ORIGINAL

Application Cover Sheet

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
High School of Graphic Communication Arts	310200011625
Grade Levels Served by the Priority School Identified in this Application	**School NCES #**
9-12	
Total Number of Students Served by the Priority School Identified in this Application	**School Address *(Street, City, Zip Code)***
659	439 WEST 49TH STREET Manhattan, NY 10019

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

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) Carmen Fariña

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

02M625 HS of Graphic Communication Arts

2014 SIG Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST # 2 - MANHATTAN

Select School Name:

310200011625 HS OF GRAPHIC COMMUNICATION ARTS

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

9-12

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

659

Enter LEA Administrator's Name:

Mary Doyle

Enter LEA Administrator's Title:

Executive Director

LEA's Street Address:

52 Chambers Street

LEA's City:

New York

Zip Code:

10007

Lead Contact (First Name, Last name):

Mary Doyle

Phone number:

212-374-2762

Fax number:

212-374-5760

Email address:

mdoyle5@schools.nyc.gov

Select the SIG Model for this School Application

Turnaround

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

Documents for Submission	*Checked – applicant*	*Checked – SED*
Application Cover Sheet *(with original signatures in blue ink)*	☑	☐
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.

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

The Priority School receives funding in its budget to use flexibly and an additional funding allocation to support its school improvement activities, documented in a NYCDOE procedure known as a School Allocation Memorandum (SAM). The Priority and Focus Schools SAM for school year 2013-14 is posted here:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam86.pdf

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

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

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

(click on "one of nearly 60 networks"):
http://schools.nyc.gov/AboutUs/schools/support/default.htm

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In addition to QRs, Progress Reports have been used. The Progress Report attempts to 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

	• 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.	Weinberg

*Based on school year 2013-14 activities.

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School's enrollment

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

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

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

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

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

Department of Education
Dennis M. Walcott, Chancellor

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Expanded Learning Time Requirements

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

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

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

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

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

- 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.

[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

[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

[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.

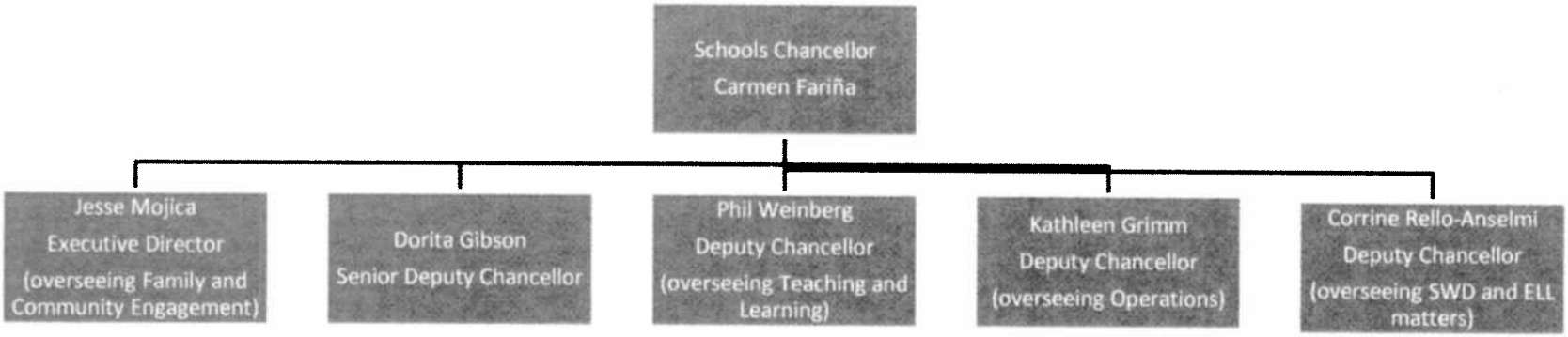
described in this document and the applicable academic policies. The following considerations apply:

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

Schools wishing to use a vendor may choose from those listed here through the MTAC process.

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

District-Level Leadership Organizational Chart



Section D: District trainings offered for Year One

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

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

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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

[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

02M625 + 02M139

Attachment A
Consultation and Collaboration Documentation Form

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

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

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

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

Stephen T. Mather Building Arts & Craftsmanship High School (02M139)[1]

Enrollment Summary

In Stephen T. Mather Building Arts & Craftmanship High School, students with disabilities comprise 32% of the school's population, 14 percentage points higher than the average high school in the city. English Language Learners comprise 13% of the school's population, 1 percentage point lower than average high school in the city.

Leadership Information

It is essential that both the phasing out school as well as its replacement phase in school are led by principals who are qualified to take on the challenges unique to each school. For the new school that will replace the Priority School, the leader must be able to articulate a coherent school vision that a) builds and maintains a positive school culture, b) builds a solid instructional core across classrooms, and c) creates supports and structures for development and continual improvement, all rooted in a deep commitment to students. In addition, the leader must demonstrate the capacity to build relationships and effectively collaborate with others.

As required under the Turnaround model, new leadership has been identified to drive the successful implementation of whole school change at this Priority School as it phases down. Mr. Larry Gabbard, Principal of Mather, wrote the proposal for the school with the National Park Service as a partner and he is the founding principal. Previously, he was assistant principal of PACE High School, an A-rated, college-prep school in Manhattan's lower east side. In 2010, he was the school's acting principal. Before that, he was the assistant principal at the first Eagle Academy for Young Men in the Bronx, where he was also a founding faculty member and English teacher. Gabbard started teaching at Community Elementary School 126 in the South Bronx as a NYC Teaching Fellow. Prior to education, he was a marketing professional in the private sector, holding several managerial titles in international venture capital firms and banking institutions. He earned a M.Ed. in Organization and Leadership from Columbia University-Teachers College (TC), where he was a founding cohort member of the Summer Principals Academy (SPA) and where he is currently a co-instructor of several courses within the program at TC. He is also an adjunct professor at Pace University. Gabbard also has an M.S. in Elementary Education from CUNY Lehman College and a B.A. double major in English and Telecommunications from Indiana University, Bloomington.

[1] This school opened in the 2013-14 school year and therefore has a current enrollment of just 85 students. Average incoming proficiency data is not yet available for the current school year. Note also that its demographic data is compared to 2012-13 citywide averages.

High School of Graphic Communication Arts (02M625)

Enrollment Information

In High School of Graphic Communication Arts, students with disabilities comprise 20% of the school's population, 2 percentage points higher than the average high school in Manhattan. English Language Learners comprise 8% of the school's population, 4 percentage points lower than the average high school in Manhattan. The average incoming proficiency (8^{th} grade ELA/math) of the school's students is 2.7, which is 0.2 lower than the average high school in Manhattan.

Leadership Information

It is essential that both the phasing out school as well as its replacement phase in school are led by principals who are qualified to take on the challenges unique to each school. The principal who will preside over Graphics as it phases out must be someone who is prepared to motivate staff to continually improve their practice through a transitional period, while keeping acute focus on improving student outcomes. The core competencies necessary in a leader to meet the needs of the school and produce gains incorporate an ability to create systems and structures for staff and leadership to engage in collaborative work which would support overall student achievement. Inclusive to the ideas presented, the principal needs to be able to plan for a comprehensive approach to professional support routed in capacity building for a group of experienced teachers, derived from real-time student data and teacher observations. Given the diverse student population the principal would need to be able to support teachers in planning instruction that present multiple access points.

As required under the Turnaround model, new leadership has been identified to drive the successful implementation of whole school change at this Priority School as it phases down. Mr. Brendan Lyons, principal of Graphics, the Priority School, has been working for the NYC Department of Education since 1998. His almost sixteen years of experience as an educator comprise an array of different endeavors from a classroom teacher, to an assistant principal, to a managerial position at the District's central office, and currently is the instructional leader of the school while it is phasing out. Mr. Lyons has experience as a classroom teacher and a dean at the elementary, middle and high school levels. He taught a wide range of subjects, including Arts & Technology, Spanish as Foreign Language, and Social Studies. As a teacher and dean from 1998 to 2007, he had the opportunity to become involved in two major initiatives. Mr. Lyons established a multi-year staff development program for six schools within the district to integrate technology into daily classroom instruction. Also, as a dean at MS 322, he developed systems to encourage parent participation, especially Spanish speaking parents, in their students' academic intervention services.

From 2007 to 2011, as Assistant Principal of supervision of the East Bronx Academy For the Future, a 6-12 secondary school, Mr. Lyons supervised, coached and trained teachers and staff members on their daily operations. He led the efforts in creating systems to track and analyze

student achievement data to assist teachers in the use of data to inform instruction. During his tenure as Assistant Principal, Mr. Lyons was responsible for the successful implementation of an over $800,000 technology grant, the Reso-A Senator Ruben Diaz Capital Grant. This grant was implemented in different phases in partnership with several organizations (e.g., the iZone Pilot, New Visions, etc.). The grant provided each student with a laptop to facilitate teachers' and students' work in the classroom. The main focus of grant was to enhance the school's program by incorporating digital online curricula, and developing the capacity of teachers in integrating technology in the classroom.

As a result of his proven effectiveness in the implementation of different initiatives related to the integration of technology in the classroom, and management of the substantial grant described above, Mr. Lyons was offered a managerial position as Director of Implementation of the NYC Department of Education's Office of Innovation (iLearnNYC) in 2011. His role in this office was to serve as the liaison between network of schools and the iLearnNYC initiative to coordinate and supervise the logistics of the effective implementation of this online instruction program in 125 schools across the city.

After serving as Director of Implementation at the Office of Innovation, Mr. Lyons was identified by the District Central Office as the agent to lead the turnaround of Graphics. Graphics had been experiencing persistent poor performance for many years as indicated by both the State and the City accountability measures- State School Report Card, NYCDOE's Progress Report, and Quality Review Report. The NYC DOE determined that Graphics had to undergo the Turnaround model, which was approved by the Panel for Educational Policy in March 2013. Beginning with the 2013-2014 school year, Graphics joined the NYC DOE Transition Support Network (CFN 610) to receive the support that ensures that each individual student, remaining in this school register, will graduate with a high school diploma or will be place in another educational setting by June 2016 when this school finally closes its doors. Since his placement at Graphics as Principal, Mr. Lyons has made important changes aimed at improving the academic performance of its students, growing a more positive culture and climate of the school, and building the capacity of the in the right direction. Under Mr. Lyons' leadership, the graduation rate has increased by 5 points.

A. School Overview — 2 points

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

The visions, missions and goals described in this plan reflect those of two schools: the Priority School, 02M625 High School of Graphic Communication Arts (Graphics), which is phasing out, and the new school, 02M139 Stephen T. Mather Building Arts and Craftsmanship High School (Mather), which is phasing in to replace the Priority School under the Turnaround model. While these schools ultimately have different missions and visions, their goals to bring those to fruition are shared and aligned around effective instruction, dynamic, integrated, common core-aligned curriculum, and youth and school culture development so that students are prepared for college, career, and citizenship.

Graphics has a mission of providing students with the opportunity to earn New York State Career and Technical Education (CTE) accreditation in Commercial Visual Arts and Commercial Photography. Students will graduate Graphics with the requisite skills for college success as well as be prepared for careers in the visual arts and graphics industries. Similarly, Mather uses hands-on learning opportunities and skills training to prepare students for success in both college and career paths in the building and landscape management trades, with emphases on high-quality craftsmanship, the specialized building arts, and the practices of historic preservation. Students will graduate with a Regents or Advanced Regents diploma with a CTE accreditation in Preservation and Architecture. To fulfill these two schools' missions, the following goals have been determined as Graphics phases out and Mather phases in. Graphics and Mather have created a three-year plan as part of the SIG that will support the prioritized goals throughout the course of the three-year period: teacher effectiveness, Common Core Learning Standards (CCLS) implementation, and youth and school culture development. These represent the collective key leverage points for student and teacher success, in addition to offering a high-interest curriculum with clear paths to college and careers through CTE certification.

Goal #1: The NYCDOE has embraced the Danielson rubric as a research-based framework for implementing a teacher practices' evaluation system (*Advance*). The first goal is twofold: 1) to use the Danielson teaching framework and rubric to improve instructional strategies at the Priority School such that 75% of teaching staff are rated Effective, at a minimum, by June 2015, and 85% by June 2016; and 2) to use Danielson to strengthen and deepen the instructional practices of the teachers at Mather such that 100% of the teaching staff are rated Effective, at a minimum, by June 2015 and continue at 100% as the school phases in and grows the staff over time. Both schools will use the Danielson framework to implement an effective support system to further strengthen instruction along the continuum of the rubric from Effective to Highly Effective, delivering a strong, engaging, rigorous academic curriculum that is infused with literacy and integrated with elements of the CTE program in all content areas to increase relevance of the overall curricula.

Goal #2: Curriculum in both schools is under constant refinement to incorporate feedback of student progress in meeting CCLS. Student progress towards mastery, as defined by established

rubrics of the CCLS across the four main content areas (English, Math, History, and Science), will demonstrate improvement each year in both schools. Both schools will promote mastery using common rubrics in these areas by implementing the Hochman Writing Strategies (Teaching Basic Writing Skills for High School Students) beginning in 2014, which improves reading and writing literacy, as well as oral communication. Effective curriculum mapping of alignment will be supported by Curriculum Designers Inc. Base levels will be determined by the New York City Performance Pre-Assessment at the beginning of the 2014-2015 school year and the same CCLS-aligned assessment administered in the middle, and then at the end of the school year in each grade level. Progress will be measured at the end of 2014-2015 school year, and then in the second and subsequent years of the grant using the New York City Performance Post-Assessment administered at the end each school year in each grade level and content area. At the end of the second year, 70% of students in both schools will demonstrate mastery of the CCLS in all content areas, improving to 90% of students at the end of year three. In addition, the four main content areas will be infused with the CTE curriculum.

Goal #3: Youth and school culture development, through promoting a positive culture and supporting students' emotional/social needs, is a major component of the academic support and intervention plan at the two high schools. As a result, the third goal is to bolster youth development through an effective advisory program using texts and materials developed from Educators for Social Responsibility (ESR) and strengthen peer mediation with professional development from ESR; and team building and implementation of Positive Behavioral Interventions & Supports (PBIS) with the support of Ramapo for Children. Altogether, these components will improve student participation as measured by daily attendance of at least 90%, create a positive learning environment through conflict management as measured by in-school detentions/suspensions of less than 5% per year and out-of school suspensions of less than 1% per year, and lay the foundation for positive relationships among students, as well as between staff and students.

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.

The two schools plan to achieve their missions, visions and each goal as outlined below:

Goal #1: Utilizing a model of 1:1 job-embedded coaching and professional development support to build the capacity of all teachers in implementing the twenty-two Danielson components with an emphasis on Domain 3 - Instruction. The core strategy of implementing this model will be to establish weekly Professional Learning Communities (PLCs) led by lead teachers (Instructional Leads) in each school in partnership with Teaching Matters Inc. (TMI) as a catalyst for deep, scalable, measurable change in school culture and student achievement. Specifically, TMI, with the schools' identified Instructional Leads, will provide on-site consultants to guide systematic data analysis (individual, grade level, and school-wide) and the process of CCLS curriculum refinement that is accessible to each school's population (and sub populations) and informed by the aforementioned Pre- and Post-Assessment student achievement data, periodic formative and summative assessments, and school-wide measures such as credit

accumulation and state assessment results. This work will be supported by providing common planning time, and summer as well as on-going professional development opportunities.

Goal #2: Students with below average reading and math skills will be identified before the start of the school year using pre-assessment data and analysis of incoming 9th grade students' middle school data, as well as from ELA and math diagnostics developed by the schools. In order to improve these skills, these students will receive more personalized and specific instructional support including extended day and built-in support classes throughout the day to ensure growth in targeted areas. The schools will enlist the most effective teachers to lead remediation instruction and after-school tutoring, as well as hire effective supplemental teachers to provide additional small group instruction in core content area classrooms. Additionally, a professional development program to integrate the Hochman Writing Program into the curriculum of all content areas will ensure improvement of student writing that adheres to the tenets of the CCLS. Finally, all content area teachers will work with TMI and Curriculum Designers Inc. to ensure integration of the CCLS and CTE content in all courses with multiple points of access for all students. Curriculum refinement work will be supported by providing common planning time and summer as well as on-going professional development opportunities.

Goal #3: The schools will both provide support and encouragement to students by creating an environment that applauds achievement, effort and school spirit in line with PBIS with support from consultants at Ramapo for Children. In addition, experienced staff will provide individualized mentoring and supervision of students requiring additional supports. Social Workers will work with ESR to implement a peer mediation program to assist with low-level tensions that arise among teenagers. Research has shown that effective advisories are instrumental to youth and school culture development in high school. Therefore, grouped by grade level, advisories will be comprised of approximately fifteen students and one adult, the advisor. Advisory will serve several functions including helping students feel that they belong, are cared about, empowering students and teaching them to self-advocate, fostering their individuality and freedom to grow, and providing opportunities to have fun. Most importantly, advisory is the key place for students to track their academic progress. The advisor will support the student in this, working closely with the grade-level team, the student, the parents and any other resources to ensure that the student's needs are being met. Advisors' responsibilities as academic supporters and interventionists include the following: monitoring academic performance, tracking attendance, behavioral intervention, communication, and tracking graduation requirements. In addition, the advisory curriculum will be written by social workers using supplemental advisory texts/materials and will specifically address students' social and emotional development. Personalized attention, individualized guidance and continuous encouragement makes students accountable and engages them with their school and learning.

B. Assessing the Needs of the School Systems, Structures, Policies, and Students *4 points*

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

Information located in Attachment B.

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

Graphics is comprised of 724 students. Approximately 30% of the student population is black and 64% is Hispanic and 19% SWD and about 8% LEP. The school is comprised of 58% males and 42% females. Graphics students live in all 5 boroughs of NYC and the school is a universal Title I school indicating a high level of students who qualify for free or reduced lunch. Data on whether or not students are the first generation to attend college is not currently available.

Mather is in its first year and is comprised of 84 students. Approximately, 20% of the student population is black, 56% is Hispanic, 5% is Asian, 14% is white, 1% is American Indian or Alaskan Native, and 4% is multi-racial. Approximately 27% of the students are SWD and 13% are LEP. Because the school is in its first year, Title I school funding is not yet available and data on whether or not students are the first generation to attend college is also not available.

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.

In October 2010, a Joint Intervention Team review of Graphics was conducted by the New York State Education Department. According to the review, Graphics had several prioritized areas of focus. The report indicated that the school needed to develop a systematic procedure for administration and teachers to analyze individual, grade, and school-wide student performance trend data in order to monitor curricula and pacing calendars. The school needed to develop a comprehensive, cohesive, long term program of professional development which would support teacher effectiveness. It was evidenced through the visited classrooms that instructional strategies were neither research-based nor based on individual student needs. This evidenced the need for school leadership to develop a set of expectations for observation reports and informal walkthroughs that includes specific feedback that is related to the Danielson framework. While the school's overall Quality Review score was an Underdeveloped, the Review indicated some areas of strength, such as the principal and staff working as a unified team to create a calm and respectful environment where learning can take place and students feel supported as well as echoing similar needs as presented in the JIT report. The graduation rate has shown some improvement in the past few years, rising from 35% in 2008 to 56% in 2011 noting some success in graduating students in self-contained special education classes. 44% of students in self-contained classes in the 2011 graduating cohort graduated in four years, which puts Graphics in the top 18% Citywide on this measure. Mather's program and instructional models were designed with the collaboration and support of NYCDOE's Office of New Schools, the Office of Post-Secondary Readiness and the National Park Service and is intended to respond to the current demands of college and career readiness and to the points of improvement addressed in the JIT report and Quality Review of Graphics, in addition of the needs of the larger community.

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

School leadership Practices and Decisions
The JIT and QR reports evidenced the need for a creation of leadership structures which would effectively impact student instruction and achievement. These articulated needs lead to a change in leadership at Graphics. A new principal was hired to effectively "turnaround the school." The new principal was able to bring on four new assistant principals, to be part of the turnaround. A leadership team was developed which encompassed the principal, assistant principals, instructional lead coordinators as well as a social worker to address the multi-faceted needs of the school. This team uses the work of Paul Bambrick, Leverage Leadership (2012) as a professional development tool that supports sustained growth.

Curriculum Development and Support & Teacher Practices and Decisions
The JIT and QR evidenced a need for a change in pedagogical practices school-wide which would be supported by a comprehensive professional development calendar focusing on CCLS integration within a culture of data analysis which led to movement for all teachers on the Danielson framework. This led to a teaming structure for common planning created by the new leadership, and a consistent weekly schedule for meeting with and observing teachers. The new principal created a leadership pipeline by developing capacity in-house, through the leadership team as well as partnership with Teaching Matters Inc. during the 2013-14 school year to support job embedded professional development for teacher teams.

Student Social and Emotional Development Health
The JIT report evidenced a need for programs which supported student social/emotional development as well as a structure for students to access support for career and college readiness. There is a strong need to create a personalized environment for students supported by advisory whereby guidance counselors should be assigned to specific academies. The new leadership is supporting this through planned programming for students and professional support for teachers through the Leadership Program. This program will also be extended to families by providing workshops in conjunction with the parent coordinator.

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

Based on the needs assessment described above, the Priority School and its replacement new school will prioritize complementary areas for improvement for their respective schools' SIG implementation plans.

The prioritized needs for Graphics, as articulated through the state and city reports, were to develop a coherent curricula aligned with CCLS and State standards as well as improve the strategies and techniques employed by teachers to deliver this updated curricula. Both schools will focus on literacy in the classroom as the vehicle to align the schools' needs stated above with the implementation of the SIG grant. Using SIG resources, both schools will provide one on one curriculum development consultants for all teachers to align and develop their materials and resources. Through the SIG grant, all teachers will be provided one on one support to

expose and improve the methodology and ways in which they teach both schools' curricula using the most up to date best practices.

Because Mather is replacing Graphics and serves much of the same population of students, it has a unique position to create new, systemic structures and to implement effective best practices that will proactively address the concerns from the JIT report, from the ground up, with a new staff. The two schools will be sharing the priorities of the SIG resources so as to provide consistent professional development and to enable the replacement school to create a sustainable set of practices and procedures as the school phases in over time. Both schools have developed the schedule of professional development for implementing instructional strategies and for following an observation cycle for improving teacher effectiveness in response to the diagnostic school review. The schools have also adopted mastery-based/standards-driven grading policy to support the implementation of the CCLS and the mastery is tracked online so students and parents can better understand the implementation. In addition, the focus on youth and school culture development with the support of social workers, guidance counselors, PBIS, and an advisory program, will create a sense of safety and respect on the campus that will support the academic environment.

C. School Model and Rationale *4 points*

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

Based on the Priority School's declining performance despite supports provided by the district, NYCDOE determined that the best option is to phase-out Graphics and replace it with a new school that will better serve future students and the broader community. Outright closure of the Priority School is not feasible since there is no guarantee of seats at other schools for all the remaining students. By gradually phasing out one grade a time, the Priority School continues to provide its current students with the opportunity to graduate from the school until it closes down in June 2016. At the same time, as the change agent for the school site, Mather, will phase-in one grade at a time, prepared to address the challenges faced by the closing school under a new mission, leadership, and faculty.

The rationale for the Graphics/Mather SIG plan is rooted in utilizing Danielson to improve teacher effectiveness and to elevate the rigor of a CCLS-aligned curriculum and insure that it is accessible to and designed for the schools' student population and sub populations. During the 2013-14 school year, the principals of both schools created key systems to build teacher capacity by forming a teacher effectiveness team that uses the Danielson model, training existing teachers in the NYCDOE teacher evaluation system (*Advance*), and forming school-based and campus-wide leadership teams and key partnerships with Teaching Matters Inc. In addition, grade-level teams were created to meet weekly led by an instructional lead teacher who is also a certified special education teacher. Also, weekly Thursday professional development time was established to address instructional strategies targeting Danielson competencies.

Part of the core challenges the Priority School faced in the past were uncoordinated efforts within the realm of teacher effectiveness and curriculum support. This resulted in an approach that didn't address comprehensive school improvement. Additionally, the failure to be able to implement the turnaround plan from two years ago where the school was in process of replacing half the staff only to have the removed staff return to the school has created complications in building school capacity and culture. In a short period of time, the principal of Graphics has been able to provide an effective structure to address recommendations presented in the JIT and QR. The SIG will assist the school to fully realize those recommendations over the life of the grant.

Curriculum development and strategic support will enable teachers to reflect upon practices and decisions they are making in their classrooms. This is especially true for Mather as the new school continues to develop and implement the new CTE curriculum, as well as integrate that curriculum within the core content areas. Consistent and careful feedback from coaches and administrators will instill confidence and ability in teachers making important and challenging pedagogical shifts. Planning using Understanding by Design (UbD) is a key leverage for teachers, enabling them to effectively follow a scope and sequence in order to cover content while integrating CCLS. They will co-plan with special education teachers and be supported by grade-level team leaders, department leaders and instructional coaches. These structures and coaches will not only support teachers in their planning but create a professional learning community within each department and the larger school community. Teachers will have frequent opportunities to engage in coaching sessions that examine student data, allowing for more personalized and differentiated instruction. Instructional decisions will be informed by data as well as Danielson competencies, ensuring engagement and growth for each student. Instructional coherence and curriculum development are at the core of both schools' vision to narrow the student achievement gap because the instructors are capable of dramatically improving with the help of coaches and administrators prepared to empower them. In addition, adding Hochman Writing Program will allow all teachers to become proficient at teaching literacy, writing and communication which will lead to students' improvement in these Common Core skills in all content areas.

Guidance Counselors and Social Workers will continuously monitor the social and emotional well-being of students in the school community, as well as the staff and adults who interface with the students. Professional development opportunities will be utilized to ensure that current methodologies are used to ensure professional practice.

ii. 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 Improvement Grant application for both schools was developed by the school leadership and key staff, consulting with the schools' Children First Networks, School Implementation Manager, and external partners as needed. The process of choosing this model began with principal-to-principal planning meetings hosted by DOE Central with SIG grant liaisons. After these beginning meetings, professional development faculty meetings were held and devoted to explaining the grant in both schools. Various ideas were discussed and then

brought to cabinet for further distillation. As the plan began to take shape in faculty and cabinet meetings at both schools and between the two school's principals, a survey form was emailed to all staff asking for feedback on their thoughts for development of the grant. After that, a family and Partner Breakfast was held with staff and leadership invited to attend in order to garner and review parent input. Mather also hosted a separate PTA meeting to review the grant information. SLT outreach for both schools was held via telephone to update the two committees as the plan evolved.

D. School Leadership — *8 points*

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.

It is essential that both the phasing out school as well as its replacement phase in school are led by principals who are qualified to take on the challenges unique to each school.

Graphics: The principal who will preside over Graphics as it phases out must be someone who is prepared to motivate staff to continually improve their practice through a transitional period, while keeping acute focus on improving student outcomes. The core competencies necessary in a leader to meet the needs of the school and produce gains incorporate an ability to create systems and structures for staff and leadership to engage in collaborative work which would support overall student achievement. Inclusive to the ideas presented, the principal needs to be able to plan for a comprehensive approach to professional support routed in capacity building for a group of experienced teachers, derived from real-time student data and teacher observations. Given the diverse student population, the principal would need to be able to support teachers in planning instruction that present multiple access points.

Mather: For the new school that will replace the Priority School, the leader must be able to articulate a coherent school vision that a) builds and maintains a positive school culture, b) builds a solid instructional core across classrooms, and c) creates supports and structures for development and continual improvement, all rooted in a deep commitment to students. In addition, the leader must demonstrate the capacity to build relationships and effectively collaborate with others.

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.

As required under the Turnaround model, new leadership has been identified to drive the successful implementation of whole school change at this Priority School as it phases down.

Mr. Brendan Lyons, principal of Graphics, the Priority School, has been working for the NYC Department of Education since 1998. His almost sixteen years of experience as an educator

comprise an array of different endeavors from a classroom teacher, to an assistant principal, to a managerial position at the District's central office, and currently is the instructional leader of the school while it is phasing out. Mr. Lyons has experience as a classroom teacher and a dean at the elementary, middle and high school levels. He taught a wide range of subjects, including Arts & Technology, Spanish as a Foreign Language, and Social Studies. As a teacher and dean from 1998 to 2007, he had the opportunity to become involved in two major initiatives. As a teacher, Mr. Lyons established a multi-year staff development program for six schools within the district to integrate technology into daily classroom instruction. Also, as a dean at MS 322, he developed systems to encourage parent participation, especially Spanish speaking parents, in their students' academic intervention services. From 2007 to 2011, as Assistant Principal of supervision of the East Bronx Academy For the Future, a 6-12 secondary school, Mr. Lyons supervised, coached and trained teachers and staff members on their daily operations. He led the efforts in creating systems to track and analyze student achievement data to assist teachers in the use of data to inform instruction. During his tenure as Assistant Principal, Mr. Lyons was responsible for the successful implementation of an over $800,000 technology grant, the Reso-A Senator Ruben Diaz Capital Grant. This grant was implemented in different phases in partnership with several organizations (e.g., the iZone Pilot, New Visions, etc.). The grant provided each student with a laptop to facilitate teachers' and students' work in the classroom. The main focus of the grant was to enhance the school's program by incorporating digital online curricula, and developing the capacity of teachers in integrating technology in the classroom. As a result of his proven effectiveness in the implementation of different initiatives related to the integration of technology in the classroom, and management of the substantial grant described above, Mr. Lyons was offered a managerial position as Director of Implementation of the NYCDOE's Office of Innovation (iLearnNYC) in 2011. His role in this office was to serve as the liaison between a network of schools and the iLearnNYC initiative to coordinate and supervise the logistics of the effective implementation of this online instruction program in 125 schools across the city. After serving as Director of Implementation at the Office of Innovation, Mr. Lyons was identified by the District Central Office as the agent to lead the turnaround of Graphics. Graphics had been experiencing persistent poor performance for many years as indicated by both the State and the City accountability measures- State School Report Card, NYCDOE's Progress Report, and Quality Review Report. The NYCDOE determined that Graphics had to undergo the Turnaround model, which was approved by the Panel for Educational Policy in March 2013. Beginning with the 2013-2014 school year, Graphics joined the NYCDOE Transition Support Network (CFN 610) to receive the support that ensures that each individual student, remaining in this school register, will graduate with a high school diploma or will be placed in another educational setting by June 2016 when this school finally closes its doors. Since his placement at Graphics as Principal, Mr. Lyons has made important changes aimed at improving the academic performance of its students, growing a more positive culture and climate of the school, and building the capacity of the school in the right direction. Under Mr. Lyons' leadership, the graduation rate has increased by 5 points. Mr. Lyon's complete current resume can be found in Attachment D.

Mr. Larry Gabbard, Principal of Mather, wrote the proposal for the new school with the National Park Service as a partner and he is the founding principal. Previously, he was Assistant Principal of PACE High School, an A-rated, college-prep school in Manhattan's lower east side. In 2010, he was the school's acting principal. Before that, he was the assistant principal at the first Eagle

Academy for Young Men in the Bronx, where he was also a founding faculty member and English teacher. Gabbard started teaching at Community Elementary School 126 in the South Bronx as a NYC Teaching Fellow. Prior to education, he was a marketing professional in the private sector, holding several managerial titles in international venture capital firms and banking institutions. He earned a M.Ed. in Organization and Leadership from Columbia University-Teachers College (TC), where he was a founding cohort member of the Summer Principals Academy (SPA) and where he is currently a co-instructor of several courses within the program at TC. He is also an adjunct professor at Pace University. Gabbard also has an M.S. in Elementary Education from CUNY Lehman College and a B.A. double major in English and Telecommunications from Indiana University, Bloomington. Mr. Gabbard's complete current resume can be found in Attachment D.

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.

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.

Graphics: The current leadership team consists of four school administrators, three lead teachers as well as an experienced social worker. This team was created by the new principal, Brendan Lyons, and has instructional expertise alongside experience with leading change. The assistant principals are responsible for supporting their specific subject areas, as outlined in Attachment G, Organizational Chart. The assistant principals work in conjunction with the leadership team to coach and provide feedback for teachers utilizing the Danielson rubric, monitor student growth and progress towards career and college readiness, as well as facilitate alongside partners the professional development focuses for all teachers. The principal supports the assistant principals by providing a structure for weekly face-to-face feedback meetings on their performance and targeted leadership development that aligns an understanding of the Graphics school vision and belief in team accountability and support. The three lead teachers that are also part of the school's leadership team support the principal and assistant principals in their efforts to support staff. Lead teachers are part of the school's Administrative Cabinet and are a part of all decision-making efforts. Lead teachers also participate in facilitating daily subject area Common Planning Time meetings. The school social worker also is a member of the school's Administrative Cabinet. The social worker maintains the pulse of the school's social and emotional well-being by ensuring that the needs the school community are monitored and supported. This includes rebuilding the positive school culture of the school. In addition, the social worker collaborates with lead teachers on implementing strategies to improve teacher effectiveness.

Mather: The current leadership team at Mather consists of the assistant principal, grade-level Team Leader, Business Manager and the Social Worker. The assistant principal has eight years of teaching experience and is responsible for assisting the principal with developing targeted professional development for staff around the schools' instructional strategies. With the principal, he shares the duties of the observation/feedback cycle using the Danielson rubric in order to assist teachers in becoming more effective. He manages the online grading system which tracks student progress toward mastery on the CCLS. He shares this duty with the Business Manager who helps cull data from the system for administration and teachers to use to track progress and target interventions on the CCLS. The assistant principal also serves as the school Dean (though a dean will be added as the school grows) using PBIS to help foster positive youth development. He is also trained in peer mediation (with the Social Worker) and he is directly involved in co-supervising the advisories as part of youth development. In year three, an additional assistant principal will be added to split the duties for a full-scale school. Mather has a grade Team Leader who is a teacher but who supervises the professional development for the team regarding instructional strategies, which supports the efforts to increase teacher effectiveness and implementing CCLS. She shares in planning professional development with the principal and assistant principal, especially around instructional strategies and differentiation strategies. She leads the weekly grade team meetings, and follows-up on action plans for individual students that are created as part of the intervention. There will be a grade Team Leader added each year. The Business Manager assists the grade-level team in culling data from ARIS and the online grading system so that the teachers can make decisions regarding instruction. The data also allows administration to monitor attendance and to make professional development decisions based on student progress in courses and observation data. Lastly, he assists the principal in aligning the budget and purchases to improve instruction and to meet the goals of the school's education plan. The Social Worker heads up the youth development of the school. She plans all of the units and lessons for the advisory program and leads the professional development for the staff in implementing the lessons. She also runs a peer mediation program (supported by the assistant principal) with the students. In addition, the Social Worker initiates monthly cultural events to promote the core values of the school including student of the month, random acts of kindness, attendance challenges, and a special girls group. Over the growth of the school, the school will add a guidance counselor and an additional social worker.

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 principals of Graphics and Mather have strategically created leadership teams which consist of assistant principals, instructional leads, teachers, and social workers. For both schools, these teams engage in coordinating and facilitating professional support for teachers. The assistant principals work alongside the principals and the partnerships to utilize the Danielson framework for teacher effectiveness, providing specific feedback and action items for each teacher. Collectively, the assistant principals have 32 years of teaching experience, are very

knowledgeable in effective teaching practices and understand that teachers are at varying levels, so are able to provide targeted development of the staff. They engage all teachers in weekly observations and feedback sessions following a schedule of visits. The instructional lead teachers act as coaches and facilitators of teacher inquiry team meetings, instructional strategy meetings and special professional development days. There is extensive expertise on the core leadership team in data analysis, as well with the analysis provided by a school business manager, which is used during teacher inquiry team meetings and in feedback conversations with teachers. The social workers together have 25 years of experience working with youth development, and have not only been planning a four-year advisory curriculum, leading peer mediation, teaching self-advocacy and running specialty group counseling/empowering sessions, but they have also been providing social-emotional development for the staff as well so that they are better members of the larger school teams and so that they can communicate effectively with the students.

The principals of the two schools have also created structures to build capacity within the leadership teams by instituting weekly group and one-on-one meetings. Outside leadership consultation is also provided by TMI and Cambridge Education LLC. In addition, two members of the teams also attend off-site training with the City University of New York network for leadership development. During the weekly group meetings, all constituents work to support a comprehensive school reform agenda through their work in strategic planning with qualitative and quantitative data sources derived from student assessments, teacher observations and growth plans as well as the work of teacher inquiry. In addition, the principals meet one-on-one with each member of their respective leadership teams to support their professional growth.

Buy-in for these models is achieved through conducting weekly team meetings so that all members of the school are aware of what is happening within the week and so that there is a forum to get clarity on any initiatives. There is also a written weekly informative newsletter distributed at the beginning of each week via hard-copy to mailboxes and posted online for all to access. In addition, the leadership teams are encouraged to also attend off-site professional development and visitations to other schools in order to promote the learning around supporting teachers in their classrooms. After these visits, and after meetings, teams are offered a forum for sharing best practices as well as for raising concerns or questions. Leadership teams have also been a part of summer retreats and professional development days supporting curriculum development around the CCLS and for understanding the teacher effectiveness rubric.

Lastly, the schools are working toward a model of distributive leadership, where each principal has and will continue to recruit, motivate and develop others around common interests in order to build capacity from within the community. The principals believe that leadership is not about one or two people—no one person secures the success of a school; instead, leadership is an interactive dynamic within which any particular person will participate as leader or a follower at different times and for different purposes. The principals of the two schools act as thought partners and together they serve as the instructional leader and chief operating officer of their respective schools, the assistant principals are thought partners as well and lead instruction, the social workers/guidance teams serve as the leaders of social/emotional development for all, and each teacher serves as developer of curriculum and instruction, the individual students serve as

learners and participants, each parent as home support, and the community as protector and provider of opportunity.

The largest obstacle to obtaining buy-in is simply having time, e.g. time for each principal to meet together, them to meet with each respective leadership team, to stick to the schedule of meetings and the outlined agenda and to make sure that all members are heard. In addition, each school leadership team must find the time team to meet collectively. A few ways the leaders are tackling the obstacle of lack of time is by having the meeting dates set for the year, through using online collaboration (such as through Google Drive), and communicating more frequently though email and classroom walk-throughs. The schools would like to add a retreat once or twice a year for both teams as well to meet together.

E. Instructional Staff — *8 points*

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.

Graphics: As a result of teacher performance contained within the *Advance* database, it was decided that in order to improve teacher effectiveness and student achievement, there will be a restructuring of planning teams that were once subject-based, to instructional teams that are cohort-based. The rationale for this is that as the one school phases out, the focus upon subject area work will decrease in importance due to the lower register of students. Consequently, a focus upon providing supports via a cohort model will become more significant. The expected results of this shift are a closer and more personalized path of instruction for students. As the number of teachers decreases, the importance of each individual teacher upon the cohorts will be more significant. Effective collaboration between subject area teachers will be increasingly difficult as the number of teachers decrease in each department. The school will shift the focus to providing personalized small learning community approaches to the cohort based model. Teacher performance data from September through January, based on approximately 81 of 243 completed evaluations, indicates the faculty has been most successful within Domain 2: Classroom Environment, in component "b", *Establishing a culture for learning* with an average of 1.82. This score falls within the range of "upper developing". The component that teachers have been most successful within Domain 3: Instruction has been component "a", *Communicating with Students* with a collective average of 1.77. This score also falls within the

range of "upper developing". The components that a restructuring of instructional collaborations hopes to support within Domain 3 are component "d", *Using Assessment in Instruction* and "e", *Demonstrating Flexibility and Responsiveness* with ratings of 1.65.

***Mather*:** Comprised of both teachers who have experience in other schools in New York City as well as instructors from a variety of different school systems, the staff at Mather are qualified, open-minded, and committed to the success of students. The school currently consists of eight instructors: four core content teachers, two special education teachers, and two CTE teachers. The commitment of the staff to student success is evident in everything from their well-structured, effective lesson plans to their willingness to stay after school to assist children in catching up in classes during Mather's Academic Overtime Program. This collaborative atmosphere has produced measurable results in Mather's first semester: 84% of students passed all of their classes in their first semester of high school, and only 5% percent of students failed two or more classes. Another example of the quality of the staff at Mather is their school-wide adoption of the Hochman Writing Program to commence following training in 2014. This success is a result of the dedication of the staff and their ability to collaborate to motivate students. Instructional teams are cohort based, and meet four times a week to collaborate on a variety of topics, including (but not limited to): discussing student progress, planning interdisciplinary lessons, reviewing student data, fine-tuning unit and lesson plans, and assessing teaching strategies. All staff members have participated in or led professional developments on a variety of initiatives, including the *Advance* teacher evaluation system, Measures of Student Learning, the Danielson rubric, and the integration of CCLS.

As the student population at Mather grows in the coming years, its staff will as well. By the beginning of the 2014-2015 school year, Mather will need to hire another four core curriculum teachers, as well as CTE, special education and ESL teachers. These new staff members will require professional development in all of the areas current teachers have experienced. These professional developments (in *Advance*, CCLS alignment, MOSL, youth and school culture development practices, and Danielson) will also incorporate the staff at Graphics, strengthening the quality of instruction in both schools.

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.

Collectively, in both schools, no less than 75% of the staff will be expected to perform at Effective or Highly Effective ratings by the end of the first year of model implementation. All instructional staff will be expected to rate Effective in the Danielson "Priority Competencies" as identified by the NYCDOE. These competencies include: 1e Designing Coherent Instruction; 2b Establishing a Culture for Learning; 2d Managing Student Behavior; 3b Using Questioning and Discussion; 3c Engaging Students in Learning; and 3d Using Assessment in Instruction. Teachers will attend professional development, on- and off-site, in order to strengthen their knowledge of effective pedagogy. Instructional staff will be expected to target competencies that they are developing in so that coaches and department leaders can provide specific support for each individual ensuring professional growth.

Coaches and Instructional Leads will be expected to focus on aiding teachers in developing curriculum and designing coherent instruction. By the end of the first year each teacher will be expected to follow a rigorous and thoughtfully prepared curriculum map that was developed carefully with their coach and administrators, using the partner Curriculum Designer Inc. Coaches will meet biweekly with content area teams as well as provide one-on-one feedback and support. The feedback will be in regards to meeting the priority competencies listed above and helping teachers achieve effective ratings in each competency. Coaches will regularly meet with teams and individual staff to analyze student data in ARIS and from assessments. This data will be used to help staff produce and implement coherent instruction that is data driven.

Department chairs and teacher/grade-level leaders will be expected to take on leadership roles among their colleagues. Their classrooms will be used as models for developing teachers to observe practices that meet effective and highly effective ratings under Danielson. They will communicate with coaches and administrators about teachers' targeted needs and will act as unofficial mentors to developing teachers when necessary. They will attend professional developments that help them achieve highly effective ratings.

Effective and Highly Effective Teachers will play a major role in moving the schools toward the growth of interdisciplinary thematic teaching teams.

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.

With the opening of a new replacement school and the shift in grades to be served at the Priority School by start of the model implementation in September 2014, there will be key changes in the staffing needs at this school site. By start of the 2014-2015 school year, each school's faculty will be in place with the capacity to carry out the improvement initiatives described in this plan and serve the needs of the students. 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.

Graphics: Beginning with the advent of the Turnaround model proposed for NYC schools in the 2011-12 school year, Graphics had been in the process of reforming its staffing structure. The school was reorganized into four small learning academies supported by assistant principals alongside teacher coordinators. Since phase out results in the requirement to excess staff based

on the seniority list by license area, the principal has little discretion beyond the seniority list and his ability to move ineffective teachers out through the 3020A process. During the 2011-12 school year, the school partnered with Cambridge Education LLC and TMI. Along with leadership, these organizations helped to support the professional development needs of the teaching staff based upon the new model of four individual academies. This involved support in both the classroom, during teacher team meetings, after school and at full-scale professional workshop days. In order to realize the internal capacity of the teaching and leadership staff, the school will continue to be supported within a comprehensive reform model. This will include leadership support for assistant principals as well as curriculum and instructional support for teachers. The school plans to establish several partnerships whereby school staff will be supported by coaches on a regular basis. In order to fully realize a personalized school experience for students, a strong focus on youth development is integral. While the school had advisory programs in the past, they were not effective due to a lack of a formal curricula structure and professional development. In partnering with the Leadership Program and ESR, coaches will directly assist teachers in facilitating an advisory curriculum which supports career and college readiness as well as social skills for students. The school will implement a blended learning lab for students within the iLearnNYC platform to support at-risk and enrichment opportunities for students.

Mather: Going in to its second year, the school follows Article 18D of the UFT/NYCDOE Collective Bargaining Agreement for hiring. Under Article 18D, a committee consisting of the Principal, two DOE representatives (typically representatives from the school's Children First Network), and two UFT representatives determine the candidates that are most qualified to serve the students. The Principal intends to recruit experienced teachers who have, or are willing to develop, a background in working with data, an ability to use backwards design planning (UbD), the means to incorporate literacy and writing strategies, to learn Hochman Writing strategies, a collaborative relationship with colleagues on curriculum development, ongoing professional development, skills to serve as an advisor, and ability to use high leverage pedagogical modifications to allow access to all learners.

F. Partnerships *6 points*

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.

TMI will be the primary partner of both schools to provide the professional development in Danielson, 1:1 teacher coaching and curriculum refinement and alignment to CCLS, and student needs which is critical to the implementation of the improvement plan under SIG. The two main contacts of TMI with the schools will be Linda Wolvek and Meredith Somsel, both Educational Consultants. Linda Wolvek joined the TMI team in 2011 after a thirty-year career teaching high school English and interdisciplinary studies in the Los Angeles Unified School District. Her last five years of work in Los Angeles focused on literacy-based interdisciplinary education for at-risk urban high school students. In addition to her expertise in secondary level ELA, ESL, and interdisciplinary education, Linda has trained dozens of student teachers and has taught in the

graduate education program of California State University. Linda earned both a Bachelor of Arts in English and a Master of Arts in English Education at California State University, Northridge. Meredith Somsel has more than 10 years of experience in education. She was a middle school teacher for five years before transitioning into math coaching. She has worked in the education technology sector in addition to providing professional development in mathematics to teachers throughout the city. Meredith holds a BA in Journalism from the University of Maryland and a MA in Teaching from Johns Hopkins University.

The two Educational Consultants are uniquely qualified to assist both schools in the implementation of the SIG grant. Linda's thirty years of expertise in secondary ELA and ESL instruction and Meredith's deep math background and strength in curriculum design complement each other. Both have vast experience in 1:1 coaching, modeling classroom instruction, developing curriculum aligned to the CCLS, and in providing professional development to interdisciplinary teams using data to drive their planning. Others members of TMI team will be determined prior to the end of this school year. It is anticipated that each school will have eight days of consultants each week, or two consultants four times per week on average, split according to school size and identified teacher needs.

To support curriculum development, the schools will utilize a partnership with Curriculum Designer Inc. Curriculum Designer Inc. provides professional development support and online tracking/mapping tools and resources that will allow teachers to map their curriculum for each semester/each year to determine pacing; to map the curriculum by department to layout the scope and sequence over four years, to integrate concepts from the CTE curriculum into the core content areas, to allow the CTE courses to infuse core content skills, and to align all curriculum with CCLS.

To support youth development and social and emotional support, the schools will partner with Ramapo for Children and ESR to strengthen the use of core values to create a positive school culture, to stress team building, and to increase collaboration and trust among students. Ramapo for Children provides opportunities, resources and overnight activities designed to promote concern for others, personal responsibility, open and honest communication, acceptance of help, and most importantly a commitment to do one's best. ESR will provide training in peer mediation and input into the advisory curriculum, such that lessons are constructed to help students develop key life skills and habits of learning that result in academic success. Advisory also provides a safe space where students feel supported and are known well by an adult. The schools have also partnered with various service organizations outside of the schools to provide support and activities for students outside of the school day and to complement the work being done by the partner organizations in the SIG plan. Mather students have been trained and volunteer at Bideawee, an animal shelter on East 38th Street. Several students also participate in youth programs at the Bronx Botanical Garden. The service coordinator (the Social Worker from Mather) has also set up pathways to develop partnerships with Jewish Home Lifecare, Chemo Comfort, CityScience and various other service programs. Mather students have also been linked with various outside organizations for supportive services such as counseling and other after school programs, such as The Center, an LGBT support center that has a program particularly for youth, and The Door, an organization that provides myriad services for youth such as counseling, crafts, LGBT groups, as well as food and services for homeless youth. The CATCH program, a sexual health and reproduction clinic provides sex education, counseling and

various other resources and support for our students.

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.

TMI will be accountable for their performance through the creation of SMART goals embedded in their organizational plan. Weekly conference calls among TMI personnel, management, school leaders, consultants, and the SIM will address day to day and week to week issues. The big picture of TMI's and hence the schools' success in meeting these goals will be evaluated at bi-annual meetings at TMI headquarters or on site at school for all stakeholders to evaluate progress and address next steps. The basis of these meetings will be data collected through professional development evaluations conducted after each session led by TMI, monthly digital surveys using Survey Monkey as well as creation and update of a continuous digital planning and evaluation document created and shared in Google Docs among stakeholders.

Benchmarks to evaluate outcomes will consist of pre-determined quarterly formal reviews based upon the following set of data points: baseline ratings from 2013-14, quarterly current ratings for 2014-15, logs of assistance as well as action plans to address the first quarter's productivity and baseline. The schools will determine success of program by analyzing initial results of teacher progress and compare these results every 8-10 weeks. Consultants will be tracked based upon the rate of progress for each teacher as well as the interventions, supports and feedback that is delivered to each teacher. Specific, measurable HEDI goals will be assigned to each teacher for execution by consultants. Consultants unable to demonstrate effective results will be addressed and remedied.

For curriculum development, Curriculum Designer Inc. will be responsible for ensuring appropriate professional development supports for teachers to be able to design and write curriculum with specific lesson plans with formative and summative assessments that follow a four-year scope and sequence and hat infuses CTE concepts as well as CCLS. By year three of the grant, there will exist four year curriculum maps for each subject area that can be used by all teachers to effectively implement instruction, to track students against mastery of content and skills, to inform teacher teams of students' progress as they move through high school, and that will allow teachers to adjust the curriculum as necessary. The partner will meet weekly with staff, and then will have 9-week check-ins on curriculum development with department leaders and administration, all culminating in week-long year-end presentations by partners and teachers to the whole school that allow for review and feedback of the work to date.

For youth development, Ramapo for Children and ESR will meet with the Social Worker teams

to assess the needs of the students and then will be responsible for creating dynamic, responsive overnight trips and curriculum that support the youth development efforts of the schools. In order to track the implementation and measure the impact of this work, the partners will collect data at three different levels: student, classroom and school-wide. For the students, they will track the extent to which students are connected with services and the extent to which those services result in improved functioning for the students served. Accordingly, they will use various measures of the scope and nature of services received by students; the rates of parental consent for services; the extent to which recommended services are completed; standardized measures of student functioning completed by teachers and outside mental health providers; and school records of academic achievement.

In the classroom, the partners will measure the extent to which classrooms are productive environments for teaching and learning. They will survey both teachers and students and carry out classroom observations. For classroom observations, they will use the Classroom Assessment Scoring System (CLASS), developed over 10 years by Robert Pianta and his colleagues in the NICHD Early Child Care Research Network, National Center for Early Development and Learning, and Center for Advanced Study of Teaching and Learning. CLASS is widely acknowledged to be the "gold standard" in observing teacher-student interactions and assessing the effectiveness of classroom management and levels emotional and instructional support for students. (This also relates specifically to several domains in the Danielson Framework for effective teaching.) Finally, for the schools, the youth and school culuture partners will measure the extent to which the schools are calm, safe and orderly environments where there is a positive professional community among the adults and where students have high levels of academic engagement and achievement. To measure these, they will use data available from schools and districts, such as number of calls by schools for emergency services (911); reports in the citywide OORS system, levels of student and teacher attendance; behavioral data; perceptions of staff, parents and students through surveys, interviews and focus groups; and scores on statewide, standardized tests.

G. Organizational Plan — *8 points*

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

Please see Attachment G

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.).

Both principals collaborate and meet weekly to promote the initiatives outlined in the goals and to maintain a sense of community despite there being two different schools. Specifically, at each school, addition decisions are made as follows.

Graphics: Key decisions are made at Graphics involving frequent feedback and collaboration. Each subject area team interacts daily during Common Planning Periods. Leadership Team meets weekly with one on one feedback and meetings throughout the week. Major strategic decisions are debated internally and staff feedback is gathered either through Common Planning Periods or through paper and electronic staff and student surveys. Data sources used include network provided data tools every semester. Day to day data sources include online grading and student performance databases readily available reflecting more immediate student data. Faculty conferences are held two times per month to relate and summarize actions and communicate this to staff. Email and shared Google Docs are also leveraged regularly.

Mather: The approach to decision making at Mather is a holistic one. Cohort-based instructional teams meet three times a week for 35 minutes in the morning before school begins, and follow the format listed below:

- Mondays-Review of weekly activities/changes in schedule/visitors, etc.
- Tuesdays-Pupil Personnel Team meetings for students with disabilities
- Thursdays-Instructional strategies/alignment
- Fridays-Implementation of advisory activities

In addition, there is a grade-level staff meeting every Wednesday after school lasting 1.5 hours. The grade-level leader determines the agenda for this meeting. The leader also shares the agenda on Google Drive and encourages members of the staff to add any item to the agenda they would like addressed during the meeting. The agenda is decided by current needs/issues of the school that arise during the morning meetings, one-on-one interactions, formal or informal observations, or from student or parent feedback. Examples of topics discussed during these meetings are:

- Unit alignment across content areas and possible interdisciplinary opportunities
- Implementing universal note-taking strategies in all content areas
- Responding to student behavior using PBIS
- Integration of literacy strategies across content areas
- Lesson or unit plan tuning protocols
- Use of Hochman Writing Program techniques in all content areas
- Concern or recognition of student progress, either behaviorally or academically
- Review of teacher expectations in regards to *Advance* and Measures of Student Learning
- Field trip possibilities or planning
- Nominations for students of the month
- The need for or success of clubs or other extra-curricular activities

Minutes for these meetings are kept by a staff member and shared on Google Drive so that any staff member may reference them at any point. These minutes include action steps or instructions that were decided upon in the meeting and were designated to be re-visited at a future meeting. Decisions such as schedule changes, class groupings, or the adoption of programs/techniques into instruction are made by committees headed by the principal and comprising of two to three other staff members. These committees will use student data and information that comes from an online grading system that tracks student mastery in each subject area for both content-specific and CCLS, from IEP reports where special education teachers track progress, from attendance reports, from semester-end report card/transcript data and from any data previously supplied through the NYCDOE regarding the students' testing results. Anecdotes provided by the entire

staff are also considered when coming to their final decisions. Decisions are shared with the entire staff during other designated meeting times.

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.

[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.

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

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

Graphics: AP Guttman, AP Williams and Principal Lyons conduct all the observations. Formal pre and post-observation conferences are scheduled after consulting with the teacher, and held with Mr. Guttman, Mr. Williams and or Mr. Lyons and the instructor present. Informal observations are conducted by either Mr. Guttman, Mr. Williams or Mr. Lyons. Results for informal observations are reviewed within a week of the observation at the convenience of the teacher.

Mather: Principal Gabbard and AP Mayer conduct all the observations. Formal pre and post-observation conferences are scheduled after consulting with the teacher, and held with Mr. Gabbard, Mr. Mayer, and the instructor present. Informal observations are conducted by either Mr. Gabbard or Mr. Mayer. Results for informal observations are reviewed within a week of the observation at the convenience of the teacher.

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.

<table>
<tr><th>Activity</th><th>Sept–Oct</th><th>Nov–Dec</th><th>Jan–Feb</th><th>Mar–Apr</th><th>May–June</th></tr>
<tr><td>Teacher-School Leader Conferences/ Goal Setting</td><td>Initial Planning Conferences</td><td></td><td>Mid Year Reflections</td><td></td><td>Summative End-of-the-Year Conferences</td></tr>
<tr><td>Data Binder Collection</td><td></td><td colspan="2">Binder Collection w/ Feedback</td><td></td><td></td></tr>
<tr><td>Environmental Assessment</td><td colspan="4">Walkthroughs w/ Informal Feedback</td><td></td></tr>
<tr><td>Measures of Teacher Practice</td><td></td><td colspan="3">Observations based on option chosen during IPC</td><td></td></tr>
</table>

In addition, please see recorded teacher observations through January 2014 in Attachment G.

H. Educational Plan — 8 points

i. *Curriculum.*

The goal of this item is to develop strong curricula content so that a minimum of 75% of teachers will be rated Effective (at a minimum) at the completion of each year of the grant. The curriculum design and implementation plan overlaps both schools in several categories, including Curriculum and Instruction, Teacher Effectiveness, student engagement and structuring of school time. To begin, the schools will create a teacher team across two (or three) content areas at the same grade level to create interdisciplinary theme-based units taught to shared groups of students. One team will be formed at one grade level at each school: 9th and 10th for Mather, and 11th and 12th for Graphics in the 2014-2015 school year. Each team will consist of three teachers: ELA, U.S. History and CTE at Graphics; ELA, Global, and Art/Architecture/CTE at Mather. These teams will co-plan content and instructional practices that connect language, history and art/CTE strengthening CCLS literacy and math* standards through six interdisciplinary thematic units. *Math CCLS shifts will be supplemental to actual math coursework, in Geometry via art/architecture/CTE.

These teachers will receive additional training and support, including intensive summer professional development on team teaching, interdisciplinary thematic curriculum design, formative and summative assessments, Universal Design for Learning as it applies to interdisciplinary Curriculum and Instruction, inquiry based teaching and learning, and teacher-researcher data collection and analysis. In addition, during the school year they will receive intensive specialized support from TMI coaches, who will facilitate Collaborative Friends Group—each school individually and together—that meet for 90 minutes once per week after school using SIG per session funds.

One teacher from each of the teams will become an Instructional Lead and be given an additional planning period to help with coordination, facilities, articulation between schools, professional development planning and implementation, etc. This will impact staffing, school-wide student programming, daily scheduling, and teacher common planning time outside of department common planning time.

Every week, instructors in the four core content areas as well as the CTE courses complete a Unit Alignment document, in which each instructor outlines their objectives for the coming week. This document is shared among the staff, and interdisciplinary opportunities are discussed in weekly meetings or during designated co-planning sessions. The integration of Hochman Writing Program techniques is spread across all courses, and much professional development time has been designated to ensure the quality of curriculum and instruction. The implementation of techniques into curriculum is constantly monitored in frequent observations, tuning protocols, and scheduled co-planning times.

ii. *Instruction.*

There is cross-over between the schools as they share instructional strategies. Specifically, teachers in ELA, social studies, science, math, health, CTE, physical education, and foreign language have had intensive professional development around the instructional shifts for Common Core implementation. All departments will focus on strategies for expanding explicit instruction of academic vocabulary (especially Tier 2) through the continued use of pre-instructional inventories, vocabulary mapping, thinking maps, illustrated words, gallery walks, word walls and post instructional inventories. In conjunction with this shift to explicit instruction in academic vocabulary, close reading (specifically the think-aloud method and multiple readings of selected increasingly rigorous texts connected to unit content) was introduced through professional development in February 2014, with support for implementation provided within departmental Common Planning Time. Teachers will expand upon their initial use of close reading approaches across all curricular areas as a means of deepening disciplinary knowledge, with additional focus upon evidence based questioning and text dependent responses. The instructional shift in literacy in the content areas will also include greater emphasis on effective questioning techniques for large and small groups through Socratic seminars, text-based discussion protocols (such as Save the Last Word for Me), structured sentence-starters, table discussions, fish bowls, panel presentations—in short, strategies that place the responsibility for thinking, questioning, discussing, and researching more in the hands of the students, with teachers in the roles of models, moderators and coaches. The ELA department of Graphics formally adopted and began implementing the ELA Odell curriculum in September of 2013. They will continue refining and differentiating their use of these CCLS-aligned materials in the 2014-2015 school year, reinforcing the school-wide implementation of explicit academic vocabulary instruction, close reading of increasingly complex non-fiction, using evidence based questioning, and research and writing from primary source documents. Consultants will support teachers in classroom implementation, providing targeted professional development for enhancing teacher practice in these crucial areas of literacy across the curriculum.

In conjunction with the above, the schools will adopt the Hochman Writing Program, which incorporates literacy and writing strategies in accordance with the six instructional shifts for ELA. The system will be implemented school-wide for 2014-2015. This program teaches students to read texts closely, identify the main ideas, and synthesize these ideas into complex sentences that demonstrate a depth of understanding. Through this program, students will have practice identifying the purpose of a text (ELA Shift 1), and will learn important concepts through a close reading of a variety of texts, rather than listening to teachers lecture on a topic (ELA Shift 2). Students are also taught how to break texts down, identifying their main ideas. This makes readings more manageable and allows for students to read texts at an appropriate grade level (ELA Shift 3). Across all content areas, students are learning ways to formulate topic sentences and use evidence to effectively support their ideas (ELA Shift 5). Vocabulary is a large focus in all classes, and is reinforced through Hochman techniques such as concept cards (ELA Shift 6). In addition to demonstrating their understanding of a text through writing, students are expected to be able to thoughtfully convey their thoughts in meaningful class discussions, led by teachers who have been professionally developed in domain 3b of Danielson (ELA Shift 4).

In terms of Mathematical instructional shifts, the math department will refine and expand their work with consultants in their classrooms and during Common Planning Time to implement changes in approaches to mathematical modeling, attention to linking back techniques and

greater intensity of focus. The work started in the 2013-2014 school year will provide a solid basis on which to balance mathematical practices with applications. Staff interactions during weekly meetings, as well as in individual conferencing, allow instructors to align their instruction to follow the six instruction shifts for math. Lesson plan tuning protocols ensure that the amount of time being spent on a topic is sufficient, and that the learning goals are specific, measurable, and timely (Math Shift 1). Teachers build on previously taught information, not only within their own content, but also between disciplines (Math Shift 3). The freshman math curriculum integrates Algebra and Geometry, which enables students to build ties between the two subjects, build fluency of calculations, and display an understanding of the content separate from its practice (Math shifts 4, 5, and 6).

iii. *Use of Time*.

The team teaching, interdisciplinary, shared student and block model will result in lengthened periods at both schools and will include a weekly advisory element for the students and teachers involved. Because the schools are on a campus together, their ability to share space, resources and schedules allows them to maximize benefits for more students. This also provides an opportunity for the interdisciplinary elements and the unit themes to be brought together. The schools follow a smaller "school-within-a-school" model rather than an "academy" or "house" model as they start with a heterogeneous mix of students at a single grade level. Programming of the students is based on whether or not their teachers are part of the teams. There is no "application" or "pre-selection" used; the goal for this kind of approach for both schools is to be inclusive of the widest possible range of students, albeit a smaller number of students initially.

Graphics was awarded a 3-year 21st Century Community Learning Center (CCLC) grant. Implementation of this grant began in the current school year (2013-2014). The CCLC grant provides the school with day and ELT opportunities to serve students and assist in their academic, social, and emotional development. In addition, both schools have activities facilitated by Urban Arts Partnership (Capoeira, hip hop, visual arts, and music production) that provide students with opportunities to increase literacy, build social/emotional development, and be exposed to STEM activities. Activities facilitated by DOE personnel (Regents preparation, fitness, web design, photography, and ROTC tutoring) also provide enrichment of academic and social/emotional development. Urban Arts Partnership provides monthly parent workshops on various topics including ESL classes for parents, Building Healthy Communication Skills, and College, Career & Legal Information. The target population for each component will be:

1. Students in need of culturally relevant instruction of skill building in core academic areas.
2. Students who need to take one or more Regents exams.
3. Students in need of culturally relevant instruction of skill building in core academic areas.
4. Students struggling with a host of social/emotional issues such as homelessness, abuse, and incarceration.
5. Parents of students enrolled in activities.

Urban Arts Partnership provides a full time site coordinator who oversees the facilitation of programs. The site coordinator is based on the campus Monday-Friday, 10am-6pm and ensures that all aspects of the ELT program are being implemented on a daily basis. The ELT activities are conducted Monday-Thursday, from 3:30pm-5:30pm. All students participating in the program receive snack at the beginning of the extended day. All are welcomed regardless of

race, gender, sexual orientation, religion, language, ability or other factors in an inclusive environment where bullying is not tolerated, in accordance with the Dignity for All Students Act. Struggling students, especially ELLs and SWDs, will benefit from learning opportunities drawing on a variety of skills, with diverse opportunities to excel and receive deserved praise (a Search Institute Developmental Asset). Based on successful experiences working with students with IEPs, programs will utilize best practices such as scaffolding, differentiated instruction, and reinforcing content through art, music, and movement to support the success of all students.

- The following activities occur every Monday and Wednesday: hip hop club, Capoeira, math Regents prep tutoring, ROTC tutoring, and web design club. ELT hours are 3:30pm-5:30pm.
- The following activities occur every Tuesday and Thursday: music production club, visual arts club, and math tutoring. ELT hours are 3:30pm-5:30pm.
- The following activities occur every Tuesday: photography club. ELT hours are 3:30pm-5:30pm.
- The following activities occur every Wednesday: fitness club. ELT hours are 3:30pm-5:30pm.

Sample schedule reflecting collaboration and approach of both schools:

	M,T,W,R,F	BEGINS	ENDS
Staff Meetings/Instructional Intervention Time	0*	8:30am	9:10
BLOCK 1	1	9:05**	9:42
	2	9:42	10:20
BLOCK 2	3	10:22	10:59
	4	10:59	11:37
BLOCK 3	5 LUNCH	11:37	12:17pm
	6 ADVISORY	12:20	1:05
ER BLOCK (Enrichment/Remediation)	7	1:07	1:57
BLOCK 4	8	1:59	2:36
	9	2:36	3:15
PM Activities Including After School Tutoring, clubs, CTE extensions		3:30	4:30

*0 Period refers to the enrichment/reinforcement period prior to 1st Period. 0 period is for students missing work, who are failing/have failed a course, who have consistent attendance issues, or who are scheduled in gym/small group/enrichment classes. Breakfast is served at this time.

iv. *Data-Driven Instruction/Inquiry (DDI).*

In both schools, teacher teams meet on a weekly basis to analyze formative assessment data and student work. In addition all teachers are supported through the data warehouse system, Skedula

or JumpRope, and ARIS. The assistant principal for ELA works in concert with the teacher teams to provide actionable data sources which are used to further refine the curriculum and insure its accessibility to all the students. TMI will assist teachers in using data to drive instruction through their school improvement program. Through full implementation of the school improvement program teachers will have gained expertise in making systematic use of data, including instructional artifacts and student work, to drive instructional decisions. This cycle repeats every 6-8 weeks of instruction at which point the data is analyzed for trends and teachers design specific interventions based upon what the data tells us.

In addition, ongoing digital data collection and analysis is an integral component of the Collaborative Friends Group sessions (for the interdisciplinary teams), as well as for the departmental common planning time. Identification of problematic Tier 2 vocabulary as barrier to understanding what the question is asking including but not limited to key Bloom's Taxonomy verbs in questions (discuss, evaluate, identify, locate, theorize, provide evidence for, account for, etc.) will be key areas of student understanding to uncover through data analysis. The data cycle is every three weeks, and depending on student progress, students are regrouped. However, teachers meet weekly regarding this.

Formative and summative periodic assessments aligned to CCLS and thematic content in units will be used at both Mather and Graphics. Every 6-8 weeks, formative and summative assessments will be delivered depending on the semester progression. Item analysis is conducted to determine which content and which skills are strong and which are weak. When results are insufficient, teachers collaborate to determine the most appropriate individual and team response to these challenges. "In the moment" assessments are then used to identify if these strategies are initially successful. Course corrections are a natural part of the Data Driven Instruction process.

The schools will also look at the efficacy and progress of students in the interdisciplinary program as compared to the school-wide progress in order to evaluate whether or not to expand the program into subsequent years with additional teachers and students.

Meeting Schedule:

Monday - Staff Meetings	**Thursday** - Instructional Strategy Meeting
Tuesday - Co-Planning Session/PPT Mtg.	**Friday** - Advisory Curriculum/Focus
Wednesday AM – Co-Planning Prep Time	**Wednesday PM** - Team Meetings
Team Mtg: Curriculum Alignment, Lower 1/3, Kid-Talk, Instruction Focus, Looking @ Student Work	

v. ***Student Support.***

For both schools, students who may be at risk are identified through various methods including teacher, counselor, and/or parent observation. In addition, consistent monitoring of grades and behavior through the online tracking system (Skedula or JumpRope) serves as an efficient tool to identify students who may be struggling socially, emotionally, or academically. In this system, both grades and behavioral anecdotes are tracked. Student support is delivered through a combination of direct counseling to students and families both through internal guidance staff as well as through the consulting of two full-time social workers/counselors employed through Counseling in Schools. This organization provides additional counseling opportunities for

students who may not normally receive mandated counseling as determined by Individualized Education Plans. These counselors also provide weekly social/emotional groups such as "Young Men" or "Young Women" groups aimed at supporting the differing adolescent needs of each gender. The CCLC grant will also provide opportunities for student support through their various activities occurring during the school day and during extended learning time. For example, college mentors provide individual student mentoring for students identified by counselors as needing additional support. The CCLC grant provides a minimum of 10 parent workshops each school year on a variety of topics such as college readiness.

All students, regardless of risk levels, are part of the advisory program which offers academic and social and emotional support. Students meet with their advisory groups (no larger than 15 students) four times a week. The units and lesson plans are designed by the Social Workers and incorporate lessons that help students improve on the five core values: responsibility, being action-oriented, taking smart risks, collaborating, and being conscientious and aware. Student progress towards their academic and behavioral goals are discussed in weekly meetings, as well as in student-led conferences with their families and then conveyed through the advisor. These small advisories allow each student's progress to be closely tracked weekly by the advisor, and students at risk of failing are clearly identified. The funding will be used to further develop the four-year advisory curriculum, train staff in implementation, and help grow a strong peer mediation program. Key components of an effective advisory curriculum include: 1) helping students learn routines, habits and collaboration skills necessary for a productive and supportive group environment, 2) helping students with self-exploration and self-discovery so that they will have a better understanding of who they are and how they relate to others, 3) having students think more seriously about the process of getting and keeping a job as well as applying to and getting accepted into college, and 4) provide students with the social and emotional resources to be prepared to enter the real world.

To meet at-risk student needs, the social workers of the school provide ongoing social/emotional training for staff to better prepare them to for meeting the needs of the students. With more aware teachers, the school can then effectively promote the social and emotional awareness of the students. To meet academic needs beyond the classroom, after-school programs staffed by the teaching staff allows for re-teach opportunities and one-on-one tutoring.

vi. *School Climate and Discipline.*

Research has shown the interconnectedness of enhanced academic outcomes and a positive school climate. When students feel safe, supported, academically challenged, and socially capable, their performance increases. The faculty of both schools accepts this research and at both schools, the climate is defined as the quality and character of school life for everyone, and it reflects the norms, goals, shared beliefs and values, interpersonal relationships, teaching and learning practices, and organizational structures. The schools implement the following core values at the schools, and recognize students of the month under each value each month: Action-oriented, Smart Risk-takers, Socially and Emotionally Aware, Collaborative, and Responsible.

Improvement of student attendance is also crucial to a successful climate and a specific attendance policy tracking attendance is implemented, with perfect attendance students being celebrated every nine weeks with a breakfast.

Both the general education and special needs students will have high expectations for their attendance, behavior, and academic performance. As a result, it is the schools' philosophy that student suspensions are considered a "last resort", except in those instances of egregious infractions. Rather than resorting to suspensions, in an effort to meet the needs of students, not normally met during periods of suspensions, administrators, deans, the guidance department, social workers, and other community based organizations will collaborate their efforts to provide more opportunities for students to address (and cope with) social issues that affect adolescents/young adults in a healthy, respectful, productive manner, and become invested in their *own* success. To meet the needs of students with "special needs", it is important that parents are provided with support to be able to build upon the positive practices implemented by the school, at home. This partnership between the school and home is vital to the success of the student and school.

The scheduling (on a monthly basis) of activities and events (i.e. "school spirit days", school-wide pot-luck lunches, student/faculty events, faculty/student recognition opportunities (vis a vis award ceremonies), year-end celebrations, advisory challenges, and team building gatherings) will promote a positive and inclusive environment that recognizes (and values) the contributions of individuals, will become a part of the "fabric" of the day-to-day operations of the school. This process is expected improve both student and faculty morale and increase school pride.

vii. *Parent and Community Engagement.*

Within the interdisciplinary thematic model, there are extensive opportunities for students to showcase their work to their parents. Celebrations of student work include a "gallery walk" during *Parent Night, Open School Night,* and portfolio presentations by individual or teams of students for parents, administrators, NYCDOE leaders, and community leaders. Another means of engaging the parent is through soliciting of parent volunteers as chaperones for school trips and functions. These have proven to be successful ways of involving parents, promoting culture and facilitating communication between the school and the family. These opportunities for interaction promote school pride and a sense of community and belonging, thereby forging bonds that extend beyond the classroom helping to meet the social and emotional needs of the student.
The school leadership team works collaboratively with the members of the Parent Associations of both schools to regularly gauge the level of parent satisfaction. Parents are encouraged to regularly provide feedback regarding the level of parent engagement occurring at the school.

In addition, under the CCLC grant, Urban Arts Partnership and the National Park Service will be providing 10 parent workshops throughout the school year. Topics vary but include: "How to talk so your children will listen," and "Navigating the college application process."

While the schools rely on the yearly data provided by the NYCDOE parent satisfaction surveys, both schools also survey parents through each respective PTA and through an open door policy where parents are encouraged to email, visit or contact the school leaders and staff when issues arise or when they have ideas they wish to share. Administration participates on the Parent Associations and parent satisfaction is on the weekly agenda when leadership teams meet.

I. Training, Support, and Professional Development ***4 points***

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

School leadership for both schools was involved in the development of this plan in the following ways:

- Principal-to-principal planning meeting hosted by DOE Central with SIG grant liaisons
- Professional development faculty meeting devoted to explaining and exposure to grant
- Survey Monkey form to all staff asking for feedback on their thoughts for development of grant
- Family & Partner Breakfast--staff and leadership invited to attend parent meeting with purpose to review parent input for grant development
- SLT outreach via telephone to update SLT

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).

Training, Support and Professional Development – Graphics and Mather
Year One Professional Development Plan

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measure Outcome	How Outcomes will be Analyzed and Reported
Academic vocabulary for Tier Two and Tier Three in content areas (*ELA-literacy instructional shifts*)	Entire faculty	Teaching Matters, Inc.; Teacher Leads	Improve student fluency and understanding of complex texts by increasing their academic vocabulary	Teachers' modeling of the use academic vocabulary(formal and informal observations), and vocabulary inventories/ subject areas
Implement Hochman Writing Program – Note-taking	Entire Faculty	Team Leaders, Coaches and Special Education Teachers	Students will become fluent in quick note-taking from non-fictional texts and during teacher instruction	Students are able to use notes to study and respond to in-class assessments demonstrating mastery of content and concepts as tracked in the online grading system
Implement Hochman Writing Program – Outlining	Humanities Teachers	Team Leaders, Coaches and Special Education Teachers	Students will be able to adapt nonfictional texts into outlines, and move to being able to draft their own outlines to compose writing	Students are able to wrote grade-appropriate nonfictional reports following an succinct outline as tracked in the online mastery-based system
Implement Hochman Writing Program – Sentence Strengthening	Entire Faculty	Team Leaders, Coaches and Special Education Teachers	Improve student ability to comprehend complex sentences and to build their own sentence writing in non-fictional contexts	Teacher's will use the online system to track student progress in each subject area specifically tied to common core standards
Close reading strategies to bolster	Entire faculty	Teaching Matters, Inc.	Improve student comprehension of non-	Pieces of students' work (formative and summative

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measure Outcome	How Outcomes will be Analyzed and Reported
content area readings (*ELA-literacy instructional shifts*)			fiction reading and equip them with strategies to apply reading in new academic situations	assessments)/ student achievement data
Norming and scoring common assessments (*QR 2.2 and teacher practices - Danielson*)	Entire faculty	Teaching Matters, Inc.	Develop school-wide protocols for norming and scoring common assessments during common planning time	Comparison of teachers' scholarship report within the same subject. Results of item analysis/skills and sub-skills
Data tracking, analysis and implications for instruction (*QR 5.1 and teacher practices - Danielson*)	Entire faculty by Departments	Principal/APs and Data Specialist	Establish inquiry teams per grade level to track students' progress and use data to inform instruction	Low inferences during formal and informal observations of how teachers group students in class/ Report of the inquiry teams' work
Designing effective interim assessments	Entire faculty by Departments	APs/Teaching Matters	To accurately measure the gap between what has been taught and what the students have learned to further leverage instruction to close gaps	Alignment between teacher made assessments and curricula
Integrating CCLS Mathematical Practices (skills) into current Regents math content (*QR 1.1, CCLS and teacher practices - Danielson*)	Math Teachers & Special Education Teachers	Teaching Matters, Inc.	Improve students' conceptual understanding and applications of mathematical concepts and procedures to become better problem solvers	Performance Base Assessment Tasks, lesson plans and teacher made assessments and student achievement data in mathematics
Acquiring and using resources and supporting materials aligned to Math Practices (textbooks, Regents Prep books, etc.) (*QR 5.1 and teacher practices – Danielson 1d demonstrating knowledge of resources*)	Math Teachers & Special Education Teachers	Math and Science AP/ Teaching Matters, Inc.	Build math teachers' capacity to analyze the quality of curriculum resources	List of resources recommended and rated by teachers/teachers' feedback

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measure Outcome	How Outcomes will be Analyzed and Reported
Instructional strategies and support materials for formative assessments (e.g., smart boards) (*QR 1.2 and teacher practices - Danielson*)	Entire Faculty by Departments	Principal/APs and Teaching Matters	Support teachers in the integration of technology to facilitate the formative assessment of their students	Evidence of the use of technology captured during formal and informal observations and learning walkthroughs
Training for Staff in Emotional Awareness (youth development)	Entire Faculty	School Social Workers, and ESR, and Ramapo for Children	Teachers will have resources to better communicate to students. To deescalate conflict/confrontation situations and to maintain a tone of respect	Fewer teacher incidents will be recorded in the online system and fewer referrals to the dean or administration.
Curriculum Development Workshops and Writing Sessions	Teaching Faculty	Curriculum Designer, Teacher Leaders, Coaches	Teachers will map their curriculum for each course and each department aligned to the CCLS and integrating elements of CTE content into core content to promote relevance	By year three fully integrated and complete curriculum maps for all content areas will be published and accessible to all teaching faculty parents and even students.
Advisory Curriculum Development	Social Workers	ESR, Ramapo	An effective 9th – 12th grade advisory curriculum that addresses the needs of each child at each grade-level through social/emotional awareness, self-advocacy and academic tracking	Reduced discipline incidents in the schools as well as surveys that capture students' thoughts/feelings about school safety, respect, caring and overall school environment
Advisory Implementation for Advisors	Teaching faculty who serve as Advisors	Social Workers, ESR and Ramapo	Teachers are trained in the effective implementation of the advisory lessons so that each advisory is experiencing the same instruction around social/emotion development	Reduced discipline incidents school-wide plus student reports that reflect an overall positive school environment/culture

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.

The success of professional development will be measured by data collected on student performance indicators and informed by common assessments, as well as based upon teacher observations, scholarship reports, attendance data, interim assessments, and OORS reports, as well as teacher input. The Leadership Teams meet on a weekly basis to monitor and revise professional development and the principals also have regularly scheduled meetings with the educational consultants from the partnerships. Family and community engagement will be measured by monthly scheduled Community Education Council meetings and through the concerns and feedback provided by the Parent Association.

J. Communication and Stakeholder Involvement/Engagement — *4 points*

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.

In addition, both the Priority School and the new replacement school will engage in the following regular cycles of outreach and communication:

- Weekly email and website updates delivered to all parents, students and community members with backpack distribution for students and families without access to Internet services.
- Bimonthly automated phone and text message outreach detailing to parents, students, and community members
- Monthly onsite updates and feedback sessions for community members to be held at monthly Parent Association meetings on the third Wednesday of each month
- Every three months Parent workshops are conducted to support parental accessing of student progress information.
- Weekly report cards and grade updates will be shared with students and families electronically and through printed reports (when requested).
- Every student will engage in student-led conferences twice yearly with a parent and advisor to discuss academic performance and to track progress toward graduation.

K. Project Plan and Timeline *4 points*

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

Goal #1 is that 75% of teachers will be rated Effective, at a minimum, by June 2015. The key strategies to achieve this goal in year 1 are 1:1 job-embedded coaching and professional development support to build the capacity of all teachers in implementing the twenty-two Danielson components with an emphasis on Domain 3 - Instruction. The core strategy of implementing this model will be to establish bi-weekly PLCs in each school in partnership with TMI as a catalyst for deep, scalable, measurable change in school culture and student achievement.

Goal #2 is that by June 2015, 70% of the students are demonstrating mastery on the content and CCLS across all four main content areas (English, Math, History, and Science). This will be measured by progress on the online grading system and by the NYC Performance Assessment given at the end of the school year. Literacy and basic writing skills will have improved to 70% mastery in the CCLS by implementing the Hochman Writing Program, which improves literacy, writing and even oral communication.

Goal #3 is that daily attendance is at least 90% and student suspensions be less than 5% for in-school detentions/suspensions and less than 1% for out-of school suspensions for school year 2014-2015. The key strategies for the year one implementation are to use PBIS and advisory to create a positive and supportive school culture that engages students in the school community.

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.

Increased student engagement will be an indicator of an "early win". The extent of this growth will be measured by *Advance*. This increase will be predicated upon the existing observational

structure. Approximately 90% of teachers selected "*option 2*" as the format of their performance evaluation. This selection requires frequent classroom observations, providing more debriefing sessions, thereby providing more opportunities for teachers and administrators to examine the effectiveness of instructional practices than would otherwise be provided by "option 1". Areas need of support are identified in a timely manner providing instructional leaders appropriate and individualized resources to rigorously engage students facilitating teacher effectiveness in the working toward the school's goal that 75% of teachers will be rated Effective, at a minimum.

Other indicators of early success will be:

- Campus review to be held at completion of 1st marking period focused on gathering evidence of embedded strategies with lead partner TMI.
- Scholarship reports and credit accumulations, interim formative assessments, student performance data
- Attendance rate progress
- Decrease in OORS incidents

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.

Data collected and analyzed through the schools Data Driven Inquiry cycles, roughly every 6-8 weeks, will demonstrate improvement student's mastery of key skills. This will serve as evidence of success in the curricular work, teacher effectiveness work, and school-wide PBIS structures that support students academically and social-emotionally. Data will be collected through data warehouse systems (Skedula or JumpRope), analyzed by school leadership and partners, and presented at professional development sessions or during CPT.

While the emphasis is on student outcomes, collecting and analyzing observational data that is compiled within the *Advance Score Tracker* tool should correlate with improvements in student data. The *Score Tracker* provides administrators a document to evaluate the effectiveness of instruction and highlight areas in need of support. Indicators of success (movement towards teachers increasing their effectiveness by one level) are contained within the *Advance Score Tracker* tool and are updated approximately every 3 weeks for each teacher. Teachers participate in a mid-year conference to assess their progress towards meeting their goals. Instructional leaders review this data. Common planning session topics are dictated by the data generated from observations. This data is the basis for discussions and the setting of individual and departmental goals.

Attachment A

Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) [signature]	2/10/14	
Type or print name Larry D. Gabbard	2/10/14	
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) [signature]	2/10/14	
Type or print name Emily A. Williams	2/10/14	
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) [signature]	2-12-14	
Type or print name Migdalia Padilla	2-12-14	

Attachment A
Consultation and Collaboration Documentation Form

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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) Type or print name B. LYONS		
Teachers Union President / Lead	**Date**	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name JOANNE LA CONTI		
Parent Group President / Lead	**Date**	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name Mirella Jubeli		Please note we had a Parent Meeting to discuss and review our SIG grant. However, this Parent Meeting was cancelled due to inclement weather (snow blizzard). Ms. Mirella Jubeli who is SLT President and Parent Association Vice President was personally advised and updated on the plan's submission and topics and she approves.

Attachment B for **02M625 High School of Graphic Communication Arts**
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators						
a. Number of minutes in the school year	Min	54900	54900	69,900	69,900	N/A
b. Student participation in State ELA assessment	%	100	N/A	N/A	N/A	N/A
c. Student participation in State Math assessment	%	100	N/A	N/A	N/A	N/A
d. Drop-out rate	%	11	19	15	11	N/A
e. Student average daily attendance	%	89%	80%	81%	82%	N/A
f. Student completion of advanced coursework		40	12	18	24	N/A
g. Suspension rate	%	2%	4%	3%	2%	N/A
h. Number of discipline referrals	Num	11	28	216	192	N/A
i. Truancy rate	%	5%	9%	8%	7%	N/A
j. Teacher attendance rate	%	96%	N/A	96%	97%	N/A
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	30	30	30	N/A
m. Hours of professional	Num	10	20	20	20	N/A

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
development to improve leadership and governance						
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	Num	10	20	20	20	N/A
II. Academic Indicators						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	N/A	N/A	N/A	N/A
d. Students scoring "proficient" or higher on Math assessment	%	30	N/A	N/A	N/A	N/A
e. Average SAT score	Score	442	384	400	420	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	0	5	8	N/A
h. High school graduation rate	%	65	54	59	64	N/A

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. Ninth graders being retained	%	21	30	25	20	N/A
j. High school graduates accepted into two or four year colleges	%	47	29	35	41	N/A

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

Attachment B for **02M139 Stephen T. Mather Building Arts & Craftsmanship High School**
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						
o. Number of minutes in the school year	Min	60390	60390	64800	64800	64800
p. Student participation in State ELA assessment	%	100	N/A	N/A	25%	25%
q. Student participation in State Math assessment	%	100	N/A	100%	100%	75
r. Drop-out rate	%	11	N/A	0	4%	3%
s. Student average daily attendance	%	89%	91%	93%	94%	95%
t. Student completion of advanced coursework		40	N/A	N/A	33%	35%
u. Suspension rate	%	2%	0%	1%	1%	0%
v. Number of discipline referrals	Num	83	0	30	25	20
w. Truancy rate	%	5%	N/A	2%	1%	0%
x. Teacher attendance rate	%	96%	96%	96%	97%	98%
y. Teachers rated as "effective" and "highly effective"	%	N/A	90%	100%	100%	100%
z. Hours of	Num	20	60 per	60 per teacher	60 per teacher	60 per

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
professional development to improve teacher performance			teacher			teacher
aa. Hours of professional development to improve leadership and governance	Num	10	15 per teacher	15 per teacher	15 per teacher	15 per teacher
bb. Hours of professional development in the implementation of high quality interim assessments and data-driven action		10	15 per teacher	15 per teacher	15 per teacher	15 per teacher
II. Academic Indicators						
k. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
l. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
m. Student scoring "proficient" or higher on ELA assessment	%	26	N/A	N/A	90%	90%
n. Students scoring "proficient"	%	30	N/A	85%	90%	90%

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
or higher on Math assessment						
o. Average SAT score	Score	442	N/A	N/A	442	460
p. Students taking PSAT	Num	112523	N/A	85	190	220
q. Students receiving Regents diploma with advanced designation	%	17	N/A	N/A	N/A	25%
r. High school graduation rate	%	65	N/A	N/A	N/A	90%
s. Ninth graders being retained	%	21	N/A	10%	8%	7%
t. High school graduates accepted into two or four year colleges	%	47	N/A	N/A	N/A	90%

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

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

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:	• Support for highly effective teachers who mentor,

○ 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	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.

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Teaching Matters Inc. 475 Riverside Drive, Suite 1270 New York, NY 10115 Jane Condliff Jcondliff@teachingmatters.org (212) 870-3505 TMI increases teacher effectiveness, one of the most critical factors in student success. Their services transform how educators work together at urban public schools, helping the most effective teachers develop the skills they need to lead their peers and drive school-wide improvement. They also partner with school leadership to create a work environment that equips teachers to succeed in the classroom.	1. South Bronx Preparatory: A college board school	1. Ellen Reddon Flanagan EFlanag2@schools.nyc.gov 718-292-2211
	2. West Bronx Academy for the Future	2. Wilper Morales WMorale2@schools.nyc.gov 718-563-7139
	3. Global neighborhood secondary school	3. Luis Genao LGenao3@schools.nyc.gov 212-289-4204
	4. IS 096 Seth Low	4. Erin Lynch ELynch3@schools.nyc.gov 718-236-1344
	5. MS250 West Side Collaborative Middle School	5. Jeanne Rotunda JRotund@schools.nyc.gov 212-866-6313
	6. Jonas Bronck Academy	6. Brenda Gonzalez BGonzalez@schools.nyc.gov 718-365-2502
	7. Global technology preparatory	7. David Baiz DBaiz@schools.nyc.gov 212-722-1395

	8. JHs 220 John J Pershing	8. Loretta Witek LWitek@schools.nyc.gov 718-633-8200
	9. Brooklyn Bridge Academy	9. Max Jean Paul MJeanPa@schools.nyc.gov 718-968-1689
	10. Archer Elementary School – X531	10. Zakariah Haviland ZHaviland@schools.nyc.gov 718-828-3791
Educators for Social Responsibility 23 Garden Street Cambridge, MA 02138 Larry Dieringer Executive Director educators@esrnational.org (617) 492-1764 Educators for Social Responsibility (ESR) works directly with educators to implement systemic practices that create safe, caring, and equitable schools so that all students can succeed in school and life, and help shape a safe, democratic and just world. ESR is a national leader in school reform and provides professional development, consultation, and educational resources to adults who teach young people in preschool through high school.	1. Bronx Design and Construction Academy (BDCA- X522)	1. Matthew Williams MWilliams9@schools.nyc.gov 718-402-7690
	2. High Point Academy, Aurora, Colorado	2. Terry Croy-Lewis info@highpointacademy.net 303.217.5152
Ramapo for Children 49 West 38th Street, 5th Floor New York, NY 10018	1. Bronx Bridges High School (X432)	1. Pablo Villavicencio Pvillavicencio@schools.nyc.gov 718-829-2984

Melanie Salvaggio msalvaggio@ramapoforchildren.org (212) 754-7003 Ramapo for Children works on behalf of children who face obstacles to learning, including children with special needs, enabling them to succeed in the classroom, at home, and in life through direct service youth programs and highly regarded training programs for adults. Key to their work is the belief that all children seek the same things: to learn, feel valued, and experience success. Ramapo helps young people learn to align their behaviors with their aspirations	2. Bronx Haven High School (X381)	2. Lucinda Mendez LMendez4@schools.nyc.gov 718-292-3638
	3. Bronx Lab school (X265)	3. Sarah Marcy SMarcy@schools.nyc.gov 718-696-3700
	4. Brooklyn Collegiate: a College Board School (K493)	4. Amote Sias asias@schools.nyc.gov 718-922-1145
	5. Concord High School (R470)	5. Ron Gorsky RGorsky@schools.nyc.gov 718-447-1274
	6. Central Park East High School (M555)	6. Bennett Lieberman BLIeberman2@schools.nyc.gov 212-860-5929
	7. Mott Hall High School (M304)	7. Altagracia Villanona AVillanona@schools.nyc.gov 212-694-6020
Curriculum Designers, Inc. (Curriculum 21) 26 Allendale Drive Rye, NY 10580 Heidi Hayes Jacobs www.curriculum21.com 914-921-2046 Curriculum Designers' goal is to provide a full range of resources and services to all educators and schools involved in the journey of Curriculum Mapping.	1. 01M292 Henry Street School for International Studies	1. Christine Loughlin CLoughl@schools.nyc.gov 212-406-9411
	2. 06M528 Bea Fuller Rodgers Intermediate School 528	2. Kristy Dela Cruz 212-740-4900
	3. PS 289K	3. Jonathan Dill JDill2@schools.nyc.gov 718-495-7793
	4. 18K563 It Takes A Village Academy	4. Marina Vinitskaya MVinits@schools.nyc.gov 718-629-2307
	5. 19K007 Abraham Lincoln	5. Carolyn Noel CNoel@schools.nyc.gov 718-647-3600

	6. 21K101 The Verrazano School	6. Gregg Korrol GKorrol@schools.nyc.gov 718-372-0221
	7. P.S. 207 / Fillmore Academy	7. Mary Bosco MBosco@schools.nyc.gov 718-645-8667
	8. 23K392 Intermediate School 392-The School for the Gifted and Talented	8. Ingrid Joseph IJoseph2@schools.nyc.gov 718-498-2491
	9. 26Q435 Martin Van Buren High School	9. Sam Sochet 718-776-4728
	10. 27Q062 PS 62	10. Angela O'Dowd AODowd2@schools.nyc.gov 718-286-4460
	11. 27Q108 PS 108Q - The Captain Vincent G. Fowler School	11. Marie Biondollilo MBiondo@schools.nyc.gov 718-558-2700
	12. 27Q323 Scholars' Academy	12. Brian O'Connell BOConne@schools.nyc.gov 718-474-6918
	13. 29Q015 The Jackie Robinson School	13. Antonio K'Tori 718-525-1670
	14. 30Q084 The Steinway School / PS/MS 84 Q	14. John Buffa JBuffa@schools.nyc.gov 718-278-1915
	15. 30q085 the Judge Charles J. Vallone School	15. Ann Gordon-Chang AGordon@schools.nyc.gov 718-278-3630
	16. 30Q212 PS 212Q	16. Carin Ilene Ellis CEllis6@schools.nyc.gov 718-898-6973
	17. 30Q450 Long Island City High	17. Vivian Selenikas

	School	VSeleni@schools.nyc.gov 718-545-7095

BRENDAN LYONS

[redacted]

EDUCATION

1998-Present **NEW YORK UNIVERSITY, INSTITUTE OF FINE ARTS** **NEW YORK, NY**
MA, Completed coursework May 1999

2005-2007 **BARUCH COLLEGE, CUNY** **NEW YORK, NY**
MSED (School Administration and Supervision license)

1992 – 1996 **RUTGERS COLLEGE, RUTGERS UNIV.** **NEW BRUNSWICK, NJ**
Bachelor of Arts: History of Art & Spanish
Paul Robeson Honor Society Scholar, Summa Cum Laude, Phi Beta Kappa

Experience

HIGH SCHOOL OF GRAPHIC COMMUNICATION ARTS **2011-PRESENT**
Principal

- Instructional leader for 1700 students and 130 staff members for a CTE high school focusing on NY State accreditation in commercial photography and visual arts
- Directed implementation of multi-year comprehensive school improvement plan focusing upon better student outcomes through the personalization of learning for students as well as the creation of Professional Learning Communities of teachers.

ILEARNNYC **2011**
Director of Implementation, Office of Innovation

- Supervised the development of positive working relationships with school and network level contacts to support the implementation of online instruction within 125 iLearnNYC schools.
- Managed the Operations Specialists to ensure management of course licenses, provide user support, and develop data reports regarding usage of courses, student participation, and student achievement within the online courses being offered.
- Established mechanisms to share best practices and communicate out positive results to wider DOE central and school based communities.
- Coordinated with school readiness team around facilities and technology needs for school opening. Developed systems for working with DSSI to identify policy and operational issues and work to identify the support necessary from iZone team.

EAST BRONX ACADEMY FOR THE FUTURE **2007-2011**
Assistant Principal, Supervision

- Supervised and coordinated professional development for teachers and staff members working with more than 600 plus students in a 6 to 12th grade New Century High School, with particular focus on technology, science, special education and the middle school grades.
- Implemented multi-year school technology projects including: 1-to-1 student laptop initiative, iZone Pilot, digital online curricula, a live student data platform in partnership with New Visions, in addition to providing personalized teacher team support and development in these areas.
- Authored the successful application and implementation of over $800,000 in internal and external grant funding including the Middle School Success Grant, English Language Learner Grant, Reso-A Technology grants, and NY State Senator Diaz Capital Grant.
- Significantly improved the quality of home/school communication by introducing at-home mobile technology & email platform to families.

- Increased effectiveness of administrative functioning by instituting daily informal and regular formal observations and coaching of teaching and other faculty members combined with targeted feedback based upon their goals and their students' performance data.
- Established comprehensive data analysis and feedback process to guide and impact classroom teaching while serving as School Data Specialist and Inquiry Team Supervisor.
- Raised NYC "Progress Report" score by two grade levels in one-year period and earned a "Well Developed" on the School Quality Review.

DEPARTMENT OF EDUCATION **1998-2007**
Teacher (Fine Arts, K-12) & Dean

- Taught 3 main subject areas (Arts & Technology, Spanish, Global History) on the elementary, middle and high school levels with major emphasis on integrating technology into daily classroom instruction.
- Established a regional, multi-year staff development program for 6 schools in Manhattan to integrate technology through personalized residencies, on-site workshops and district level conferences.
- Improved academic intervention services as Dean by developing systems to encourage parent participation in a predominantly Spanish bilingual environment for 300 plus students at MS 322.

Larry D. Gabbard

[redacted]

PROFESSIONAL EXPERIENCE & ACCOMPLISHMENTS IN EDUCATION

NEW YORK CITY DEPARTMENT OF EDUCATION June 2002 – Present

STEPHEN T. MATHER BUILDING ARTS & CRAFTSMANSHIP HIGH SCHOOL (M139; New CTE school partnered with the National Park Service – NPS), *New York, NY*

Interim Acting Principal, July 2013 – Present

- Proposed concept, developed mission and instructional philosophy, and founded brand new Career & Technical High School with NPS offering students hands-on training in the building arts with emphases on carpentry, masonry/plastering, decorative finishes and landscape management through the lens of historical preservation
- Coordinated all aspects of opening a new school from location set-up and school systems to curriculum development for the core classes and CTE trades with NPS; searched for and hired initial 12 academic, business and trades staff; planned and implemented the pre-opening and ongoing professional development for staff; allocate and execute the school budget; actively encourage a rigorous, positive, value-driven and safe school culture

PACE HIGH SCHOOL (M298; A-rated, collegiate prep high school partnered with Pace University), *New York, NY*

Interim Acting Principal, January 2010 – August 2010; *Assistant Principal,* August 2007 – June 2013

- Improved overall score on progress report by 17 points (from a 70.3 to a 90.9) during period as IA Principal; increased student performance by 19 percentage points and increased student progress by 12 percentage points
- Continually assess students' and school's overall progress, develop school-wide instructional goals, and design programs to achieve those goals; co-identify and implement teacher/staff professional development; analyze budget allocations for optimizing instruction and opportunities for success
- Supervise grade teaching teams providing instructional observations/feedback; collaborate with teachers on school improvement initiatives; plan team meetings with grade leaders; serve on an advisory team
- Researched, selected, implemented and presently maintain an online credit recovery program; exploring options for expanding program to include general online credit-bearing courses and AP courses
- Design, coordinate and execute the master schedule to maximize student achievement and human resources while honoring contractual guidelines; individually schedule each student in HSST (scheduling program) to maximize human resources and meet the continuous shifting needs of the student population
- Formed a Saturday credit recovery plan reducing summer school enrollment and increasing course pass rates by 15%
- Design, schedule, staff and manage the Summer Institute credit recovery (an online recovery program) that offers personalized instruction for students
- Analyze and use student data to ensure all are on track for graduation; support grade-specific initiatives; address parent concerns; coordinate necessary discipline measures with the dean; liaise between students and teachers
- Collaborate with a committee of teachers to identify needs, plan and implement professional development for staff
- Collaborate with university partner to articulate and promote the vision of the school, involving all constituents in decision-making and implementing (or supporting the implementation of) agreed-upon systems and policies
- Use teacher preferences to structure teaching teams & select grade-level leaders to utilize the best skill-sets of current staff in order to promote student achievement; responsible for reassigning staff and hiring replacement staff
- Chair the hiring committee responsible for recruiting and hiring all new staff
- Attend fairs, lead open houses designed to recruit incoming 9th graders; over 5000 applicants apply each year
- Created several opportunities to unify school morale and strengthen school culture including "PACEGiving," Spirit Week, "The PACE Shave-off," and staff competitions including the "Iron Chef Challenge"
- Instituted new attendance/lateness policy that reduced tardiness by 50% and absenteeism by 15%;
- Researched and selected communication system that further reduces absenteeism and tardiness as well as more efficiently reminds or informs parents of school activities and announcements
- Teach an academic advisory, monitoring students' academic progress, serving as their advocate, acting as point-person for their parents, and developing community though team-building discussions/activities

Student Government Advisor, August 2007 – Present

- Serve as the Student Government Advisor coordinating elections, supervising weekly after school student meetings, overseeing fundraising activities, and providing support for sponsored events that promote positive school culture

EAGLE ACADEMY FOR YOUNG MEN (X231, All-boys public 9th -12th high school), *Bronx, NY,* 2004-2007

Assistant Principal, July 2006 – August 2007

- Supervised all teaching staff, observing and modeling lessons, collaborating with teachers on self-improvement and overall school improvement initiatives, and directed staff development
- In collaboration with the deans of discipline and studies, created the school's first comprehensive calendar, student handbook and implemented a system of accountability known as the DFC (Discipline for Character) program
- Planned and led the summer teacher induction program for the school; created the schools first staff handbook
- Managed pupil accounting personnel; implemented monitoring systems for daily and per-class attendance
- Supervised personnel in the design and implementation of a block/alternating day master schedule for a campus environment within two host schools; diversified course offerings to address issues of under-credited students
- Managed the budget, approving all expenditures for textbooks, school supplies, employee overtime, equipment, etc.

Principal Intern, August 2005 – June 2006

- Scheduled the 2006-07 budget; analyzed past expenditures, projected growth and hiring needs, set student achievement goals, and allocated resources accordingly
- Designed and implemented a master schedule for students and faculty; coordinated logistics, addressed requirements and limitations of a host school, worked within the constraints of the teacher contract, and considered requirements for student graduation; created split-schedule for second semester reducing class-size by 45%
- Created and implemented tutoring program that improved student achievement by 20% across all subject areas
- Established hiring committee, recruited, interviewed and staffed 16 new teacher positions, a parent coordinator and pupil secretary for the 2006-07 school year

Curriculum/Instructional Coach, August 2005 – July 2006

- Collaborated with teachers to develop curriculum, interdisciplinary projects, and instructional strategies and served as their liaison with the principal and administration
- Directed all aspects of staff development, implementing a tuning-protocol for examining student work and a teacher-intra-visitation program for generating "best practices" in pedagogy among teachers

English/Writing/Drama Teacher, August 2004 – August 2006

- Founding faculty member of the school established in 2004 and co-organizer of the English department
- Created writing curriculum for ninth grade and began development of four-year curriculum plan for the department

Building with Books Faculty Advisor & Student Government Advisor, August 2004 – June 2006

- Building with Books focused on global education, community service and sponsorship; was cultural exchange delegate to Mali, West Africa, lived and worked in rural village while constructing a schoolhouse

DR. MARJORIE H. DUNBAR, CES 126, (X126, K-6th grade public elementary school), *Bronx, NY*

6th Grade Teacher, June 2002 – August 2004

- Taught all subjects including math, English, social studies and science to 6th grade class
- Organized & managed arts program in collaboration with Bronx Arts Ensemble; instructed clarinet to third, fourth and fifth grade students; produced concerts

School Leadership Team Member, 2002 – 2004, *Committee Chair*, 2003-2004

- Elected member of team which was responsible for community liaising, school curriculum, and promoting parental involvement; team addressed and found solutions to issues facing the school and its constituents

Spirit Committee Faculty Advisor, 2002 – 2004

- On own initiative created, designed, enlisted volunteers and implemented committee that launched a school-wide on-going campaign promoting school pride and student self-esteem; "In the Mix at CES 126!"

COLLEGIATE-LEVEL EXPERIENCE June 2007 – Present

TEACHERS COLLEGE-COLUMBIA UNIVERSITY (Summer Principals Academy – SPA), *New York, NY & New Orleans*

Co-instructor, Resource Allocation to Improve Student Achievement, Summer Sessions 2009 - Present

- Co-plan syllabus, execute lectures, & grade assessments in co-teaching team that includes a tenured professor
- Course is designed for second year grad students; emphasizes the maximization of various resources to promote student achievement; provides context for connecting budgeting decisions to support a school's vision and goals

Co-instructor, Introduction to Leadership Course; Ecology of Data Driven Leadership Course, Summer Sessions 2008, 2009

- "Instructor-from-the-field" paired with founder of the urban school leadership training program & Teachers College professor/department chair; introduced students to the context of school leadership as related to ELCC standards

Consultant, New School Design Presentations, April 2007 – August 2009

- Managed the new-school design capstone project event for the second summer cohort; advised students on the content of proposals including mission/visioning; coordinated presentations, arranged logistics and secured panelists

PACE UNIVERSITY, *New York, NY*

Adjunct Professor, Two Courses – Resource Allocation & Budgeting; Data and Student Improvement, Spring 2011 - Present

- Plan syllabi, lectures, & assessments for graduate-level students of the School Leadership Program

NYC TEACHING FELLOWS, (Alternate route teacher certification program), *New York, NY*
Fellow Advisor, May 2004 – October 2004

- Taught middle– & high school-focused Fellows in lesson planning, instructional delivery and classroom management

PROFESSIONAL CERTIFICATION

- NY School Administrator/Supervisor Provisional Cert.
- NY School District Administrator Permanent Cert.
- k-6th Common Branch NY Permanent Cert.
- 7th-12th English Language Arts NY Professional Cert

HONORS

EDUCATION POLICY FELLOWSHIP PROGRAM, Institute for Educational Leadership, *Washington, D.C.*
Fellow, 2005 – 2006,

- Ten-month leadership development program; strategize solutions for a partner school addressing AYP measures

Carnegie Fellow, 2005 – 2006

- One of two selected among NY Educational Policy Fellows to receive financial award as Carnegie Fellow
- Planned, enlisted panelists and facilitated "High School Reform" panel for fellows

PRESIDENTIAL MANAGEMENT FELLOWSHIP PROGRAM, Office of Personnel Management, *Washington, D.C.*
Semi-finalist, February 2006

FUNDRAISING/SPONSORSHIPS

- Wrote and received $10,000 planning grant to implement collaborative team teaching for special education students
- Wrote and received a $5000 grant to implement the after school program for the 2006-07 school year
- Enlisted cadre of sponsors for club designed to reward students who "Do the Right Thing"; Sunday excursions involved students, sponsors and parents and included trips to restaurants, museums, theaters and parks

WORKSHOPS/CONFERENCES

PROFESSIONAL DEVELOPMENT SCHOOLS, *Presenter, New Orleans*, February 2011 – Partner workshop with Pace University

WASHINGTON D.C. POLICY SEMINAR, April 2006—Attended Institute for Educational Leadership's (IEL) policy seminar

LEADERSHIP FORUM, *Miami, FL*, December 2005— IEL conference focused on educational policy national and globally

SCHOOLS ATTUNED, *New York, NY*, April – June 2004—Selected by principal to attend six-week professional development program focused on neurodevelopment, and creating strategies for understanding and implementing differentiated instruction.

NATIONAL ALLIANCE OF BLACK SCHOOL EDUCATORS, *Atlanta, GA*, November 2002—Selected to attend conference by superintendent; addressed urban needs, effective curriculum development and teaching strategies for diverse populations.

EDUCATION

Teachers College, Columbia University, *New York, NY* 2005 – 2006
Master of Education: Organization and Leadership

Lehman College, *Bronx, NY* 2002 – 2004
Master of Science: Elementary Education

Indiana University, *Bloomington, IN* 1990 – 1993
Bachelor of Arts, Double Major: English and Telecommunications

MARKETING EXPERIENCE (Prior to Education Experience)

BRM CAPITAL, *Fort Lee, NJ*
Marketing Director, U.S. and Israel Offices, October 2000 – January 2002

GEOCAPITAL PARTNERS, *Fort Lee, NJ*
Marketing Director, U.S. And UK Offices, December 1999 – October 2000

CITIBANK PRIVATE BANK, New York, NY
Sales Associate, Canada/Asia Pacific Private Banking Marketing Teams, November 1997 – December 1999

NATIONAL EXECUTIVE SERVICE CORPS, *New York, NY*
Marketing, Public Relations and Development Associate, September 1995 – November 1997

Attachment G
Organizational Chart

Graphics	Mather
Principal Brendan Lyons • A.P. Guttman o Social Studies – Teachers: Gaffney, Hinds, May, Muth, Peterson, Resto I, Ruff, Strickland, Varveri o English / ESL – Teachers: Arredondo, Burns, Catanzaro, Cottrell, Day, Kinski, Lartigue, Mendez, Russell • A.P. Seyfried o Counselors / Social Workers – Kalai, Laconti, Moya, Nguyen, Resnick, Rowan, Sklar, Young o Psychologist / Family Worker – Cristan, Green, Rodriguez o Paraprofessionals – Beato, Colon, Roca Torres • A.P. Williams o Math – Teachers: Laufer, Lebada, Lee, Reynolds, Suero, Sugrim o Science – Teachers: Brandt, Driver - Porras, Hassan, Roditi, Tsocanos o CTE – Teachers: Carpenter, Grimes, Lieberman, Mallory, Torres, Waddell, Weiner, Williams o Phys Ed /Health – Doherty, Piccinic, Rodriguez • A.P. Jean Pierre o Safety – Dean: Burns Community Assistant: Diaz o School Aides – Barnes, Carrion, Easley, Harmon, Lopez, Noel, Reddick, Rivera, Vega, Watson	Principal Larry Gabbard • A.P. Christopher Mayer • Social Worker – Christina Martini • Grade Team Leader – Allyson Smith • Teachers o English – Hannah Kass o Social Studies – Seth Patner o Math – Alexander Harty o Science – Emily Williams, UFT Chapter Leader o CTE Teacher/Carpentry – Cody Ford o CTE Teacher/Masonry – Tom Russack o Special Education / ESL – Aziz Elabida o Special Education – Allyson Smith • Other Staff o Business Manager – Chad Hudson

Recorded Principal Observations

Graphics:

DBN:	Employee ID:	Observation Option:	MOTP Type:	Record Date:
02M625	0955995	#2	Informal Classroom Observation (Option #2)	10/17/2013
02M625	0955995	#2	Informal Classroom Observation (Option #2)	11/06/2013
02M625	1215688	#2	Informal Classroom Observation (Option #2)	10/22/2013
02M625	1215688	#2	Informal Classroom Observation (Option #2)	11/07/2013
02M625	1215688	#2	Informal Classroom Observation (Option #2)	12/18/2013
02M625	0888314	#1	Informal Classroom Observation (Option #1)	10/24/2013
02M625	0888314	#1	Informal Classroom Observation (Option #1)	10/30/2013
02M625	0888314	#1	Informal Classroom Observation (Option #1)	01/09/2014
02M625	0888314	#1	Informal Classroom Observation (Option #1)	01/14/2014
02M625	1035373	#1	Informal Classroom Observation (Option #1)	10/24/2013
02M625	1035373	#1	Informal Classroom Observation (Option #1)	11/13/2013
02M625	1035373	#1	Informal Classroom Observation (Option #1)	01/23/2014
02M625	0720045	#1	Informal Classroom Observation (Option #1)	10/24/2013
02M625	0720045	#1	Informal Classroom Observation (Option #1)	11/04/2013
02M625	0720045	#1	Informal Classroom Observation (Option #1)	11/12/2013
02M625	0720045	#1	Informal Classroom Observation (Option #1)	11/25/2013
02M625	0720045	#1	Informal Classroom Observation (Option #1)	12/05/2013
02M625	0720045	#1	Informal Classroom Observation (Option #1)	01/09/2014
02M625	0951659	#2	Informal Classroom Observation (Option #2)	10/11/2013
02M625	0951659	#2	Informal Classroom Observation (Option #2)	10/29/2013
02M625	0951659	#2	Informal Classroom Observation (Option	11/04/2013

DBN:	Employee ID:	Observation Option:	MOTP Type:	Record Date:
			#2)	
02M625	0951659	#2	Informal Classroom Observation (Option #2)	11/13/2013
02M625	0951659	#2	Informal Classroom Observation (Option #2)	01/06/2014
02M625	0875765	#2	Informal Classroom Observation (Option #2)	10/29/2013
02M625	0875765	#2	Informal Classroom Observation (Option #2)	02/06/2014
02M625	0974050	#1	Informal Classroom Observation (Option #1)	11/01/2013
02M625	0974050	#1	Informal Classroom Observation (Option #1)	11/18/2013
02M625	0974050	#1	Informal Classroom Observation (Option #1)	12/13/2013
02M625	0780028	#2	Informal Classroom Observation (Option #2)	01/23/2014
02M625	1122763	#2	Informal Classroom Observation (Option #2)	11/04/2013
02M625	1122763	#2	Informal Classroom Observation (Option #2)	01/09/2014
02M625	0880881	#2	Informal Classroom Observation (Option #2)	10/08/2013
02M625	0880881	#2	Informal Classroom Observation (Option #2)	10/29/2013
02M625	0880881	#2	Informal Classroom Observation (Option #2)	12/02/2013
02M625	0901865	#2	Informal Classroom Observation (Option #2)	11/04/2013
02M625	0901865	#2	Informal Classroom Observation (Option #2)	01/09/2014
02M625	0626716	#2	Informal Classroom Observation (Option #2)	10/17/2013
02M625	0626716	#2	Informal Classroom Observation (Option #2)	01/09/2014
02M625	0644461	#2	Informal Classroom Observation (Option #2)	11/07/2013
02M625	0644461	#2	Informal Classroom Observation (Option #2)	11/25/2013
02M625	0988291	#2	Evaluator Request for Additional Artifact	10/21/2013
02M625	0988291	#2	Informal Classroom Observation (Option #2)	10/17/2013
02M625	0988291	#2	Informal Classroom Observation (Option #2)	11/06/2013

DBN:	Employee ID:	Observation Option:	MOTP Type:	Record Date:
02M625	0988291	#2	Informal Classroom Observation (Option #2)	12/02/2013
02M625	1286200	#2	Informal Classroom Observation (Option #2)	10/30/2013
02M625	1286200	#2	Informal Classroom Observation (Option #2)	01/06/2014
02M625	0958079	#2	Informal Classroom Observation (Option #2)	01/07/2014
02M625	0172609	#2	Informal Classroom Observation (Option #2)	11/04/2013
02M625	0172609	#2	Informal Classroom Observation (Option #2)	12/18/2013
02M625	0626401	#2	Informal Classroom Observation (Option #2)	10/09/2013
02M625	0626401	#2	Informal Classroom Observation (Option #2)	11/12/2013
02M625	0626401	#2	Informal Classroom Observation (Option #2)	12/02/2013
02M625	0730000	#2	Informal Classroom Observation (Option #2)	10/10/2013
02M625	0730000	#2	Informal Classroom Observation (Option #2)	11/13/2013
02M625	0730000	#2	Informal Classroom Observation (Option #2)	11/22/2013
02M625	0730000	#2	Informal Classroom Observation (Option #2)	12/11/2013
02M625	0807221	#2	Informal Classroom Observation (Option #2)	10/28/2013
02M625	0807221	#2	Informal Classroom Observation (Option #2)	11/12/2013
02M625	0807221	#2	Informal Classroom Observation (Option #2)	11/20/2013
02M625	0807221	#2	Informal Classroom Observation (Option #2)	12/05/2013
02M625	0807221	#2	Informal Classroom Observation (Option #2)	01/15/2014
02M625	0812937	#2	Informal Classroom Observation (Option #2)	10/11/2013
02M625	0812937	#2	Informal Classroom Observation (Option #2)	10/29/2013
02M625	0812937	#2	Informal Classroom Observation (Option #2)	01/10/2014
02M625	0730471	#2	End-of-Year Artifact Rating	01/30/2014
02M625	0730471	#2	Informal Classroom Observation (Option	11/22/2013

DBN:	Employee ID:	Observation Option:	MOTP Type:	Record Date:
			#2)	
02M625	0730471	#2	Informal Classroom Observation (Option #2)	01/15/2014
02M625	0976351	#2	Informal Classroom Observation (Option #2)	10/28/2013
02M625	0976351	#2	Informal Classroom Observation (Option #2)	10/30/2013
02M625	0976351	#2	Informal Classroom Observation (Option #2)	11/20/2013
02M625	0976351	#2	Informal Classroom Observation (Option #2)	12/18/2013
02M625	1268387	#2	Informal Classroom Observation (Option #2)	10/09/2013
02M625	1268387	#2	Informal Classroom Observation (Option #2)	10/29/2013
02M625	1268387	#2	Informal Classroom Observation (Option #2)	12/02/2013
02M625	1268387	#2	Informal Classroom Observation (Option #2)	01/10/2014
02M625	1078651	#2	Informal Classroom Observation (Option #2)	11/25/2013
02M625	1078651	#2	Informal Classroom Observation (Option #2)	01/24/2014
02M625	0973267	#1	Informal Classroom Observation (Option #1)	10/23/2013
02M625	0973267	#1	Informal Classroom Observation (Option #1)	10/28/2013
02M625	0973267	#1	Informal Classroom Observation (Option #1)	01/24/2014
02M625	0991770	#2	Informal Classroom Observation (Option #2)	10/24/2013
02M625	0991770	#2	Informal Classroom Observation (Option #2)	11/08/2013
02M625	1209713	#2	Informal Classroom Observation (Option #2)	10/15/2013
02M625	1209713	#2	Informal Classroom Observation (Option #2)	11/08/2013
02M625	1209713	#2	Informal Classroom Observation (Option #2)	12/12/2013
02M625	1209713	#2	Informal Classroom Observation (Option #2)	01/09/2014
02M625	1356688	#2	End-of-Year Artifact Rating	12/02/2013
02M625	1356688	#2	End-of-Year Artifact Rating	12/17/2013
02M625	1356688	#2	End-of-Year Artifact Rating	12/17/2013

DBN:	Employee ID:	Observation Option:	MOTP Type:	Record Date:
02M625	1356688	#2	Evaluator Request for Additional Artifact	12/04/2013
02M625	1356688	#2	Informal Classroom Observation (Option #2)	10/22/2013
02M625	1356688	#2	Informal Classroom Observation (Option #2)	11/04/2013
02M625	1356688	#2	Informal Classroom Observation (Option #2)	11/25/2013
02M625	1356688	#2	Informal Classroom Observation (Option #2)	01/10/2014
02M625	1341489	#2	End-of-Year Artifact Rating	10/23/2013
02M625	1341489	#2	Informal Classroom Observation (Option #2)	10/25/2013
02M625	1341489	#2	Informal Classroom Observation (Option #2)	11/15/2013
02M625	1341489	#2	Informal Classroom Observation (Option #2)	12/04/2013
02M625	0651727	#2	Informal Classroom Observation (Option #2)	10/21/2013
02M625	0651727	#2	Informal Classroom Observation (Option #2)	01/08/2014
02M625	0489681	#2	Informal Classroom Observation (Option #2)	10/17/2013
02M625	0489681	#2	Informal Classroom Observation (Option #2)	11/07/2013
02M625	0489681	#2	Informal Classroom Observation (Option #2)	01/16/2014
02M625	0678313	#2	Informal Classroom Observation (Option #2)	10/22/2013
02M625	0678313	#2	Informal Classroom Observation (Option #2)	12/19/2013
02M625	0779751	#2	Informal Classroom Observation (Option #2)	10/21/2013
02M625	0779751	#2	Informal Classroom Observation (Option #2)	12/16/2013
02M625	1042734	#2	Informal Classroom Observation (Option #2)	11/06/2013
02M625	1042734	#2	Informal Classroom Observation (Option #2)	11/22/2013
02M625	0708749	#2	Informal Classroom Observation (Option #2)	11/01/2013
02M625	0708749	#2	Informal Classroom Observation (Option #2)	11/25/2013
02M625	0911067	#2	Informal Classroom Observation (Option #2)	10/29/2013

DBN:	Employee ID:	Observation Option:	MOTP Type:	Record Date:
02M625	0911067	#2	Informal Classroom Observation (Option #2)	01/08/2014
02M625	0968508	#2	Informal Classroom Observation (Option #2)	11/01/2013
02M625	0968508	#2	Informal Classroom Observation (Option #2)	01/17/2014
02M625	0763280	#2	Informal Classroom Observation (Option #2)	10/28/2013
02M625	0763280	#2	Informal Classroom Observation (Option #2)	11/12/2013
02M625	0763280	#2	Informal Classroom Observation (Option #2)	01/24/2014
02M625	1417307	#2	Informal Classroom Observation (Option #2)	11/04/2013
02M625	1417307	#2	Informal Classroom Observation (Option #2)	12/19/2013

Mather:

DBN:	Employee ID:	Observation Option:	MOTP Type:	Record Date:
02M139	0268274	#2	Informal Classroom Observation (Option #2)	12/06/2013
02M139	0268274	#2	Informal Classroom Observation (Option #2)	11/14/2013
02M139	0268274	#2	Informal Classroom Observation (Option #2)	10/08/2013
02M139	0935430	#2	Informal Classroom Observation (Option #2)	11/27/2013
02M139	0935430	#2	Informal Classroom Observation (Option #2)	10/31/2013
02M139	0935430	#2	Initial planning conference (teacher-submitted artifact)	09/30/2013
02M139	0935430	#2	Informal Classroom Observation (Option #2)	09/28/2013
02M139	0999669	#2	Informal Classroom Observation (Option #2)	11/01/2013
02M139	0999669	#2	Initial planning conference (teacher-submitted artifact)	09/30/2013
02M139	0999669	#2	Informal Classroom Observation (Option #2)	09/26/2013
02M139	1112800	#1	Informal Classroom Observation (Option #1)	12/12/2013
02M139	1112800	#1	Informal Classroom Observation (Option #1)	11/26/2013

DBN:	Employee ID:	Observation Option:	MOTP Type:	Record Date:
02M139	1112800	#1	Informal Classroom Observation (Option #1)	11/01/2013
02M139	1112800	#1	Informal Classroom Observation (Option #1)	01/22/2013
02M139	1392889	#2	Informal Classroom Observation (Option #2)	02/06/2014
02M139	1392889	#2	Informal Classroom Observation (Option #2)	01/08/2014
02M139	1392889	#2	Informal Classroom Observation (Option #2)	12/16/2013
02M139	1392889	#2	Informal Classroom Observation (Option #2)	11/12/2013
02M139	1401869	#2	Informal Classroom Observation (Option #2)	01/08/2014
02M139	1401869	#2	Informal Classroom Observation (Option #2)	11/15/2013
02M139	1401869	#2	Informal Classroom Observation (Option #2)	11/12/2013
02M139	1401869	#2	Informal Classroom Observation (Option #2)	11/07/2013
02M139	1416715	#2	Informal Classroom Observation (Option #2)	01/21/2014
02M139	1416715	#2	Informal Classroom Observation (Option #2)	11/18/2013
02M139	1416715	#2	Informal Classroom Observation (Option #2)	10/14/2013
02M139	1416715	#2	Initial planning conference (teacher-submitted artifact)	09/30/2013
02M139	1417505	#2	Informal Classroom Observation (Option #2)	12/18/2014
02M139	1417505	#2	Informal Classroom Observation (Option #2)	11/08/2013
02M139	1417505	#2	Informal Classroom Observation (Option #2)	10/24/2013
02M139	1417505	#2	Informal Classroom Observation (Option #2)	09/29/2013

02M625

Attachment A
Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	**Date**	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name B. LYONS		
Teachers Union President / Lead	**Date**	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name JOANNE LA CONTI		
Parent Group President / Lead	**Date**	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name Mirela Jubelli		Please note we had a Parent Meeting to discuss and review our SIG grant. However, this Parent Meeting was cancelled due to inclement weather (snow blizzard). Ms. Mirella Jubeli who is SLT President and Parent Association Vice President was personally advised and updated on the plan's submission and topics and she approves.

02M139 - SIG - Turnaround - PI

Attachment A
Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Larry D. Grabbard	2/10/14	
Type or print name Larry D. Grabbard	2/10/14	
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) Emily A. Williams	2/10/14	
Type or print name Emily A. Williams	2/10/14	
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) Migdalia Padilla	2-12-14	
Type or print name Migdalia Padilla	2-12-14	

02M625

ATTACHMENT D
School Leadership Resumes

BRENDAN LYONS
[redacted]

EDUCATION

1998-Present	**NEW YORK UNIVERSITY, INSTITUTE OF FINE ARTS** MA, Completed coursework May 1999	**NEW YORK, NY**
2005-2007	**BARUCH COLLEGE, CUNY** *MSED (School Administration and Supervision license)*	**NEW YORK, NY**
1992 – 1996	**RUTGERS COLLEGE, RUTGERS UNIV.** Bachelor of Arts: History of Art & Spanish *Paul Robeson Honor Society Scholar, Summa Cum Laude, Phi Beta Kappa*	**NEW BRUNSWICK, NJ**

Experience

HIGH SCHOOL OF GRAPHIC COMMUNICATION ARTS **2011-PRESENT**
Principal

- Instructional leader for 1700 students and 130 staff members for a CTE high school focusing on NY State accreditation in commercial photography and visual arts
- Directed implementation of multi-year comprehensive school improvement plan focusing upon better student outcomes through the personalization of learning for students as well as the creation of Professional Learning Communities of teachers.

iLEARNNYC **2011**
Director of Implementation, Office of Innovation

- Supervised the development of positive working relationships with school and network level contacts to support the implementation of online instruction within 125 iLearnNYC schools.
- Managed the Operations Specialists to ensure management of course licenses, provide user support, and develop data reports regarding usage of courses, student participation, and student achievement within the online courses being offered.
- Established mechanisms to share best practices and communicate out positive results to wider DOE central and school based communities.
- Coordinated with school readiness team around facilities and technology needs for school opening. Developed systems for working with DSSI to identify policy and operational issues and work to identify the support necessary from iZone team.

EAST BRONX ACADEMY FOR THE FUTURE **2007-2011**
Assistant Principal, Supervision

- Supervised and coordinated professional development for teachers and staff members working with more than 600 plus students in a 6 to 12th grade New Century High School, with particular focus on technology, science, special education and the middle school grades.
- Implemented multi-year school technology projects including: 1-to-1 student laptop initiative, iZone Pilot, digital online curricula, a live student data platform in partnership with New Visions, in addition to providing personalized teacher team support and development in these areas.
- Authored the successful application and implementation of over $800,000 in internal and external grant funding including the Middle School Success Grant, English Language Learner Grant, Reso-A Technology grants, and NY State Senator Diaz Capital Grant.
- Significantly improved the quality of home/school communication by introducing at-home mobile technology & email platform to families.

- Increased effectiveness of administrative functioning by instituting daily informal and regular formal observations and coaching of teaching and other faculty members combined with targeted feedback based upon their goals and their students' performance data.
- Established comprehensive data analysis and feedback process to guide and impact classroom teaching while serving as School Data Specialist and Inquiry Team Supervisor.
- Raised NYC "Progress Report" score by two grade levels in one-year period and earned a "Well Developed" on the School Quality Review.

DEPARTMENT OF EDUCATION **1998-2007**

Teacher (Fine Arts, K-12) & Dean

- Taught 3 main subject areas (Arts & Technology, Spanish, Global History) on the elementary, middle and high school levels with major emphasis on integrating technology into daily classroom instruction.
- Established a regional, multi-year staff development program for 6 schools in Manhattan to integrate technology through personalized residencies, on-site workshops and district level conferences.
- Improved academic intervention services as Dean by developing systems to encourage parent participation in a predominantly Spanish bilingual environment for 300 plus students at MS 322.

02M139

Larry D. Gabbard

[redacted]

PROFESSIONAL EXPERIENCE & ACCOMPLISHMENTS IN EDUCATION

NEW YORK CITY DEPARTMENT OF EDUCATION June 2002 – Present

STEPHEN T. MATHER BUILDING ARTS & CRAFTSMANSHIP HIGH SCHOOL (M139; New CTE school partnered with the National Park Service – NPS), *New York, NY*

Interim Acting Principal, July 2013 – Present

- Proposed concept, developed mission and instructional philosophy, and founded brand new Career & Technical High School with NPS offering students hands-on training in the building arts with emphases on carpentry, masonry/plastering, decorative finishes and landscape management through the lens of historical preservation
- Coordinated all aspects of opening a new school from location set-up and school systems to curriculum development for the core classes and CTE trades with NPS; searched for and hired initial 12 academic, business and trades staff; planned and implemented the pre-opening and ongoing professional development for staff; allocate and execute the school budget; actively encourage a rigorous, positive, value-driven and safe school culture

PACE HIGH SCHOOL (M298; A-rated, collegiate prep high school partnered with Pace University), *New York, NY*

Interim Acting Principal, January 2010 – August 2010; *Assistant Principal*, August 2007 – June 2013

- Improved overall score on progress report by 17 points (from a 70.3 to a 90.9) during period as IA Principal; increased student performance by 19 percentage points and increased student progress by 12 percentage points
- Continually assess students' and school's overall progress, develop school-wide instructional goals, and design programs to achieve those goals; co-identify and implement teacher/staff professional development; analyze budget allocations for optimizing instruction and opportunities for success
- Supervise grade teaching teams providing instructional observations/feedback; collaborate with teachers on school improvement initiatives; plan team meetings with grade leaders; serve on an advisory team
- Researched, selected, implemented and presently maintain an online credit recovery program; exploring options for expanding program to include general online credit-bearing courses and AP courses
- Design, coordinate and execute the master schedule to maximize student achievement and human resources while honoring contractual guidelines; individually schedule each student in HSST (scheduling program) to maximize human resources and meet the continuous shifting needs of the student population
- Formed a Saturday credit recovery plan reducing summer school enrollment and increasing course pass rates by 15%
- Design, schedule, staff and manage the Summer Institute credit recovery (an online recovery program) that offers personalized instruction for students
- Analyze and use student data to ensure all are on track for graduation; support grade-specific initiatives; address parent concerns; coordinate necessary discipline measures with the dean; liaise between students and teachers
- Collaborate with a committee of teachers to identify needs, plan and implement professional development for staff
- Collaborate with university partner to articulate and promote the vision of the school, involving all constituents in decision-making and implementing (or supporting the implementation of) agreed-upon systems and policies
- Use teacher preferences to structure teaching teams & select grade-level leaders to utilize the best skill-sets of current staff in order to promote student achievement; responsible for reassigning staff and hiring replacement staff
- Chair the hiring committee responsible for recruiting and hiring all new staff
- Attend fairs, lead open houses designed to recruit incoming 9th graders; over 5000 applicants apply each year
- Created several opportunities to unify school morale and strengthen school culture including "PACEGiving," Spirit Week, "The PACE Shave-off," and staff competitions including the "Iron Chef Challenge"
- Instituted new attendance/lateness policy that reduced tardiness by 50% and absenteeism by 15%;
- Researched and selected communication system that further reduces absenteeism and tardiness as well as more efficiently reminds or informs parents of school activities and announcements
- Teach an academic advisory, monitoring students' academic progress, serving as their advocate, acting as point-person for their parents, and developing community though team-building discussions/activities

Student Government Advisor, August 2007 – Present

- Serve as the Student Government Advisor coordinating elections, supervising weekly after school student meetings, overseeing fundraising activities, and providing support for sponsored events that promote positive school culture

EAGLE ACADEMY FOR YOUNG MEN (X231, All-boys public 9th -12th high school), *Bronx, NY*, 2004-2007

Assistant Principal, July 2006 – August 2007

- Supervised all teaching staff, observing and modeling lessons, collaborating with teachers on self-improvement and overall school improvement initiatives, and directed staff development
- In collaboration with the deans of discipline and studies, created the school's first comprehensive calendar, student handbook and implemented a system of accountability known as the DFC (Discipline for Character) program
- Planned and led the summer teacher induction program for the school; created the schools first staff handbook
- Managed pupil accounting personnel; implemented monitoring systems for daily and per-class attendance
- Supervised personnel in the design and implementation of a block/alternating day master schedule for a campus environment within two host schools; diversified course offerings to address issues of under-credited students
- Managed the budget, approving all expenditures for textbooks, school supplies, employee overtime, equipment, etc.

Principal Intern, August 2005 – June 2006

- Scheduled the 2006-07 budget; analyzed past expenditures, projected growth and hiring needs, set student achievement goals, and allocated resources accordingly
- Designed and implemented a master schedule for students and faculty; coordinated logistics, addressed requirements and limitations of a host school, worked within the constraints of the teacher contract, and considered requirements for student graduation; created split-schedule for second semester reducing class-size by 45%
- Created and implemented tutoring program that improved student achievement by 20% across all subject areas
- Established hiring committee, recruited, interviewed and staffed 16 new teacher positions, a parent coordinator and pupil secretary for the 2006-07 school year

Curriculum/Instructional Coach, August 2005 – July 2006

- Collaborated with teachers to develop curriculum, interdisciplinary projects, and instructional strategies and served as their liaison with the principal and administration
- Directed all aspects of staff development, implementing a tuning-protocol for examining student work and a teacher-intra-visitation program for generating "best practices" in pedagogy among teachers

English/Writing/Drama Teacher, August 2004 – August 2006

- Founding faculty member of the school established in 2004 and co-organizer of the English department
- Created writing curriculum for ninth grade and began development of four-year curriculum plan for the department

Building with Books Faculty Advisor & Student Government Advisor, August 2004 – June 2006

- Building with Books focused on global education, community service and sponsorship; was cultural exchange delegate to Mali, West Africa, lived and worked in rural village while constructing a schoolhouse

DR. MARJORIE H. DUNBAR, CES 126, (X126, K-6th grade public elementary school), *Bronx, NY*

6th Grade Teacher, June 2002 – August 2004

- Taught all subjects including math, English, social studies and science to 6th grade class
- Organized & managed arts program in collaboration with Bronx Arts Ensemble; instructed clarinet to third, fourth and fifth grade students; produced concerts

School Leadership Team Member, 2002 – 2004, *Committee Chair*, 2003-2004

- Elected member of team which was responsible for community liaising, school curriculum, and promoting parental involvement; team addressed and found solutions to issues facing the school and its constituents

Spirit Committee Faculty Advisor, 2002 – 2004

- On own initiative created, designed, enlisted volunteers and implemented committee that launched a school-wide on-going campaign promoting school pride and student self-esteem; "In the Mix at CES 126!"

COLLEGIATE-LEVEL EXPERIENCE

June 2007 – Present

TEACHERS COLLEGE-COLUMBIA UNIVERSITY (Summer Principals Academy – SPA), *New York, NY & New Orleans*

Co-instructor, Resource Allocation to Improve Student Achievement, Summer Sessions 2009 - Present

- Co-plan syllabus, execute lectures, & grade assessments in co-teaching team that includes a tenured professor
- Course is designed for second year grad students; emphasizes the maximization of various resources to promote student achievement; provides context for connecting budgeting decisions to support a school's vision and goals

Co-instructor, Introduction to Leadership Course; Ecology of Data Driven Leadership Course, Summer Sessions 2008, 2009

- "Instructor-from-the-field" paired with founder of the urban school leadership training program & Teachers College professor/department chair; introduced students to the context of school leadership as related to ELCC standards

Consultant, New School Design Presentations, April 2007 – August 2009

- Managed the new-school design capstone project event for the second summer cohort; advised students on the content of proposals including mission/visioning; coordinated presentations, arranged logistics and secured panelists

PACE UNIVERSITY, *New York, NY*

Adjunct Professor, Two Courses – Resource Allocation & Budgeting; Data and Student Improvement, Spring 2011 - Present

- Plan syllabi, lectures, & assessments for graduate-level students of the School Leadership Program

NYC TEACHING FELLOWS, (Alternate route teacher certification program), *New York, NY*
Fellow Advisor, May 2004 – October 2004

- Taught middle– & high school-focused Fellows in lesson planning, instructional delivery and classroom management

PROFESSIONAL CERTIFICATION

- NY School Administrator/Supervisor Provisional Cert.
- NY School District Administrator Permanent Cert.
- k-6th Common Branch NY Permanent Cert.
- 7th-12th English Language Arts NY Professional Cert

HONORS

EDUCATION POLICY FELLOWSHIP PROGRAM, Institute for Educational Leadership, *Washington, D.C.*
Fellow, 2005 – 2006,

- Ten-month leadership development program; strategize solutions for a partner school addressing AYP measures

Carnegie Fellow, 2005 – 2006

- One of two selected among NY Educational Policy Fellows to receive financial award as Carnegie Fellow
- Planned, enlisted panelists and facilitated "High School Reform" panel for fellows

PRESIDENTIAL MANAGEMENT FELLOWSHIP PROGRAM, Office of Personnel Management, *Washington, D.C.*
Semi-finalist, February 2006

FUNDRAISING/SPONSORSHIPS

- Wrote and received $10,000 planning grant to implement collaborative team teaching for special education students
- Wrote and received a $5000 grant to implement the after school program for the 2006-07 school year
- Enlisted cadre of sponsors for club designed to reward students who "Do the Right Thing"; Sunday excursions involved students, sponsors and parents and included trips to restaurants, museums, theaters and parks

WORKSHOPS/CONFERENCES

PROFESSIONAL DEVELOPMENT SCHOOLS, *Presenter, New Orleans*, February 2011 – Partner workshop with Pace University

WASHINGTON D.C. POLICY SEMINAR, April 2006—Attended Institute for Educational Leadership's (IEL) policy seminar

LEADERSHIP FORUM, *Miami, FL*, December 2005— IEL conference focused on educational policy national and globally

SCHOOLS ATTUNED, *New York, NY*, April – June 2004—Selected by principal to attend six-week professional development program focused on neurodevelopment, and creating strategies for understanding and implementing differentiated instruction.

NATIONAL ALLIANCE OF BLACK SCHOOL EDUCATORS, *Atlanta, GA*, November 2002—Selected to attend conference by superintendent; addressed urban needs, effective curriculum development and teaching strategies for diverse populations.

EDUCATION

Teachers College, Columbia University, *New York, NY* 2005 – 2006
Master of Education: Organization and Leadership

Lehman College, *Bronx, NY* 2002 – 2004
Master of Science: Elementary Education

Indiana University, *Bloomington, IN* 1990 – 1993
Bachelor of Arts, Double Major: English and Telecommunications

MARKETING EXPERIENCE (Prior to Education Experience)

BRM CAPITAL, *Fort Lee, NJ*
Marketing Director, U.S. and Israel Offices, October 2000 – January 2002

GEOCAPITAL PARTNERS, *Fort Lee, NJ*
Marketing Director, U.S. And UK Offices, December 1999 – October 2000

CITIBANK PRIVATE BANK, New York, NY
Sales Associate, Canada/Asia Pacific Private Banking Marketing Teams, November 1997 – December 1999

NATIONAL EXECUTIVE SERVICE CORPS, *New York, NY*
Marketing, Public Relations and Development Associate, September 1995 – November 1997

Category	Primary SIG Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Phase out: Graphic Communication Arts (02M625)							
Code 15	Instruction	**TEACHER HOURLY PER SESSION** = 1,206 hours/35 teachers = 35 hours/per teacher. Goal is to improve HEDI ratings for 50% of teachers in year 1 to an Effective rating by June 2015	$51,425	$16,070	$0	$67,495	In June 2016 when SIG money is gone by then the new teachers evaluation system (Advance) has been rolled out for three years. This implies that the need for professional development on Danielson's will decrease significantly . Graphics' remaining teachers some of them will be hired by Mather or they will be hired some place else. Since it is expected that by June 2016 Mather's registration will increase at least to 300 hundred students, the money needed for this type of PD can set aside from the school general budget.
		Subtotal Code 15	**51,425**	**16,070**	**0**	**67,495**	
		Subtotal Code 16	**0**	**0**	**0**	**0**	
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.	32,609	9,542	-	$42,151	Title 1 funds will be repurposed to sustain this activity
Code 40	Instruction	**TMI consultants** @ $1,00/day=210 days. 4 Consultants = 52 days. Goal is to improve HEDI ratings for 50% of teachers in year 1 to an Effective rating by June 2015	$209,124	$60,000	$0	$269,124	Both school leaderships and consultants will work collaboratively to build leadership capacity among the staff of both schools . Specifically a lead teacher per major subject will be fully developed so he or she can play the role of the consult in his or her subject area . By June 2016 Graphics lead teacher will be hired by Mather
		Subtotal Code 40	**241,733**	**69,542**	**0**	**311,275**	
Code 45	Instruction	This line will cover **teacher materials** such as curricula items, class libraries, and other teaching resources identified as an outgrowth of HEDI ratings.	$29,000	$8,580	$0	$37,580	Since most of this allocation will be used on developing curriculum materials in conjunction with Mather. By June 2016 Graphics will close so there is no need to continue developing curriculum material beyond this point. Those curricula material developed by Graphics, suitable for Mather, will be handed out to this school.
		Subtotal Code 45	**29,000**	**8,580**	**0**	**37,580**	
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.	3,929	1,228	0	$5,157	
		Subtotal Code 80	**3,929**	**1,228**	**0**	**5,157**	
		Subtotal Phase-out	***326,087***	***95,420***	***0***	***421,506***	
Phase in: Stephen Mather Building Arts & Craftsmanship (02M139)							
Code 15	Instruction	**TEACHER HOURLY PER SESSION.** Each year of grant 8 teachers added and trained through a summer induction program and at least 1 retreat per year: 8 teachers x 30 hours x 41.98	$10,075	$10,075	$10,075	$30,225	After the school is at full capacity the amount of summer induction will reduce as professional development will continue throughout year to support and retain teachers long term so that there is not excessive turnover
Code 15	Curriculum	**TEACHER HOURLY PER SESSION** to develop curriculum as described aboved: Year 1 16 teachers x 41.98 x 37 hours; Year 2 - 8 new teachers x 41.98 x 37 hours, plus integration of other teachers on planning at 16 teachers x 41.98 x 10.5 hours; Year 3 - 8 new teach	$24,852	$19,420	$22,775	$67,047	Once the school is full capcity, curciuium will only need tweaking as it will all be written.
Code 15	Student Support	**TEACHER HOURLY PER SESSION.** to participate with students at Ramapo for Children and to develop the curriculum with Ramapo staffers. Year 1 16 teachers x 20 hours x 41.98, each subsequent year is 8 teachers x 41.98 x 20 hours	$13,435	$6,717	$6,717	$26,869	We will be a four year school at scale so the funds will come from Tax Levy funds to sustain the program from per session perspective.
Code 15	Student Support	**1.0 FTE GUIDANCE COUNSELOR.** In year three we will bring in an additional Guidance Counselor prior to the first graduation to assist with the transition for students from high school to college or career; Goals: All seniors will apply for college at SUNY and CUNY and all will complete a post-high school plan with the Guidance Counselor. Deliverables: 100% college applications and 100% post-secondary plans for each senior	$0	$0	$98,000	$98,000	This position will be sustained after the school is at full capacity with Title I and Tax Levy funds. The department will consist of 2 Social Workers and 1 Guidance Counselor

Code 15	Student Support	**TEACHER HOURLY PER SESSION.** 9th and 10th grade Advisory Curriculum are planned; in year 2 of the SIG grant we will design years 11 and 12; Deliverable: school wide advisory curriculum with years 11 and 12 building off of 9 & 10; 2 social workers working approx. 55 hours each to design the curriculum at $43 per hour	$403	$5,000	$2,200	$7,603	Once the school is full capacity, the advisory curriculum will be planned. Afterward, tweaking will be all that is required and can be sustained by the school's budget.
Code 15	Student Support	**TEACHER HOURLY PER SESSION.** Per session for approx. 94 hours at $43 to implement peer mediation and train two additional teachers and a core set of Juniors and Seniors who will then in subsequent years pass the skills on to classmen as they are promoted.	$0	$3,130	$1,930	$5,060	Once the program is in place and solidified, there will only be a need to maintain the program and not create it, need can be supported by TL funds and as part of the role on one of the SW on staff..
Code 15	Instruction	**SUPERVISOR PER SESSION**. Each year of grant 8 teachers added and trained through a summer induction program with consultant and at least 1 planning and training retreat per year: 1 supervisor x 30 hours of PD x $42.98; GOAL to lead the sessions with the coach and consultants to s	$1,290	$1,290	$1,290	$3,870	After the school is at full scale, the amount of summer induction will reduce while professional development will continue throughout year to support and retain teachers long term to limit turnover
		Subtotal Code 15	50,055	45,632	142,987	238,674	
		Subtotal Code 16	0	0	0	0	
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.	$17,391	$15,458	$65,000	$97,849	Title 1 funds will be repurposed to sustain this activity
Code 40	Instruction	33 weeks x 2 days of **TMI consultants** a week = 66 days of consulting in years 1-2 to strengthen teacher instruction.	$66,000	$66,000	$0	$132,000	Once the SIG expires, teacher leadership capacity will be built to sustain in-house the teacher effectiveness practices across the grades
Code 40	Curriculum	Using **Curriculum Designers Inc.** all content areas will be mapped aligned to the CCLS and integrating elements of CTE content into core content areas to promote relevance; DELIVERABLES: By year three fully integrated and complete curriculum maps for all content areas; year one's budget reflects work on two years worth of curricula (9th/10th grades), with each additional year's budget allocated to support the alignment of one additional year each (11th and then 12th) of curriculum mapping	$10,600	$5,000	$5,000	$20,600	Once the school is full scale, curciulum will be written and will require only ongoing revision as part of the school's data cycles.
Code 40	Student Support	Partnering with the Social Workers, **Educators for Social Responsibility (ESR)** will work directly with the school to implement systemic practices that create safe, caring, and equitable environment as part of the Advisory curriculum so that all students succeed in school and have a positive resource for their lives. ESR is a national leader in school reform and provides professional development, consultation, and educational resources to adults who teach young people in high school. DELIVERABLES: A strong, supported emotional development component of the Advisory curriculum planned with Social Workers; an effective peer mediation program	$6,000	$6,000	$6,000	$18,000	Once the school is full scale, the Advisory curriculum will be planned. Afterward, tweaking will be all that is required and can be sustained by the school's budget.
Code 40	Student Support	**Ramapo for Children**, Inc., 100 students per grade x 4 grades x $100 per student; GOAL: overnight team building activities geared toward the specific goals of the advisory program for each entering 9th grade (for example: grade 9 students learn collaboration . Ramapo supports those goals through team-building ropes courses.) In year one of grant, we will send 10th graders and the incoming 9th grade as the 10th graders will not have had experience. Thereafter, will we send only incoming 9th grade.	$20,000	$10,000	$0	$30,000	We will be a four year school so the funds will come from Tax Levy funds to sustain the program
		Subtotal Code 40	119,991	102,458	76,000	298,449	
Code 45	Student Support	General supplies for professional development sessions with consultant and ongoing professional development to support the implementation of the Danielson rubric focusing on student engagement: hands-on instruction, questionioning and classroom discussio	$0	$1,000	$609	$1,609	Will continue to maintain from the school budget once school is at full scale.
Code 45	Student Support	General supplies for teachers and classroom to support the the integration of CCLS into the classrrom in conjunction with hands-on instruction/CTE integration in the core content classes.	$0	$1,000	$500	$1,500	Will continue to maintain from the school budget once school is at full scale.
Code 45	Student Support	General supplies for social workers to provide materials for Advisory implementation including binders containing all lessons, handouts, craft materials.	$42	$1,003	$506	$1,551	Will continue to maintain from the school budget once school is at full scale.
		Subtotal Code 45	42	3,003	1,615	4,660	
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.	3,825	3,487	29,398	$36,710	
		Subtotal Code 80	3,825	3,487	29,398	36,710	
		Subtotal Phase in	173,913	154,580	250,000	578,493	
		Subtotal Phase out + Phase in	500,000	250,000	250,000	999,999	
CENTRAL							
Code 15						-	

Code 16							
Code 40							
Code 45							
Code 80							
		Subtotal Central	0	0	0	0	
		TOTAL SIG	500,000	250,000	250,000	999,999	
	Other sources of income	Non-Core Instruction Tax Levy	970,835	485,408	485,408	1,941,651	
		Title 1 for Priority and Focus Schools	238,289	119,142	119,142	476,574	
		Other Title 1 allocations	409,992	204,992	204,992	819,976	
		TOTAL	2,119,115	1,059,542	1,059,543	4,238,200	

Graphic Communication Arts/Stephen Mather Building Arts & Craftsmanship

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	$ 101,480
Support Staff Salaries	16	$ -
Purchased Services	40	$ 361,724
Supplies and Materials	45	$ 29,042
Travel Expenses	46	$ -
Employee Benefits	80	$ 7,754
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	$ 61,702
Support Staff Salaries	16	$ -
Purchased Services	40	$ 172,000
Supplies and Materials	45	$ 11,583
Travel Expenses	46	$ -
Employee Benefits	80	$ 4,715
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	$ 142,987
Support Staff Salaries	16	$ -
Purchased Services	40	$ 76,000
Supplies and Materials	45	$ 1,615
Travel Expenses	46	$ -
Employee Benefits	80	$ 29,398
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	$ 306,169
Support Staff Salaries	16	$ -
Purchased Services	40	$ 609,724
Supplies and Materials	45	$ 42,240
Travel Expenses	46	$ -
Employee Benefits	80	$ 41,867
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total Project Budget	**$ 1,000,000**

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**
Graphic Communication Arts/Stephen Mather Building Arts & Craftsmanship

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

N.Y.C. GRANT #

0	0	0	0	0	0	0

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
02M625 Phase out			
Teacher	0.00	0	0
Teacher (regular)	0.00	0	0
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.00	0	0
Education Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	1,225	41.98	51,425
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Guidance Counselor Per Session	0	43.93	0
Supervisor Per Session (rate per hour)	0	43.93	0
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	0	154.97	0
			51,425
02M139 Phase in			
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)	1,152	41.98	48,362
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)	29	43.93	1,290
Social Worker Per Session	9	45.13	403
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	0	154.97	0
			50,055
Central			
Manager, New School Intensive			0
			0
		Subtotal - Code 15	101,480

N.Y.C. GRANT #

0	0	0	0	0	0	0

PURCHASED SERVICES: Code 40

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

Object Code and Description of Item (Potential Vendors)		Proposed Expenditure
02M625 Phase out		
685 - Educational Consultant	TMI consultants	209,124
686 - Professional Services Other		0
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis	32,609
		241,733
02M139 Phase in		
685 - Educational Consultant	TMI consultants	66,000
686 - Professional Services Other	Ramapo for Children; Educators for Social Responsibility (ESR), and Curriculum Designer	36,600
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis	17,391
		119,991
Subtotal - Code 40		361,724

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
02M625 Phase out		
Computer and Printers under $5,000 per unit		0
Educational Software		0
General and Instructional Supplies		29,000
Library Books		0
Supplemental Textbooks		0
		29,000
02M139 Phase in		
Computer and Printers under $5,000 per unit		0
Educational Software		0
General and Instructional Supplies		42
Library Books		0
Supplemental Textbooks		0
		42
	Subtotal - Code 45	29,042

N.Y.C. GRANT #

0	0	0	0	0	0	0

TRAVEL EXPENSES: Code 46

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

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

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80

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

Item		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Welfare Benefits		
Annuity		
Sabbaticals		
ARRA FRINGE - Phase out		3,929
ARRA FRINGE - Phase in		3,825
ARRA FRINGE - CENTRAL		0
	Subtotal - Code 80	7,754

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

N.Y.C. GRANT #

0	0	0	0	0	0	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

FOR DEPARTMENT USE ONLY

Agency Name: NYC PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	101,480
Non-Professional Salaries	16	0
Purchased Services	40	361,724
Supplies and Materials	45	29,042
Travel Expenses	46	0
Employee Benefits	80	7,754
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		500,000

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** FROM — **JUN 30 2015** 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.

5/24/14 DATE

Ling Tan for 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:

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

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

M/WBE Documents

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

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

Applicant Name: NYC DEPARTMENT OF EDUCATION

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

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

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1	Total Budget		$ 1,000,000
2	Professional Salaries	$ 306,169	
3	Support Staff Salaries	$ -	
4	Fringe Benefits	$ 41,867	
5	Indirect Costs	$ -	
6	Rent/Lease/Utilities	$ -	
7	Sum of lines 2, 3 ,4, 5, and 6		$ 348,036
8	Line 1 minus Line 7		$ 651,964
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		$ 130,393

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 X	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) 2-27-14 DATE _____

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

NAME AND TITLE OF PREPARER: Eduardo Contreras

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

DATE: February 27, 2014

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

M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE

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

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

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

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

Signature of Authorized Representative of Bidder/Applicant's Firm

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

Date: 2/21/14

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

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

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

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

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

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 C - CERTIFICATION STATUS (CHECK ONE):

_____ The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development
(MWBD)

_____ 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

Lucy West
Signature of Authorized Representative of M/WBE Firm

Date: 2/21/14

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

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

Applicant Name: Metamorphosis Teaching Learning Communities Inc. Telephone: 212-233-0419

Address: 165 Park Row #18G Federal ID No.: 04-371-3795

City, State, ZIP: New York, NY 10038 Project No:

Report includes:

☐ Work force to be utilized on this contract OR ☐

☑ Applicant's total work force ☐

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

EEO - Job Categories	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	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*): [signature] 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