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
Henry Street School for International Studies	310100011292

Grade Levels Served by the Priority School Identified in this Application	School NCES #
6-12	

Total Number of Students Served by the Priority School Identified in this Application	School Address *(Street, City, Zip Code)*
296	220 HENRY STREET, Manhattan, NY 10002

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

Turnaround	Restart	Transformation	Closure
☐	☐	☒	☐

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER

Signature (in blue ink): *Carmen Fariña*
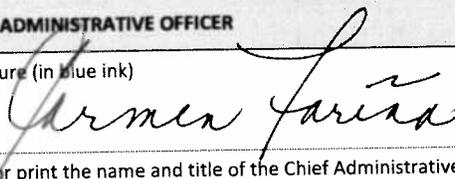
Date: 2/25/14

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

1

NYC

Department of Education

Carmen Fariña, Chancellor

Mary Doyle
Executive Director
Office of State Portfolio Policy

52 Chambers Street
New York, NY 10007

+1 212 374-2762 tel
+1 212 374-5760 fax

LETTER OF INTENT

February 14, 2014

LoriAnn Curtin
Associate in Education Improvement
Office of School Innovation
Room 465 EBA
89 Washington Avenue
Albany, NY 12234

Dear LoriAnn,

The New York City Department of Education (NYCDOE) is currently working on 13 School Improvement Grant (SIG) Cohort 5 applications. Attached is a list of potential applications by intervention model.

Our applications to be submitted are subject to change.

Please let me know any questions.

Sincerely,

Mary Doyle

Attachment

Transformation model

BEDS Code	School Name	SIG Model
310100011292	HENRY STREET SCHOOL	Transformation
331300010596	MS 596 PEACE ACADEMY	Transformation
320700010369	YOUNG LEADERS ELEMENTARY SCHOOL	Transformation
331900010328	PS 328 PHYLLIS WHEATLEY	Transformation
342700011475	RICHMOND HILL HIGH SCHOOL	Transformation
320700010162	JHS 162 LOLA RODRIGUEZ DE TIO	Transformation
321200010092	PS 92	Transformation
331900011510	WORLD ACAD FOR TOTAL COM HEALTH	Transformation
321100011272	GLOBE SCHOOL-ENVIRNM RESEARCH	Transformation
321100010370	SCHOOL OF DIPLOMACY	Transformation

Turnaround model

Priority School/Phase Out School BEDS Code	Priority School/Phase Out School Name	New School/Phase In School BEDS Code	New School/Phase In School Name	SIG Model
310200011625	High School of Graphic Communication Arts	310200011139	Stephen T. Mather Building Arts & Craftsmanship High School	Turnaround
332300010634	General D. Chappie James Middle School of Science	332300010668	Riverdale Avenue Middle School	Turnaround
320900010230	P.S. 230 Dr Roland N. Patterson	320900010274	New American Academy at Roberto Clemente State Park	Turnaround

01M292 Henry Street School

2014 SIG Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST # 1 - MANHATTAN

Select School Name:

310100011292 HENRY STREET SCHOOL

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

6-12

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

296

Enter LEA Administrator's Name:

Mary Doyle

Enter LEA Administrator's Title:

Executive Director

LEA's Street Address:

52 Chambers Street

LEA's City:

New York

Zip Code:

10007

Lead Contact (First Name, Last name):

Mary Doyle

Phone number:

212-374-2762

Fax number:

212-374-5760

Email address:

mdoyle5@schools.nyc.gov

Select the SIG Model for this School Application

Transformation

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

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

M/WBE Documents Package (containing original signatures)

☑ Full Participation ☐ Request Partial Waiver ☐ Request Total Waiver

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

SED Comments:
Has the applicant submitted all of the documents listed above? ☐ Yes ☐ No

Reviewer: _____ **Date:** _____

A. District Overview

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

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

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

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

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

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

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

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

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

2

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

4

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

6

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.

11

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

13

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

14

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.

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

Schools Chancellor
Carmen Fariña

Jesse Mojica
Executive Director
(overseeing Family and Community Engagement)

Dorita Gibson
Senior Deputy Chancellor

Phil Weinberg
Deputy Chancellor
(overseeing Teaching and Learning)

Kathleen Grimm
Deputy Chancellor
(overseeing Operations)

Corrine Rello-Anselmi
Deputy Chancellor
(overseeing SWD and ELL matters)
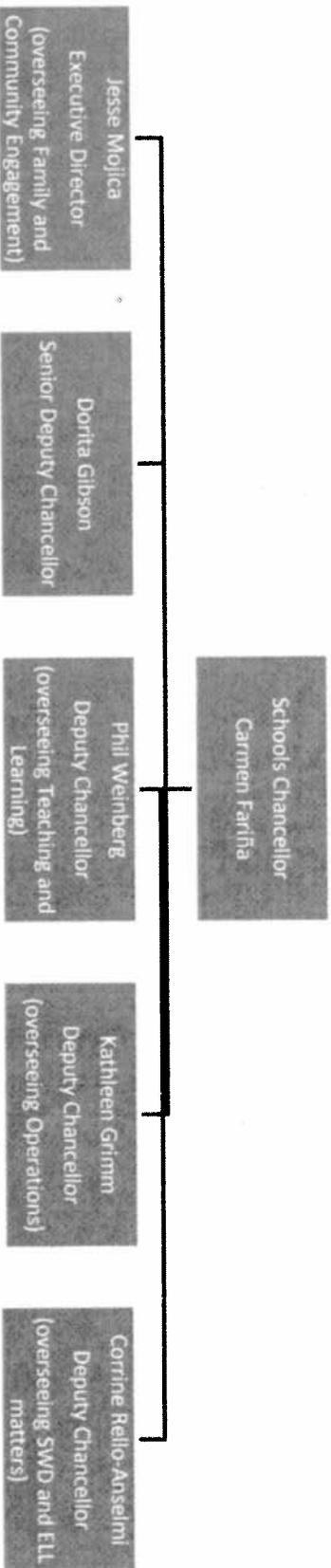
Section D: District trainings offered for Year One

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

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools[9]

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

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

---

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

105

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.

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

New York State Education Department
Local Education Agency (LEA) 1003(g) School Improvement Grant Application
Under 1003(g) of the Elementary and Secondary Education Act of 1965

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

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

The Henry Street School for International Studies (01M292)

Enrollment Summary

In Henry Street School for International Studies, students with disabilities comprise 52% of the school's middle school population, 30 percentage points higher than the average middle school in Manhattan. Students with disabilities comprise 25% of the school's high school population, 7 percentage points higher than the average high school in Manhattan. English Language Learners comprise 17% of the school's middle school population, 3 percentage points higher than the average middle school in Manhattan. English Language Learners comprise 22% of the school's high school population, 10 percentage points higher than the average high school in Manhattan. The average incoming proficiency (4th grade ELA/math) of the school's students is 2.5, which is 0.5 lower than the average middle school in Manhattan.

Leadership Information

Christine Loughlin is in her second year as Principal of Henry Street School for International Studies. Before that, she was Assistant Principal of the High School portion at the same school for four years. She was an Assistant Principal of another school for two years, and a teacher for seven years before that. Christine was the choice of her school community to move Henry Street forward when the previous Principal left last Fall. She was a strong HS AP, and familiar with the school, the staff and students, and the progress that was beginning to be made at the school. Christine has hit the ground running, continuing to push for academic improvements and organizational fixes across grades 6 to 12 that will lead to greater student achievement outcomes.

Christine is well known and well respected in the school community. Parents support her and are happy with the direction the school is moving. Students love their school and feel well known, safe and supported in the school. Teachers respect Christine because she has come up through the ranks at Henry Street and they value her feedback because she knows what works in their school and for their students so well.

Since she has arrived at the school, Christine has set many new structures and procedures in place. She communicates clearly with all the constituencies in the school and also with external DOE and external partners and advocates effectively on behalf of her school. She works with focus and purpose to build the school's curriculum and supports teachers to build Common Core aligned units of study and performance assessments. As a result, the curriculum at the school is the most coherent and rigorous that it has ever been. Christine also provides frequent and actionable feedback to her teachers and works on improving pedagogy in alignment with the Danielson framework. The results of her work are evident. The school got a Proficient in their Quality Review last Spring, up from a Developing, in Christine's first year as Principal.

School Improvement Grant Application

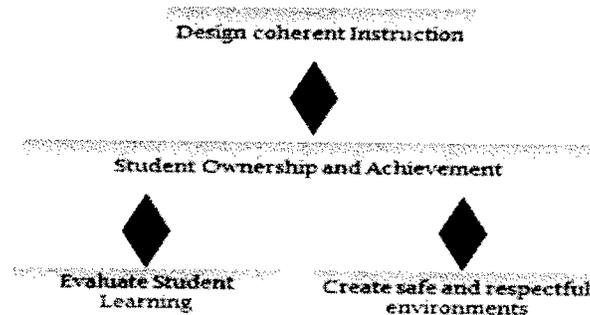| School Name:	The Henry Street School For International Studies
DBN:	01M292
Network:	CFN112

i.   School vision, mission, and goals of the three year implementation plan.

Last year the school community collaborated to review our vision and value which resulted in commitment from all stakeholders to a vision of student ownership and achievement. The slide below captures the essence of this vision statement.

The Henry Street School for International Studies
Vision Statement — 2012;2013

Design coherent Instruction

◆

Student Ownership and Achievement

◆   ◆

Evaluate Student   Create safe and respectful
Learning   environments

Our primary goal over the next three years will be to continue to improve the culture of the school for students, families and staff so that The Henry Street School for International Studies actively engages all stakeholders in the school improvement process to drive our core values and the vision of student ownership and achievement. The SIG program will support the school's efforts to improvement achievement, social and emotional growth and outcomes for all students

In order to achieve this goal our school community will focus on:
• The academic, social and emotional outcomes for all students to ensure that they are truly career and college ready.
• Engaging families so that they can support and encourage their children's active participation and their social, emotional and academic growth and attainment.
• Ensuring that all teachers have access to high quality professional development and resources which enables them to develop and grow personally and professionally.
• Supporting school leaders to ensure that are able to utilize their personal attributes, leadership and management skills to ensure successful implementation of the three year implementation plan.

Key indicators of improved school culture are improved student attendance, achievement levels and social-emotional outcomes. At the end of the three years the school will be seen as a more valuable asset to the local community, a school of choice for prospective students and families and a desirable place for teachers and leaders to grow as professionals.

ii. School plan to achieve its vision, mission, and goals

All stakeholders are committed to improving the school culture. However, over the next three years it is essential that the school transforms its values, and beliefs into practices that effectively support the academic and social-emotional well-being for students while at the same time building staff and family capacities to sustain these initiatives and gains beyond SIG.

There are emerging effective practices in the school that must be expanded and continued and there are new initiatives that must be put in place to address additional student, family and staff needs. There is also a need to refine and modify school systems and structures to ensure that they fully support the effective implementation of the vision.

SIG will enable the school to review and radically reform its **Action plan for Attendance**, which was 70% in 2012. This will include expanding the 'case-study' approach which has been implemented to address attendance to include personal, social and academic support.

In order to enhance the social-emotional well-being of students the school will establish an **advisory program**, within the day structure, which will enable staff to provide support and guidance to all students on academic and social-emotional attainment. The school will also be able to more effectively participate in the **Henry Street Settlement's Student Health Center** initiative which is intended to provide access for all students, to have access to health and social-emotional guidance and support.
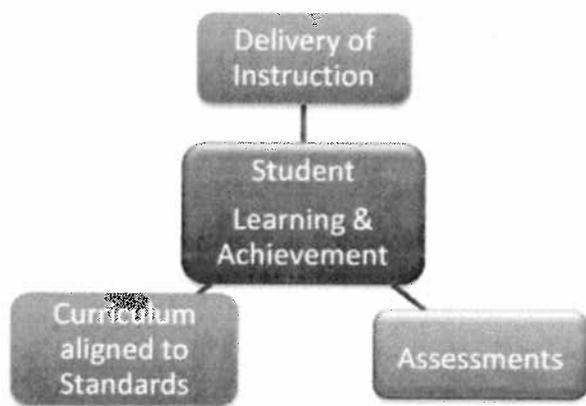
Root cause analysis of the outcomes of the most recent school quality review identified that there is lack of alignment between the curriculum, assessment and the delivery of instruction.

Therefore one of the key areas which must be addressed, as part of the SIG implementation plan, is to ensure that there is there is an unrelenting focus on learning and student achievement through the **effective triangulation of curriculum, assessment and instruction**.

Triangulation of student achievement

SIG will support plans to increase staff capacity to design and implement engaging curriculum and formative assessments which promote student learning and achievement. The expansion of the collaborative team approach will be developed by building **Collaborative Planning Time (CPT)**, with a focus on progress monitoring and designing coherent instruction to meet the needs of all students, into the daily schedule for all staff. The five content-area team leaders will lead and support teachers in planning and delivery of instruction through department inter-visitations. They will also be responsible for the effective implementation of a **Data-Driven Inquiry** approach by which all teachers will use 'looking at student work' protocols to assess the impact of instructional decisions on student achievement as part of their weekly meetings. In addition at the end of each of the 6 marking cycles every teacher will prepare and present portfolios of

student work and formative assessments to a team of peers to identify which students are on track to meet end of year goals and which students require additional support.

Coaching and professional development opportunities will be provided to staff members in key instructional areas, including the support of ELL (23%) and SWD (32%) sub-groups which are both large within the school..

A key element of the SIG implementation plan will be a reorganization of the **ELL support** provided within the school. Each ELL teacher will take on a 'case-load' of students. At the start of the year the teachers will hold a 1:1 conference with each student and develop Individual Education Growth Plans which set 3 goals for English Language acquisition and identify strategies for General Education. At the end of each marking period, as part of the wider Data-Inquiry approach, the ELL team will review the student growth data and review the progress individual students are making and the strategies will be reviewed and revised for any student that is not on track to make their end of year goals.

Partnerships with organizations that specialize in building teacher capacity to design and implement engaging instruction will specifically target students as **Independent Readers**, literacy math, technology integration, special education, and English language learner instruction. The latter two student groups have historically underperformed at the school. SIG and these partnerships will enable teachers to build skills to better support these student sub-groups, while literacy and math support will help all teachers to align curriculum and instruction to the rigor of the Common Core States Standards.

SIG will provide for partnerships that improve both instruction for all students and targeted sub-groups. One of the inherent dangers in engaging with a range of outside partners is the risk of lack of coherence and alignment between and across the partners. In order to alleviate this risk the school intends to engage three partners. Allison Zmuda, an ASCD- UBD consultant, Cambridge Education, and Ramapo for Children. All of these partners have a long history of effectively supporting SIG and Priority schools and there is mutual compatibility between their programs and services, all of which are fully aligned to CCSS and focus on building in-house capacity for long term development and continuous improvement beyond SIG.

Allison Zmuda; will provide instructional; support and coaching to the content area team leaders. She will make regular scheduled visits to the school, with a focus on improving instruction through feedback conversations about delivery of instruction, and designing coherent instruction based on the principles of Understanding by Design. Allison also has the flexibility to bring in additional coaches if it is deemed necessary to expand the provision. Allison will also work with the Admin. Team (Assistant Principals and Principal) around building effective systems to improve communication with each other and the school community, at large.

Cambridge Education will provide a range of coaches, including Trevor Yates, Hayden Lyons and Renee Perdue, who have extensive experience and expertise of supporting school leadership teams, content area specialists, teachers and paraprofessional staff in SIG and Priority schools. Hayden will focus on math, science and the integration of classroom technologies. Renee will focus on ELA, ELL and social studies. Renee will also support the introduction of the

Independent reading programs for all students, including assisting with the development of enhanced class libraries. Cambridge Education has a partnership with the Tripod Project, they administer the surveys in schools and they can provide a range of professional development programs, including for example The Motivated Classroom and Assessment for Learning which enable teachers to utilize the outcomes of the Tripod surveys to enhance the climate and culture in their classrooms. The Cambridge Education team will also provide in school training, coaching and support on effective classroom observation and the provision of collegial feedback as the basis for goal setting and professional learning to empower effective teachers.

The partnership with Ramapo for Children will secure classroom visits to conduct team building activities with students. Additionally, teachers will participate in "Train the Trainer" workshops with Ramapo for Children to build facilitation skills for school-based events after the partnership. The goal of this partnership is to improve student attitudes about school culture, to improve student social-emotional well-being, and to foster a climate of leadership and teambuilding in the school.

In an attempt to reduce the amount of violent conflict and suspensions in the school, additional interventions are necessary. The school will therefore also use SIG funds to extend its Guidance and Counseling capacity. To support students during historically stressful moments of the school day and week (for example, before and after school and breaks from school) guidance counselors will be allocated per session to conduct additional mediation and student support.

In addition to the above SIG funded external partners the school will continue to avail itself of CFN Support through: Instructional Rounds, Lab-sites, and Curriculum Specialists, the Implementation of Advance – Teacher Evaluation System, turnkey training for Special Education teachers, weekly support from NYS SESIS which focuses on instructional support in ELA, Integrated Co-Teaching Model for all and Special Education students and flexible programming. A National Board Certified IEP Teaches who will collaborate weekly with Special Education Teachers and assists in writing effective IEPs.

In addition to SIG funds the school will continue to develop and embed its Extended Learning Time using a mixture of its own funds a variety of grants including 21st grant. The current ELT partners include:
- Henry Street settlement – Health socio-emotional
- Leadership Program.
- CBO Hall of Science
- NYU science instruction and CRISP interns
- AVENTA Credit Recovery program

ELT programs provided by school staff enable the school to increase the Arts program, and focus on College and Career readiness. The programs currently include
- Drama, including a school musical
- Music Instruction to middle school students
- Step Dancing
- Book club
- Student Government, which meets with COSA and administration

- 2 Independent Reading Classes
- Math pull out for 8th grade students
- Saturday academy in December and January for Seniors, pre-Regents

SIG will also provide the catalyst for better engagement of families and parents in the school community and their children's learning experiences. The school is in the process of uses its own funds to hire a new Parent Coordinator who will play a key role in developing the specific action plan for Family engagement. It is envisaged that this will build upon the existing programs which the school has begun to implement including for example: English-language acquisition, math workshops, increased technological proficiency, curriculum evenings, careers and college readiness workshops. All of these opportunities will better equip families to engage with the school community to support facilitate and reinforce student learning.

These initiatives and partnerships will prepare teachers with strategies and capacities to deign more engaging instruction which is closely aligned to CCSS and related assessments, to better support all students including ELLs and SWDs, and to support social-emotional development. Additionally families will experience more opportunities to learn about ways to support themselves, their students, and to engage with the school community in a meaningful way.

In conclusion, SIG will make us equipped to achieve our goals and increase student achievement by supporting the development of teacher and leadership capacity increased opportunities and alternative pathways for students to participate in learning, and offering families opportunities and support for engaging with the school community and student 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).**

ii. **Description of school's student population and needs of sub-groups**
The needs of students and families at The Henry School for International Studies are many and varied. The school serves 340 students and 90% qualify for free / reduced lunch. Every year approximately 50% of the school's population is comprised of English language Learners (~20%) and students with disabilities (~30%).

97% of the student population is Black or Hispanic, traditionally underrepresented populations in colleges and universities. These students who do attend college are typically first-generation college goers.

In addition, because enrollment is below capacity, the school accepts a significant number of OTC students every year with high needs. In 2012-2013 there were 33 OTC students, 43.8% with SWD, 22% were over age and 38% were under credited. The average attendance rate for OTC students at their previous schools was 70%.

Defining and achieving success for this diverse population requires additional targeted support. Agreeing, setting and meeting common expectations for credit accumulation, social-emotional development, college readiness, attendance and graduation rates are all extra challenging because

of the multiplicity of needs that so many of our students present. ELLs struggle to pass literacy-Obase Regents exams and accumulate credits at the rates expected of native speakers; SWDs with intellectual and / or physical disabilities struggle with traditional standardized expectation and assessment. Performance at levels 3 and 4 in ELA is 4.29% at math it is 2.86%. The percentage of students achieving 10+ credits was 60% of 1st year, 80% of 2nd year and 50% 3rd year. Recently the schools' four-year graduation rate has been just over 55%, and few of these graduates are ELLs or SWDs The school has faced a historical challenge of low attendance (< 75%), high suspension rates, and low parent involvement.

The school has to provide a vast amount of additional individualized support to all our students to enable them to have the opportunity to achieve traditional, standardized and system-wide definition and measures of success.

iii. Diagnostic school review of the school conducted by the district or NYSED

The school is due to have a State review in February 2014. The NYCDOE annually reviews schools to determine the quality of three components – the instructional core, school culture, and the systems and structures that support the school. The ratings received are on the spectrum of well-developed, proficient, developing, and under-developed. The most recent Quality Review 2012-2013, the school earned a grade of Proficient, under the newly appointed Principal, Christine Loughlin. In the 2009 and 2010 academic years, under the previous Administration, the school received a rating of Developing on the Quality Review.

iv. Results of this systematic school review

The findings of the most recent review reflect the fact that the school leadership has clarity of practice and purpose. All the Key Performance Indicators relating to **Systems for Improvement and Culture** were rated proficient.

These include:
- Make strategic organizational decisions to support the school's instructional goals and meet student's learning needs as evidenced by meaningful student work products.
- Establish a coherent vision of school improvement that is reflected in a short list of focused data based goals that are tracked for progress and are understood and supported by the entire school community
- Use of observation of classroom teaching with a research based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers
- Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS
- Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults
- Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them.

"In an effort to improve school culture and collaboration, the RROS (Respectful Responsible, Organized, and Safe) initiative is evident throughout the entire school community. This effort is

collaborative work of guidance counselors, deans, coordinate of student activities, teachers and the student body."

"Through the LMCD Grant, there are Smart boards in every classroom and laptop carts available. Khan Academy was purchased to use technology to meet the needs of all learners. The effective use of these resources is leading to school goal attainment including student work that is improving for all learners."

These findings were also reflected in the Key Performance Indicators that in relating to the **Instructional core.** In that both of the following were rate proficient:

- Design engaging, rigorous and coherent curricula, including the arts, PE and Health education, for a variety of learners aligned to Key State Standards
- Align assessments to curricula, use of on-going assessments and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

However the following indicator was rated developing:

- Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meeting the needs of all learners so that all students produce meaning full work products.

"School leaders and teachers are immersed in the work of aligning curricula to the Common Core Standards. After-School and Saturday tutoring sessions, classroom word walls, and adaption of materials for students with disabilities and English language learners offer curricular modifications and structures that result in planning for all learners to be cognitively engaged and college and career ready."

Other data such as the Learning Environment Survey, suggest that well over 90% of parents are satisfied with the education their child receives, that the school has high expectations for their child, keeps them informed of their child's academic progress, makes them feel welcome and feels that their child is safe in school.

Similar over 90% of students reported that teaching staff expect students to work hard and that they need to work hard to get good grades. Over 90% of students also agree that teaching staff give them regular and helpful feedback on their work and that they can become better students if they work harder.

The teacher surveys show that 97% of teachers acknowledge that the school sets high standards for student work in their classes; 100% of teachers report that they work together on teams to improve their instructional practice; 97% of teachers feel supported by their principal and 96% of teachers report their professional development experiences have been sustained and coherently focused

The results of these surveys are further evidence that the school leadership has clarity of practice and purpose.

Points of issue emerging from the reviews relate mainly to the student achievement.

For example
- Only 50% of students earned 10+ credits in third year
- Only 25% of students in school's lowest third earned 10+ credits in the third year
- 17% of students (11/66) in cohort were discharged and/or identified as LTA
- 33% of students (11/33) not earning credit were discharged and/or identified as LTA
- 55% of students (11 /20) in school's lowest third were discharged and/or identified as LTA and/or discharge

Data shows
- Low credit accumulation in first and third year, and low completion rate for remaining regents exams, compared to peer schools
- Low Regents Scores compared to peer group
  o ELA: Performed 10% of peer range; 3.8% of city
  o Math: 22.2% of peer range; 7.8% of city
  o US History: 19.8%of peer range; 14% of city
  o Science: 17.4% of peer range; 18.6% of city

Root cause analysis highlights poor attendance 77% in 2012, Long Term Absences (LTA) and Over the Counter (OTC) students with high needs as underlying issues. It also identifies the need to meet the needs of the highest populations of student ELL and SWDs.

One of the areas that the school needs to expend significant energy and focus is on the alignment of professed beliefs and attitudes with practices and outcomes and in particular there is a need for triangulation and alignment between curriculum, assessment and instruction. Teachers need more time to reflect on instructional practices, plan collaboratively and to align beliefs and student attainment data.

v. Priority areas of identified need for school's improvement
As reviewers and the analysis of other data have highlighted the school must focus on the alignment of vision and practice. The SIG plan needs to be grounded in the needs for better and more enhanced support for all stakeholders to ensure a purposeful and deliberate impact on student achievement. The plan will include a range of targeted initiatives, partnerships, and resources to support stakeholders through the various stages of a systematic change process which will ensure a purposeful and deliberate impact on student achievement

Early initiatives of the plan will focus the community's attention on needs assessment and gap-analysis. Where needs are recognized school leaders will assess to what degree out stated beliefs become action. Where significant gaps exist between beliefs and action, professional development, resources and attention will be provided to close the gap. The school has identified two key early initiatives. The first of which is the need to provide professional development in the summer which addresses the need to triangulate, curriculum, assessment and instruction. The second is the need to facilitate the restructuring of the school day to incorporate collaborative planning for all teachers on a daily basis and the introduction of an effective advisory program which enables the school to address students' social-emotional welfare as well as academic support programs and additional counseling services which will enable the majority of student to be career and college ready when they leave the school

SIG funds will also be allocated to support leaders as they develop and monitor to improve teacher abilities to realize their beliefs about learning in practice, to institute data driven inquiry teams for the systematic analysis of data the use of date throughout the school to drive instruction, to provide staff and students with supports and partnerships in areas of need that currently lack capacity or initiative, professional ,academic and social-emotional, and to build additional opportunities for all stakeholders to participate in and succeed as members of the school community.

. C. School Model and Rationale   4 points

How will SIG help the school to address its needs and targeted goals?

In order to improve achievement and social-emotional outcomes for all students it is necessary for the school to support the growth of staff and family capacity to support increased student achievement levels and to offer students directs services and resources to supplement existing structures. The school has recently implemented an Expanded Learning time model to provide students with additional direct instruction, and to engage them in the school community though instructionally aligned clubs and activities. SIG will enable the continuation and expansion of these opportunities which in turn will improve student engagement levels and student achievement.

The school is recruiting a Parent Coordinator who will be responsible for enhancing the recently established outreach work, which includes parent workshops, curriculum evenings, language acquisition workshops and careers and college readiness workshops. These Family workshops and events have received positive feedback and by engaging more parents in the school community they will be better able to support their child's learning, social-economic growth and academic attainment.

SIG funding will be used to provide support and the additional resources required to free staff to develop strategies and action plans that addresses key issues such as improving attendance, long term absence and supporting OTC students with high needs.

Funding has also been allocated to increase time for teacher collaboration and to ensure coaching and structured job-embedded professional development for staff members in key instructional and social-emotional development areas. Coaching and professional development hours are being used to better align the curriculum to CCSS, to align instructional practices to the curriculum and assessment and to ensure the system-wide sharing of effective practice.

The SIG plan will radically change the school's approach to addressing student needs. The additional counseling services, the partnership with Ramapo for Children which will enable student to participate in team building activities with students and the professional development training and partnerships supported by SIG will sustain schools efforts to institute formalized structures and cycles for data-driven inquiry teams which focus on needs assessment, goal setting, action planning, capacity building and outcome analysis. Coaches, consultants and workshop leaders form different partnership organizations will support each of these initiatives.

SIG funds will also enable the school to ensure that school leaders receive coaching and support to enable them to develop and implement a strategic improvement planning process which incorporates a continuous monitoring, evaluation , review and revision cycle. These shifts in practice will challenge stakeholders because it will challenge and change established beliefs, traditions and practices. However, SIG will provide the support and structures for teachers, staff and leaders to reflect and make informed decisions about effective practices and initiatives for the future.

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.**

The school is in need of direct instructional leadership. Someone to lead the teachers in understanding the needs of the diverse student population (35% Special Education and English Language Learners) and planning curriculum and pedagogy that accelerates these students to meet grade level expectations and standards. The school needs an experienced teacher, especially one with a background in literacy and ELA, as many of the student needs are grounded in literacy issues.

The school needs someone who is organized, methodical, to put many basic systems and structures in place to increase expectations for students and teachers as well. These increased expectations have to come with increased supports and opportunities for students and teachers. And increased communication within the school community so everyone is on the same page and everyone is trusting of the changes because decisions are transparent.

The school needs a leader who is fearless and tireless and can push teachers, including push them out if they are not achieving positive outcomes for their students. The leader has to be trusted and respected in order to move this staff.

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.**

Christine Loughlin is in her second year as Principal of Henry Street School for International Studies. Before that, she was Assistant Principal of the High School portion at the same school for four years. She was an Assistant Principal of another school for two years, and a teacher for seven years before that. Christine was the choice of her school community to move Henry Street forward when the previous Principal left last Fall. She was a strong HS AP, and familiar with the school, the staff and students, and the progress that was beginning to be made at the school. Christine has hit the ground running, continuing to push for academic improvements and organizational fixes across grades 6 to 12 that will lead to greater student achievement outcomes.

Christine is well known and well respected in the school community. Parents support her and are happy with the direction the school is moving. Students love their school and feel well known, safe and supported in the school. Teachers respect Christine because she has come up through the ranks at Henry Street and they value her feedback because she knows what works in their school and for their students so well.

Since she has arrived at the school, Christine has set many new structures and procedures in place. She communicates clearly with all the constituencies in the school and also with external DOE and external partners and advocates effectively on behalf of her school. She works with focus and purpose to build the school's curriculum and supports teachers to build Common Core aligned units of study and performance assessments. As a result, the curriculum at the school is the most coherent and rigorous that it has ever been. Christine also provides frequent and actionable feedback to her teachers and works on improving pedagogy in alignment with the Danielson framework. The results of her work are evident. The school got a Proficient in their Quality Review last Spring, up from a Developing, in Christine's first year as Principal.

Resume provided separately, see attached.

iii. **Supporting leadership positions:**
In addition to the Principal, the school administration team includes:

Three Assistant Principals:

Stephanie Hasandras who has oversees school culture, ELT and middle school instruction.

Anita Bonner who supervises all High School Teachers, grades 9-12, and oversees coherent ELA provision grades 6-12.

Jeff Perl, Assistant Principal who has responsibility systems of accountability and compliance. He supervises all other support staff and coordinates the APPR program.

The school also has 5 content-area team leaders, and their roles are to provide support to their content-area team, by sharing the vision for improving student achievement and ownership. Michael Tarasovic – FL and Arts Coordinator; Will Goss – Math Leader; Patrick Kiefer – ELA Leader; Ian Oswell – Science; Vacancy – Social Studies. The school also has one full time social worker; Maurice Engler and one part time guidance counselor; Teresa Goudie, a Nationally Board Certified Teacher who serves as Special Education Coordinator; Tara Schneider; and a teacher who serves as a programmer/testing coordinator, and data specialist; Junno Lee.

Working closely with the DOE's existing Cluster and Network Teams that support all schools, the School Implementation Manager (SIM) serves as the project manager ensuring that schools and Networks receive appropriate guidance, technical assistance, and coaching in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. Among other responsibilities, the SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and

intervention in schools undertaking the intervention models, and are responsible for meeting federal reporting requirements related to schools' interim and summative performance.

iv. The current supporting leadership profile

The Admin Team is very diverse in talents and skills, and possesses a wide range of strengths, while sharing a critical value and commitment to improving teachers' instructional practice. All Assistant Principals are highly skilled in observing instruction and providing feedback through the Danielson Framework.

Christine Loughlin (Principal) has been in post since the start of the 2012-2013 school year. Christine has a very wide range of skills and talents, most importantly in terms of the implementation of SIG she has the ability to work collaboratively with administrator, teachers, staff, students, parents and external partners to secure a 100% commitment to continuous school improvement.

Stephanie Hasandras (first year AP) has a talent for engaging the community (students, teachers, and parents) in creating a school culture that supports the instructional core. She supervises deans to insure there is consistency and fairness exercised in every disciplinary response, that there is appropriate outreach to parents, mediation, and referrals to Guidance Counselors, etc. She insures that our core values of RROS are thoughtfully implemented by all stakeholders. Ms. Hasandras is currently supervising the after-school, extended learning time through the 21st Century Grant. She supervises the coordinators of student affairs to insure that school spirit is loud and proud in and outside of our school. She meets with student government to listen to ideas and gauge student voice. She will focus on instructional supervision of the Middle School to create conditions that support the triangulation of student achievement. Stephanie will oversee the Advisory Program next year, creating a system of monitoring to insure the social and emotional needs of all students are being met.

Anita Bonner (4th year AP) supervises all High School Teachers, grades 9-12, and her area of expertise is English Language Arts. She is responsible for building a cohesive ELA Department in grades 6-12. In doing so, she will insure that the student achievement is triangulated, and will monitor this process through the Advance System and giving teachers feedback on a consistent basis. She will oversee the Independent Reading Program next year, and insure that every ELA teacher has an engaging library that meets the needs of all students, regardless of their reading level and/or interest. She will lead the curriculum development and professional development for this program over the summer. Her strength lies in planning and facilitating Professional Development on curriculum aligned to CCLS, and the teacher effectiveness and development system – Advance.

Jeff Perl, Assistant Principal is a systems person and his role and responsibilities lie in the development and sustainability of effective systems and structures that support the instructional core of our school. He will supervise the data specialist/programmer/test coordinator, ESL Coordinator, SpEd Coordinator, and all other support staff. He will deliver Professional Development in the areas of APPR, Teacher development and effectiveness- Advance. His strengths are systems of accountability, compliance, and commitment.

The 5 content-area team leaders and their roles are to provide support to their content-area team, by sharing the vision for improving student achievement and ownership (ELA – Patrick Kiefer, Math – Will Goss, Science – Ian Oswell, Social Studies – Vacancy, Foreign Language and Arts, Michael Tarasovic). Four of the five have received facilitative protocol training at NYU. They meet weekly with their teachers, and once a week with the Admin. Team to insure their message is aligned. The focus of their meetings is around triangulation of student achievement. They have participated in the following protocols - reviewing student work, developing tasks, writing curriculum, inter-visitations, and sharing best practice. This is a functioning team of teacher leaders, and there is a need for capacity building around communicating clear expectations, effective leadership, and goal orientation.

We currently have one full time social worker, Maurice Engler and one part time guidance counselor, Teresa Goudie. The SIG would allow school to build capacity in the area social and emotional developmental health by hiring an additional full- time counselor to support the social and emotional development of our student population. A teacher of Mathematics serves as a programmer/testing coordinator, and data specialist. The SIG would allow for capacity building in this role and open up time in another teacher's program to assist with these responsibilities. Tara Schneider, Nationally Board Certified Teacher was hired as Special Education Coordinator and there is a need for coaching in the area of leadership. The SIG would allow us to build capacity with our ESL coordinator, Edward Lentol around building systems and structures for progress monitoring the goals of our ESL population.

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. Current school staff overview and changes the school will put in place
All teachers are highly qualified for their teaching assignment, meaning that they are certified in their areas of instruction. The majority of the current teachers have less than 10 years of experience, including over 30% with fewer than 3 years of experience. Because of the extensive needs of the student population there is a large number of support staff, including para-professionals, related service providers, ESL teachers, special education teachers, and a school counselor. The school is expanding the co-teaching model to impact more on SWDs and ELLs in content area classrooms. Co-teaching has been established to improve alignment supports and standardization of expectations for both sub-groups of students. However, due to the constraints of the current day structure this is limited by the number of occasions when staff can meet to

engage in collaborative planning. The expansion of an effective co-teaching model will require continued support, professional development and revision of the day structure to enable enhanced collaborative planning to enable effective practice and protocols to take root throughout the school. In addition to growing and grooming the co-teaching model, there is a need to further align delivered instruction with written CCSS aligned maps, plan and assessments.

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

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

iii. Characteristics and core competencies of instructional staff to meet student needs.
In addition to being highly qualified teachers with the relevant qualifications and certification to teach allocated classes, all instructional staff are expected to have the following key characteristics: They need to be 100% committed to the belief that all students can learn and that their role is to provide a learning environment within which all students achieve personal, social-emotional and academic growth. All teachers must buy in to the mantra, "It is the responsibility of all faculty to solve the problems that stand in the way of student learning."

All teachers, coaches, and consultant will be expected to commit to and exhibit the Tripod 7C constructs:

1.Care they help students to feel emotionally safe and to rely on the teacher to be a dependable ally in the classroom. Care is "My teacher really tries to understand how students feel about things."

2.Control they have the skills to manage student propensities towards off-task or out-of-order behaviors. Control is: "Our class stays busy and doesn't waste time."

3.Clarify they promote understanding. Clarify is: "My teacher has several good ways to explain each topic that we cover in this class."

4.Challenge they press students to work hard and to think hard. Challenge for rigorous thinking is: "My teacher wants us to use our thinking skills, not just memorize things."

14

5.Captivate they make instruction stimulating, instead of boring. Captivating is "My teacher makes lessons interesting."

6.Confer they actively seek students' points of view by asking them questions and inviting them to express themselves. Confer is: "My teacher gives us time to explain our ideas."

7.Consolidate they help students to organize material for more effective encoding in memory and for more efficient reasoning Consolidation is: "My teacher takes the time to summarize what we learn each day."

iv. Screening, selecting, retaining, transferring and recruiting staff.

Applicants are expected to read and respond to specific articles about variant philosophies on effective teaching and learning (Alfie Cohen, Martin Haberman). Hiring committees comprised of administrators, teachers, and students create interview questions and rate applicants on their responses. Ultimately, it is these stakeholders who are responsible for hiring. All applicants must deliver a demo lesson and provide committee with a teaching portfolio. In NYC, all teachers have a window of opportunity to transfer once a year through the open market system (4/15 -8/15/14). Teachers would be encouraged to recommit to our school under the Tri-pod 7C values. Teachers who do not buy into the values around School Improvement will be counseled to transfer through the open market system. The expectations and responsibilities of all faculty members will be clearly communicated, and tentative 2014-2015 programs will be thoughtfully rolled out by 6/1/14.

v.   Hiring Selection Process

A citywide "open market" staff hiring and transfer system is available every year from spring through summer that principals may use to identify school pedagogical staff seeking transfers as well as those who wish to specific vacancies or schools. Principals are thus able to recruit, screen, and select instructional staff new to their schools based on need. While principals have discretion over the schools' budget and staffing decisions, one barrier that schools may face are hiring restrictions set by the district for certain subject areas, grade levels, and titles or licenses. Exceptions are given in certain cases based on critical needs such as for high-need subject areas and new schools. Schools are also supported by the human resources directors from their networks on budgeting, recruiting and hiring procedures. In addition, all principals have access to online human resources portal for up-to-date data and activities related to talent management. Similarly, resources are available to instructional staff on recruitment fairs, workshops, school vacancies, transfer options, as well as professional development, citywide award programs, and leadership opportunities to promote staff retention.

F. Partnerships
6 points

i.   Partner organization working with the school and their role under SIG
Existing Partners

Allison Zmuda; ASCD consultant will provide instructional support and coaching to the content area team leaders. She will make regular scheduled visits to the school, with a focus on improving instruction through feedback conversations about delivery of instruction, and designing coherent instruction based on the principles of Understanding by Design. Allison also has the flexibility to bring in additional coaches if it is deemed necessary to expand the provision. Allison will also work with the Admin. Team (Assistant Principals and Principal) around building effective systems to improve communication with each other and the school community, at large.

Allison Zmuda will focus on the development and implementation of formative and summative assessments that provide a regular feedback loop of what students know, are able to do, and understand. In addition, she will work with the admin team to also develop a regular, low-stakes feedback loop for teachers for daily instruction as well as working on the content area leaders to become exemplar teachers in the building.

Henry Street Settlement – will support the development of health and socio-emotional well-being of all students, and support students in college and career readiness. We currently have a part time college advisor, Sho Toulo who offers 1:1 clinics to students on college applications, completion of FAFSA, and exposure to college life through trips.

CBO Leadership Program – will support the ELT program and will develop students' leadership skills and abilities which will support students' careers and college-readiness

CBO Hall of Science – will support the ELT program and will enrich students' science education through hands-on inquiry science investigation

NYU will support the ELT program and provide science instruction and CRISP interns which will enrich students' science education

AVENTA Credit Recovery program will enrich the ELT program and support credit recovery.

New Partners
Cambridge Education - will provide a range of instructional and leadership coaches, and workshops for leaders which will enhance the quality of teaching and learning and support the monitoring, evaluation review and revision of the implementation plan.

Ramapo for Children will conduct team building activities with students and provide "Train the Trainer" workshops to build facilitation skills for school-based events post SIG.

ii. **Complete the Evidence of Partner Effectiveness Chart**
See Attachment C

iii. **Partner accountability**
Key partners will each be held accountable for helping to achieve specific, measurable school goals. Each partner will have regular scheduled meetings with the principal to set goals, determine benchmarks, and monitor progress. The purpose of these meetings will be to assess the

impact of the partnership on student achievement levels, or other relevant school goals. Where partnerships are not yielding results, the partner in collaboration with the school leadership will be required to modify and adjust plans or risk the termination of the contract and partnership.

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

G. Organizational Plan

8 points

i. Organizational chart
See attachment G

ii. Day-to-day operations under the school's structure.
Christine Loughlin, the Principal will have overall responsibility for the implementation of the SIG program.

Stephanie Hasandras will supervise the deans to insure there is consistency and fairness exercised in every disciplinary response, that there is appropriate outreach to parents, mediation, and referrals to Guidance Counselors. She will continue to supervise the coordinators of student affairs to insure that school spirit is loud and proud in and outside of our school. She will meet with student government to listen to ideas and gauge student voice. She will focus on instructional supervision of the Middle School to create conditions that support the triangulation of student achievement. Stephanie will oversee the Advisory Program creating a system of monitoring to insure the social and emotional needs of all students are being met. Ms. Hasandras will also supervise the after-school, extended learning time through the 21st Century Grant.

Anita Bonner will supervise all High School Teachers, grades 9-12. Her area of expertise is English Language Arts and she will be responsible for building a cohesive ELA Department in grades 6-12. In doing so, she will insure that the student achievement is triangulated, and will monitor this process through the Advance System and giving teachers feedback on a consistent basis. Anita will also oversee the Independent Reading Program next year, and insure that every ELA teacher has an engaging library that meets the needs of all students, regardless of their

17

reading level and/or interest. She will lead the curriculum development and professional development for this program over the summer.

Jeff Perl, Assistant Principal is a systems person and his role and responsibilities will lie in the development and sustainability of effective systems and structures that support the instructional core of our school. He will supervise the data specialist/programmer/test coordinator, ESL Coordinator, SpEd Coordinator, and all other support staff. He will deliver Professional Development in the area of Teacher development and effectiveness- Advance. His strengths are systems of accountability, compliance, and commitment.

The five Content Area leads will be responsible for leading their content teams, and messaging the triangulation of student achievement through curriculum development, delivery of instruction, and assessment.

Two deans oversee student discipline arrival and dismissal of students each day. Throughout the school day they are responsible for hall sweeps, implementing the discipline code, holding students responsible, insuring they are respectful of the environment.

The College Counselor will provide 1:1 college counseling for all students, increased support in the area of student guidance will enable our full time guidance counselor can work with upper grades to insure students are College and Career Ready.

The Parent Coordinator will build extend the range and quality of workshops and other activities which will better equip families to engage with the school community to support facilitate and reinforce student learning.

iii. The plan for implementing the annual professional performance review (APPR)

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

---

[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.

and networks. The NYCDOE hired specialists for both MOTP and MOSL to build the capacity of networks and clusters to support schools in implementing *Advance*; in some cases, these specialists provide direct support to schools as well. Finally, the NYCDOE created numerous guidance materials and resources to provide information to help schools and support staff meet critical *Advance* implementation milestones including the *Advance* Web Application, an online application.

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

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

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

At Henry Street School, the Admin. Team coordinates school's APPR program. Teachers have two options for their review; 6 informal observations, or 1 formal and 3 informal observations. All observations are conducted using Charlotte Danielson's *Framework for Effective Teaching* and include a brief walkthrough observation, teacher reflection and debrief, and written summary of next steps. In addition to conducting these walkthroughs the administrators conduct periodic Learning Walks to calibrate their interpretation of new components as feedback topics shift during the school year. Aggregate and disaggregated data about teacher performance using the *Framework* is used to design full staff, sub-group, and individual professional development opportunities. Teachers will be given a full calendar schedule of events for the 2014-2015 school

year, including summer curriculum development, professional development, and leadership retreats.

Month	Activity
June 2014	– Administrators conclude formal observations – Conclude end of year conferences
July 2014	– Review 2013-2014 teacher effectiveness data to set initial goals and focus components for growth (school-wide, sub-groups, and individual teachers)
August 2014	– Schedule 2014-2015 assessment cycles
September 2014	– Set formal observation expectations at initial faculty conference – Conduct Learning Walks to calibrate understanding of components for school wide focus – Meet with all teachers to review 2013-2104 feedback and set individual goals aligned to *Framework*. Record goals – Administration begin individual informal observations and feedback sessions (1 per teacher) – Administrators commence formal observations (1st Round)
October 2014	– Administration conclude first informal observation cycle and set components for second round – Round 1 data reviewed for PD scheduling – Administrators conduct Learning Walks for round 2 components for informal feedback and calibrate interpretations of rubric. – Administrators continue formal observations (1st Round) – Administrators commence informal observations Round 2
November 2014	– Round 2 of informal observations continue – Administrators continue formal observations (1st Round)
December 2014	– Round 2 data reviewed for PD scheduling and recommendations – Administrators commence informal observations Round 3 – Calibration using learning Walks begin – Administrators continue formal observations (1st Round)
January 2015	– Round 3 of informal observations concludes – Mid-year check in with teachers. Action plans for growth recorded. – PM plan updates for Spring based on teacher performance data – Administrators conclude formal observations (1st Round)
February 2015	– Return to Round 1 components, conduct learning walks and individual observation – Administrators commence informal observations Round 4 – Administrators commence formal observations (Round 2)
March 2015	– Conclude fourth cycle of informal observation. Assess gain / loss in data. Action plan for staff and / or individual teachers. – Commence fifth cycle (Round 2 components revisited) – Administrators continue formal observations (Round 2)
April 2015	– Fifth cycle concludes. Assess annual gain / loss in data components. Action Plan – Sixth cycle of informal observation begins (Round 3 components) – Administrators continue formal observations (Round 2)

May 2015	- Sixth cycle concludes. Assess annual gain / loss in data components. Action Plan - Schedule end of year conference with teachers - Commence end of year conferences with teachers to assess goals and summative rating - Administrators continue formal observations (Round 2)
June 2015	- Administrators conclude formal observation (2nd Round) - Conclude end of year conferences - Review end of year data to set initial goals for 2015-2106

iv. Calendar schedule of the PD events listed for the 2014-2015 school year

Dates:	Professional Development:	Who?
August 12-13-14 and 19-20-21 , 2014	Designing Independent Reading Curriculum	All faculty (38 teachers) Cambridge Education
September 9 and 10, 2014	Professional Development	All faculty (38 teachers)
October 11, 2014	Saturday Leadership Retreat	Admin. Team, Teacher Leaders, coaches, Allison Zmuda and Cambridge Education
November 8, 2014	UBD	Faculty and Allison Zmuda
November 15, 2014	Saturday Faculty Retreat	Faculty, Allison Zmuda and Cambridge Education
February 3, 2015	Full Faculty PD	All faculty (38 teachers)
March 14, 2015	Saturday Leadership Retreat	Admin. Team, Teacher Leaders, and coaches
April 25, 2015	Saturday Faculty Retreat	Admin. Team, Teacher Leaders, and coaches
June 5, 2015	Full Faculty PD	Admin. Team, Teacher Leaders, coaches, Allison Zmuda and Cambridge Education

H. Educational Plan

8 points

i.   **Curriculum.**
The school will primarily use curriculum designed by teachers aligned to the CCSS. Instructional coaches hired as part of the SIG plan will coach and support teachers on the alignment of curriculum, planning, assessment and instructional delivery. In addition, the Middle School is using Scholastic Codex in ELA and CMP3 Math program in Middle School. The partnerships with Allison Zmuda and Cambridge Education will provide frequent support to teachers on math

21

and literacy curriculum development, as well as in the integration of classroom technologies. All 2014 NY State Tax Levy funds will be used to purchase relevant Core Curriculum instructional materials to ensure teachers and students have access to instructionally aligned texts in the middle school's math, science, social studies and literacy courses,. Priority/focus funds will also be sued to support the development of classroom libraries which will be required to enable the introduction of an Independent reading program for all students.

In addition to purchasing Core Curriculum resources for students and teachers, the SIG plan will allocate funds for significant teacher support and curriculum development. Partnerships with Cambridge over the three years will cost $140,000 and will offer teachers training and professional development and guidance as they align all instruction in the four core classes – math, literacy, social studies, and science to the CCSS for literacy and math. Not only will the SIG plan support the alignment to appropriate CCSS standards, assessment and instructional delivery, it will also ensure effective supports for ELLs and SWDs and allow for the purchase of additional resources to broaden student access to supplemental courses, such are world languages, technology, music and art.

The professional development and support that teachers receive in curriculum development will lead to increase student achievements, particularly for ELLs and SWDs. The graduation rate for SWDs is expected increase toward the city wide average of 31%. Additionally it is expected that 100% of curriculum maps will align to CCSS and include effective supports for SWDs and ELLs by the end of the 2014-2015 school year. Curricular content lead teachers, instructional supervisors, and coaches/ trainers form partner organizations will be held responsible for these shifts in teacher curriculum design. Periodic meetings with these stakeholders will be conducted to assess the impact to of the professional development and resource allocation to teachers on delivery of instruction, student learning, and student achievement.

ii. **Instruction.**
As required by the six instructional shifts in both subjects, SIG will provide additional avenues and opportunities for students to deepen their understanding in math and literacy. Through ASCD consultant, Allison Zmuda, instructional coaches will continue to provide teachers with professional development as they align their instruction to CCSS literacy and math standards and related assessments. These coaches focus teacher's attention on each of the six shifts in math and literacy. Literacy instruction across content areas has focused on student-centered, text and evidence-based reading and writing. Teachers continue to build and revise units around grade-level tasks and reading passages while also creating time and space for students to practice and engrain fundamentals. In mathematics teachers will align their planning and instruction to the CCSS and ensure that units of study deepen students understanding of core concepts and material. Balanced with these opportunities will be routines, expectations, and procedures for memorizing and mastering fundamental of mathematics. In both subject areas, coaches and teachers are developing unit so study and culminating tasks that require higher order thinking skills and the application of deep content understanding for success. These tasks are designed to challenge students to make choices about which skills are appropriate to apply for task situations and prompts.

The SIG plan includes many supplements to achieve the principal's vision of student ownership and achievement. As teachers plan learning activities to deepen student understanding they will need additional, engaging avenues and media for instruction. While every classroom has a Smart Board, teachers would benefit from learning instructional strategies with this technology. While we have a sufficient number of laptop carts, Over the three year of the SIG, funds of $56,000 to provide two dedicated I*pad carts with keyboards, embedding technology in the curriculum. This will also allow for Smart T.V.'s in every classroom, so that the teacher can streamline the assignments.

As teachers integrate more technology into their instruction, students will also require support and guidance with the acquisition of computer based skills. Therefore, a technology coach would support our teachers in learning the technology needed to integrate into the curriculum. SIG will provide the funds of $55,000 in year one so that the technology coach would provide professional development and work with teachers 1:1 to insure they understand how to implement the technology, and work to sustain the technology.

We expect that SIG will positively impact instruction in our school directly and indirectly. We expect that these instructional upgrades and improvements will improve attitudes and perception about school culture, increase technological proficient of teachers and students, accelerate student mastery and growth in math and literacy and ensure that students are better prepared in career and college readiness.

iii.   **Use of Time.**

In reorganizing for next year, 37 ½ minutes would be incorporated into the school day, to provide extended periods, making all periods 55 minutes long. Advisory and Independent Reading would be scheduled for the same time for all students grades 6-12. On Thursdays, students would have early release, and Middle School students would have one less period on Thursdays, and HS students would have two less periods on Thursdays. Extended Learning Time would be scheduled on Monday thru Friday. In addition, there will be 6 Saturday Academies in December and January to prep for the Regents Exams, and 6 Saturday Academies in May and June. SIG will provide per-session funds for building teacher capacity for curriculum development over the summer.

August 11-22/2014 – Independent Reading Curriculum Development Academy for all teachers
September 9th and 10th – Professional Development
October 11, 2014 – Saturday Leadership Retreat
November 8, 2014 – Election Day Professional Development
November 15, 2014 – Saturday Faculty Retreat
February 3, 2015 – Full Faculty Professional Development
March 14, 2014 – Saturday Leadership Retreat
April 25, 2014 – Saturday Faculty Retreat

Example of Schedule:

Periods	Monday	Tuesday	Wednesday	Thursday	Friday

8:15-9:10 1	Instructional core				
9:10- 10:05 2	Instructional core				
10:05-11:00 3	Advisory	Ind. Reading	Ind. Reading	Ind. Reading	Advisory
11:00-11:55 4	Instructional core				
11:55-12:50 5	Instructional core				
12:50-1:45 6	Instructional core				
1:45-2:40 7	Instructional core			Early Release for students – Teacher Collaboration Time	Instructional core
2:40-3:35 8	Instructional core				
3:40-5:30	ELT	ELT	ELT	ELT	ELT

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

SIG will transform the use of data within the school. The five content-area team leaders will lead and support teachers in planning and delivery of instruction through department inter-visitations and they will be responsible for the effective implementation of Data-Driven Inquiry by which all teachers will use 'looking at student work' protocols to assess the impact of instructional decisions on student achievement as part of their weekly meetings. In addition at the end of each of each marking cycles every teacher will prepare and present portfolios of student work and formative assessments to a team of peers to identify which students are on track to meet end of year goals and which students require additional support. SIG funds will also provide for more co-teacher collaboration and assessment of student work. The Inquiry Teams will have relevance in content areas across grade levels as they will also double as grade level teams. Each team will develop and build a portfolio system where each student keeps a student portfolio for each content area. These binders will be repositories for evidence and provide an indication of the attempts to develop appropriate CCSS aligned tasks and will be used to set goals for individuals, and groups of students.

All teachers and Inquiry teams will improve on the school's use and analysis of data to drive instruction by formalizing the Inquiry cycle over the course of a school year. The following calendar outlines the anticipated dates, events and outcomes of each step of this year-long cycle.

Date	Events / Actions	Intended Outcome
Inquiry Cycle #1 September – October 2014	• Baseline math and literacy assessment for all students • Review "looking at student work protocols • Inquiry Team scoring and analysis of student baselines • Design of math and literacy interim assessment #1 • Students complete interim assessment #1 in math and literacy • Teacher present initial portfolio of student work	• Inquiry Teams identify key math and literacy standards to address in the 2014-2015 school year • Inquiry Teams select Inquiry students to monitor throughout the year • Inquiry teams complete one cycle of Inquiry analysis of work, interventions recommendation, collection of student work, and analysis of outcomes and impact of recommended practice / intervention • Interim assessment #1 is prepared for

		implementation • Inquiry Teams select student example of student work to be archived in the student binders
Inquiry Cycle #2 November- December 2014	• Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #2 • Teams recommend supports and intervention(s) • Teacher present initial portfolio of student work • Results are analyzed for impact • Design of math and literacy interim assessment #2 • Assign interim assessment #2	• Teams establish routines for meeting and collaboration. • Recommended supports and interventions are implemented across disciplines as relevant. • Effective teaching practice spread across grade levels • Inquiry Teams select student example of student work to be archived in the student binders
Inquiry Cycle #3 January – February 2015	•Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #3 •Teams recommend supports and intervention(s) •Teacher present initial portfolio of student work •Results are analyzed for impact •Design of math and literacy interim assessment #3 •Assign interim assessment #3 • School wide assessment of mid-year student progress with key literacy and math standards	•Teams establish routines for meeting and collaboration. •Recommended supports and interventions are implemented across disciplines as relevant. •Effective teaching practice spread across grade levels • Literacy and math instructional strategies are common across classrooms, horizontal and vertical pollination continues. • Assessment of progress on key standards and spread of best practice •Inquiry Teams select student example of student work to be archived in the student binders
Inquiry Cycle # 4 March- April 2015	Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #4 •Teams recommend supports and intervention(s) for key standards and students •Teacher present initial portfolio of student work •Results are analyzed for impact •Design of math and literacy interim assessment #4 •Assign interim assessment #4	•Recommended supports and interventions are implemented across disciplines as relevant. •Effective teaching practice spread across grade levels •Literacy and math instructional strategies are common across classrooms, horizontal and vertical pollination continues. •Assessment of progress on key standards and spread of best practice • Inquiry Teams select student example of student work and assessment items

		to be archived in the Inquiry binders
Inquiry Cycle #5 May – June 2015	Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #5 •Teams recommend supports and intervention(s) for key standards and students •Teacher present initial portfolio of student work •Results are analyzed for impact •Design and assign summative assessment in math and literacy. •Employ summative assessments, analyze results and report findings	Recommended supports and interventions are implemented across disciplines as relevant. •Effective teaching practice spread across grade levels •Literacy and math instructional strategies are common across classrooms, horizontal and vertical pollination continues. •Assessment of progress on key standards and spread of best practice •Inquiry Teams select student example of student work and assessment items to be archived in the Inquiry binders •Analysis of student growth and impact of Inquiry on instruction

To complete and support this work, SIG will provide funding for ASCD consultant, Allison Zmuda, over the course of the three year grant of $52,000 to provide coaching and support for admin team and team leaders in providing effective feedback, and building capacity that is sustainable after the grant. The purpose of this partnership is to positively impact teacher effectiveness by ensuring that all teachers receive high quality feedback and professional development by our admin team and teacher leaders. SIG will provide for teachers to conduct inter-visitations. These inter-visitations will allow Inquiry Team members to help one another monitor the impact of instructional practices as they complete Inquiry cycles. Additionally, these funds will allow collaboration and co-teacher planning. Instructional coaches and partnerships will impact the inquiry cycle by supporting teachers with recommendations for effective practices and interventions as teams meet. Time and funds to facilitate meetings with coaches will positively impact the effectiveness of the Inquiry recommended instructional supports and intervention, and therefore improve student achievement and engagements throughout the school.

v. **Student Support.**
In the three years of SIG, funds $284,000 will support a full-time guidance counselor, which will provide an alternative to traditional discipline and the opportunity for more proactive disciplinary measures that will support instruction. This will lead to a decrease in behavioral referrals and punitive measures and increased student engagement and achievement. In the three years of SIG, funds of $25,650 will provide for a full staff retreat at the beginning of each year.grant. Ramapo for Children will provide team building exercises and help participants overcome their ingrained perceptions about their role in the community. Under SIG, the school will continue to grow and refine its school wide positive behavior policies. The engagement of all students in Extended Learning Time (ELT) activities will enhance student motivated and have a positive impact on the school climate. The ELT program will include the following.

The Future Project – a school based mentoring program where students (fellows) are matched with young enthusiastic professionals (Coaches). On site dream director working coordinates dream projects. The purpose is for students to see the fruits of their labor and experience self-efficacy and to practice meta-cognition. In the first year, students have built solid relationships with their coaches and dream director and have reported that they enjoy school, as a result.

Through 21st Century Grant – We have several community based organizations providing extended learning time to our students - Leadership Program, Hall of Science, Henry Street Settlement, and Vaughn College create programs that provide learning experiences that are outside the standard curriculum (Flag football, Step, Student Government, Book Club, Math through Card Play, Poetry Club, Drama Club)., A Band Program elective offerings (Middle/High School); Spring Concert, 2 Drama classes in High School; and 6-12 Spring Musical

RROS is the language our community uses to communicate with one another. Students are asked by faculty and staff to reflect on their behavior and to take personal inventory about whether their actions/words are respectful, responsible, organized, and safe. Students are recognized with spot light on success when they have consistently demonstrated positive RROS. We plan to use other funds to insure that students are celebrated with two dances per year, honor roll lunches, senior luncheon. Diversity is celebrated through a range of activities including Chinese New Year.

Student Government officials are elected in November. Each grade level has a represents their grade in meetings and makes recommendations to the Administrative Team. The purpose is for student voice to be heard in all school decision making.

Two deans trained in RROS language and approach student discipline from a proactive stance. Students are clear around the expectations and disciplinary responses of infractions. Deans support arrival and dismissal of students each day. Additional support in the area of student guidance will enable our full time guidance counselor can work with upper grades to insure students are College and Career Ready. Additional College Counselor support will provide 1:1 college counseling for all students. Two Coordinators of Student Affairs to advertise and create after-school experiences that will enrich student life.

vi.   **School Climate and Discipline.**
The school is in the process of appointing a new Parent and Family coordinator who will be responsible for reviewing and revising the school's Parent and Community Engagement policies and practices. However, the school has already identified a range of activities which will form the nucleus of an engagement strategy including:
1. Creating conditions for increased parental/community involvement through:
   - School wide Curriculum Night
   - Thanksgiving Day Feast
   - Grade 6 and 9 Orientation
   - Spring Concert – Showcase our talented Upper School Band Program.
   - Talent Show – Showcase our talented students' grades 6-12.
   - Dancing with the Teachers – to build team relationship between student and teacher.
   - Chinese New Year Celebration – celebrate diversity and extended learning.

- Student Government and student council established
- Career Day – sponsored by the Henry Street Settlement. "
- Wow-abrations" in the Lower School – reward students for Respectful, Responsible, Organized, and Safe behavior (RROS)
- School Wide Spring Musical – "
- a Welcoming Environment in the school beginning with the Main Office

2. Enhancing communications with families on a consistent basis and students about attendance, academic progress, and citizenship
    - School messenger and designating staff to call parents of late and absent students.
    - Celebratory boards and luncheons to honor students for their citizenship, attendance and academics
    - Welcoming environment in office where staff was trained in RROS

3. Supporting the social and emotional needs of the Middle School by hiring a Guidance Counselor

4. College Advisor to counsel students about college application process, and all steps involved.

5. Workshops with high school parents about student progress.

6. Action plan meetings with parents on attendance improvement.

The SIG would allow the school to partner with *Ramapo for Children*, provides a new way of thinking about challenging behaviors, social and emotional development, and special needs. They would provide our students with the tools needed to promote positive behavior and help to improve our culture for learning. The purpose is to help us foster inclusive and supportive environments for children and young adults. Ramapo's work will build teacher capacity to deal with classroom behaviors and situations that are challenging. Ramapo specifically focuses on supporting teacher who work closely with students with disabilities. The work with Ramapo will reduce behavior referrals. perceptions of school safety will improve, and achievement levels for SWDs will increase.

vii.   **Parent and Community Engagement.**
Through the Leadership Program (21st Century Grant), scheduled family workshops are conducted at PA meetings in the spring. Effective Partnerships with your child, Fit for life, Family talks; successful communication are examples of such workshops. It is envisaged that the new Parent Coordinator this will build upon the existing programs which the school has begun to implement including for example: English-language acquisition, math workshops, increased technological proficiency, curriculum evenings, careers and college readiness workshops. By the end of the SIG grant we anticipate that the school will have in place a Parent University program of activist for parents which enable them to gain personal recognition and certification

All of these opportunities will better equip families to engage with the school community to support facilitate and reinforce student learning. The hiring of a new Parent Coordinator will provide the direct line for effective communication so parents can take advantage of the existing opportunities for parent involvement.

I. Training, Support, and Professional Development

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

The Principal collaborated with the leadership team faculty and staff about the SIG application. The Principal requested feedback via email on how our school should use the SIG to improve the school. She requested the faculty and staff to complete three questions so there was input on where we should focus our resources if we were to receive the grant. The Principal conferred with the SLT about the SIG application, and the members provided feedback around where they would like to see the money used. The Principal made decisions about SIG application and designation of resources by analyzing the root causes as to why students are not making progress and shared those root causes with all stake holders at the school quality conversation. The feedback she received from the stakeholders on the social and emotional support of our students was taken directly from the stakeholders.

ii. Year one implementation period (June 1, 2014, to June 30, 2015).

PD Activity	Target Audience	Organization / Agent Delivering PD	Desired Measurable Outcome	How Outcome will be analyzed and reported
Independent Reading Summer School	All teachers	Cambridge Education	All teachers will be able to implement Independent Reading	Classroom observations and Monthly monitoring to ensure that all staff are implementing Independent Reading
Leadership coaching	School leaders	ASCD/Allison Zmuda	Through regular coaching the school leaders will provide high quality leadership and management of implementation of the improvement plan.	Monthly motoring meetings indicate that all aspects of the SIG plan are on track. Surveys and focus group meetings indicate that the SIG plan is having a positive impact on all identified aspects
Content area coaching and job embedded PD	All teachers	Cambridge Education	Through regular coaching, teacher effectiveness in all content areas will improve as measured by the *Framework for Effective teaching*	Monitoring of teacher performance using Framework by administrators Subjective reports of coaches Observed instruction

"Train the Trainer" workshops to build facilitation skills team-building in classrooms	All teachers	Ramapo for Children	Through attendance at workshops teachers will able to become engaged and support students team-building activities.	Monitoring of teacher participation in classroom based team-building activities

iii. Plan for training, support and professional development.

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

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

SIG will secure partnerships with staff developers and trainers who will offer teachers and support staff with training on many aspects of instruction. Much of this support will be job-embedded happening during the instructional day, including in class support, as well as on staff development days. SIG funds will also be allocated to enable staff members and coaches to meeting and participate in training outside the school day. In addition to the support for teachers Cambridge education will provide Executive Coaching to school leaders on leading and managing change and accelerating improvement planning. One of the key elements of the Executive Coaching approach will include a focus from day 1 on the exit strategy form the SIG grant. In particular this will include how the school will build internal capacity to ensure that the initiatives continue at the end of the three-year SIG funding.

J. Communication and Stakeholder Involvement/Engagement
4 points

i. Methods of regularly updating school stakeholders on SIG plan implementation.

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.

Henry Street School will design and implement a SIG communications strategy which will ensure that parents, families, local community members and other stakeholders are kept abreast of the SIG plan and its implementation. This plan will utilize a multi-media approach to communications including: in-person SLT and PTA meetings, via monthly mailings, through update bulletin boards, email alerts and notifications of the school website. One strategy will include involving students act as reporters, producing articles, posters and vide-recordings of their personal experiences. At regularly scheduled events, the principal other administrators, staff and students will brief parents on SIG related activities, emerging initiatives and progress towards goals.

K. Project Plan and Timeline
4 points

i. Goals and key strategies for <u>year-one implementation period (June 1, 2014, to June 30, 2015).</u>
The goal for 1 year implementation is to have buy-in by all stake holders. The roll out plan will begin on 6/1/14, when the Principal announces the good news about receiving the grant and be clear on the expectations from teachers. The principal will outline the goals, strategies, and early wins, as they occur.

ii.   Early wins
The 'early wins; that will indicate successful early implementation of the SIG plan will include:
1. Fully active and on-schedule work with partners

2. Professional development in the summer which addresses the need to triangulate, curriculum, assessment and instruction.
3. Restructuring of the school's daily schedule to incorporate:
   - collaborative planning for all teachers on a daily basis
   - the introduction of an effective advisory program which enables the school to address students' social-emotional welfare as well as academic support programs
4. Coaching and support for school leaders as they develop and monitor to improve teacher abilities to realize their beliefs about learning in practice.
5. The introduction of data driven inquiry teams for the systematic analysis of data the use of date throughout the school to drive instruction,
6. The continuation of the Expanded Learning time model will improve student engagement levels and student achievement
7. The appointment of a Parent coordinator who will be responsible engaging more parents in the school community

iii. Leading indicators of success to be examined at least quarterly.

A range of leading indicators will be agreed, examined and reported on at least quarterly. These will include:

1. Baseline performance analysis will be established using the *Framework for Effective Teaching* and 20% of teachers will show growth on key indicators by January 2015. Together, the principal and assistant principals will conduct classroom observations to establish baseline performance levels for key indicators. This information will be tracked using written observation records. School leaders will aggregate, analyze and report their findings after each observation cycle, approximately every 8 weeks.

2. Students on track for 4 year graduation will improve by 5% in each cohort by the end of the first semester. The primary measure of this goal is reported in AERIS on the "Progress to Graduation tracker" which is released at the end of each semester. Cohort data is given to guidance counselors and teachers to analyze, set goals, and action plan. Additionally, guidance counselors maintain credit accumulation trackers after each marking period to help teachers design interventions for students at risks of falling off track.

3. By December 1, 2014 suspension rates will be 20% below the 2012-2013 averages. Suspension rate is reported in OORS. The school will conduct monthly safety meetings where suspension data will be shared and analyzed. An assistance principal in charge of safety will monitor this data and create monthly action plans with other key players – counselors, teachers, and school safety agents.

4. Interim surveys about school culture and tone will reveal the maintenance of over 90% satisfaction staff and student perceptions

5. Student performance on interim assessment and benchmarks, as measured by Inquiry teams will show growth and improvement in key standards for at least 50% of students.

For Section I. Training, Support and Professional Development
iii. Year One Professional Development Plan

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Teacher Effectiveness and Development through Danielson Framework	All Teachers	ASCD	Danielson framework for teacher development	Through the online Advance Data.
Design of Independent Reading Curriculum and Program	All Teachers	ASCD	Growth in reading levels	Through an online assessment
		Cambridge		
		Cambridge		
		Ramapo		

Attachment A
Consultation and Collaboration Documentation Form

01M292

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		

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)	1/28/14	
Type or print name Christine A. Loughlin		

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)	1·28·14	
Type or print name Michael Tarasovic		
Signature (in blue ink)	1.28.14	
Type or print name Dorothea Cody		

01M292 HENRY STREET SCHOOL

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators						
a. Number of minutes in the school year	Min	60390	60390	60390	60390	60390
b. Student participation in State ELA assessment	%	100	98	100	100	100
c. Student participation in State Math assessment	%	100	100	100	100	100
d. Drop-out rate	%	11	19	17 to 15	15 to 11	13 to 7
e. Student average daily attendance	%	92%	88%	89%	90%	91%
f. Student completion of advanced coursework		40	7	10 to 14	13 to 21	16 to 28
g. Suspension rate	%	2%	3%	3%	3%	3%
h. Number of discipline referrals	Num	18%	27%	27%	27%	27%
i. Truancy rate	%	2%	3%	3%	2%	2%
j. Teacher attendance rate	%	96%	95%	95%	95%	95%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20	20	20	20	20
m. Hours of professional development to improve leadership and governance	Num	10	10	10	10	10
n. Hours of professional development in the	Num	10	10	10	10	10

implementation of high quality interim assessments and data-driven action						
II. Academic Indicators						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	3	6 to 9	9 to 15	12 to 21
d. Students scoring "proficient" or higher on Math assessment	%	30	5	8 to 11	11 to 17	14 to 23
e. Average SAT score	Score	442	374	381 to 404	388 to 434	395 to 464
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	0	3 to 5	6 to 10	9 to 15
h. High school graduation rate	%	65	51	53 to 56	55 to 61	57 to 66
i. Ninth graders being retained	%	21	19	18 to 15	17 to 11	16 to 7
j. High school graduates accepted into two or four year colleges	%	47	40	41 to 45	42 to 50	43 to 55

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

Christine A. Loughlin

Professional Experience

2012- Present   Henry Street School for International Studies   New York, NY

Principal

- Designed and implemented coherent and meaningful professional development using Understanding by Design (UBD), Principles of Learning; University of Pittsburgh, The Teacher Effectiveness Danielson Framework.
- Developed and monitored administrative systems to insure for an operational school structure that is efficient and coherent across all grades and subject areas
- Certified as Teacher Effectiveness coach in the Charlotte Danielson Framework. Observe teachers through the HEDI Framework and provide feedback and actionable steps to improve teacher practice.

2008 – Present   Henry Street School for International Studies   New York, NY

Assistant Principal – Upper School

- Differentiated Professional Development for teachers based on their level of experience and competency, through the observation process using Boyles Matrix.
- Innovatively programmed Upper School students each summer and mid-year to maximize student learning and achievement.
- Built leadership capacity through empowering teacher leaders in content area teams and grade teams; worked to support leaders through consistent feedback.
- Analyzed Social Studies Regents' data with teachers; identified achievement gaps; revised curriculum aligned to grade level standards; coached teachers on writing/revising performance tasks aligned to CCLS.
- Insured that students with disabilities are receiving appropriate services in the least restricted environment, and monitored systems to insure that school is in compliance with mandates.

2004 – 2006   The Michael J. Petrides School (K-12)   Staten Island, NY

Assistant Principal – Administration, English, Social Studies, Special Education

- Designed and implemented coherent and meaningful professional development.
- Participated and presented at the annual summer institute in conjunction with St. John's University on curriculum mapping.
- Participated in annual review conferences with teachers, school psychologist, parents/guardians, and counselors to insure students are receiving appropriate services in the least restricted environment.

- Conducted monthly Social Studies and Special Education department meetings.
- Analyzed data to set instructional goals for Comprehensive Educational Plan; analyzed OORS data and implemented plan to improve rates of incidents.
- Organized and participated in all school wide events, i.e. annual Social Studies Fair (Gr. 5-12), High School Information Night, High School Dances, SING Performance, Winter/Spring Concerts, Parent College Meetings, Science Fair, Fashion Shows, Art Shows, Military Ball, HS Orientation, Fashion Show, monthly PTA meetings, NHS ceremony, JNHS ceremony, graduation.
- Supervised and organized all trips including, overnight trips to Washington D.C., and international trips to Italy.
- Supervised and supported deans, school aides, and paraprofessionals; participated in Regional Social Studies, Special Education, and Safety/Security meetings.

1999 – 2004   The Michael J. Petrides School (K-12)   Staten Island, NY
Program Chair

- Constructed academic and non-academic master schedule for elementary, middle, and high school components. Maintained staff and student data base in Redika computer system; produced student and teacher programs; prepared special schedules related to all school trips; prepared regents proctoring schedules for high school teachers.
- Maintained records necessary for hiring substitutes and assigning coverages, prior to the school day. Organized and maintained computerized grading system.

2000 – 2003   The Michael J. Petrides School (K-12)   Staten Island, NY
Middle School Dean

- Imposed ladder of discipline in conjunction with the Chancellor's discipline code; conducted peer mediation; managed after-school detention program; resolved student conflicts through student protocols; presented cases at Superintendent suspense hearings.
- Supervised students and supporting staff in cafeteria during arrival, lunch periods, and dismissal.

1997-1998   William A. Morris Intermediate School 61   Staten Island, NY
Eighth Grade Team Leader and Social Studies Teacher

- Planned and conducted quarterly award assemblies, and commencements; planned and implemented interdisciplinary unit plans with team teachers.
- Organized and maintained incentive "point system' for each student on team; maintain and awarded student and team of the week

Related Professional Experience

2000 - 2002   The Michael J. Petrides School   Staten island, NY

Member of School Leadership Team

Assisted in formulating school policy; prepared and conducted presentation to parents on Middle School organization, and seamless curriculum; assisted in writing the Comprehensive Education Plan (CEP)

2000 - 2001   The Michael J. Petrides School   Staten island, NY

Accreditation Committee

Met monthly with Administration and teachers to evaluate new courses for acclaim; analyzed curriculum maps and guides for the purpose of making recommendation for accreditation; determined weight and credit enumeration.

Teaching Experience	**2006 – 2008 The Michael J. Petrides School (K-12)** **Government & Economics; Grade 12** **Global History and Geography; Grade 9**	**Staten Island, NY**
	1998 – 2004 The Michael J. Petrides School (K-12) **American History; Grade 8**	**Staten Island, NY**
	1995 – 1998 William A. Morris Intermediate School **Social Studies, Grades 6, 7, 8.**	**Staten Island, NY**
	1994– 1995 James Madison High School **Special Education**	**Brooklyn , NY**
Education	*2000* *St. John's University* **MS in Instructional Leadership** Summa Cum Laude	*Queens, NY*
	1997 *College of Staten Island* **MA in Social Studies Education**	*Staten Island, NY*
	1992 *SUNY at Stony Brook* **BA in History** Minor in Child and Family Studies	*Stony Brook, NY*
Credentials/ Accolades	Permanent New York State School Administrator/Supervisor License	
	Staten Islander of the Week	*Awarded by NY One*
Relevant Skills	Fluent in all Microsoft Office applications – including Word, Excel, PowerPoint, and Outlook as well as all Google Applications	
References	Available Upon Request	

Organizational Chart

Principal;
Christine Loughlin

Ass Principal
MS oversight
Advisory;
Stephanie Hasandras

Ass Principal
Data Coach
Teacher Evaluation;
Jeff Perl

Ass Principal
HS Oversight
ELA;
Anita Bonner

Content Area
Specialist
ELA
Patrick Kiefer

Content Area
Specialist
MA
Junno Lee

Content Area
Specialist
SC
Ian Oswell

Content Area
Specialist
Social Studies
Collin Lawrence

Content Area
FL/Arts
Specialist
Michael Tarasovic

Guidance
Counselor
Maurice Engler

Special Needs
Coordinator
Tara Schneider

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	References / Contracts
Cambridge Education LLC 400 Blue Hill Drive Suite 100, North Lobby Westwood, MA 02090 781 636 4043 Cambridge Education provides a wide range of Whole School Reform services which are designed to build school level capacity. These WSR services include: Executive Coaching, for school administrators and teacher leaders; PD for leaders and teachers; PD and curriculum alignment; PD related to Empowering Effective Teachers; PD to to support the development and refinement of school-based professional learning communities; Plan Management.	1. 1M345 Collaborative Academy of Science Technology and Language Arts Education 2. MS 131 3. 09X325 Urban Science Academy 4. 13K419 Science Skill Center High School for Science Technology and the Creative Arts 5. 14K454 Green School: An Academy for Environment Careers 6. 16K498 Brooklyn High School for Law and Technology 7. Peshine Avenue School, Newark, NJ 7. Bryan Elementary School, VA 8. Prince Edward County High School, VA 9. Sussex County Public Schools, VA	Yuet M. Chu CFN 103 Network Leader 335 Adams Street, Rm 524 Brooklyn, NY 11201 YChu@schools.nyc.gov Wanda Brook-Long Special Assistant for Teacher Quality, Office of the Assistant Superintendent Newark Public Schools, Central Office 2 Cedar Street, Newark, NJ 07102 Office: (732) 439-8975 (The former Principal at Peshine Avenue) Kathleen Smith Office of School Improvement Virginia Department of Education 101 North 14th Street PO Box 2120 Richmond, VA 23219 Kathleen.Smith@doe.virginia.gov 804 786 5819

10. Cahokia High School, Illinois	Art Ryan Superintendent Cahokia Unit School District #187 1700 Jerome Lane Cahokia, IL 62206 ryanarts@stclair.k12.il.us (618) 332-4778

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)
	11. Prince George's County Schools, MD - Title I Office	1. Debra Mahone, Director dmahone@pgcps.org Tracey Adesegun, Coordinating Supervisor adesegun@pgcps.org Title I Office- 301-618-8390
	12. Pinellas County Schools, Tampa, FL	2. Pamela Moore, Associate Superintendent, Teaching & Learning services moorep@pcsb.org 727-588-6121
	13. Cypress Fairbanks, ISD, Houston, TX	3, Susan Tyler, Secondary Coordinator susan.tyler@cfisd.net (281) 517-6326
	14. Southfield Public Schools, MI	4.Lynda Wood, Associate Superintendent woodlc@southfield.k12.mi.us (248) 746-850
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)
1.	1.	1.

Description of Services and Results

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)
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

1. 2012-present- Working with 26 Title I Schools focused on research based practices in curriculum assessment and instruction aligned with the Danielson Framework for Teaching, Supporting the development of teacher leaders, demonstration classrooms, walk through practices, collaborative planning practices and effective coaching and job-embedded learning practices school-wide. ASCD Faculty team members are providing support for PLC's, coaching and customized workshops based on needs of each school. Additionally, providing Parent University pilot for five Title I Focus schools. Results to date: Evidence of improved instruction in all schools based on walkthrough data, PLC data that has impacted improved student benchmark data for identified student sub-groups. Integrating the use og digital products to ensure consistency and fidelity to all practices (see attached survey data)

2. 2013-present- Blended PD model to assure consistency and fidelity of what is learned about CCSS instruction and related formative assessment. Working with the district on reforming their district-wide professional learning system to impact adult learning and student learning. The focus has been on implementing the CCSS. Changes in district practices include: identifying and developing district-level Community of Practice (CoP) and school-level Leading the Learning Cadres (LLC-principal and 4 teacher leaders) at every school, providing ongoing professional learning experiences to support CoP and LLC's in developing, customizing PD practices that integrate implementing the CCSS with other district initiatives, practices,

and goals. Results to date: LLC teams are putting in place coaching practices, Lesson Study strategies and other job-embedded practices as they support their teachers with taking the implementation of the CCSS to routine practice. The CoP support teams who are supporting the schools and the LLC teams are becoming the accepted structure district-wide for how customized and differentiated PD is done in the district. The district is presently gathering a variety of data(see LLC sample survey results attached)

3. 2009-present- Working with identified secondary schools with Title I student populations. Providing onsite coaching in those schools with teacher leaders teams and coaches focused on integrating differentiated instruction practices school-wide taking them to routine use. Supported schools in selecting teacher leader teams, and integrating DI with other district practices. Sample results- In several HS and MS ASCD Faculty members have worked specifically with identified subject-area teachers based on overall school need/test results with increased results noted in those subject areas. (see attached case study for additional information)

4. 2009-2012- Worked with the district on reforming their district-wide professional learning system to impact adult learning and student learning via the teacher leader model. Provided support and guidance for teacher leader selection, support and capacity building for the teacher leader teams and principals in each school. The focus was on Understanding by Design and Differentiated Instruction as the district-wide language of learning and pedagogy. ASCD Faculty members provided ongoing coaching and professional learning experiences to build the capacity of teacher leaders in UbD and DI, as well as in impacting and leading the learning of their colleagues. Results- Increased student achievement district-wide, demonstration classrooms and job-embedded professional learning practices district-wide. Use of DI and UbD practices taken to routine use in most schools. Superintendent was named 2012 Michigan Superintendent of the Year, and was one of five finalist for national Superintendent of the Year, she cited the systemic capacity building work of ASCD has a major contributing factor to increased student learning and adult learning in the district (see attached case study as well as video case study link)

i.   **Use of Time.**

In reorganizing for next year, 37 ½ minutes would be incorporated into the school day, to provide extended periods, making all periods 55 minutes long. Advisory and Independent Reading would be scheduled for the same time for all students grades 6-12. On Thursdays, students would have early release, and Middle School students would have one less period on Thursdays, and HS students would have two less periods on Thursdays. Extended Learning Time would be scheduled on Monday thru Friday.   In addition, there will be 6 Saturday Academies in December and January to prep for the Regents Exams, and 6 Saturday Academies in May and June.   SIG will provide per-session funds for building teacher capacity for curriculum development over the summer.

August 11-22/2014 – Independent Reading Curriculum Development Academy for all teachers
September 9th and 10th – Professional Development
October 11, 2014 – Saturday Leadership Retreat
November 8, 2014 – Election Day Professional Development
November 15, 2014 – Saturday Faculty Retreat
February 3, 2015 – Full Faculty Professional Development
March 14, 2014 – Saturday Leadership Retreat
April 25, 2014 – Saturday Faculty Retreat

Example of Schedule:

Periods	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-9:10 1	Instructional core				
9:10- 10:05 2	Instructional core				
10:05-11:00 3	Advisory	Ind. Reading	Ind. Reading	Ind. Reading	Advisory
11:00-11:55 4	Instructional core				
11:55-12:50 5	Instructional core				
12:50-1:45 6	Instructional core				
1:45-2:40 7	Instructional core			Early Release for students – Teacher Collaboration Time	
2:40-3:35 8	Instructional core				Instructional core
3:40-5:30	ELT	ELT	ELT	ELT	ELT

iv.Calendar schedule of the PD events listed for the 2014-2015 school year

Dates:	Professional Development:	Who?
August 12-13-14 and 19-20-21 , 2014	Designing Independent Reading Curriculum	All faculty (38 teachers) Cambridge Education
September 9 and 10, 2014	Professional Development	All faculty (38 teachers)
October 11, 2014	Saturday Leadership Retreat	Admin. Team, Teacher Leaders, coaches, Allison Zmuda and Cambridge Education
November 8, 2014	UBD	Faculty and Allison Zmuda
November 15, 2014	Saturday Faculty Retreat	Faculty, Allison Zmuda and Cambridge Education
February 3, 2015	Full Faculty PD	All faculty (38 teachers)
March 14, 2015	Saturday Leadership Retreat	Admin. Team, Teacher Leaders, and coaches
April 25, 2015	Saturday Faculty Retreat	Admin. Team, Teacher Leaders, and coaches
June 5, 2015	Full Faculty PD	Admin. Team, Teacher Leaders, coaches, Allison Zmuda and Cambridge Education

i. **Year one implementation period (June 1, 2014, to June 30, 2015).**

PD Activity	Target Audience	Organization / Agent Delivering PD	Desired Measurable Outcome	How Outcome will be analyzed and reported
Independent Reading Summer School	All teachers	Cambridge Education	All teachers will be able to implement Independent Reading	Classroom observations and Monthly monitoring to ensure that all staff are implementing Independent Reading
Leadership coaching	School leaders	ASCD/Allison Zmuda	Through regular coaching the school leaders will provide high quality leadership and management of implementation of the improvement plan.	Monthly motoring meetings indicate that all aspects of the SIG plan are on track. Surveys and focus group meetings indicate that the SIG plan is having a positive impact on all identified aspects
Content area coaching and job embedded PD	All teachers	Cambridge Education	Through regular coaching, teacher effectiveness in all content areas will improve as measured by the *Framework for Effective teaching*	Monitoring of teacher performance using Framework by administrators Subjective reports of coaches Observed instruction
"Train the Trainer" workshops to build facilitation skills team-building in classrooms	All teachers	Ramapo for Children	Through attendance at workshops teachers will able to become engaged and support students team-building activities.	Monitoring of teacher participation in classroom based team-building activities

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

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

Partner Organization Name and Contact Information	Schools the partner has successfully supported in the last three years	References / Contracts
(attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the		(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
Partner Organization Name and Contact Information and description of type of service provided.		

School Survey Results	Collaborative Academy of Science (01M345			Sun Yat Sen (M.S. 131)		
Academic Expectations	6.6	7.7	+1.1	7.2	7.9	+0.7
Communications	5.6	7.5	+1.9	6.4	7.5	+1.1
Engagement	6.6	7.2	+0.6	6.9	7.2	+0.3
Safety and Respect	6.7	7.4	+0.7	7.6	7.8	+0.2

Newark, New Jersey (2010-2011)

Cambridge Education supported the improvement of Peshine Avenue Preparatory School for the school year 2010-2011. Our work was focused on supporting math instruction in grades 3-8. However, the work of our staff and coaches also impacted on all core areas. During our engagement the school saw gains on NJASK tests as high as 26.3 percentage points in the 6th Grade and comparable gains across other grades.

NJASK	Peshine Avenues School ALL Grades				Newark Public Schools ALL Grades				New Jersey State ALL Grades			
Prof & Above	2009 bench mark	2010	2011	2 year gain	2009 bench mark	2010	2011	2 year gain	2009 bench mark	2010	2011	2 year gain
LAL	22.4%	26.3%	32.1%	+9.7%	43.8%	40.8%	39.8%	-4.0%	43.6%	41.2%	40.8%	-2.8%
Math	21.8%	29.7%	40.7%	+18.9%	48.5%	48.4%	51.7%	+3.2%	51.1%	52.2%	54.9%	+3.8%
Science	43.0%	58.7%	56.6%	+13.6%	69.6%	70.8%	63.5%	-6.1%	69.8%	71.1%	66.6%	-3.2%

Cambridge Education

Virginia DOE - Lead Turnaround Partner: (2010 -2013)

Chambliss Elementary School, Sussex VA

The charts below, which are drawn from Cambridge Education's School Turnaround Partner, work with Chambliss Element Sussex County, VA

Year	2010	2011	2012	2013	Change in Rank
Reading	1118th	1002th	1023th	368th	+750
Math	1052th	950th	756th	237th	+815

This above table shows the position of Chambliss Elementary School, where we were LTP, in terms of reading and math scores compared with all schools in Virginia when ranked as a league table.
The school climbed 750 places up the table of all schools in reading and 815 places in math over the period during which we were the LTP.

Prince Edward High School, VA LTP 2010 -2013

Initial Impact:

The following charts show the impact at the end of the first year of our engagement Cambridge Education LTP engagement:

Overall Performance

Subject	2009-2010	2010-2011	Change
Algebra I	84%	96.1%	+12.1%
Algebra II	74%	94.1%	+20.1%
Geometry	73%	82.7%	+9.7%
Reading	87%	87%	0
Earth Science	70%	81%	+11%
Biology	75%	84%	+9%
Chemistry	81%	92.4%	+11.4%

Cambridge Education

African American Achievement

Subject	2009-2010	2010-2011	Change
Reading	82%	81.2%	-0.8%
Math	68%	85.3%	+17.3%
Science	66%	73.6%	+7.6%

Economically Disadvantaged

Subject	2009-2010	2010-2011	Change
Reading	70%	81 %	+11%
Math	70%	89%	+19%
Science	67%	75%	+8%

Special Needs

Subject	2009-2010	2010-2011	Change
Reading	63%	55%	-8%
Math	59%	72%	+13%
Science	50%	59%	+9%

Cambridge Education

Sustainable Impact:

The table below shows the Impact at end of the three year as Cambridge Education LTP engagement.

Prince Edward County High School had not attained accreditation due to low graduation rates. The table below shows the school's attainment of all accreditation standards at the end of the 2013 school year. In 2013 the school maintained its progress and was fully accredited for a second consecutive year.

Core Subjects	Benchmark	2010	2011	2012	2013	Met Accreditation Benchmark
English: reading	70	87	88	76	88	YES
English :Writing	70	83	90	90	83	YES
Mathematics	70	76	88	67	75	3YR
History and Social Science	70	86	69	79	81	YES
Science	70	74	86	84	83	YES
Graduation Index	85	-	81	88	90	YES

Position relative to all high schools in the state:

English: Reading

2010 (benchmark)	2011	2012	2013	Rise
313	306	259	197	+116

English: Writing

2010 (benchmark)	2011	2012	2013	Rise
293	239	171	239	+54

Mathematics

2010 (benchmark)	2011	2012	2013	Rise
657	544	484	464	+ 193

Science

2010 (benchmark)	2011	2012	2013	Rise
391	346	248	270	+ 121

History and Social Science

2010 (benchmark)	2011	2012	2013	Rise
350	370	289	286	+ 64

Cambridge Education

New York City Children First Network 103

During the 2012-2013 academic year Cambridge Education worked with Children First Network 103. The team used the Cambridge Education framework of their Common Priorities approach to support the development and refinement of school-based professional learning communities. With guidance and collaboration with Cambridge Education consultants and network coaches, teacher teams designed Common Core-aligned units, analyzed assessment results, developed lessons, and conducted peer observations. These activities not only immediately improved teaching and learning, but also built significant capacity in the schools.

The following are examples of progress made by two of these schools during our engagement:

Category	Collaborative Academy of Science (01M345)			Sun Yat Sen (M.S. 131)		
	2011-2012	2012-2013	Change	2011-2012	2012-2013	Change
Overall Score	45.7	53.0	+7.3	68.4	88.1	+19.7
Percentile Rank	25	39	+14	79	98	+19
Closing the Achievement Gap Points	3.3	4.3	+1	4.3	6.0	+1.7
Progress Score	23.4	31.5	+8.1	42.4	55.2	+12.8
Median Adjusted Growth Percentile, ELA	58.0	63.0	+5	70.0	81.0	+11
Median Adjusted Growth Percentile, ELA Low 3rd	72.0	84.0	+12	79.0	93.0	+14
Median Adjusted Growth Percentile, Math	49.0	60.0	+11	69.0	81.0	+12
Median Adjusted Growth Percentile, Math Low 3rd	56.0	79.0	+23	65.5	85.0	+19.5
Environment Score	2.9	6.4	+3.5	8.4	10.5	+2.1

Cambridge Education

Enabling Sustainable Change through Partnerships: Evidence of Impact
February 2014

Cambridge Education

3. By December 1, 2014 suspension rates will be 20% below the 2012-2013 averages. Suspension rate is reported in OORS. The school will conduct monthly safety meetings where suspension data will be shared and analyzed. An assistance principal in charge of safety will monitor this data and create monthly action plans with other key players – counselors, teachers, and school safety agents.

4. Interim surveys about school culture and tone will reveal the maintenance of over 90% satisfaction staff and student perceptions

5. Student performance on interim assessment and benchmarks, as measured by Inquiry teams will show growth and improvement in key standards for at least 50% of students.

i. Goals and key strategies for <u>year-one implementation period (June 1, 2014, to June 30, 2015)</u>.

The goal for 1 year implementation is to have buy-in by all stake holders. The roll out plan will begin on 6/1/14, when the Principal announces the good news about receiving the grant and be clear on the expectations from teachers. The principal will outline the goals, strategies, and early wins, as they occur.

ii.   Early wins

The 'early wins; that will indicate successful early implementation of the SIG plan will include:
1. Fully active and on-schedule work with partners
2. Professional development in the summer which addresses the need to triangulate, curriculum, assessment and instruction.
3. Restructuring of the school's daily schedule to incorporate:
   - collaborative planning for all teachers on a daily basis
   - the introduction of an effective advisory program which enables the school to address students' social-emotional welfare as well as academic support programs
4. Coaching and support for school leaders as they develop and monitor to improve teacher abilities to realize their beliefs about learning in practice.
5. The introduction of data driven inquiry teams for the systematic analysis of data the use of date throughout the school to drive instruction,
6. The continuation of the Expanded Learning time model will improve student engagement levels and student achievement
7. The appointment of a Parent coordinator who will be responsible engaging more parents in the school community

iii. Leading indicators of success to be examined at least quarterly.

A range of leading indicators will be agreed, examined and reported on at least quarterly. These will include:
1. Baseline performance analysis will be established using the *Framework for Effective Teaching* and 20% of teachers will show growth on key indicators by January 2015. Together, the principal and assistant principals will conduct classroom observations to establish baseline performance levels for key indicators. This information will be tracked using written observation records. School leaders will aggregate, analyze and report their findings after each observation cycle, approximately every 8 weeks.

2. Students on track for 4 year graduation will improve by 5% in each cohort by the end of the first semester. The primary measure of this goal is reported in AERIS on the "Progress to Graduation tracker" which is released at the end of each semester. Cohort data is given to guidance counselors and teachers to analyze, set goals, and action plan. Additionally, guidance counselors maintain credit accumulation trackers after each marking period to help teachers design interventions for students at risks of falling off track.

impact of partner-services.	schools)
1.	1)
2.	2)
3.	3)
4.	4)
5.	5)
6.	6)
7.	7)
8.	8)
9.	9)
10.	10)
10.	10)

Bryan Elementary School, Hampton, VA (2013)

Cambridge Education started working as School Improvement Partner with the school in January 2013. By the end of the 2013-2104 school year, Bryan Elementary School had made significant growth compared to other VA schools. The 3rd grade test scores took the school 43 places up the table of all schools while in math the rise was 88 places. At fourth grade, reading scores took the school up 94 places and in math the scores rose 507 places. At fifth grade the reading scores took the school up 11 places while math took the school up 386 places.

	Reading			Math		
Year	2012	2013	Difference	2012	2013	Difference
3rd Grade	1110	1067	+43	1120	1032	+88
4th Grade	1119	1025	+ 94	1118	611	+507
5th Grade	1091	1080	+11	1002	616	+386

Illinois Lead Turnaround Partner

Cahokia High School (CHS), Illinois

Cambridge Education is the Lead Partner for the CHS School Improvement Grant (SIG) 3-year Transformation Program which commenced in September 2012.

Overview of year 1

All performance indicators showed some improvement over the first year and the SIG goal for improving attendance was met. Although Prairie State Assessment Examination (PSAE) results improved, goals were not fully met. Nevertheless, secure foundations had been established on which to pursue significantly improved academic outcomes during the lifetime of the SIG, in line with the State's expectations for their Leading / Lagging Indicators.

Goal 1

"The 2011 PSAE results show 9.4% of CHS's ALL students in the Meets/Exceeds category of math. The percentage of ALL students in the Meets/Exceeds category in math will increase to 18% in 2013; 27% in 2014; and 38% in 2015."

The proportion of students in the Meets/Exceeds category for the math component of the PSAE has shown steady improvement over the last three years as illustrated in Figure 2.1.

Cambridge Education

Figure 2.1:   Percentage of All Students in the Meets/Exceeds Category for Math PSAE
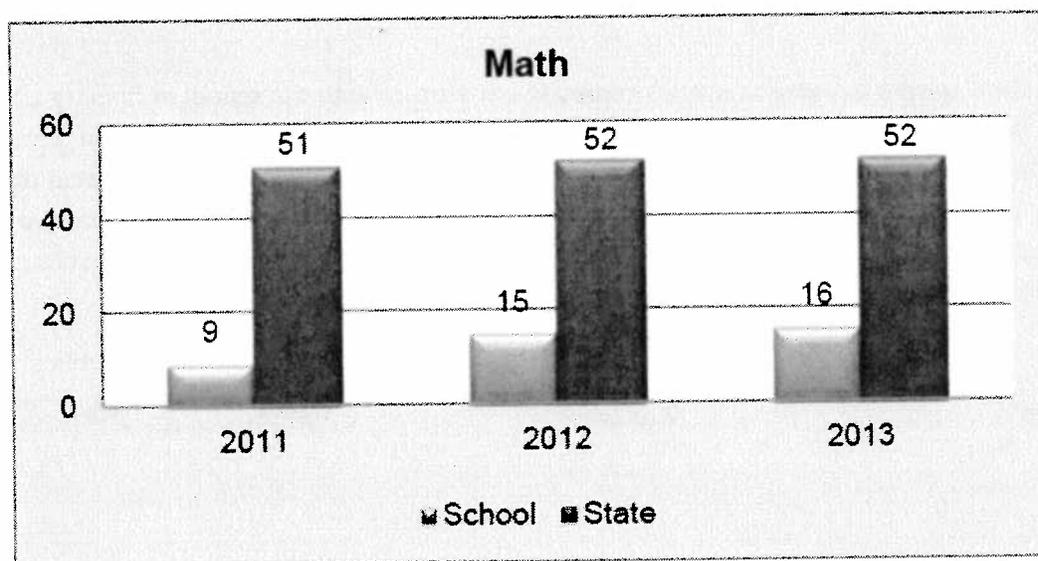
Although the increase from 2012 to 2013 was modest at just over 1%, the math PSAE at 16% was slightly below the target of 18%; this compares favorably with a slight fall across the State. Informal data also suggests that this was the largest increase by any school in our SIG cohort.

There was little difference in the performance of male and female students. This contrasts with the previous two years when the proportion of female students who met or exceeded was much lower than the proportion of males.

Goal 2
"The 2011 PSAE results show 14.9% of CHS's ALL students in the Meets/Exceeds category of reading. The percentage of ALL students in the Meets/Exceeds category in reading will increase to 30% in 2013; 45% in 2014; and 55% in 2015."

The proportion of students in the Meets/Exceeds category for the reading component of the PSAE has also shown steady improvement over the last three years as depicted in Figure 2.2

Cambridge Education

Figure 2.2 Percentage of All Students in the Meets/Exceeds Category for Reading PSAE
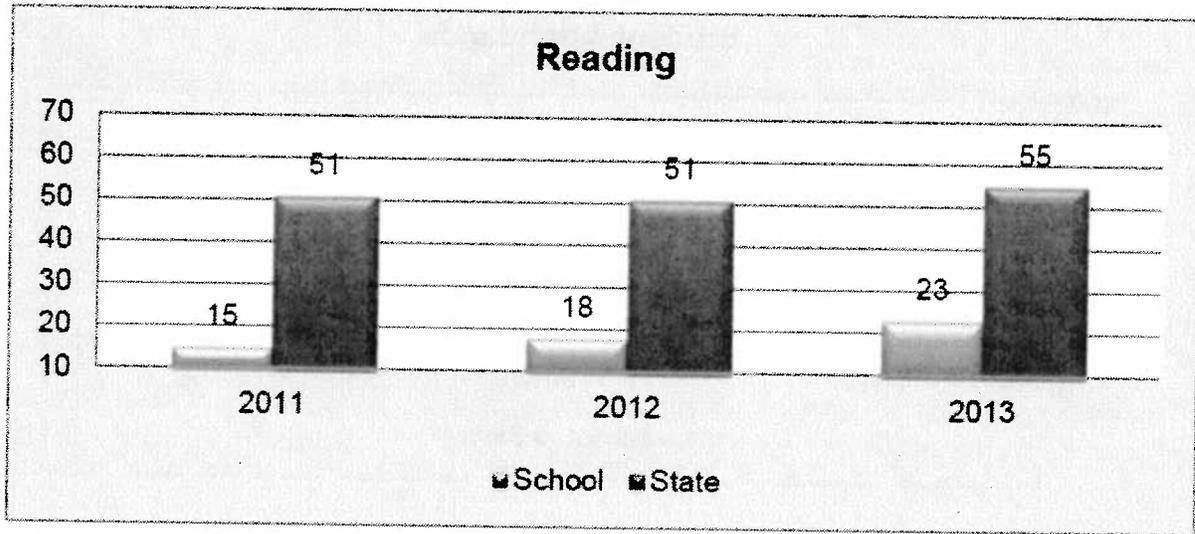
While the target of 30% was not reached, the increase in reading was ahead of that for the State and informal data shows that this was the second largest in our SIG cohort. Female students performed much higher than male students in both SY 2012-13 and 2010-11.

Goal 3

"Improve school culture by creating a learning environment that engages all stakeholders in order to increase student achievement on state assessments to 38% in mathematics and 55% in reading by 2015."

Annual student attendance increased from 84% to 87.1% from School Year (SY) 2011-12 to SY 2012-13, meeting the SIG grant goal of 86%. Attendance for students with Individual Education Plans (IEP) rose from 80.5% to 86%. A number of factors supported this increase including more direct contact with students and families by counselors and the Stay In School (SIS) program from St. Clair County. An incentive program was also introduced.

Cambridge Education

Figure 2.3. Student Attendance Rates

Student Attendance

Year	School	State
2011	84	94
2012	84	94
2013	87	94

■School ■State
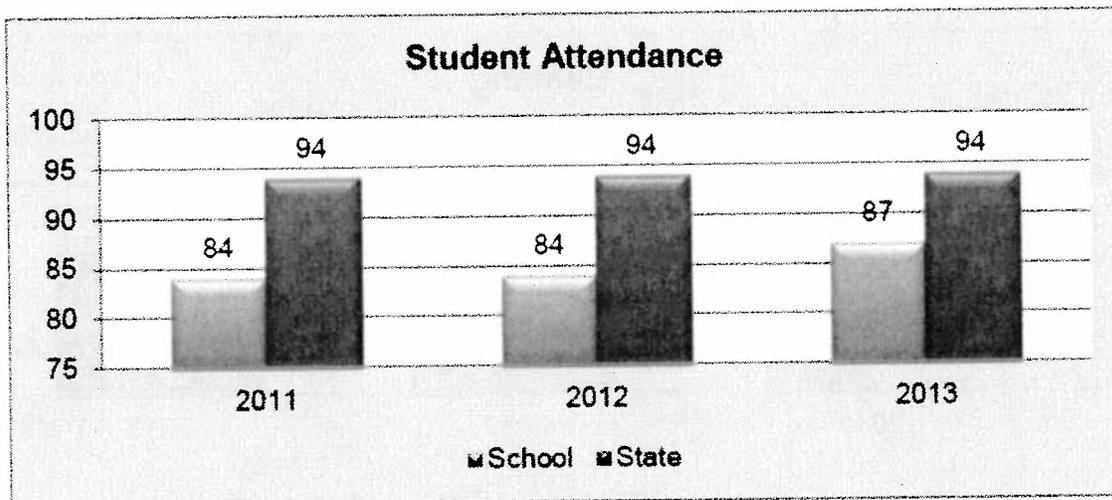
Data indicate that the number of behavior incidents fell by approximately 30% in SY 2012-13. A significant contributory factor was the opening of SWIS (School With-In a School), where students who were experiencing significant difficulty in conforming in regular classrooms were placed. Students then had to earn the right to attend regular classes.

The 5-year student graduation rate rose from 74.8% to 79.4% from SY 2011-12 to SY 2012-13.

Other Indicators

In addition to the indicators previously described, school improvement at CHS was reflected in a number of other indicators, in line with the State's Leading/Lagging indicators, which reflected both positive developments and areas in need of continued, focused support including:

- **Enrollment in Advanced Placement** - In SY 2011-12, 56 students enrolled in Advanced Placement (AP) courses. This number increased by 3 in SY 2012-13. AP classes contained 98 students at the start of SY 2013-14. This very significant increase is attributed to the introduction of multiple pathways three years ago, teachers, coaches and counselors highlighting the importance of AP classes with students and students beginning to recognize the importance of taking rigorous classes in high school.

- **Enrollment in honors courses** - 71 students (7.8%) completed advanced math courses in SY2012-13, compared with 53 (5.7%) in SY 2011-12. The number of honors classes in earlier grades has increased for SY 2013-14 to support further increases in students taking AP and advanced level math courses in the future.

Cambridge Education

- **College Entry** - 102 seniors requested transcripts to be sent to post-secondary institutions, representing 46% of the senior class. While formal data had not been kept in previous years, it has been calculated that a figure closer to 10% of senior students requested this in previous years.

- **Teacher attendance** – This rate fell slightly in SY 2012-13, 93% to 92%. This is in part explained by a small number of teachers with significant health issues, as well as maternity leave. The district offers a financial incentive for good attendance and teachers will be reminded of this as part of a broader rewards and recognition package linked to attainment of SIG goals.

- **Teacher evaluation** - In SY 2011-12, 48 teachers were evaluated, with 38 ranked as excellent, 8 satisfactory and 2 unsatisfactory. In SY 2012-13, 43 teachers were evaluated, with 30 being excellent, 11 satisfactory, one needs improvement and 1 unsatisfactory. This produces a fall in the number of teachers rated excellent from 79% in SY 2011-12 to 70% in SY 2012-13. The proportion is expected to drop further in SY 2013-14 when the new evaluation framework will be introduced.

- **Family and Community involvement** - Open Evenings for incoming 9th and 10th grade students and their families were relatively well attended, with 50 and 35 families represented respectively. Toward the end of the year a volunteer family and community coordinator was in place. By the end of the school year more than a quarter of teachers were regularly handing in home contact logs, with over 100 families being contacted each week on average.

Cambridge Education

Ramapo for Children

Impact on Teachers

A growing body of empirical data indicates that teacher satisfaction and sense of efficacy is one arena in which Ramapo has had a significant impact. Surveys conducted at the conclusion of professional development activities provide evidence of learning outcomes for teachers. **Ninety-seven percent of teachers reported that they were able to establish productive relationships with their students after attending Ramapo Training**. Teachers also reported overall improvements in their sense of self-efficacy and their job satisfaction, which both affect important outcomes that include positive classroom management, attitudes about teaching, and individual student achievement.

Ramapo's teacher trainings—including workshops and individual coaching—have been evaluated in consultation with an outside evaluator in order to better understand what happens in schools and classrooms once teachers gain new skills, beliefs, and attitudes because of our trainings. The evaluation consultant created a questionnaire based on standardized and validated measures that have been widely used for many years in education research to assess teacher efficacy and its impact on student achievement. From 2007-2009, in the formative assessment phase of this project, over 250 questionnaires were gathered in 13 diverse New York City schools, which were representative of our partner schools.

At the beginning and end of workshops, teachers reported their: 1) sense of efficacy, or perceived effectiveness, in reaching and engaging students; and 2) job satisfaction, which includes feelings of personal accomplishment, as well as job-related stress and emotional strain. Teachers reported **overall improvements in efficacy and job satisfaction** after six hours of workshops, and preliminary data show that improvements continue with individual coaching.

Ramapo is currently in the next phase of this study, and a sample of Ramapo's 2011-2012 partner schools is being studied to assess outcomes related to teachers' perceptions about their ability to work effectively with students (their efficacy beliefs), their attitudes about engaging with disconnected youth, and their confidence as behavior mangers. In order to assess these facets of the program, surveys are being administered three times to educators in schools that purchase our more intensive intervention packages. These surveys are administered before the work begins, at the mid-point of the intervention, and when the work is completed. This survey, designed by our outside evaluator, uses standardized and validated measures for assessing teacher efficacy, which in turn affects student achievement, and explores Ramapo's impact on the following indicators:
- Teacher stress and emotional strain
- Teacher job satisfaction
- Teacher's perception of efficacy in their work

- Sense of responsibility for student outcomes
- Confidence about the ability to influence students' lives
- Commitment to engaging and motivating every child in the classroom, particularly those who are most difficult to reach

Impact on Students

Empirical data also indicates that schools who work with Ramapo Training experience meaningful decreases in behavior incidents and initial referrals to special education. Ramapo tracks publicly available data on the school environment, referral rates, and suspensions (when available) in the schools we serve. Taken together, this data clearly indicates that teachers who receive professional development from Ramapo Training are better prepared to keep students who experience behavioral challenges in the classroom with access to learning. For example, the chart below shows that, while there has been a decrease in referrals to special education throughout New York City, schools in which Ramapo works show a decrease that was significantly larger. This indicates that the schools are developing increased capacity to provide all students access to instruction in the least restrictive environment.

Average Referrals to Special Education Services for Partner Schools

One Year Relationship*: 3.2% → 0.9%, 2.3%
Two Year Relationship*: 2.4% → 0.8%, 1.6%
Three Year Relationship*: 1.3% → 1.2%, 0.1%
All New York City Schools: 2.6% → 0.7%, 1.9%

■ 2009-2010 ■ 2010-2011
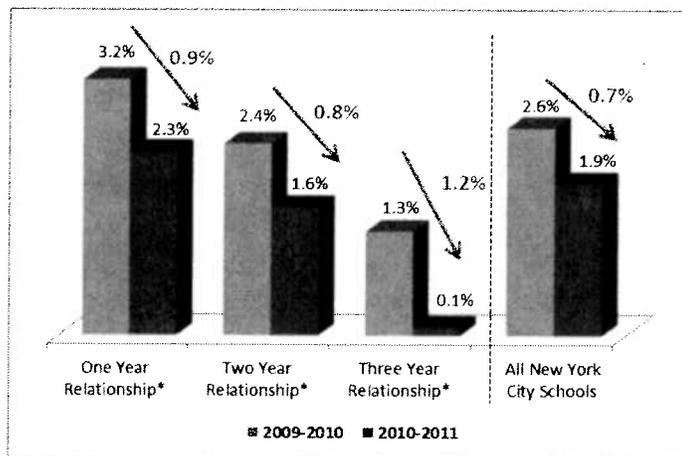
Ramapo partner schools with one year relationships include 103 schools; two year 27 schools; three year 5 schools.

Attachment A

Consultation and Collaboration Documentation Form

01M292

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) *Christa A. Doyle*		
Type or print name Christa A. Doyle		

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]*	1/28/14	
Type or print name Michael Tarasovic		

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]*	1-28-14	
Type or print name Dorothea Cody	1.28.14	

01M292 HENRY STREET SCHOOL

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators						
a. Number of minutes in the school year	Min	60390	60390	60390	60390	60390
b. Student participation in State ELA assessment	%	100	98	100	100	100
c. Student participation in State Math assessment	%	100	100	100	100	100
d. Drop-out rate	%	11	19	17 to 15	15 to 11	13 to 7
e. Student average daily attendance	%	92%	88%	89%	90%	91%
f. Student completion of advanced coursework		40	7	10 to 14	13 to 21	16 to 28
g. Suspension rate	%	2%	3%	3%	3%	3%
h. Number of discipline referrals	Num	18%	27%	27%	27%	27%
i. Truancy rate	%	2%	3%	3%	2%	2%
j. Teacher attendance rate	%	96%	95%	95%	95%	95%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20	20	20	20	20
m. Hours of professional development to improve leadership and governance	Num	10	10	10	10	10
n. Hours of professional development in the	Num	10	10	10	10	10

implementation of high quality interim assessments and data-driven action						
II. Academic Indicators						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	3	6 to 9	9 to 15	12 to 21
d. Students scoring "proficient" or higher on Math assessment	%	30	5	8 to 11	11 to 17	14 to 23
e. Average SAT score	Score	442	374	381 to 404	388 to 434	395 to 464
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	0	3 to 5	6 to 10	9 to 15
h. High school graduation rate	%	65	51	53 to 56	55 to 61	57 to 66
i. Ninth graders being retained	%	21	19	18 to 15	17 to 11	16 to 7
j. High school graduates accepted into two or four year colleges	%	47	40	41 to 45	42 to 50	43 to 55

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

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

I. Leading Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	historically underserved students will enroll

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

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

  s. Student scoring "proficient" or higher on ELA assessment
  2012-13 data used as baseline due to change in exam
  t. Students scoring "proficient" or higher on Math assessment
  2012-13 data used as baseline due to change in exam.
  u. Average SAT score
  Averaged between three subjects.
  v. Students taking PSAT
  All students are required to take the PSAT.

  w. Students receiving Regents diploma with advanced designation
  Advanced regents rate from NYSED; 2008, 4-year August cohort.
  x. High school graduation rate
  Graduation rate from NYSED; 2008, 4-year August cohort.
  y. Ninth graders being retained
  100% minus percent earning 10+ credits in year 1 from 2011-12
  z. High school graduates accepted into two or four year colleges
  College enrollment rate from 2011-12.

Christine A. Loughlin

Professional Experience

2012- Present   Henry Street School for International Studies   New York, NY

Principal

- Designed and implemented coherent and meaningful professional development using Understanding by Design (UBD), Principles of Learning; University of Pittsburgh, The Teacher Effectiveness Danielson Framework.
- Developed and monitored administrative systems to insure for an operational school structure that is efficient and coherent across all grades and subject areas
- Certified as Teacher Effectiveness coach in the Charlotte Danielson Framework. Observe teachers through the HEDI Framework and provide feedback and actionable steps to improve teacher practice.

2008 – Present   Henry Street School for International Studies   New York, NY

Assistant Principal – Upper School

- Differentiated Professional Development for teachers based on their level of experience and competency, through the observation process using Boyles Matrix.
- Innovatively programmed Upper School students each summer and mid-year to maximize student learning and achievement.
- Built leadership capacity through empowering teacher leaders in content area teams and grade teams; worked to support leaders through consistent feedback.
- Analyzed Social Studies Regents' data with teachers; identified achievement gaps; revised curriculum aligned to grade level standards; coached teachers on writing/revising performance tasks aligned to CCLS.
- Insured that students with disabilities are receiving appropriate services in the least restricted environment, and monitored systems to insure that school is in compliance with mandates.

2004 – 2006   The Michael J. Petrides School (K-12)   Staten Island, NY

Assistant Principal – Administration, English, Social Studies, Special Education

- Designed and implemented coherent and meaningful professional development.
- Participated and presented at the annual summer institute in conjunction with St. John's University on curriculum mapping.
- Participated in annual review conferences with teachers, school psychologist, parents/guardians, and counselors to insure students are receiving appropriate services in the least restricted environment.

- Conducted monthly Social Studies and Special Education department meetings.
- Analyzed data to set instructional goals for Comprehensive Educational Plan; analyzed OORS data and implemented plan to improve rates of incidents.
- Organized and participated in all school wide events, i.e. annual Social Studies Fair (Gr. 5-12), High School Information Night, High School Dances, SING Performance, Winter/Spring Concerts, Parent College Meetings, Science Fair, Fashion Shows, Art Shows, Military Ball, HS Orientation, Fashion Show, monthly PTA meetings, NHS ceremony, JNHS ceremony, graduation.
- Supervised and organized all trips including, overnight trips to Washington D.C., and international trips to Italy.
- Supervised and supported deans, school aides, and paraprofessionals; participated in Regional Social Studies, Special Education, and Safety/Security meetings.

1999 – 2004   The Michael J. Petrides School (K-12)   Staten Island, NY
Program Chair

- Constructed academic and non-academic master schedule for elementary, middle, and high school components. Maintained staff and student data base in Redika computer system; produced student and teacher programs; prepared special schedules related to all school trips; prepared regents proctoring schedules for high school teachers.
- Maintained records necessary for hiring substitutes and assigning coverages, prior to the school day. Organized and maintained computerized grading system.

2000 – 2003   The Michael J. Petrides School (K-12)   Staten Island, NY
Middle School Dean

- Imposed ladder of discipline in conjunction with the Chancellor's discipline code; conducted peer mediation; managed after-school detention program; resolved student conflicts through student protocols; presented cases at Superintendent suspense hearings.
- Supervised students and supporting staff in cafeteria during arrival, lunch periods, and dismissal.

1997-1998   William A. Morris Intermediate School 61   Staten Island, NY
Eighth Grade Team Leader and Social Studies Teacher

- Planned and conducted quarterly award assemblies, and commencements; planned and implemented interdisciplinary unit plans with team teachers.
- Organized and maintained incentive "point system' for each student on team; maintain and awarded student and team of the week

Related Professional Experience	**2000 - 2002 NY**	**The Michael J. Petrides School**	**Staten island, NY**

Member of School Leadership Team

Assisted in formulating school policy; prepared and conducted presentation to parents on Middle School organization, and seamless curriculum; assisted in writing the Comprehensive Education Plan (CEP)

2000 - 2001 NY   The Michael J. Petrides School   Staten island,

Accreditation Committee

Met monthly with Administration and teachers to evaluate new courses for acclaim; analyzed curriculum maps and guides for the purpose of making recommendation for accreditation; determined weight and credit enumeration.

Teaching Experience	**2006 – 2008 The Michael J. Petrides School (K-12)** **Government & Economics; Grade 12** **Global History and Geography; Grade 9**	**Staten Island, NY**
	1998 – 2004 The Michael J. Petrides School (K-12) **American History; Grade 8**	**Staten Island, NY**
	1995 – 1998 William A. Morris Intermediate School **Social Studies, Grades 6, 7, 8.**	**Staten Island, NY**
	1994– 1995 James Madison High School **Special Education**	**Brooklyn , NY**
Education	*2000* *St. John's University* **MS in Instructional Leadership** Summa Cum Laude	*Queens, NY*
	1997 *College of Staten Island* **MA in Social Studies Education**	*Staten Island, NY*
	1992 *SUNY at Stony Brook* **BA in History** Minor in Child and Family Studies	*Stony Brook, NY*
Credentials/ Accolades	Permanent New York State School Administrator/Supervisor License *Staten Islander of the Week* *Awarded by NY One*	
Relevant Skills	Fluent in all Microsoft Office applications – including Word, Excel, PowerPoint, and Outlook as well as all Google Applications	
References	Available Upon Request	

Transformation: HENRY STREET SCHOOL (01M292)

Category	Primary SIG Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Code 15	Student Support	**1.0 FTE Guidance Counselor.** Year 1, 2, and 3: SIG funds will be allocated to support a full-time guidance counselor for middle school students. This supplemental counselor will conduct interventions and mediations, assist with scheduling and programming, and mediate and counsel students as necessary. This additional counselor will ensure that each grade level has their own guidance counselor for support. The presence of an additional guidance counselor will provide an alternative to traditional discipline and the opportunity for more proactive disciplinary measures and increased student engagement and achievement.	$75,000	$75,000	$75,000	$225,000	Guidance counselors are integral for helping students to build the skills and tools for self management and conflict resolution. Each student that this counselor works with will have an improved skill set for dealing with challenges and obstacles in their academic and personal lives. Counselors are also important for thoughtfully scheduling and programming students. Impacted students will be on-track for graduation and promotion as a result of their counselor's assistance and supervision. Additional funding streams will be sought to sustain this position at the end of the 2015-16 school year.
Code 15	Teacher Evaluation (APPR) Implementation	**0.75 FTE Assistant Principal.** Year 1, 2, 3 SIG funds will be allocated to fund AP Organization to build systems and structures for school improvement. AP will focus on providing faculty with instructional coaching, and weekly Professional Development on APPR. AP will also provide systems around instructional support insuring the needs of our high need sub groups are met. In year 1, SIG will provide 75% of this funding, year 2, 60 % year 3, 50%.	$73,679	$50,000	$40,000	$163,679	Through the establishment of sustainable structures and systems to improve the school in terms of APPR, professional development, and building structures and systems that are sustainable. AP Organization will also support the development of lead staff members who can continue the work of maintaining effective systems at the conclusion of SIG and/or the partnership.
Code 15	Instruction	**1.0 FTE Technology Coach.** SIG will provide for a full time Technology Coach in year 1 to provide training and Professional Development on the integration of I-Pads into the curriculum and instructional program. In year 2 and 3 of SIG, the teachers will have had the training so the use of the technology by teachers will be sustainable.	$62,000	$0	$0	$62,000	Because year 1 of SIG will provide for a technology coach, teachers will have already been trained. Also, 21st C funds will be used to pay teachers per-session to maintain the equipment and sustain the PD's.
Code 15	Use of Time	**Hourly Per Session.** In year 1, SIG will supplement use of time to develop curriculum over the summer for the independent reading program. (6 days x 4 hours x25 faculty members x $42)	$18,136	$0	$0	$18,136	The curriculum written during the summer in year 1 will be revisited throughout the year during faculty collaboration time, and serve as a living document. Funds from priority and focus will serve as use of time for any extensive time outside professional development within the school day.
Code 40	Teacher Training Metamorphosis	**Metamorphosis'** "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.	50,000	25,000	25,000	$100,000	Title 1 funds will be repurposed to sustain this activity.
		Subtotal Code 15	228,815	125,000	115,000	468,815	
		Subtotal Code 16	0	0	0	0	
Code 40	School Climate and Discipline	The SIG plan will provide for 15 coaching days by **Ramapo for children** in three years (year 1 - 7, year 2 -5, year 3 -3) and 6 facilitated workshops (2 per each year) on managing difficult behavior. Ramapo's work will build teacher capacity to deal with classroom behaviors and situations that are challenging. Ramapo specifically focuses on supporting teachers who work closely with students with disabilities. The work with Ramapo will reduce behavior referrals, perceptions of school safety will improve, and achievement levels for SWDs will increase.	$12,150	$9,450	$4,050	$25,650	The coaching performed by Ramapo for Children specialize in behavior management and instructional strategies for SWDs and will provide teachers with skills, strategies, and curricula that will be effective beyond the conclusion of SIG. Continued supervision of teachers in these disciplines will ensure that capacities and practices introduced by Ramapo consultants are sustained after SIG.
Code 40	School Climate and Discipline	**Ramapo for children** will provide students with the experience of a new environment. Having them tackle new challenges. Trips to Ramapo's Rhinebeck campus helps participants overcome ingrained perceptions of each other and reset relationships, a critical step towards changing behavior in the classroom. A sense of community is reinforced through shared adventure and activities that require shared responsibility.	$14,850	$0	$0	$29,700	The experience students have by Ramapo for Children in tackling new challenges will provide a sense of self-efficacy that will give them the skills to monitor their own behavior beyond the conclusion of the SIG. Continued monitoring of students in these disciplines will ensure that capacities and practices introduced on these retreats by Ramapo consultants are sustained after the SIG.

Code	Area	Description					Sustainability
Code 40	School Climate and Discipline	The SIG will provide for a full staff retreat at the beginning of each year (1 per year) over the course of the three year grant. **Ramapo for children** will provide team building exercises and help participants overcome their ingrained perceptions about their role in the community.	$2,310	$2,310	$2,310	$6,930	The retreat will provide opportunities for staff to create values and goals, and they will be supported by the leadership team throughout the years beyond the conclusion of the SIG.
Code 40	Curriculum	SIG will provide funding for **Cambridge Education** coaches to support the alignment of curriculum development, high quality instruction and assessment. In Year 1 the coaches will focus on the use of the Cambridge Education Common Priorities approach to support the development and refinement of school-based professional learning communities. With guidance and collaboration with Cambridge Education coaches, teacher teams design Common Core-aligned units, analyze assessment results, develop lessons, and conduct peer observations. As the SIG program develops the coaches will support teachers as they improve their instructional practices and improve student achievement outcomes as a result.	$65,000	$43,333	$32,500	$140,833	The coaching performed by Cambridge Education specialists, especially in the areas of ELA, math, and technology will provide teachers with skills, strategies, and curricula that will be effective beyond the conclusion of SIG. Continued supervision of teachers in these disciplines will ensure that capacities and practices introduced by Cambridge Education consultants are sustained.
Code 40	Instruction	SIG will provide funding for **ASCD** to provide coaching and support for administration and team leaders in Effective Classroom Observation they will provide administrators and coaches with two one day workshops and a series of job-embedded shared observations. The purpose of this partnership is to positively impact teacher effectiveness by ensuring that all teachers receive high quality feedback and professional development.	$26,000	$10,408	$15,600	$52,008	The coaching performed by Cambridge Education will provide administrators and teacher leaders with the skills and strategies that will be effective beyond the conclusion of SIG. Continued supervision of teachers in these disciplines will ensure that capacities and practices introduced by ASCD consultants are sustained.
		Subtotal Code 40	**170,310**	**90,501**	**94,310**	**355,121**	
Code 45	Instruction	Year 1: SIG will provide for the purchase of 60 I-pads and 60 keyboards, creating 2 movable technology labs on carts. Year 2 and 3 of SIG: Maintenance of the computers will come out of the priority, and priority/focus.	$42,480	$0	$9,226	$51,706 0	
Code 45	Instruction	Year 1 of SIG will provide for 12 Smart TV's in 12 classrooms for the purpose of streamlining the assignments given on the I-pads. In year 2, SIG will provide the funding for the remainder of the 12 classrooms	$1,200	$1,386	$1,000	$3,586	This equipment will be sustainable long after the SIG Grant is over.
		Subtotal Code 45	**43,680**	**1,386**	**10,226**	**55,292**	
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.	57,194	33,113	30,464	$120,770	
		Subtotal Code 80	**57,194**	**33,113**	**30,464**	**120,770**	
		Subtotal Transformation	**499,999**	**250,000**	**250,000**	**999,998**	
CENTRAL							
Code 15							
Code 16							
Code 40							
Code 45							
Code 80							
		Subtotal Central	**0**	**0**	**0**	**0**	
		TOTAL SIG	**499,999**	**250,000**	**250,000**	**999,998**	
Other sources of income		Non Core Instruction Tax Levy	316,219	158,109	158,109	632,437	
		Title 1 for Priority and Focus Schools	82,970	41,485	41,485	165,940	
		Other Title 1 allocations	132,545	66,272	66,272	265,089	
		TOTAL	**1,031,732**	**515,866**	**515,866**	**2,063,464**	

HENRY STREET SCHOOL

Attachment D - (1003g) Budget Summary Chart

Agency Code	305100010051
Agency Name	New York City Department of Education

Pre-implementation Period

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

Year 1 Implementation Period
(June 1, 2014 - June 30, 2015)

Categories	Code	Costs
Professional Salaries	15	$ 228,815
Support Staff Salaries	16	$ -
Purchased Services	40	$ 170,310
Supplies and Materials	45	$ 43,680
Travel Expenses	46	$ -
Employee Benefits	80	$ 57,194
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
Total		**$ 499,999**

Year 2 Implementation Period
(July 1, 2015 - June 30, 2016)

Categories	Code	Costs
Professional Salaries	15	$ 125,000
Support Staff Salaries	16	$ -
Purchased Services	40	$ 90,501
Supplies and Materials	45	$ 1,386
Travel Expenses	46	$ -
Employee Benefits	80	$ 33,113
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	$ 115,000
Support Staff Salaries	16	$ -
Purchased Services	40	$ 94,310
Supplies and Materials	45	$ 10,226
Travel Expenses	46	$ -
Employee Benefits	80	$ 30,464
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	$ 468,815
Support Staff Salaries	16	$ -
Purchased Services	40	$ 355,121
Supplies and Materials	45	$ 55,292
Travel Expenses	46	$ -
Employee Benefits	80	$ 120,770
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
Total Project Budget		**$ 999,998**

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

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**
HENRY STREET SCHOOL

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

$499,999

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
01M292 Transformation			
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)	1.00	62,000	62,000
Guidance Counselor	1.00	75,000	75,000
Education Administrator	0.75	98,239	73,679
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	432	41.98	18,136
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
			228,815

Subtotal - Code 15   228,815

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
01M292 Transformation			0
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	0	16.20	0
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
			0
Subtotal - Code 16			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
01M292 **Transformation**		
685 - Educational Consultant	Ramapo for Children, Cambridge Education, ASCD	93,310
686 - Professional Services Other	Ramapo for Children	27,000
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis	50,000
		170,310

Subtotal - Code 40   170,310

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
01M292 **Transformation**	43,680
Computer and Printers under $5,000 per unit	0
Educational Software	0
General and Instructional Supplies	0
Library Books	0
Supplemental Textbooks	**43,680**
Subtotal - Code 45	43,680

TRAVEL EXPENSES: Code 46

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

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

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80
Rates used for project personnel must be the same as those used for other agency personnel.

Item		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Welfare Benefits		
Annuity		
Sabbaticals		
ARRA FRINGE - Transformation		57,194
ARRA FRINGE - Other		0
ARRA FRINGE - CENTRAL		0
Subtotal - Code 80		57,194

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)	$499,999
B. Approved Resticted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	$0

EQUIPMENT : Code 20

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

Description of Item	Proposed Quantity	Unit Cost	Proposed Expenditure

Subtotal - Code 20   0

N.Y.C. GRANT #

0

PROJECT BUDGET SUMMARY

Agency Name: NYC PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	228,815
Non-Professional Salaries	16	0
Purchased Services	40	170,310
Supplies and Materials	45	43,680
Travel Expenses	46	0
Employee Benefits	80	57,194
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		499,999

FOR DEPARTMENT USE ONLY

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

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

Tracking/Contract #:

Project Funding Dates   JUN 1 2014   JUN 30 2015

FROM   TO

Program Office Approval

Fiscal Year	Amount Budgeted	First Payment
_____	$	$
_____	$	$
_____	$	$
_____	$	$
_____	$	$

$ _____
Voucher # _____   First Payment

CHIEF ADMINISTRATOR'S CERTIFICATION

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

2/24/14   *Ling Tan*

DATE   SIGNATURE

Ling Tan, Director, Capital & Reimbursable Finance

NAME/TITLE - CHIEF ADMINISTRATIVE OFFICER

Finance Office Approval

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

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

NAME OF APPLICANT: NYC DEPARTMENT OF EDUCATION

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

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

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

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.
Typed or Printed Name of Authorized Representative of the Firm   Mary Doyle
Typed or Printed Title/Position of Authorized   Executive Director, State Portfolio Planning
Signature/Date   M~~~~ 2|2|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		$ 999,998
2	Professional Salaries	$ 468,815	
3	Support Staff Salaries	$ -	
4	Fringe Benefits	$ 120,770	
5	Indirect Costs	$ -	
6	Rent/Lease/Utilities	$ -	
7	Sum of lines 2, 3 ,4, 5, and 6		$ 589,585
8	Line 1 minus Line 7		$ 410,413
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		$ 82,083

M/WBE UTILIZATION PLAN

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

Bidder/Applicant's Name: NYC DEPARTMENT OF EDUCATION

Address: Chambers St.

City, State, Zip: New York, NY 10007

Telephone/Email: (212) 374-0520

Federal ID No.: 13-6400434

RFP No: RFP Number: TA-14

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of	
NAME: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC **ADDRESS:** 165 PARK ROW # 18A **CITY, ST, ZIP:** New York NY, 10038 **PHONE/E-MAIL:** 212-608-0714 / lucy@lucywestpd.com **FEDERAL ID No.** 043713795	NYS ESD Certified MBE _____ WBE ☒	Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.	Year 1 Year 2 Year 3 **TOTAL**	$ 50,000 $ 25,000 $ 25,000 **$ 100,000**

PREPARED BY (Signature) _____ DATE 2-27-14

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

NAME AND TITLE OF PREPARER: Eduardo Contreras

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

DATE: February 27, 2014

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

M/WBE 100

M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE

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

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

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

City Brooklyn   State NY   Zip Code 11238   E-mail: mdoyle@schools.nyc.gov
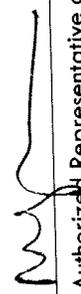
Signature of Authorized Representative of Bidder/Applicant's Firm

Date: 2/21/14

Mary Doyle, Executive Director State Portfolio Policy

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

---

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

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

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

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

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

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

DESIGNATION: ____ MBE Subcontractor   ___X___ WBE Subcontractor   ____ MBE Supplier   ____ WBE Supplier

PART 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: $ 100,000

Date: 2/21/14

Signature of Authorized Representative of M/WBE Firm

Printed or Typed Name and Title of Authorized Representative

M/WBE 102

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

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

Address: 105 Park Row #189
Federal ID No.: 04-371-3795

City, State, ZIP: New York, NY 100 38
Project No:

Report includes:

☐ Work force to be utilized on this contract OR

☑ Applicant's total work force

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

EEO - Job Categories	Hispanic or Latino Male	Hispanic or Latino Female	Male White	Male African-American or Black	Male Native Hawaiian or Other Pacific Islander	Male Asian	Male American Indian or Alaska Native	Male Two or More Races	Male Disabled	Male Veteran	Female White	Female African-American	Female Native Hawaiian or Other Pacific Islander	Female Asian	Female American Indian or Alaska Native	Female Two or More Races	Female Disabled	Female Veteran
Executive/Senior Level Officials and Managers			1								2							
First/Mid-Level Officials and Managers			1															
Professionals											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. (Print or type) TELEPHONE/EMAIL: 212-233-0419 david@lucywestpd.com

EEO 100