an Instructional Cabinet, and will collaboratively plan Professional Development designed to support teacher needs based on trends identified and common problems of practice;
- Following Instructional Rounds/Informal Classroom Visits, teachers are provided with formative feedback around a targeted component of the research-based identified framework, including lesson planning, academic discussion and questioning, and assessment practices;
- Individual Teacher Professional Development opportunities are aligned to the trends and individual needs identified;

- Analysis of observations, patterns and trends, revisions to Individual Professional Development Growth Plans are ongoing throughout the school year;
- Ongoing formal/informal observations will be conducted by the Principal and the Assistant Principals according to the choices teachers have made, and the results of all observations will be recorded in Advance, where the results will be analyzed and utilized in revising professional development plans to target areas of need.

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 elements:

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i. **_Curriculum_. Describe the curriculum to be used with the school's Transformation 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).**

ELA AND MATH CURRICULA

The ELA department will be using Codex as a resource for curriculum planning, and the Math department will be using CMP3. The consultants work will focus on using these materials to their full potential as resources rather than curriculum. In ELA, an emphasis will be placed on reading fictional and non-fictional informational texts with challenging vocabulary. Students will be expected write expository and argumentative pieces, using evidence from the text to support all conclusions. In Math, a focus will be placed on understanding vocabulary in a mathematical context and applying all theoretical knowledge to real life situations, so students understand the value of what they are learning. Teachers will be encouraged to use the programs for content that is directly related to the CCLS, and to use best practices when incorporating these resources. Teachers will also be encouraged to supplement the programs with performance tasks that reflect the Common Core Standard and the required depth of knowledge and skills.

The capacity for teachers to plan engaging lessons that encourage student ownership of the learning will be addressed in Common Planning Time, Department PLT Meetings and in individually tailored mentoring by the Generation Ready consultant. Teachers will be introduced to a Lesson Study Model to encourage collaboration and classroom inter-visitations, reflection and adjustment, in line with the Generation Ready 'diagnose-plan-implement-monitor' model. In addition, the consultant will collaboratively plan CCLS aligned lessons, model, team teach, observe and provide feedback to teachers on the effectiveness of lessons in engaging students and alignment to the CCLS. The Generation Ready consultants will use a collaborative process to guide teachers in looking at student work and match the work to the CCLS and NY State Standards to identify gaps and create next steps for teaching. Individual student work samples and lessons will be discussed using agreed up examining student work protocols and strategies

developed to target diverse individual student needs. The Teacher Effectiveness rubric will be used for teacher reflection and developing individual professional development learning plans, based on the best practice models selected. The consultants will work as a team, communicating and aligning our work to support the school.

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

The instructional shifts in the CCLS require significantly altered instruction. Teachers focus deeply on the concepts that are prioritized in the standards. Teachers will reflect on the following questions:

- How do the instructional shifts connect to the Common Core?
- What about my current practice will stay the same? What will need to change?
- What supports or resources would help me to better support my students?

This will require teachers to be familiar with the both the content and the intent of the new courses. To ensure that this will occur, the school plans to use Generation Ready consultants to work with the teachers in a structured series of workshops that will review instructional shifts and make connections to current practice, analyze the Standards for Literacy and disciplinary literacies and make connections to achieve a thematic approach aligned to the Standards. Students will be required to read and comprehend more complex texts, read more informational texts, write for argument and explain information using text based evidence, take part in collaborative discussions as part of the speaking and listening standards. Teachers will be expected to create student-centered learning environments, where students are working in groups, supporting each other's' learning, and taking part in inquiry and project based learning.

To improve students' academic vocabulary, learning will be supported in the various disciplines through texts and building academic knowledge. Teachers will be provided with professional development to examine these shifts and the implications for their teaching and the selection of appropriate resources to support students in achieving the CCLS. In line with the philosophy of the CCLS, English Language Learners' needs will be accommodated by reducing the complexity of the language used, while at the same time maintaining the rigor of tasks and ideas.

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:**

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CLASS: 601Old 361

Periods	Monday And Friday	Tuesday, Wednesday, Thursday	Monday	Tuesday	Wednesday	Thursday	Friday
0		8:10- 8:25	*Advisory*	*Advisory*	*Advisory*	*Advisory*	*Advisory*
1		8:25-9:15	*ELA*	*ELA*	*ELA*	*ELA*	*ELA*
2		9:15-10:05	*ELA*	*SCIENCE*	*ELA*	*AIS*	*ELA*
3		10:05-10:55	*SCIENCE*	*SPANISH*	*SCIENCE*	*SCIENCE*	*AIS*
4		10:55-11:45	*LUNCH*	*LUNCH*	*LUNCH*	*LUNCH*	*LUNCH*
5		11:45-12:35	*SS*	*GYM*	*SPANISH*	*GYM*	*SCIENCE*
6		12:35-1:25	*MUSIC*	*SS*	*SS*	*SS*	*SS*
7		1:25-2:15	*MATH*	*MATH*	*AIS*	*MATH*	*MUSIC*
8		2:15-3:05	*MATH*	*MATH*	*MATH*	*MATH*	*MATH*
Homeroom		3:05-3:08		*HR*	*HR*	*HR*	

ELA ROOM-217
MATH ROOM-215
SICENCE ROOM-223
SOCIAL STUDIES ROOM-221
SPANISH ROOM-274
MUSIC ROOM-276
AIS-213

All students are invited to attend Saturday Academy, the 21st Century After School Program, and are scheduled to receive whole class Academic Intervention Services in addition to core subjects.

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. (See http://engageny.org/data-driven-instruction for more information on DDI).**

The school is currently utilizing the Data Driven Instruction and Inquiry approach from www.engageny.org . In addition to utilizing this approach, we are partnering with Case-Nex/Data-Cation:

"Data Driven Instruction and Inquiry

Data Driven Instruction and Inquiry (DDI) is a precise and systematic approach to improving student learning throughout the year. The inquiry cycle of data-driven instruction includes assessment, analysis, and action and is a key framework for school-wide support of all student success.

From district superintendent, to superintendent, to principal, to teacher, educators should be continuously asking:
• Where are we in terms of our goals?
• Where are our students in terms of their college and career readiness?
• How do we get there from here?

Student performance tasks show us what our students know and are able to do, and where the gaps are in their learning, but how do we make sure that we're using the data from those performance tasks to close those gaps? Educators in the most rapidly achieving schools cite data-driven instruction and inquiry as one of the most important factors in helping all students achieve success."

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.

**Description of Academic Intervention Services for all Students**
The framework to be used under SIG for providing academic, social-emotional, and student support to the whole school population
Is provided below. In addition, the attendance team comprised of the attendance teacher, guidance counselor and assistant principal will identify students at risk. The team will review ATS and diagnostic achievement data. Our services will be monitored by the principal and assistant principals with interim benchmark goals to determine their effectiveness.

Type of Academic Intervention Service (AIS)	Type of Program or strategy (*e.g. repeated readings, interactive writings, etc.*)	Method for delivery of service (*e.g. small group, one-to-one, tutoring, etc.*)	When the service is provided (*e.g. during the school day, before or after school, etc.*)
ELA	Kaplan Keys Advantage and Kaplan Foundations focus on comprehension and	Small Group Instruction	Academic Intervention services are offered after school, Saturdays,

			and during the school day embedded in the school schedule.
	Student's data from assessments is reviewed and the intervention is determined based on data from state test, teacher assessments, Fountas and Pinnell, and Performance Ed. The Fountas and Pinnell assessment assist us in determining the student's areas of weakness in the 5 strands of reading. Phonics, phonemic awareness, fluency, vocabulary, and comprehension are assessed Students are grouped based on their needs. The teacher assigned to work with the group will receive data from the assessment to inform and drive their instruction.		
Mathematics	Math strategies are based on Performance Ed. grade level. Student's data from the assessment, state test scores, and teacher assessments will determine the student's areas of weakness in math.	Small Group Instruction	Academic Intervention services are offered after school, Saturdays, and during the school day embedded in the school schedule.
Science	The Science AIS program uses Glencoe text and workbook for	Small group instruction Push-in Lab Periods	During regular class period and After school

	students across the grades. Teacher assessments are used to identify the students' areas of weakness. Strategies from the Glencoe program are identified by the teacher and students are provided tasks to assist in strengthening the area of weakness.		program.
Social Studies	DBQ materials, online resources, and teacher's made materials.	Small group instruction. Push-in Lab Periods	During regular class period and After school program.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	"At risk" student's areas of weakness in ELA and math are identified through the use of Fountas and Pinnell assessment and Performance Ed. Kaplan Keys Advantage is used in both ELA and Math. The Guidance Counselor works with the teachers of our "at risk" students. Overage "at risk" students review their data with the Guidance Counselor during the school day. Students develop goals and an action plan for academic and social emotional growth. They provided with	Small group and individual counseling Parent-Teacher-Student Conferring and student counseling are core components of the AIS student support services for at risk students.	Academic Intervention services are offered after school, Saturdays, and during the school day. One to one, counseling, group counseling , or classroom instruction.

	services in their academic area of weakness and counseling to address their needs and concerns. Their AIS teachers work with them on their areas of weakness. Students are taught to self-manage their learning and determine and record their own progress.		

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.**

By June 2014 the vision for student social and emotional development will be articulated with positive student behavior and classroom management programs as measured by a 5% increase in improvement of tone and climate on the NYC School Survey as well as a 5% reduction in suspensions and student referrals in OORS. The Principal and assistant principals, teams and teachers will articulate a clear and consistent College Ready message to every student demonstrating a renewed dedication to building positive school relationships that will positively impact the extended school day.

1. In September 2013, School Principal, Assistant Principals, School Leadership Team, guidance department and Dean will update school-wide discipline policy as well as develop grade appropriate plans, Looking Ahead at High School. (**SOP 5.2; 5.5**)
2. In August 2013, School Principal will partner with Office of Safety and Youth Development and Kagan Cooperative Learning Strategies and as well as incorporate strategies from the Pre-Referral Intervention Manual (SOP 5.2)
3. In September 2013, School Principal, Assistant Principals and Dean will align guidance interventions as well as conduct monthly assemblies to address anti-bullying behaviors and celebrate students, teachers and stakeholders who demonstrate best practices of habits of mind. (**SOP 5.2; 5.3; 5.4; 5.5**) Habits of Mind Program
4. In September 2013, Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey. (**SOP 5.2, 5.5**)
5. On a monthly basis, School Principal and Deans will track OORs reporting reports for incidents and suspensions. Principal, assistant principals and dean will deploy and monitor personnel to targeted problematic areas mitigating potentially high student infractions. (**SOP 5.5**)

6. Throughout the 2013-2014 school year, School Principal and Assistant Principals will evaluate and observe the anti-bullying curriculum. **(SOP 5.2; 5.5)**
7. In Summer of 2013, Assistant Principal will Partner with the Director of "Bullying". **(SOP 5.2)**
8. In September 2013, School Principal will realign the roles and responsibilities of the Dean's position. **(SOP 5.2)**
9. Throughout the 2013-2014 school years, all staff and faculty will promote high school choice and excellent conduct in all classes through the school wide incentive Carnivals. (SOP 5.3)
10. Throughout the 2013-2014 school years, Phys. Ed. Teacher will implement the Student Recreational Center and Student Fitness Center. (SOP 5.3)

Throughout the 2013-2014 school years, School Principal, Assistant Principals and Guidance Counselors will create and implement Guidance After-School Program. **(SOP 5.3; 5.5)**

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.**

By June 2014, families will identify improved communications and engagement as evidenced by an increase in scores on the Learning Environment Survey by three points in both communication and engagement.

1. Throughout the 2013-2014 school years, the principal and various staff members will engage community based partners and provide literature and letters to parents explaining the rationale behind the partnerships, the school's expectations of the partnerships and the partners' responsibilities. **(SOP 6.4)**
2. Throughout the 2013-2014 school year, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator as well as Community Based Partnership personnel.**(SOP 6.2; 6.3)**
3. On a quarterly basis, the school's administrators will monitor the use of School Messenger and sponsor _Parent Forums_ **(SOP 6.3; 6.2)**

Throughout the 2013-2014 school-years, the principal will coordinate with homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator to conduct parent technology nights to promote online communication program. **(SOP 6.3)**

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.

The school leadership/staff were involved in the development of this plan through weekly instructional cabinet meetings, conversations with the school based union representative, conversations with the current Generation Ready Consultant and all teachers. Conversations were focused on assessing the needs of students, staff, and parents as the school initiated a school based transformation under the new school leader's supervision.

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.

PD Event	Target Audience	PD Partner	Focus	Desired measurable outcomes
4 Day Initial Institute	ELA Teachers	Generation Ready	Text complexity	Teachers will: - Identify and describe text complexity using grade-specific rubrics - Knowledge and practice with introducing students to close readings of grade level complex texts
	Math Teachers	Generation Ready	Planning and delivering instruction using CCLS	Teachers will: - Become familiar with the new Math standards - Understand the conceptual

				shifts • Understand disciplinary literacy concept
3 Citywide PD Days	Teachers and Leadership Team	Generation Ready	Teacher Effectiveness	Teachers will be supported as they examine targeted components of the teacher effectiveness framework, including lesson planning, academic discussion and questioning and assessment practices.
Ongoing Job-embedded Support	Teachers and Leadership Team	Generation Ready	See below*	

*Generation Ready Job-Embedded Support The Generation Ready consultants in ELA and Math will demonstrate/model, mentor, observe and provide feedback on best, research-based instructional practices, curricula development and teaching and learning strategies to support data-driven, differentiated instruction and the adjustments based on formative data. The consistent, overarching goal of all job-embedded, side by side coaching is to improve pedagogy and consequently, student achievement. Consultants debrief with principals daily, providing insight into the work accomplished and outlining in detail the next steps that teachers are meant to practice before the consultant's next visit.

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.**

Generation Ready (AUSSIE):
Generation Ready will provide a multi-step, self-evaluation and adjustment process. Workshops and institutes are planned collaboratively with the school instructional leadership team, using the school's data from Advance to determine the beginning, benchmark, and end points. The consultants document their workshop, institute, and job-embedded sessions with Agendas, Evaluations, Attendance Sheets, and Logs of Work, which are approved and signed by the principal. Artifacts of teacher product (curriculum documents, units of study, performance tasks, lesson plans, etc.) as well as examples of student work are collected to correlate the evidence of teacher learning with student progress. Consultant Effectiveness is measured against the Generation Ready Consultancy Standards, which are based upon our Six Essential Practices for Effective Schools Framework, a framework that guides our work with schools, and is monitored by the Generation Ready Education Director responsible for M.S.272 consultants.

The Generation Ready consultants will meet with the principal at the beginning and the end of each day. In the morning, they will meet with the principal to confirm or adjust the plan for the day, and at the end of the day they will discuss who they worked with, the work that took place, what the principal should expect to see the teacher implementing, and the intended next steps for the following day's work. The end of day conversation is accompanied by the consultant's Work Log, which summarizes the day's events, teachers' next steps, and the consultant's next steps. The principal must approve and sign the Work Log. All Work Logs, Agendas, Action Plans/Goals, School Data and Reports will be kept in a binder in the Administration Office to document the entirety of the consultancy. An End-of-Year Summary Report is presented to the principal upon completion of the consultancy.

Generation Ready consultants will work collaboratively with the school leadership and teachers in designing curricula maps, incorporating exciting learning opportunities for all students. Consultants will assist teachers in engaging students in learning by creating interactive and stimulating curricula, and by using proven best practices to incorporate curriculum resources such as Codex and CMP3, that challenges students and encourages them to take ownership of their learning. The over-arching goal will be to develop student motivation and a life-long love of learning.

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.

As of September 2013, the M.S. 272 has invested in a new school web site www.theglobeschool.org which is the primary hub of information. In addition to the school website, the school also renewed the subscription for School Messenger to communicate with all parents regarding important reminders which will also include SIG. Information via the school's website and School Messenger will be updated on a weekly and monthly school basis. Parents and other stakeholders will also be informed at the monthly School Leadership Team, after school workshops and Parent Association meetings. Staff will be informed at weekly Common Planning meetings, monthly department and faculty conference meetings as well as the school's website.

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).**

Generation Ready- Year One Project Plan, Goals, Strategies and Outcomes

Goals- Leadership Team	Year 1 Strategies	Year 1 Outcomes
Support will be provided for the leaders to: • Develop a whole school strategic PD plan that reflects the school review recommendations, the progress report and classroom observation data from Advance; • Use data to drive instructional leadership strategies; • Use high quality targeted assessment to design standards-based	Weekly visits will provide guidance and support for the principal as the supports and structures are put in place. The consultants will: • Support the leadership team in conducting a needs assessment; • Guide the writing of a school-wide PD plan that reflects the QR, Progress Report, and Advance data; • Support the strategic implementation of the Danielson Framework	• A current, comprehensive school needs assessment; • A foundation strategic plan based on the needs assessment that aligns assessment, curriculum, instruction, and technology, with professional development; • A planned infrastructure that supports the identified needs;

| curricula; • Create a school culture and learning environments based on the principles of successful classrooms; • Plan, schedule, and support learning communities within the school; • Differentiate supervision and setting different goals for specific teacher needs. | through focused learning walks; • Participate in daily debriefings with administration; • Strategize implementation of PD to address identified needs and focuses; • Conduct differentiated seminars and study groups on identified topics; • Support meetings (e.g., Inquiry Teams) including weekly grade meetings. | • A school wide assessment framework that identifies measureable goals and benchmarks for student achievement; • A schedule for regular grade meetings to look at student work; • Protocols and norms for PLCs • The identification of a framework for looking at teacher effectiveness and a plan for implementation |

Goals- Teachers and Support Staff	Year 1 Strategies	Year 1 Outcomes
Support will be provided for the teachers to: • Develop a common vision of effective teaching; • Deepen knowledge of CCLS; • Support struggling learners by providing multiple entry points • to develop content rich, differentiated, Standards- based units of study; • Further develop their understanding of assessment driven instruction, particularly the development of rigorous Performance based tasks; • Develop knowledge in inquiry based and project based learning	The professional development will include workshops as well as job embedded, side-by-side coaching and co-teaching. Strategies include: • A four day summer institute for teachers in each content area; • Weekly or bi-weekly going school-based support for the identified content areas; • Weekly grade planning meetings for teachers; • Ongoing series of mini-workshops designed to support instructional shifts and disciplinary literacies • Demonstrating, coaching, and modeling in the classroom; • Faculty meetings focusing on data analysis and curriculum planning;	With the support of the consultants, the following will be the planned outcomes: • Regular, scheduled grade level/content area planning and data meetings; • Current curriculum maps that are revised to achieve interdisciplinary study with a thematic approach, and are aligned with the Common Core State Standards; • Teachers embracing professional development opportunities and incorporating new learnings into their planning and instruction; • Introduction to Discipline literacy in

• Create student-centered classrooms	• Establishing collaborative learning communities throughout the school	content areas, with an emphasis on informational texts and writing to form arguments that are supported with relevant, text-based evidence; • ELL's supported by reducing complexity of language used, while maintaining the rigor of tasks and ideas

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.

"Early wins" as early indicators of a successful SIG plan at Globe are as follows:
- Globe staff is prepared with units of study from September 2014-December 2014 with a comprehensive plan to complete units of study for January 2015-June 2015 with adjustments to previous units of study to ensure coherence in all content areas.
- School administration to continue implementation of the Advance teacher effectiveness rubric.
- Completed needs assessment to support action plan implementation.
- Additional time is used to support data driven instruction and the environmental research component.
- Data is used to make informed decisions to provide targeted instruction at Tier 1 and Tier 2 for students.
- A 3-5% decrease in the number of referrals of students to be evaluated for Special Education.
- A 3-5% decrease in the number of discipline referrals.

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.

Indicators of success that will be examined on no less than a quarterly basis are as follows:
- Report grades by marking periods
- Attendance-analyzed by the Instructional Cabinet members (Principal, Assistant Principals, Attendance Teacher, Guidance Counselor, Social Worker, Pupil Accounting Secretary and Parent Coordinator).
- Interim and Periodic Assessments-Assistant Principal for Curriculum, Lead teacher, coaches, and Principal.
- Baseline assessments- Assistant Principal for Curriculum, Lead teacher, coaches, and Principal.
- Short informal classroom observations-analyzed by Principal and Assistant Principals as well as Generation Ready Consultants.

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)
The Leadership Program	1. Hillside Arts and Letters (Q325) 2. Progress HS for Professional Careers (K474) 3. East Flatbush Community Research School (K581) 4. PS 333 Goldie Maple Academy (Q333) 5. PS 165 Ida Posner (K165) 6. MS 142 John Phillip Sousa (X142) 7. IS 93 (Q093) 8. 9. 10.	1. Raquel Nolasco – rnolascc@schools.nyc.gov 2. William Jusino – wjusino@schools.nyc.gov 3. Daveida Daniel – ddaniel6@schools.nyc.gov 4. Angela Logan – alogansmith@schools.nyc.gov 5. Fran Ellers – fellers@schools.nyc.gov 6. Louisa Palmer – lpalmer3@schools.nyc.gov 7. Edward Santos – esantos3@schools.nyc.gov 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	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. 6. 7. 8. 9.	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, rgaetan@schools.nyc.gov 5. 6. 7. 8. 9.

Evidence of Academic Success - Results

The following section illustrates an example of the results Generation Ready has experienced in many projects. The description explains the situation and the solution selected to accomplish the growth that was needed. Also included are charts to help readers review the results quickly.

10X382 Elementary School for Math, Science, and Technology - Bronx, NYC

Situation
PS 382 serves high poverty students in the Bronx, most of who speak Spanish at home. In 2011, students at X382 were performing well below the district average in math. The school's goal was to implement the Common Core State Standards in Mathematics, raising achievement in the process.

Solution
The Generation Ready math consultant worked with both administrators and our literacy consultant to address the issue of comprehension. With clear goals in place, our education consultant met with teachers regularly to enable them to improve their specialized content knowledge for teaching mathematics.

We also introduced an intensive focus on the use of data to differentiate instruction. All teachers conduct one-on-one assessment interviews with consultants and school leaders at least three times a year. The findings are then used to refine goals and activities to target what students need most to meet grade-level standards.

Results
Within a single year, the percentage rose by over 18 points, far exceeding the district. Students were far more engaged and creative in their problem solving, even employing strategies that the teachers themselves had never used before.

Results in New York City

X382 – Elementary School for Math
Math – Percentage at or above grade level

60

50

40

30

20

10

0

2011 | 2012

X382

District average

Science and Technology Grades 3-5
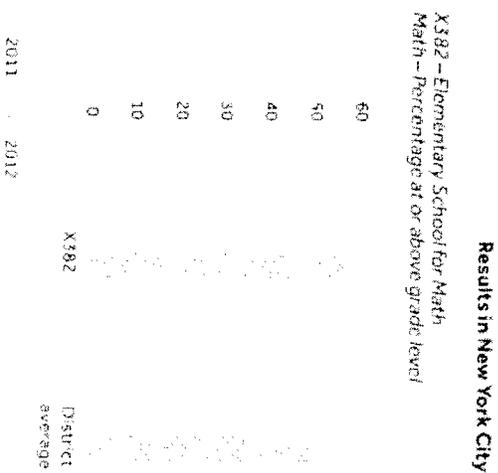
10X007 Kingsbridge School - Bronx, NYC

Situation

P.S. 007 serves 523 inner-city children in grades K through 5. After analyzing achievement data for the school, the principal decided that instructional rigor in English Language Arts (ELA) should be the focus for professional development in the 2011-2012 school year.

Solution

The Generation Ready education consultant worked with the principal to establish goals and put differentiated instruction in place in Grades 3 to 5 to meet the diverse range of student learning needs. Together, school leaders and Generation Ready analyzed student data to formulate a strategy for reading improvement.

We helped the school implement targeted, small group guided sessions during the reading block. The consultant also supported teachers in planning, modeled guided reading and provided feedback on their practice. In addition, we collaborated with the school coach to plan and deliver professional development around the instructional shifts required to meet the Common Core ELA standards.

Results

P.S. 007 was already performing slightly better than the district average in ELA. With Generation Ready's help, performance not only increased by over 20 percent after one year, but the gap over the district average widened considerably.

The principal attributes the school's success to the consultant's flexibility and fluid responsiveness. "As new challenges arise, she is always able to help me develop an action plan to respond to the situation. What makes her truly unique is she never shies away from the most difficult part of the action plan; she is right there in the middle of the work, helping me build capacity among the staff."

P.S. 7 – Kingsbridge School

ELA – Percentage at or above grade level

P.S.7: 49.5

District average: 39.3

2011 2012

Grades 3-5
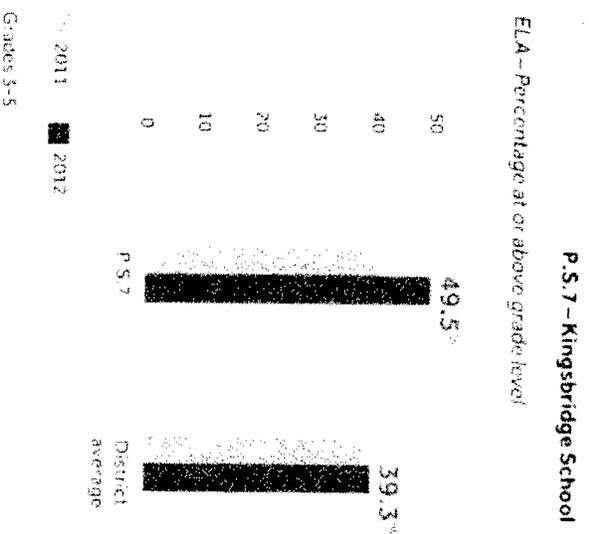
X371 Urban Institute of Mathematics - Bronx, NYC

Situation
This small New York City middle school serves 290 students, of which nearly three quarters quality for reduced or free lunches. The school's principal introduced significant structural changes to nurture a commitment to student learning and took advantage of the New York Department of Education-funded Middle School Quality Initiative (MSQI) designed to improve literacy.

Solution
Using MSQI funding, the Urban Institute engaged with Generation Ready to implement an extended literacy block along with tiered literacy interventions and targeted professional development.

Our literacy consultant provided job-embedded professional development to all of the school's grade 6 and 7 teachers. Guided and reciprocal reading was demonstrated in the classroom and the consultant supported teachers as they worked with students in small groups.

Results
Today, students are more engaged, take part in discussions, and use evidence from their texts. The average growth in Degrees of Reading Power (DRP), a nationally recognized Cloze comprehension assessment, is more than twice the national average for both sixth and seventh grades. In addition, the number of students performing at or above grade level has dramatically increased from one year to the next.

Middle School in Bronx, NY

September 2012 At or above grade level	January 2013 At or above grade level	June 2013 At or above grade level
20%	32%	47%

September 2012 At or above grade level	January 2015 At or above grade level	June 2015 At or above grade level
32%	39%	53%

Situation

A middle school with 997 students, Simon Baruch serves a densely populated part of New York City that is diverse both ethnically and socio-economically. The school's overarching goal was to raise overall student achievement in math, with a particular focus on closing achievement gaps for African American and Hispanic students.

Solution

The Generation Ready Math consultant began work in 2007, with emphasis on three key areas:

- Math reading, writing and problem-solving skills
- Designing Common Core-aligned performance tasks
- Integrating the Common Core into current curriculum

We collaborated with grade-level teams and school administrators to plan, review student work and analyze data to refine the curriculum. Effective practices were modeled in the classrooms and we provided an opportunity for teachers to visit across classes and grades to lend a fresh perspective. In addition, teachers were shown how to identify areas of concern by looking at student work to target curriculum and tasks for improvement.

Results

Work around the Common Core helped the school meet citywide expectations for implementation, with embedded performance tasks and curriculum maps aligned with the new learning standards.

The results also showed marked improvement for the target student groups. Between 2011 and 2012, the percentage of Grade 6 and 7 African-American and Hispanic students performing at or above grade level rose at a rate three times that of the district and five times better than New York City as a whole.

Math – Percentage at or above grade level

J.H.S. 104 – Simon Baruch School

African American and Hispanic students, Grades 6–7
Year-over-year change – 2011 to 2012

Partner Organization Name and Contact Information	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.	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 (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.	1.	1)
	2.	2)
	3.	3)
	4.	4)
	5.	5)
	6.	6)
	7.	7)
	8.	8)
	9.	9)
	10.	10)

Ms. Rashaunda Shaw – Principal   *Mr. Dayne McLean – Assistant Principal*
Mrs. Sharon Spann - Assistant Principal

Table of Organization
2013 – 2014

School Secretaries
Ms. Berkeley – Pupil Personnel
Ms. Harrinarine – Payroll/Procurement

Parent Coordinator
Ms. Smith

Eighth Grade Team

241	**801**	Ms. Tambal – Science
233	**802**	Ms. Lynch – Humanities
235	**803**	Ms. Weathers - Special Education
239	**804**	Mr. Tolan – Social Studies
237		Mr. Vorfi - Math
276	**805**	Ms. Coleman - Music

Seventh Grade Team

204	**701**	Mr. Licari - Math
205	**702**	Mr. Lumabi - Science
209	**703**	Ms. McIntosh – Sp Ed/ELA
206	**704**	Mr. Lovett - Humanities

Sixth Grade Team

217	**601**	Ms. Dallas – ELA
215	**602**	Mr. Lin – Science
225B	**603**	Ms. Anfossi – Special Education
221	**604**	Vacancy – Social Studies
213		Ms. Wright – Sp Ed Math 6/7

202	Ms. Mejia – ESL
GYM	Mr. Longo – Phys. Ed.
274	Vacancy – Spanish

Guidance
Mr. Moliterno , Rm. 227

Dean
Ms. Moore, Rm. 275

Instructional Coach
Ms. Deleo, Rm. 225a

Paraprofessionals
Ms. Colon
Ms. McGregor

Speech
Ms. Pellegrino, Rm. 108

School Aides
Ms. Bobbitt
Mr. Frederick
Ms. Valle

Student Assessment Team
Mr. Rudin, Psychologist, Rm. 103
Ms. Frazier-Smith, Social Worker, Rm. 103
Ms. Morales, Family Worker, Rm. 103

Campus Techonogy Liaison
Mr. Parchment, Rm. 108

School Safety
Mr. Sanchez - Main Desk – x1000

Health Clinic
Ms. Murray, Rm. 179

Kitchen
Ms. Bryan – Head of Kitchen x 2451

Ms. Rashaunda Shaw – Principal   *Mr. Dayne McLean – Assistant Principal*
Mrs. Sharon Spann - Assistant Principal

Table of Organization
2013 – 2014

School Secretaries
Ms. Berkeley – Pupil Personnel
Ms. Harrinarine – Payroll/Procurement

Eighth Grade Team

241	**801**	Ms. Tambal – Science
233	**802**	Ms. Lynch – Humanities
235	**803**	Ms. Weathers - Special Education
239	**804**	Mr. Tolan – Social Studies
237		Mr. Vorfi - Math
276	**805**	Ms. Coleman - Music

Sixth Grade Team

217	**601**	Ms. Dallas – ELA
215	**602**	Mr. Lin – Science
225B	**603**	Ms. Anfossi – Special Education
221	**604**	Ms. Charles – Social Studies
213		Ms. Wright – Sp Ed Math 6/7
202		Ms. Mejia – ESL
GYM		Mr. Longo – Phys. Ed.

Paraprofessionals
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Ms. Valle

Campus Techonogy Liaison
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Ms. Murray, Rm. 179

Parent Coordinator
Ms. Smith

Seventh Grade Team

204	**701**	Mr. Licari - Math
205	**702**	Mr. Lumabi - Science
209	**703**	Ms. McIntosh – Sp Ed/ELA
206	**704**	Mr. Lovett - Humanities

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Mr. Moliterno , Rm. 227

Dean
Ms. Moore, Rm. 275

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Ms. Morales, Family Worker, Rm. 103

School Safety
Mr. Sanchez - Main Desk – x1000

Kitchen

Ms. Bryan – Head of Kitchen x 2451

Ms. Rashaunda Shaw – Principal   *Mr. Dayne McLean – Assistant Principal*
Mrs. Sharon Spann - Assistant Principal

Tentative Table of Organization 2013 – 2014

ROOMS

TEAM Grade 8

Humanities	Ms. Lynch	233	**Homeroom 802**
Math	Mr. Vorfi	237	
Science	Ms. Tambal	241	**Homeroom 801**
Special Education	Mr. Tolan	237	**Homeroom 804**
Special Education	Ms. Weathers	235	**Homeroom 803**

TEAM Grade 7

Humanities	Mr. Lovett	206	**Homeroom 704**
Math	Mr. Licari	204	**Homeroom 701**
Science	Mr. Lumabi	205	**Homeroom 702**
Special Education ELA 7	Ms. Mcintosh	209	**Homeroom 703**

TEAM Grade 6

ELA	Ms. Dallas	217	**Homeroom 601**
Social Studies	Ms. Charles	221	**Homeroom 604**
Math	Mr. Lin	215	**Homeroom 602**
Science	Mr. Garcia	223	
Special Education	Ms. Anfossi	225B	**Homeroom 603**
Special Education Math 6/7	Ms. Wright	213	

Other Teaching Personnel:
Ms. Mejia - ESL   Mr. Longo – Phys. Ed.   Gym
Ms. Coleman – Music   RM 276 **Homeroom 805**   Ms. Gill – Spanish   RM 274

Mrs. Moore – Dean	275	**Paraprofessional Staff**
Mrs. Gillian Pemberton-Smith	228	Ms. Rose McGregor -- Para
Parent Coordinator		Ms. Colon – Para
Mr. Vincent Moliterno	TBD	
Guidance Counselor		**Support Staff**
Ms. Pellegrino – Speech	218	Ms. Berkeley – Secretary 228
Ms. Lisa Deleo – Instructional Coach	225A	Ms. Harrinarine – Secretary 228
		Ms. Bobbitt – School Aide 228
Mrs. Frazier-Smith/Ms. Morales – IEP	103	Mr. Frederick – School Aide 228
Mr. Rudin – Psychologist	103	Ms. Valle – School Aide 228
Mr. Joyce – Head of Custodian	103	
Mr. Sanchez – Head of Security	151	
Ms. Corrine Bryan – Head of Kitchen		
Ms. Murray – Nurse	179	

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

PD Event	Target Audience	PD Partner	Focus	Desired measurable outcomes
4 Day Initial Institute	ELA Teachers	Generation Ready	Text complexity	Teachers will: • Identify and describe text complexity using grade-specific rubrics • Knowledge and practice with introducing students to close readings of grade level complex texts
	Math Teachers	Generation Ready	Planning and delivering instruction using CCLS	Teachers will: • Become familiar with the new Math standards • Understand the conceptual shifts • Understand disciplinary literacy concept
3 Citywide PD Days	Teachers and Leadership Team	Generation Ready	Teacher Effectiveness	Teachers will be supported as they examine targeted components of the teacher effectiveness framework, including lesson planning, academic discussion and questioning and assessment practices.
Ongoing Job-	Teachers and Leadership	Generation Ready	See below*	

embedded Support	Team			

*Generation Ready Job-Embedded Support The Generation Ready consultants in ELA and Math will demonstrate/model, mentor, observe and provide feedback on best, research-based instructional practices, curricula development and teaching and learning strategies to support data-driven, differentiated instruction and the adjustments based on formative data. The consistent, overarching goal of all job-embedded, side by side coaching is to improve pedagogy and consequently, student achievement. Consultants debrief with principals daily, providing insight into the work accomplished and outlining in detail the next steps that teachers are meant to practice before the consultant's next visit.

i. 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.

Our tentative calendar is provided below, and may be revised to align to the Central calendar provided in attachment H. The final schedule will depend on the teacher Initial Planning Conference.

- Generation Ready consultants will launch the 2014-2015 School Year with an Intensive 4 day Summer Institute;

- The Generation Ready consultant in ELA and Math will each spend one day a week at M.S. 272 throughout the 2014-2015 school year, including the 3 city-wide Professional Development days;

- The full Generation Ready consultant team will meet as a group on a regular basis with the Instructional Leadership Team, to ensure coherence and consistency, and to make any necessary adjustments based on on-going formative data collection;

- In September, all M.S. 272 teachers will receive professional development around the Common Core State Standards, the Danielson Framework for Teacher Effectiveness, and new citywide initiatives and instructional expectations for the 2014-2015 school year;

- From September through June, Instructional Rounds/Informal Classroom Visits will take place three days a week according to a content specific schedule. Math and ELA consultants will visit on the day of the week the department and grade meetings have been scheduled, so they will be able to meet with teachers, coaches, and administrators in groups as well as individually;

- Principal, Assistant Principals, Lead Teachers and Generation Ready consultants participate in Instructional Rounds/Informal Classroom Visit process weekly, will de-brief as an Instructional Cabinet, and will collaboratively plan Professional Development designed to support teacher needs based on trends identified and common problems of practice;

- Following Instructional Rounds/Informal Classroom Visits, teachers are provided with formative feedback around a targeted component of the research-based identified framework, including lesson planning, academic discussion and questioning, and assessment practices;

- Individual Teacher Professional Development opportunities are aligned to the trends and individual needs identified;

- Analysis of observations, patterns and trends, revisions to Individual Professional Development Growth Plans are ongoing throughout the school year;

- Ongoing formal/informal observations will be conducted by the Principal and the Assistant Principals according to the choices teachers have made, and the results of all observations will be recorded in Advance, where the results will be analyzed and utilized in revising professional development plans to target areas of need.

i. _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:

CLASS: 601Old 361

Periods	Monday And Friday	Tuesday, Wednesday, Thursday	Monday	Tuesday	Wednesday	Thursday	Friday
0		8:10- 8:25	_Advisory_	_Advisory_	_Advisory_	_Advisory_	_Advisory_
1		8:25-9:15	_ELA_	_ELA_	_ELA_	_ELA_	_ELA_
2		9:15-10:05	_ELA_	_SCIENCE_	_ELA_	_AIS_	_ELA_
3		10:05-10:55	_SCIENCE_	_SPANISH_	_SCIENCE_	_SCIENCE_	_AIS_
4		10:55-11:45	_LUNCH_	_LUNCH_	_LUNCH_	_LUNCH_	_LUNCH_
5		11:45-12:35	_SS_	_GYM_	_SPANISH_	_GYM_	_SCIENCE_
6		12:35-1:25	_MUSIC_	_SS_	_SS_	_SS_	_SS_
7		1:25-2:15	_MATH_	_MATH_	_AIS_	_MATH_	_MUSIC_
8		2:15-3:05	_MATH_	_MATH_	_MATH_	_MATH_	_MATH_
Homeroom		3:05-3:08		_HR_	_HR_	_HR_	

ELA ROOM-217
MATH ROOM-215
SICENCE ROOM-223
SOCIAL STUDIES ROOM-221
SPANISH ROOM-274
MUSIC ROOM-276
AIS-213

All students are invited to attend Saturday Academy, the 21st Century After School Program, and are scheduled to receive whole class Academic Intervention Services in addition to core subjects.

11X272-SIG

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:
Signature (in blue ink)		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]	2-4-14	
Type or print name		
Rashaunda Shaw		

Teachers Union President / Lead:	Date:	Summary Documentation if Signature is Unobtainable:
Signature (in blue ink)		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.
Viktor Vorf.	2-4-14	
Type or print name		
VIKTOR VORFI		

Parent Group President / Lead:	Date:	Summary Documentation if Signature is Unobtainable:
Signature (in blue ink)		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]		
Type or print name		
[signature]		

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11X272 GLOBE SCHOOL-ENVIRNM RESEARCH

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	60390	60390	60390
b. Student participation in State ELA assessment	%	100	99	100	100	100
c. Student participation in State Math assessment	%	100	99	100	100	100
d. Drop-out rate	%	11	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	94%	90%	91%	92%	93%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	2%	5%			
h. Number of discipline referrals	Num	18%	39%			
i. Truancy rate	%	1%	4%	4%	3%	3%
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				
m. Hours of professional development to improve leadership and governance	Num	10				
n. Hours of professional development in the	Num	10				

1

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	9	12 to 14	15 to 19	18 to 24
d. Students scoring "proficient" or higher on Math assessment	%	30	6	9 to 12	12 to 18	15 to 24
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

11X272

11X272 - SIG

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
Signature (in blue ink)		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 Primary School identified in this SIG application.
Type or print name	2-4-14	
Kashaunda Shaw		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)	2-4-14	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 Primary School identified in this SIG application.
Viktor Vorf		
Type or print name		
VIKTOR VORF		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)		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 SIG application.
Type or print name		

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11X272 GLOBE SCHOOL-ENVIRNM RESEARCH

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	60390	60390	60390
b. Student participation in State ELA assessment	%	100	99	100	100	100
c. Student participation in State Math assessment	%	100	99	100	100	100
d. Drop-out rate	%	11	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	94%	90%	91%	92%	93%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	2%	5%			
h. Number of discipline referrals	Num	18%	39%			
i. Truancy rate	%	1%	4%	4%	3%	3%
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				
m. Hours of professional development to improve leadership and governance	Num	10				
n. Hours of professional development in the	Num	10				

1

implementation of high quality interim assessments and data-driven action						
II. Academic Indicators						N/A
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	9	12 to 14	15 to 19	18 to 24
d. Students scoring "proficient" or higher on Math assessment	%	30	6	9 to 12	12 to 18	15 to 24
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

The baseline data uses the school's information from the 2011-2012 school year, consistent with the Priority School identification.

I. Leading Indicators

a. **Number of minutes in the school year**
   Baseline data for 2011-12 was determined based on the number of instructional days in the school year (183 days) and the minimum required daily instructional time (5 hours for grades 1-6 and 5.5 hours for grades 7-12)

b. **Student participation in State ELA assessment**
   K-8; from State Report Card Accountability table.

c. **Student participation in State Math assessment**
   K-8. from State Report Card Accountability table.

d. **Drop-out rate**
   Dropout rate from NYSED; 2008, 4-year August cohort

e. **Student average daily attendance**
   All schools: Calculation based on aggregate of days students were present divided by days present + absent for school year 2011-12

f. **Student completion of advanced coursework**
   High Schools: This includes Advanced Placement, International Baccalaureate, college-credit courses, etc. See recommended range of growth under "Target for 2014-15" showing the recommended to use to set targets.

g. **Suspension rate**
   All schools: Represents the number of suspensions as reported to SED (School Report Card) divided by the number of students enrolled in 2011-12.

h. **Number of discipline referrals**
   All schools: Represents total count of Level 3-5 incidents in 2011-12

i. **Truancy rate**
   K-8: Aggregate number of students absent 30% or more divided by register.
   High Schools: Aggregate number of students absent 50% or more in 9-12 divided by register.

j. **Teacher attendance rate**
   All schools: Calculated based on 2011-2012 school year: 1 − (total absent days/total active days)

   Absent days: defined as total of time teachers were reported to be absent for discretionary reasons (personal, sick, and grace period) during 2011-2012 school year. Excludes school holidays and weekends, or when teachers were otherwise not required to report to school.

   Active days: defined as all days where teachers were to report to school based on DOE school calendar (excludes school holidays, snowdays, and weekends) where they were in the title of teacher, and were not on leave or sabbatical.

k. **Teachers rated as "effective" and "highly effective"**
   Data for percentage of teachers rated "Effective" and "Highly Effective" (HEDI categories) does not exist for all schools at this time. NYCDOE will calculate NYC APPR ratings following Education Law 3012-c

and NYSED regulations for teachers for the 2013-14 school year for the first time in September 2014; these initial ratings will be used to inform future targets for schools.

l. Hours of professional development to improve teacher performance
This may include the following types of professional development activities:

• PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions) • PD to build a shared understanding of Danielson's *Framework for Teaching* and develop a shared picture of effective teaching • PD to understand the new system of teacher evaluation and development • PD to implement Response to Intervention (RtI) • PD for teachers working with English Language Learners • PD to implement Positive Behavioral Interventions and Supports (PBIS) • Observation and feedback to individual teachers • PD/mentoring to support new teachers • PD to implement CTE courses in which increased percentages of historically underserved students will enroll	• PD to implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which NYSED has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD to implement virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll • PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs • Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work

Note: A large and well-regarded federal study of PD programs (Yoon et al., 2007) found that 14 hours was the minimum amount of time that yielded statistically significant impact on student outcomes; i.e., 14 hours of PD on a particular topic or coherent set of topics, as a coherent PD experience, rather than 14 disconnected one-hour workshops. More than 14 hours of professional development showed a positive and significant effect on student achievement—the three studies that involved the least professional development (5–14 hours total) showed no statistically significant effects on student achievement. Teachers who received substantial PD—an average of 49 hours among nine studies—boosted their students' achievement by about 21 percentile points.

m. Hours of professional development to improve leadership and governance
n. This may include the following types of professional development activities:

• Regular meetings in which school leaders:
  ○ Review data and establish an instructional focus
  ○ Evaluate curricular alignment with standards in all content areas
  ○ Plan and adjust PD to support implementation of the school's curricula
  ○ Plan and adjust PD to improve instruction
• Regular meetings in which team leaders develop facilitation, data analysis, and planning skills
• PD specifically designed for teacher leaders, principals, and assistant principals, including PD provided to principals at network meetings
• Support for instructional coaches, teacher leaders, and others in conducting evidence-based observations using the Danielson rubric, providing coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system
• Support for school leaders supporting teachers with the new teacher evaluation and development system
	• Support for highly effective teachers who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools
	• PD for principals/ instructional supervisors regarding the implementation of CTE courses in which increased percentages of historically underserved students will enroll
	• PD for principals/instructional supervisors regarding the implementation of Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll
	• PD for principals/instructional supervisors regarding the implementation of virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of

	historically underserved students will enroll

o. **Hours of professional development in the implementation of high quality interim assessments and data-driven action**

p. This may include the following types of professional development activities:
  - Teacher team meetings in which teams review student work products and other data to adjust teaching practice ("inquiry team meetings")
  - Professional development on creating and using periodic assessments
  - Training on information systems that track assessment outcome

II. Academic Indicators

q. **ELA performance index**
   Does not yet exist for 2012-13 and therefore cannot be used to create targets for the future, which will be based on a new exam

r. **Math performance index**
   Does not yet exist for 2012-13 and therefore cannot be used to create targets for the future, which will be based on a new exam

s. **Student scoring "proficient" or higher on ELA assessment**
   2012-13 data used as baseline due to change in exam

t. **Students scoring "proficient" or higher on Math assessment**
   2012-13 data used as baseline due to change in exam.

u. **Average SAT score**
   Averaged between three subjects.

v. **Students taking PSAT**
   All students are required to take the PSAT.

w. **Students receiving Regents diploma with advanced designation**
   Advanced regents rate from NYSED; 2008, 4-year August cohort.

x. **High school graduation rate**
   Graduation rate from NYSED; 2008, 4-year August cohort.

y. **Ninth graders being retained**
   100% minus percent earning 10+ credits in year 1 from 2011-12

z. **High school graduates accepted into two or four year colleges**
   College enrollment rate from 2011-12.

Rashaunda Y. Shaw

PROFESSIONAL EXPERIENCE:

2013-Present   Principal   *The Globe School for Environmental Research*

Responsible for supervision of instructional and non-instructional staff to transform The Globe School for Environmental Research to fulfill its founded purpose. Collaboratively implemented Common Core aligned curricular in English Language Arts (Code-X) and Mathematics (Pearson's CMP3) including a Response to Intervention program during and after school to support students performing at Levels 1 and 2 on State assessments. Creating an inclusive environment for parents, students and teachers to promote an advance community engagement for the betterment of the school community. Collaboratively revised a pupil discipline system that results in positive student behavior and the implementation of a Positive Behavior Intervention Support (PBIS). Building the capacity of the instructional cabinet to support teachers across the content area in understanding and implementing the Advance Annual Performance Professional Review (APPR) and the Citywide Instructional Expectations.

2011-2013   Principal   *Roberto Clemente Intermediate School IS 195*

Supervising instructional and non-instructional staff to establish a professional learning community to engage students in Common Core aligned instruction. Collaboratively revised curriculum in English Language Arts and Mathematics to include Academic Intervention using Computer Assisted Programs such as Fast Path's Read to Succeed Program and Renaissance Learning's Accelerated Reading and Math Facts in a Flash. Established and organized the Principal and Assistant Principal's Book Club to engage and support reluctant readers. Demonstrated knowledge of the Referral Process for students with disabilities and trained in the usage of all SESIS portal functions. Reorganized teacher/student school program to support the academic as well as social emotional needs' of students in all subgroups to improve student achievement. Engage teachers in the planning and implementation of the school's curriculum by co-teaching lessons to model best instructional practices in collaboration with professional organizations. Astutely observe staff and faculty performance, document observations, and conduct evaluation conferences to improve teacher performance utilizing the Citywide Instructional Expectations. Collaborate with Assistant Principals in examining the budget to determine the availability of funding for instructional materials, resources for parents, extended learning opportunities for students beyond the classroom, and to develop annual budget requests based on all relevant school data. Set aside funds for students to have part time after school employment. Revised a pupil discipline system that results in positive student behavior and the implementation of a SAVE Room.

2008-2011   Principal   *The Academy of Collaborative Education, MS 344*

Developed, maintained, evaluated, implemented and enhanced curricular and extracurricular programs to improve student achievement; developed an appropriate teacher/student school program and provided leadership for the planning, development and implementation of the school's curriculum. Managed the recruitment and hiring of staff, established partnerships with professional organizations for on-site staff development programs, astutely observed staff and faculty performance, documented the observations, and conducted evaluative conferences. Worked collaboratively with department chairs to develop annual budget requests based on documented program needs. Collaboratively developed a pupil discipline system that resulted in positive student behavior and a reduction of incidents. Performed safety-learning walks, reviewed emergency procedures and provided regular drills for emergencies and disasters.

2007-2008   Aspiring Principal   *Waverly School of the Arts, IS 392*

Intermediate School 392 is a school for the gifted and talented whose focus is to integrate the arts into the curriculum. As an aspiring principal, I participated in every aspect of the position including instructional, organizational, and administrative leadership. I analyzed and used data to set high learning goals for all students via the Inquiry Team. During my residence, I also: 1) aligned curriculum, instruction, and

assessments to Content and Performance Standards, 2) planned and facilitated instructional grade meetings in all content areas, 3) supervised after-school enrichment clubs and programs, 4) developed a school-wide writing project, and 5) managed resources to improve student achievement and support school's vision by implementing the Acuity Assessment Program.

2005-2007   Regional Instructional Specialist   *Region Seven*

Designed and aligned region-wide professional development for literacy and intervention to support 32 middle schools. During my term, I assisted school administrators in implementing City and State Standards in literacy, organized and facilitated content focused professional learning experiences for coaches, intervention liaisons, assistant principals in the accomplishment of identified goals in accordance with the Comprehensive Education Plans, and provided support to principals and supervised Literacy Coaches in the utilization of assessment data. Created and implemented a Literacy Regional Assessment Portfolio for Middle schools in preparation for the Grade 7 Promotional Appeals Process and coordinated the middle school Promotional Appeals Process.

2004-2005   Lead Literacy Coach   *George Gershwin Intermediate School, IS 166*

Responsible for implementing Core programs in literacy and America's Choice School Design model in alignment with the school's restructuring plan. Additional responsibilities: organized and facilitated weekly study group meetings to investigate and analyze topics related to improving student learning, differentiated professional development for teachers based on demonstrated need, developed and implemented an ELA and Math Test Sophistication Genre Study for grades 6-8 including Special Needs. Coached teachers, modeled lessons, and wrote original standards based lesson plans for teachers to implement Region 5's Monthly Writing Focus.

2003-2004   Literacy Coach   *Math, Science, & Technology Institute MS 267*

Middle School 267 is a small school focused on integrating math, science and technology into the curriculum. Implemented Core programs in Balanced Literacy, developed and supported a culture of reflective practice among teachers, designed and implemented an ELA Test Sophistication Genre Study for grades 6-7 including Special Needs, and planned and executed all professional development to implement Balanced Literacy.

2002-2003   Team Leader   *Math, Science, & Technology Institute MS 267*

Supervised six teachers and 120 7th grade students in the Ida B. Wells Academy. Planned and conducted bi-weekly team, professional development, and academy meetings for staff and students. Established a cohesive Grade 7 ELA Department through implementation of collegial planning. Established a buddy teacher system within the academy.

1998-2003   ELA Teacher   *Math, Science & Technology Institute MS 267*

Implemented and assumed responsibility for all English Language Arts instructional activities as assigned by the school based supervisor. Delivered ELA instruction to students using thematic and holistic active learning strategies to integrate curriculum.

PRESENTATIONS:

I designed and facilitated the following professional development sessions:

• A Deep Dive into Data	September 2011
• Navigating the Acuity Assessment Program	October 2012
• Learning from Looking at Student Work: A Closer Look at Informational Writing	November 2012
• Portfolios: An Introduction to Collecting Evidence to Support Promotion	November 2010
• Reading Comprehension-Are our beliefs compatible with practice?	October 2010
• Looking at Student Work-The Supervisor's Role in Improving Writing Instruction	December 2005

COMMUNITY ACTIVITIES/AWARDS/HONORS:

- Waverly School of the Arts Leadership Award
- Community School District 16's Certificate of Appreciation-Citywide Professional Development Day
- Community School District 16's Excellence in Teaching Award
- Superintendent's Outstanding Teacher Award
- Excellence in Building Community Award
- Community School District 05-Principal's Award

SKILLS AND ACCOMPLISHMENTS:

- Coordinated and supervised Region 7's (2005-2007) Saturday Prep Academy
- Conducted a study group for teachers on improving literacy performance for all students
- Curriculum writing for middle school teachers aligned to Common Core Learning Standards
- Academic Testing Supervisor for Region 7's English Language Arts Scoring (2005-2007)
- Supervised a Math and Science Enrichment program for struggling students, 2005
- Basic comprehension of Spanish

EDUCATION:

2004	Cambridge College	Certificate of Advanced Graduate Studies	Education Leadership
2002	Mercy College	Masters of Science of Education	Learning Technology
1998	Shaw University	Bachelor of Arts	English Education

CERTIFICATIONS:

New York State School Administration and Supervision
New York City, Senior Curriculum Development & Coordination Instruction Specialist
New York City Elementary School Principal License
New York City Middle School Principal License

REFERENCES: Available upon request

Category	Primary SIG Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Transformation: GLOBE SCHOOL-ENVIRNM RESEARCH (11X272)							
Code 15	Instruction	1.0 FTE Social Worker to support students social and emotional development	$50,000	$0	$0	$50,000	The school will leverage resources from the existing school budget to further sustain the program for students.
Code 15	Instruction	3.0 FTE teachers will be hired to support the instructional efforts in environmental research by the end of the three years.	$120,000	$0	$0	$120,000	The increase in student enrollment over the 3 year period will be the funding source to sustain the work and based on capacity built through the Lead Mathematics teacher, coaches, and Assistant Principals.
Code 15	Curriculum	Hourly Per Session. Teachers will work during the Summer and after school for 2014-2015 to plan units of study for students.	$20,000	$15,075	$18,854	$53,929	The school will leverage resources from the existing school budget to further sustain the program for students.
Code 15	Curriculum	Hourly Per Session. Principal and Assistant Principals will supervise curriculum planning institutes during the Summer and after school.	$12,000	$5,522	$10,522	$28,044	The school will leverage resources from the existing school budget to further sustain the program for students.
		Subtotal Code 15	202,000	20,597	29,376	251,973	
Code 16	Instruction	Hourly Per Session. Ed. Para will receive professional development to support PBIS in class with students.	$3,000	$3,000	$3,139	$9,139	The school will leverage resources from the existing school budget to further sustain the program for students.
		Subtotal Code 16	3,000	3,000	3,139	9,139	
Code 40	Teacher Training Metamorphosis	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.	50,000	25,000	65,000	140,000	Title 1 funds will be repurposed to sustain this activity
Code 40	Teacher Evaluation (APPR) Implementation	2.0 Consultants will assist the Principal and Assistant Principals with full implementation of APPR and Danielson Framework and will also provide literacy and math curriculum support to teachers in grades 6-8.	$90,000	$90,000	$50,000	230,000	The increase in student enrollment over the 3 year period will be the funding source to sustain the work and based on capacity built through the Lead Mathematics teacher, coaches, and Assistant Principals.
Code 40	Student Support	Leadership Program consultants will assist the school with implementing an After School program in class enrichment focused on empowering girls to foster their identity, and advisory program and a Young Men's Club to empower young men to be successful through mentoring services.	$65,000	$65,000	$65,000	$195,000	The school will leverage resources from the existing school budget to further sustain the program for students.
Code 40	Data-Driven Instruction/Inquiry (DDI)	Case-Next/Data-Action will assist staff with implementing data driven support with current DoE data systems by the end of the three years.	$20,000	$20,000	$20,000	$60,000	The school will leverage resources from the existing school budget to further sustain the program for students.
Code 40	School Climate and Discipline	Turn Around for Children Consultants will provide professional development for teachers to engage students in learning.	$7,200	$9,600	$0	$16,800	The school will leverage resources from the existing school budget to further sustain the program for students.
		Subtotal Code 40	232,200	209,600	200,000	641,800	
Code 45	Instruction	Additional laptops will be purchased to support students participating in Tier 2 Response to Intervention Programs to target remediation instruction in ELA and Mathematics.	$5,000	$5,000	$5,000	$15,000	The school will leverage resources from the existing school budget to further sustain the program for students.
Code 45	Student Support	School will work with existing partner Kaplan to continue providing Test Sophistication strategies to students.	$10,093	$10,000	$10,001	$30,094	The school will leverage resources from the existing school budget to further sustain the program for students.
		Subtotal Code 45	15,093	15,000	15,001	45,094	
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.	47,707	1,803	2,484	$51,995	$51,995
		Subtotal Code 80	47,707	1,803	2,484	51,995	
		Subtotal Transformation	500,000	250,000	250,000	1,000,001	
CENTRAL							
Code 15							

Code 16
Code 40
Code 45
Code 80

	Subtotal Central			
	TOTAL SIG	0	0	0	0
	500,000	250,000	250,000	1,000,001
Other sources of income	Non-Core Instruction Tax Levy	324,513	162,256	162,256	649,025
	Title 1 for Priority and Focus Schools	77,169	38,584	38,585	154,338
	Other Title 1 allocations	204,462	102,231	102,231	408,923
TOTAL	1,106,143	553,072	553,072	2,212,287

GLOBE SCHOOL-ENVIRNM RESEARCH

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	$ 202,000
Support Staff Salaries	16	$ 3,000
Purchased Services	40	$ 232,200
Supplies and Materials	45	$ 15,093
Travel Expenses	46	$ -
Employee Benefits	80	$ 47,707
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	$ 20,597
Support Staff Salaries	16	$ 3,000
Purchased Services	40	$ 209,600
Supplies and Materials	45	$ 15,000
Travel Expenses	46	$ -
Employee Benefits	80	$ 1,803
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	$ 29,376
Support Staff Salaries	16	$ 3,139
Purchased Services	40	$ 200,000
Supplies and Materials	45	$ 15,001
Travel Expenses	46	$ -
Employee Benefits	80	$ 2,484
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	$ 251,973
Support Staff Salaries	16	$ 9,139
Purchased Services	40	$ 641,800
Supplies and Materials	45	$ 45,094
Travel Expenses	46	$ -
Employee Benefits	80	$ 51,995
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
Total Project Budget		$ 1,000,001

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Educational Finance and Management Serv
Bureau of Federally Aided Programs – Room 542 EB
Albany, New York 12234

PROPOSED BUDGET

FOR THE OPERATION OF A

FEDERAL OR STATE PROJECT FS-10   (2/94)

BASIC PROJECT INFORMATION

N.Y.C. GRANT #	N.Y.C. DOCUMENT #	PROJECT #

AGENCY CODE | 3 | 0 | 5 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 5 | 1 |

Federal /State Program   **SCHOOL IMPROVEMENT GRANT 1003 (g). Cohort 5, Year 1**
GLOBE SCHOOL-ENVIRNM RESEARCH

Contact Person   EDUARDO CONTRERAS

Agency Name   **New York City Department of Education**

Mailing Address   **52 Chambers Street, Room 213**

New York,   N.Y.   10007

Telephone #   212-374-0520   **Manhattan**

County

Project Operation Dates From **JUN   1   2014**   To   **JUN   30   2015**

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
11X272 Transformation			
Teacher	0.00	0	0
Teacher (regular)	0.00	0	0
Lead Teacher	3.00	40,000	120,000
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	1.00	50,000	50,000
Teacher Per Session (rate per hour)	476	41.98	20,000
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)	273	43.93	12,000
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
			202,000
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
Eduacation Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	0	41.98	0
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
			0
Central			
School Implementation Manager			0
			0
Subtotal - Code 15			202,000

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
11X272 Transformation			
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	0	16.20	0
Ed. Para Bulk (Per Session) (rate per hour)	114	26.27	3,000
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
			3,000
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	0	16.20	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			3,000

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
11X272 Transformation		
685 - Educational Consultant	Leadership Program	65,000
686 - Professional Services Other	Case-Next/Data-Action	110,000
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis, Turn Around for Children	57,200
		232,200

685 - Educational Consultant		0
686 - Professional Services Other		0
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis	0
		0

Subtotal - Code 40   232,200

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
11X272 Transformation	
Computer and Printers under $5,000 per unit	5,000
Educational Software	0
General and Instructional Supplies	0
Library Books	0
Supplemental Textbooks	10,093
	15,093
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	15,093

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 - Transformation		47,707
ARRA FRINGE - Other		0
ARRA FRINGE - CENTRAL		0
Subtotal - Code 80		47,707

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 Resticted 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

N.Y.C. GRANT #

0

PROJECT BUDGET SUMMARY

Agency Name: NYC PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	202,000
Non-Professional Salaries	16	3,000
Purchased Services	40	232,200
Supplies and Materials	45	15,093
Travel Expenses	46	0
Employee Benefits	80	47,707
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		500,000

FOR DEPARTMENT USE ONLY

SED #: 0 0 0 0 0 0 0 0 0 0 0 0

Project #: 0 0 0 0 0 0 0 0 0 0

Tracking/Contract #:

Project Funding Dates

JUN   1   2014   JUN   30   2015

FROM   TO

Program Office Approval

Fiscal Year	Amount Budgeted	First Payment
——	$	$
——	$	$
——	$	$
——	$	$
——	$	$

$ _____

Voucher #   First Payment

Finance Office Approval

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the required budget amounts are necessary for the implementation of this project and that this agency is in compliance with the Federal and State Laws.

2/24/14   *Ling Tan*

DATE   SIGNATURE

Ling Tan, Director, Capital & Reimbursable Finance

NAME/TITLE - CHIEF ADMINISTRATIVE OFFICER

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

RFP # and Title: 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   M. Doyle   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	$ 251,973	
3	Support Staff Salaries	$ 9,139	
4	Fringe Benefits	$ 51,995	
5	Indirect Costs	$ -	
6	Rent/Lease/Utilities	$ -	
7	Sum of lines 2, 3 ,4, 5, and 6		$ 313,107
8	Line 1 minus Line 7		$ 686,894
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		$ 137,379

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

Address: Chambers St.

City, State, Zip: New York, NY 10007

Telephone/Email: (212) 374-0520

Federal ID No.: 13-6400434

RFP No: RFP Number: TA-14

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of		
NAME: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC **ADDRESS:** 165 PARK ROW # 18A **CITY, ST, ZIP:** New York NY, 10038 **PHONE/E-MAIL:** 212-608-0714 / lucy@lucywestpd.com **FEDERAL ID No.** 043713795	NYS ESD Certified MBE _____ WBE ☒	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.	Year 1	$	50,000
			Year 2	$	25,000
			Year 3	$	65,000
			TOTAL	**$**	**140,000**

PREPARED BY (Signature) _____ DATE ___2-27-14___

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 100

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

Date: 2/21/14

Mary Doyle, Executive Director State Portfolio Policy

Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

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:

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.

DESIGNATION: _____ MBE Subcontractor   X WBE Subcontractor   _____ MBE Supplier   _____ WBE Supplier

PART e - 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: $ 140,000

Date: 2/21/14
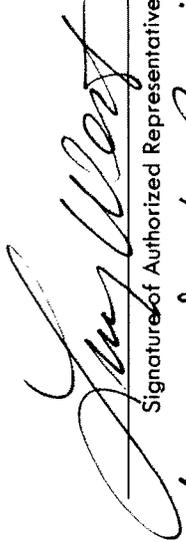
_____
Signature of Authorized Representative of M/WBE Firm

Lucy West President
Printed or Typed Name and Title of Authorized Representative

M/WBE 102

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

Applicant Name: _Metamorphosis Teaching Learning Communities Inc,_

Address: _165 Park Row #18g_

City, State, ZIP: _New York, NY 10038_

Telephone: _212-233-0419_

Federal ID No.: _04-371-3795_

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	Total Work Force		Race/Ethnicity - report employees in only one category																					
			Hispanic or Latino		Not-Hispanic or Latino																			
					Male								Female											
	Male	Female	White	African-American or Black	White	African-American	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																				
Professionals			1		16	1									2								
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_

(Print or type)

EEO 100

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