

ORIGINAL

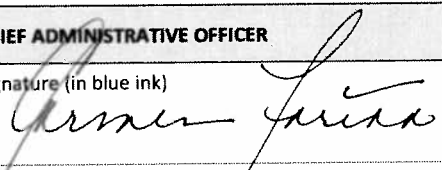
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

Log Number	Date Received
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District (LEA)		LEA Beds Code:	
New York City Department of Education		305100010051	
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	Telephone	Fax Number	E-mail Address
Executive Director, Office of State Portfolio Policy	(212) 374-2762	(212) 374-5760	Mdoyle5@schools.nyc.gov
Legal School Name for the Priority School Identified in this Application			School Beds Code
J.H.S. 162 Lola Rodriguez De Tio			320700010162
Grade Levels Served by the Priority School Identified in this Application			School NCES #
6-8			
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
393			600 SAINT ANN'S AVENUE Bronx, NY 10455
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) 	Date 2/25/14
Type or print the name and title of the Chief Administrative Officer Carmen Fariña, Chancellor, New York City Department of Education	
DO NOT WRITE IN THIS SPACE	

RECEIVED
FEB 28 2014
CONTRACT ADMINISTRATOR
NB 1

07X162 JHS 162 Lola Rodriguez De Tio

2014 SIG Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST # 7 - BRONX

Select School Name:

320700010162 JHS 162 LOLA RODRIGUEZ DE TIO

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

6-8

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

393

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

A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/am86.pdf

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

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

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

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

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

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School’s enrollment

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

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

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

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

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Expanded Learning Time Requirements

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

Student Participation

1. How should schools identify participating students?

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

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

2. Can students be required to participate in ELT?

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

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

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

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

AIS criteria are defined by New York State Commissioner’s Regulations Part 100.2 as follows:

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

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

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

Options for Adding Time

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

10. Must schools reconfigure their schedules to implement ELT?

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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.

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

15. Must schools award grades for ELT programs?

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

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

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

Teachers

17. Who may oversee ELT programs?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

18. Can teachers be required to participate in ELT?

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

19. Can ELT be used for teacher planning time?

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

Operations

20. How should Priority Schools fund ELT programs?

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

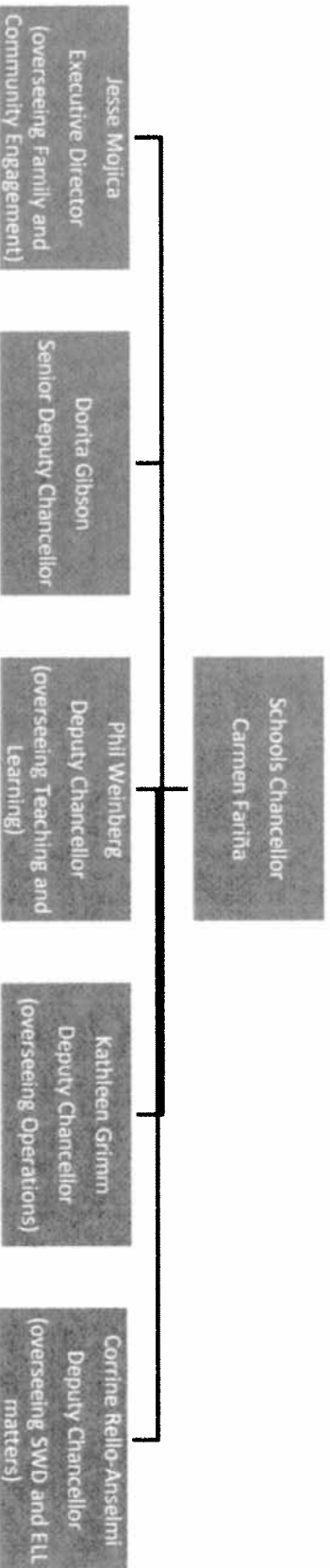
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

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

District-Level Leadership Organizational Chart



Section D: District trainings offered for Year One

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

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

AGREEMENT

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covering

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 Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

07X162

Attachment A
 Consultation and Collaboration Documentation Form

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

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

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

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

Lola Rodriguez de Tio school, JHS (07X162)

Enrollment Summary

In J.H.S. 162 Lola Rodriguez De Tio, students with disabilities comprise 33% of the school's population, 9 percentage points higher than the average middle school in the district. English Language Learners comprise 25% of the school's population, 6 percentage points higher than the average middle school in the district. The average incoming proficiency (4th grade ELA/math) of the school's students is 2.6, which is 0.1 lower than the average middle school in the district.

Leadership Information

Principal Angel Fani has demonstrated several characteristics and core competencies that will produce dramatic gains in student achievement and socio-emotional development. He has demonstrated a strong understanding of the culture of the neighborhood in which the school resides, and has conducted meetings with parents, families, and other interested neighborhood constituents. He is giving a voice to the entire school community, demonstrating that he values collaboration with the community. Mr. Fani has extended the cabinet to include members who are not part of administration. He has also increased the frequency of these meetings. Mr. Fani is adept at collecting, reviewing, and analyzing data; using this data for identifying individual student need; identifying the needs of the entire student population by analyzing patterns in the data to identify gaps in learning and to accelerate learning and achievement; and identifying teacher development needs. He is working with the staff to help them use data and modify instruction based on the results observed. In particular, Principal Fani worked with the staff to analyze performance based assessment data and MoSL data to refine the school's enacted curriculum. He is putting procedures and routines in place that promote learning and collaboration in the school. The school suffered through a period of little parent involvement, high rates of teacher turnover, low high school acceptance rates, and low test scores resulting in an unproductive culture. Mr. Fani demonstrates every day that the school staff, teachers, assistants, and administration, are all accountable for all student achievement results and for creating a positive culture and learning environment. The principal has collaborated with the UFT teacher center representative, network personnel, and outside PD partners. As a long-term school administrator, the principal has a keen grasp of budget, human resources, and operations. He has aligned his budget to improve student learning, and uses his time in support of improving achievement for all students in the school.

School Improvement Grant Application

School Name:	Lola Rodriguez de Tio school, JHS
DBN:	07X162
Network:	CFN 406, Karen Ames Network Leader

A. School Overview

2 parts

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

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

It is the mission of the Lola Rodriguez de Tio School to build a community of 21st century lifelong learners who are college and career ready. They have a global awareness and a civic literacy which leads to leadership, strength of character, and a sense of responsibility for the world in which they live.

Our vision is that each student of the school will leave for high school with improved achievement in academics, specifically in the humanities and mathematics, as well as an understanding of their own character and the individual choices that define their lives past and present. We will ensure this by providing engaging curricula, exposing them to resources outside of their neighborhood, putting in place specific support structures, and embedding quality professional development for teachers.

Goal 1: Through enriched historical understanding, curricular engagement and embedded literacy content in the humanities as well as the arts and music, student achievement in ELA will result in an increase of 10% for all learners scoring at levels 3 and 4 on the NYS ELA exam, with an emphasis on Students with Disabilities, English Language Learners and students performing at the lowest third.

Goal 2: Through on-site coaching, content planning and off-site course work for mathematics teachers, student achievement in Mathematics will result in increase of 10% of students scoring at levels 3 and 4 on the NYS Math exam, with an emphasis on Students with Disabilities, English Language Learners, and students performing at the lowest third.

Goal 3: Through character curricular modules, a renewed advisory program, specific support structures and teacher professional development with a lens on character building, there will a

decrease in classroom occurrences by 30%, an increase in overall school wide attendance by 2%, and a decrease in tardiness by 40%.

Our students will build their character to define who they are now and who they will be in the future. Our students will explore and learn in a culture of high expectations and will receive rich, rigorous school experiences that will promote academic achievement while receiving strong structures to support their socio-emotional needs.

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

The key design elements for Lola Rodriguez de Tio are to:

- provide engaging instruction in the humanities and in mathematics
- transform school culture, emphasizing character building as the lens
- embed professional development in its goals and its instructional planning
- provide targeted student support services

As part of the design, the Lola Rodriguez de Tio School will strongly emphasize flexible grouping using the RTI framework to ensure effective differentiation practices as the result of delivery of quality teaching and assessment across all content areas. Lesson planning and unit planning will be data-driven across all areas, with a continuous cycle of diagnostic assessment, identification of students' level of knowledge and learning gaps, learning styles analysis, and personalized intervention learning plans with weekly progress monitoring by our school data team.

The school will provide weekly, targeted interventions to students both during regular school hours and during our Expanded Learning Time. The school will specifically target English Language Learners and Students with Disabilities at their performance levels.

The school will use several partnerships to achieve its goals:

Existing:

- Out of School Time (OST)-Young Athletes (new this year)- will provide extended learning time opportunities, including homework help and study skills, based on formative assessment data generated from 5 weeks benchmark assessments. (Monday-Friday, Saturdays, and holiday breaks)
- 21st Century and its Leadership Program (new this year)- will provide services during and after school for social and emotional support to students with one extra guidance counselor or social worker pushing-in weekly during advisory classes each week for 36 weeks to provide character development and team building opportunities.
- Science-Omni Learning- provides 2x Week in-classroom science demonstrations to students and teachers based on CCLS Science and technology standards
- OASIS-Summer Quest - provides Extended Learning Time opportunities for mandated summer school students for 21 summer school dates providing mandated academic services for students performing below standards and providing enrichment activities for students meeting or above standards

- BETANCES Community Center and the Bronx Lebanon Children Study Center (new this year)- provides during the school day, Extended Learning Time, and Saturdays, professional development for teachers, and social and emotional support for students
- CHAMPS-provides after school programs for sports
- Bronx Opera –provides visits to Bronx Opera and classroom visitations
- Urban Advantage-provide professional development for science teachers, science materials, passes for parents for natural city spaces
- Road Runners -provide training and support for school track and field team, across the city

Proposed:

- New York Historical Society (NYHS)- The NYHS will provide skill building professional development workshops for teachers (6-8), with a lens on character past and present and enriched social studies embedded classroom professional development. There will be an emphasis on vocabulary development and literacy through primary documents. The combination of tangible and digital objects will bring history to life, instilling curiosity and critical thinking in the classroom. Additionally, NYHS will provide several humanities modules to be integrated into the existing Lola Rodriguez de Tio curriculum, including arts and music.
- Facing History and Ourselves will provide a five day summer mini-day residency-two teachers will on scholarship attend this summer- a strong advisory curriculum based on “identity and community” which begins year one for all grades, This will lay the thematic and pedagogical framework: Identity; Membership and Belonging; We and They; Memory, Legacy and Judgment and Choosing to Participate. In addition to curriculum, Facing History will provide professional development on the delivery of supporting ELA curricula as well on site coaching and workshops. The action of studying social injustices of the past and making connections to the community and student experiences will allow teachers, and students to co-create a rich curriculum based in the Common Core.
- Ramapo for Children- As noted, a prevailing concern is behavior in the classroom .This concern has been ongoing for a number of years. The Lola Rodriguez de Tio school student body has a high percentage of special needs students as well as students who enter the school below proficiency. To introduce a variety of teaching strategies which may remove obstacles in the classroom to learning, Ramapo for Children will provide professional development for teachers, coaching sessions (two times monthly) and parent support sessions.
- Math Solutions - New York State data shows that in 2013 combined, 71% tested at Level 1 and 23.9% tested at Level 2. In order to increase performance and to make adequate yearly progress (AYP), the administration has introduced this year a new curriculum but lacks an on-site math staff developer to do demonstration lessons exhibiting best teaching strategies, to plan with the department, coach, observe, provide workshops and, overall, provide professional growth to a veteran mathematics staff. As well, a hoped for outcome is to create through capacity building a school based math coach. Math Solutions will provide foundation course work for professional credit to the staff.

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

The school must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs that are identified as the result of a systemic analysis process. The assessment of needs section must address each of the following elements:

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

See attachment B

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

Lola Rodriguez de Tio is a middle school with 414 students, grades 6-8. The school population comprises about 69% Hispanic, 29% Black, and fewer than 2% Asian and Whites, 0% American Indian or Alaskan Native students. 18.6% of students are living in doubled up housing and 7% are living in shelters. 31% students have IEPs; 26% are ELLs. Of these- 47.6% are long-term ELLs and 28.6% are classified as SIFE. There are 53% boys and 47% girls. 92.0% of the school is economically disadvantaged and eligible for free lunch; 6% is eligible for reduced meals.

The school did not meet AYP in ELA or Math for 2011-2012. In 2012-2013, 2.9% of 6th grade students met NYS ELA proficiency and 3.7% met mathematics proficiency. 4.0% of 7th grade students met NYS ELA proficiency and 4.8% met mathematics proficiency. 8.8% of 8th grade students met ELA proficiency and 5.3% met mathematics proficiency. Overall 5.8% of students met ELA proficiency and 4.7% met mathematics proficiency. The average attendance for 2012-2013 for 46.2% of the school was below 90%. 31% of students who do not have IEPs require counseling or additional services to meet their emotional needs.

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

A Quality Review was conducted for the school in May 2012. It was rated 'Developing'. The QR is a district-level diagnostic tool that involves a two or three day visit by external evaluators to a school. Before a reviewer visits a school, the school leadership develops a self-evaluation based on the Rubric. Evaluators draw upon this document and information from interviews with different constituencies during the visit.

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

Several issues were raised in the Quality Review. We are focusing on three areas of strength and improvement needs. What the school does well: The school ensures that resources are aligned to the school-wide instructional goals in response to the academic needs of students. School leaders gather and analyze data to provide teachers with areas in need of focus for improved student outcomes and school level data-driven goals provide teachers with a framework resulting in the development of skills and strategies for instructional improvement. What the school needs to improve: The school needs to ensure that there is alignment between the curricula, key standards and performance tasks, cognitively engage students across all content areas ,including the arts. The school needs to connect students to differentiated curricula with multiple entry points and supports in order to meet their learning needs and as well, to ensure that the communication of high expectations is consistent from classroom to classroom for student support and academic achievement.

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

Cognitive engagement and alignment of curriculum, including the arts: The school is composed of varied sub-groups and are not instructionally challenged or engaged meta-cognitively at all points in all lessons. Disaggregated data shows Students with Disabilities and English Language Learners underperforming compared to general education peers. With the support of our partnerships as a foundation for subsequent years and the accompanying professional development, reinvigorating the humanities (ELA/Social Studies) and mathematics is a critical priority. Moreover, while there is a dedicated arts classroom, the school has lacked a robust arts program and students have lacked exposure to the arts except in the most minimal way.

Connect students to differentiated curricula with multiple entry points: Unit planning and lesson delivery as exemplified in our curriculum currently does not fully reflect and serve our spectrum of diverse learners, even within the subgroups, despite efforts to scaffold learning. Our partnership with New York Historical Society will be providing a variety of multiple entry points in five sessions throughout the year meant to engage learners through touch, visuals as well as traditional literacy documents on a monthly basis across the grades. These will be bolstered with monthly museum trips. Our other partnerships- Facing History and Ourselves; Math Solutions- will emphasize reaching diverse learners as well through their professional development which will encompass multiple entry points such as technology for our students and, in the case of Facing History and Ourselves, making personal connections to student lives.

Ensure that the communication of high expectations is consistent across classrooms: High expectations both academically and behaviorally is sorely lacking or uneven. As a result, there is a lack of clarity for students and staff as to academic and behavioral consequences. To ensure communication of high expectations is consistent, a rigorous grading policy will be developed over the summer, existing partnerships using the RTI framework and AIS, formative assessment will be used to support struggling students and data will be consistently disseminated to teachers, spearheaded by the data specialist to inform teachers as to the progress of students

within and across the grades. To best support students socially and emotionally, the school will utilize PBIS strategies to support individual and collective growth as to motivate students to excel academically and behaviorally. The school will use our student support model, described elsewhere in the application, where the sharing of classroom information is critical. Partnership with Ramapo for Children will provide strategies for teachers to create consistent behavioral best practices across the classrooms.

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

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

The SIG funds will significantly impact the school’s ability to meet its students’ needs and to address its targeted goals. The school will utilize SIG money for a plan that involves: an emphasis on transforming school culture, focusing on meeting students’ socio-emotional needs of a diverse student body; enriched humanities and mathematics curriculum and the accompanying embedded professional development for teachers to increase student performance in ELA and math. This will include addressing multiple entry points in lessons in curriculum through the use of the increased use of technology, visual aids, and objects from NYHS, integration of music and museum exhibitions. Additionally, with our partnership with Facing History and Ourselves, multiple entry points occur in their advisory curriculum and their historical case studies where students make specific connections to their own lives and the surrounding community as part of exploring the materials.

A core strategy that the school has begun is increasing family engagement and involving the community to support the school goals beginning with increased and frequent communication with the families of the students. Though DoE mandated, the school did not have a School Leadership Team established until this year nor did it have an active Parent Association. The new school leader and established a SLT. The SLT meets monthly, but the principal consults frequently with SLT members between meetings. Additionally, the principal reorganized the Parent Coordinator responsibilities to ensure that family communication between school and home is frequent, detailed and that there is follow up.

A continuous challenge for the school is students’ present challenges academically, socially, and emotionally. Students require counseling and mental health referrals outside of the number of students who are mandated for counseling on their IEPs (31%). The school is seeks partnerships with local clinics and hospitals to meet that challenge.

There are a number of existing strengths and the (new, since July) principal has been proactive in seeking out new partnerships: 21st Century-Leadership Program (non-SIG funding) and the National Network Partnership assist our students via sustained guidance counseling internships, help the school provide at-risk crisis interventions for small groups non-mandated to receive counseling. Both help the school provide a unified delivery of services systems that aid us on referrals to School Intervention Team. The program results demonstrate that students have increased attendance, positive interaction with teachers, improved student self-esteem and behavior at school and at home, reduced the number of incidents and suspensions and improved academic performance. Out of School Time-Young Athletes and 21st Century-Leadership Program provide students with a safe place to cultivate their creativity and develop personal and social responsibility through a variety of creative arts and recreational activities such as STEM club, Chess Club, Musical Theatre Club, Step-Dancing, Fitness Zumba Club, Boxing and Mixed Martial Arts within the context of personal choices, Visual Arts Club, Band Music Club, Basketball (Boys and Girls) and our strong Track and Field Club already recognized by the New York Road Runner association. All teachers have access to 32 iPads sets to facilitate short-benchmark assessment administration via Measure Progress Test-Lets and through use of their test item data bank fully aligned to NYS CCLS for ELA and for Math. The iPad class sets will facilitate scheduling of students into the school 2 computers lab, enabling the assessment of an entire grade in just one day and having immediate access to data. Another strength is the proactive second year assistant principal who is taking on increasing responsibilities, including the professional growth of teachers and is facilitating communication with the community. Finally, there is very strong collaboration between the UFT Chair and the principal regarding the challenges of the school, including strong curricular leadership by the UFT leadership coach.

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

The school leader informed the SLT chair and CFN 406 of the grant. The SLT, with representatives from each constituent group (Parents, UFT, Teachers, DC37 and CSA), convened to discuss the application and the possibilities for the school. The principal met again with teacher delegates to the SLT and further discussed possible goals for the application. An additional meeting with the SLT involved the Parents Association, the UFT constituency, CBOs and other partners. During the meeting information about the Transformation Model and the SIG was disseminated, discussed and approved. Finally a representative from CFN 406 discussed the alignment between the SCEP, the school TAP plan and the SIG. CFN 406 representatives then set up face-to-face meetings with potential humanities partnerships and several telephone conferences with potential math partnerships. The SIG development has been a partnership between the SLT, the Parents Association, the UFT and thorough support from CFN 406. Each constituency has been invited to provide ideas and feedback.

D. School Leadership**8 points**

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

- 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.**

To lead true school change, J.H.S. 162, Bronx looks to a principal capable of transforming the culture of the school to one in which students believe that their teachers, their parents, and their peers have high expectations for them academically, socially, and emotionally. This school leader also needs to be data-driven with an ability to sort through large quantities of data to determine both large-scale patterns in student achievement and issues within particular classrooms. This principal will continue to focus on revising curriculum, increasing proficiency levels, and improving teacher performance. As part of this focus, the leader of J.H.S. 162X needs to work closely with key staff in the building, collaborate with the Network, and facilitate outside consultants and professional development partners. He needs to believe in community outreach and be able to listen completely and effectively to families and the larger school community. The principal must be adept at aligning the school's budget to clearly stated goals for teacher development and increased student performance and achievement, while maintaining a focus on, and prioritizing, both of those over other issues and concerns.

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

Principal Angel Fani has demonstrated several characteristics and core competencies that will produce dramatic gains in student achievement and socio-emotional development. He has demonstrated a strong understanding of the culture of the neighborhood in which the school resides, and has conducted meetings with parents, families, and other interested neighborhood constituents. For the first time in several years, the school has a functioning PTA and SLT. He is giving a voice to the entire school community, demonstrating that he values collaboration with the community. Mr. Fani has extended the cabinet to include members who are not part of administration. He has also increased the frequency of these meetings. Principal Fani is also recreating a student-centered culture in the school focusing on a PBIS model of student support while moving away from a discipline/consequence model. In order to support this vision, Mr. Fani ensures that he is visible in the halls and in classrooms. He has made classroom observations, and the feedback from those observations, a primary concern for this year to help teachers improve their practice as well as to identify teachers capable of leadership positions in the school and those in need of intensive support or counseling. Data from assessments and teacher observations is now analyzed to determine staff professional development needs. Mr. Fani is adept at collecting, reviewing, and analyzing data; using this data for identifying

individual student need; identifying the needs of the entire student population by analyzing patterns in the data to identify gaps in learning and to accelerate learning and achievement; and identifying teacher development needs. He is working with the staff to help them use data and modify instruction based on the results observed. In particular, Principal Fani worked with the staff to analyze performance based assessment data and MoSL data to refine the school's enacted curriculum. He is putting procedures and routines in place that promote learning and collaboration in the school. The school suffered through a period of little parent involvement, high rates of teacher turnover, low high school acceptance rates, and low test scores resulting in an unproductive culture. Mr. Fani demonstrates every day that the school staff, teachers, assistants, and administration, are all accountable for all student achievement results and for creating a positive culture and learning environment. The principal has collaborated with the UFT teacher center representative, network personnel, and outside PD partners. As a long-term school administrator, the principal has a keen grasp of budget, human resources, and operations. He has aligned his budget to improve student learning, and uses his time in support of improving achievement for all students in the school.

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

In 2014-2015, there will be two assistant principals: one with a background in SWDs and ELLs will supervise SWDs students, ELLs, Math and Science; the second will supervise ELA, Social Studies, P.E. and the Humanities. The responsibilities of both assistant principals will include: the administration of the building safety plan, leadership responsibilities articulating curriculum and instructional practices with educational Partners and CBOs, share after school extended learning time programs, receive professional development opportunities using the Danielson's Framework teaching rubric to provide timely observations and timely feedback, supervise administration of Teacher Action Plans drawn after teacher evaluations, add support to partnerships initiatives, and coordinate the facilitation the professional development of the partnerships. Both are responsible for observing teachers.

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

iv. Describe and discuss the current supporting leadership profile of the school in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students. Identify specific individuals who are OR will be in supporting leadership positions and discuss the strategies employed by the school principal and the school to ensure buy-in and support from the entire leadership team. Identify any barriers or

obstacles to obtaining leadership buy-in or support as well as strategies for overcoming them.

The principal uses distributive leadership to achieve objectives and to further communication. As noted, the community is now finally engaged and the SLT is consulted frequently. Students feel comfortable to approach the principal with their needs; the students are known by name. Assistant principals will reflect this as they supervise departments. Other supporting leadership positions significant to this proposal include the following: the grade team leaders, the crisis intervention team, the UFT literacy coach, the student support specialist (dean and UFT chair), the guidance counselor, the IEP teacher and other support staff. Because the principal regularly offers professional development off-site and professional development partnerships will be available on-site, the strategies used will be to turnkey information during daily and weekly meetings of the cabinet, instructional cabinet, and faculty meeting presentations. The principal sends out regular emails to the school community informing them of upcoming events affecting the school- both instructional and celebratory. The school will receive copies of the SIG plan-and its progress- including goals, partnerships and objectives to ensure consistency and coherence. The school leadership as well as the community has already shown excitement about this opportunity to transform the school as it has been in decline for a number of years. The Parent Association in particular is highly enthusiastic.

E. Instructional Staff

3 points

The school must have the mechanisms in place to assign the instructional staff to the school that have the strengths and capacity necessary to meet the needs of the school and its students. This section must contain the following elements:

- i. Identify the total number of instructional staff in the building and number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the school's approved APPR system.**

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

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

Several of the current school-specific key personnel in terms of quality, effectiveness, and appropriateness for the needs of students in this school that relate to our SIG goals are: the SETTS teacher who trains our staff on how to evaluate an IEP so that they are providing the modifications in the classroom that is required and indicated in the IEP; the social worker who provides at-risk-interventions and mandated services; the principal who creates goal-setting for

staff and students, a data-based plan of action and a professional development plan; collaboratively based on teacher observations and the community/teacher expressed needs; the students support/UFT Chair who provides on-going monitoring of students behavior within the classroom and supports staff with students having difficulties in the classroom; the UFT Teacher Center Teacher Coach (Data Specialist and Literacy Coach) provides comprehensive professional development; the ESL leads development of action plans for each student according to the NYSELAT data and ongoing formative assessments

Needed Staffing Changes:

- A math coach who can build capacity amongst the school's teachers so that within the three years on can emerge in the role of math coach. Social Workers (2) our current Social Worker is retiring 2013-2014. The socio-emotional needs of our students require two social workers.
- SETTS teacher: our IEP teacher is not available to provide direct student service services due to compliance needs
- Coordinator of SAVE/ behavior intervention room: coordinates removals of students to SAVE room; arranges for student- family conferences; partners with guidance counselor
- Lead teachers in the different content areas- capacity building needed so that lead teachers emerge in different content areas emerge

Reprogramming or organizational changes:

School leaders together with SBST and involved individual families examine IEPs to determine if special needs students classified as LD 12:1:1 can be appropriately programmed into ICT classes reflecting flexible programming. ELA and Math will be programmed for 10 periods including 2 periods dedicated to targeted-AIS. ELA will be delivered within the Balanced Literacy Model to ensure students are reading complex texts daily. Math 8 teaching periods will also include 'skills day' to further assist students at their performance level as each unit of study is delivered.

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

For all instructional staff, the primary expectation is thorough knowledge of their content area and as well as effective teaching practices as per Danielson Framework for Teaching with an emphasis on Domain Three. It is also expected that staff avail themselves of professional development. The school expects all staff to recognize and be attuned to the socio-emotional needs of the students and within the system of support structures, be pro-active in ensuring that students receive the immediate assistance they need. Staff are expected to communicate frequently with families about students regarding academics and behavior-that which are concerns as well as celebratory. Staff who will have critical roles in strengthening the school's teaching and learning under the SIG grant will include the teacher teams organized by grade and by department who will work in collaboration with the UFT center literacy coach/data specialist. These teachers will take the lead in integrating curriculum from partnerships, turn-keying professional development, analyzing data and ensuring that data driven lesson planning is spread among their colleagues. They will also be collecting data to ensure benchmarks are met. Other critical staff members include the SETTS teacher and the ESL teacher. Both teachers will be key as the school emphasizes in its proficiency goals SWDs and ELLs. Each will add their expertise

in instruction to the curricular integration and add their knowledge of teaching strategies in the planning sessions with partnerships. Finally, the second year assistant principal will have an integral instructional role in strengthening teaching and learning under the grant. Her knowledge of each teacher's instructional teaching effectiveness is strong and she is assertive about expanding her own professional instructional knowledge. She will be key to the implementation of the goals.

- iv. **Describe the process and identify the formal school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited. Identify any barriers or obstacles to assigning the appropriate staff as required by the model and school design, as well as strategies for overcoming them.**

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

Lola Rodriguez de Tio School has 31 teachers; more than 65% have been teaching 10 years or more and 25 out of 31 have been in the school for more than five years. The school currently has two existent vacancies carried since the beginning of the school year. In the event that school can fill vacancies, a hiring committee is formed. The committee has representatives from the SLT with a minimum of two parents representatives, one UFT representative, the PA president or designee, a DC37 representative and one of the assistant principals. The hiring committee screens candidates via a Level I interview and rates them according to answers provided to a set of predetermined questions. Three screened candidates with the highest scores are invited to a Level II interview with the school principal and a representative from the school's CFN. Candidates are then evaluated via a demonstration lesson in school setting and if this is not an option, a careful review of lesson plans and artifacts for the SLT. A writing sample is required. References are asked to provide evidence in terms of the school's mission and goals. The Level II interview rate candidates on the basis who best demonstrates knowledge of content, pedagogy and who also have proven experience in meeting social and emotional needs students as they exist in our school.

F. Partnerships	6 points
The school must be able to establish effective partnerships for areas where the school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role	

and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Partner Organization (EPO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. Schools are encouraged to have a few targeted and purposeful partnerships with a shared goal of college and career readiness, rather than a large variety of disconnected partner groups/services with multiple goals. For partnerships selected to support the implementation of the SIG plan, the school must provide a response to each of the following elements:

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

- The New York Historical Society (NYHS) partnership was chosen for Lola Rodriguez de Tio as it provides professional development, curricular materials and a range of museum specific resources that meet the goals of this SIG grant. NYHS will provide skill building professional development workshops with a lens on character, past and present people and their lives, for grades 6-8, enriched social studies on-site classroom professional development, the American Musicals Project professional development, which is literacy based and will involve the school's music program, the Art of History professional development for teachers, (7-8) curricular materials on the Art of History, museum field trips, 8th grade exit project program- enriched by museum trips and technology and character study modules for students and teachers (past and present on-site and off-site). Students will use primary documents, make art, see art, hear music and learn about its historical role in America, using a lens of character through which to see historical events. The key elements in this partnership are several: Lola Rodriguez de Tio has only one social studies teacher and a notably weak scope and sequence in the 6th grade. Too, students need reinforcement of literacy skills across the content areas- this partnership will introduce these skills in ELA, social studies, the arts and in the music classes. Also, the partnership is in line with increasing attendance through more engaging curriculum and its trips. The NYHS partnership offers multiple entry points to the school's diverse student body, including SWDs and ELLs. As well, the museum offers opportunities to students expose to a world of art, music, history through an exciting lens which can be added to their identity-very few students visit museums. The NYHS partnership's work will be measured by the proficiency benchmarks in goal one and the indicators in goal three.
- The school looked also for a partnership connecting directly to student needs as middle school students and their developmental challenges. With the Facing History and Ourselves partnership, students are asked: What would they do? Can an individual make a difference? How would you define yourself? The case studies may apply to a bullying situation in their classroom that day. Facing History and Ourselves will provide professional development on scholarship in the form of a summer five day workshop for two teachers, followed by a strong advisory curriculum based on the themes "identity and community" in September 2014 for all grades. It will lay a thematic and pedagogical foundation based on Facing History's approach focused on the themes of Identity; Membership and Belonging; History;

Memory, Legacy and Judgment, and Choosing to Participate as the framework for curricula throughout the school year. Facing History will also provide 6-8 week curricula, with supporting ELA materials, focusing on historical case studies; such as the Civil Rights Movement and the Holocaust. In addition, Facing History and Ourselves will work with Humanities teachers to ensure the integration of mentioned framework into the already created scope and sequence. Facing History and Ourselves' partnership is in line with the S/CEP goal of ensuring interdisciplinary content across the grades. In addition, Facing History will provide support in the form of on-site coaching and professional development. Coaching can take several forms and will be determined by the needs of individual teachers or administration, but also based on assessment benchmarks. Finally, for classroom use, Facing History offers a plethora of online resources for classroom Smart boards. Facing History's curricula and approach will be measured by the proficiency benchmarks in goal one and the indicators in goal three.

- Ramapo for Children will provide professional development for teachers managing classroom behavior as well as twice monthly coaching sessions for individual teachers. This will be supplemented workshops and a centralized professional day (free) for all staff. Ramapo will host for the school and families two retreats in year one to build community and also to ascertain the needs of the students by the staff at large in a more personal way. Ramapo offers a camp near NYC which will be used as an incentive for the students. Ramapo for Children's work with the teachers will be measured by the indicators of goal three.
- Math Solutions (from Scholastic) will provide math coaching on-site, workshops to the math department, observation and feedback to math teachers and perform demonstration lessons. Math Solutions associated will be part of departmental meetings as they invigorate their curriculum and plan for lesson delivery. Additionally Math Solutions will make available foundation course work for teachers that are appropriate for their professional growth. Math Solutions' work will be measured by the teaching effectiveness of teachers and proficiency benchmarks of students in goal two.

ii. Complete the Evidence of Partner Effectiveness Chart (Attachment C). This evidence should be able to be validated by an external source that each partner organization selected has a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs.

See attachments.

iii. For any key external partner funded through this plan, provide a clear and concise description of how the school will hold the partner accountable for its performance.

Partnership	Benchmarks/Measures	Working/Not Working	Next Steps
New York Historical Society	Weekly "I Ready" assessments, weekly informal observations (HEDI), weekly student attendance,	ELA assessments, teacher team data, attendance data with SWD/ELLs, Pre and post assessments	Bi-weekly meeting with assigned associate between school leadership to modify coaching

		related to domains 1 and 4, student surveys SLT surveys	schedule or workshop design
Facing History	Participation by teachers at workshops, weekly data on bullying and other behavioral measures	ELA assessments, teacher team data, attendance- overall, pre and post assessments related to domains 1 and 4, advisory surveys, FH surveys,	Bi-weekly meeting with assigned associate between school leadership to modify coaching schedule or workshop design, meeting with UFT coach re: infusion of curriculum
Ramapo for Children	Weekly data on bullying, in house LES surveys (monthly) positive trend	Safety data remain unchanged; Pre and post assessments related to domains 1 and 4	Increase coaching sessions with selected teachers. Reinforce with faculty meetings.
Math Solutions	Increase achievement per end of unit assessment, weekly positive change in informal observations,(HEDI)	Static lesson delivery, pre and post assessments related to domains 1 and 4	Increase coaching sessions with selected teachers per Danielson and/or content; revisit planned workshops and foundation coursework

G. Organizational Plan

8 points

The school must provide a sound plan for how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders. The organizational plan must contain the following elements:

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

Attached as Attachment G. School Organization chart 'Table of Organization'

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

The school principal communicates daily with his administrative and support team in person, by phone, via emails and radio. The school principal starts the day by meeting with assistant

principal in charge of daily coverage to ensure all classes are covered, followed by a meeting with both assistant principals to discuss if any modifications are needed to the planned day. There is a meeting with office personnel to ensure that operational issues or compliance needs are being met, including payroll. The principal debriefs with Attendance Team daily, reviews logs/outreach and collaborate on next steps as to provide timely interventions. The principal and Student Support Specialist (Dean) meet as needed throughout day in regards to any incidents and determine a plan of action. The principal debriefs daily with SETSS teacher in regards to Special Education Compliance Report. The principal communicates daily with UFT teacher center specialist to discuss summaries of teachers' evaluations and together use the data to target twice a week and monthly faculty conference school professional development sessions. The instructional cabinet is held once a week. The agenda includes student performance per data results, professional development needs, progress towards goals that the school has set in their S/CEP and TAP and upcoming events. There is always an end of the day debriefing with school leadership to plan for the next day- the school leadership team may be broadened depending upon upcoming events. The principal maintains an "Open Door" policy so that he receives frequent feedback regarding school decisions.

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

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

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

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.

help schools and support staff meet critical *Advance* implementation milestones including the *Advance* Web Application, an online application.

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

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

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

Staff from NYC DoE Office of Teacher Effectiveness and 07X162's Network team supported administration with training in the new *Advance* system during summer of 2013. Teachers were informed about the new evaluation process during our school first Faculty conference on September 03, 2013. Additional professional development sessions throughout September were offered to teachers and also during the second Faculty conference on the first Monday of October 2013. The school principal scheduled and met with each teacher during an Initial Planning Conference (IPC) that took place before last Friday of October 2013. Teachers were offered the opportunity to set goals for the school year and chose from two options: Option #1- or Option #2 per the approved APPR plan. 10 teachers chose Option 1; 21 teachers chose

Option 2. Teachers were also given extensive information regarding the role of artifacts in option 1 and option 2. The school leadership began in early September its daily rounds to the classrooms with verbal feedback inclusive of additional calendared informal observations.

In 2014-2015, the APPRs will be conducted on a cyclical basis by the school's leadership team - the principal and the two assistant principals. The administration will also be responsible for reporting the results of pre and post observations and entering rating into NYC DoE Advance System. The administration will engage in short, frequent cycles of classroom observations and feedback. The first three months into the school year (first marking period) cycle of observations to be formative feedback followed by targeted professional development on each of the Danielson's components. Afterwards, there will be short cycle of observations and feedback on average every 12 days to provide meaningful feedback to teachers articulating clear expectations for teacher practice as to improve students' performance.

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

KEY: (i)-informal formative observation. (SFO) scheduled formal observations
 Note: teachers who choose option 1 will be observed once

AHMED S.S.	BORST E.S.L.	BRADLE Y-Shop	BROWN P.E./Health	BUSCH Science (New)	CALLENDER/S .S.	CASTINE R-Music	DILAUROAR ts-New 12/20/13	FISCHGRU N A.P.E.
09/10i 09/24i 10/9i 11/7i 11/25i 12/10 02-SFO	09/09i 09/25i 10/01i 10/02i 10/16i 11/7i 11/12i 12/10 02-SFO	09/10i 09/24i 10/30i 11/20i 12/16i 01/02 02-SFO	09/12i 09/24i 10/30i 11/15i 12/09 02-SFO	09/09i 09/13i 10/01i 10/16i 10/30i 11/15i 11/20 02-SFO	09/12i 09/24i 10/9i 11/13i 12/12 1/23 02-SFO	09/13i 09/24i 10/9i 11/13i 12/10 02-SFO	01/07i 0/16i 1/29i 02-SFO	09/11i 09/24i 10/9i 10/30i 11/19i 12/11 01/02-SFO
GENAO Bil-Math	VACANC Y-Sci	JANDEL LI ELA	KORNAC KI ICT	MLARKI N Math	KLARKIN ELA	MANSWE L ICT	MEDINA Math	MORIN Math
09/10i 09/25i 10/10i 10/29i 11/15i 12/2i 12/11 02-SFO	-	09/10i 09/27i 10/10i 10/29i 11/18 01/27 01/28 02-SFO	09/10i 09/27i 10/18i 11/12i 12/12 01/24 02-SFO	09/10i 09/25i 11/13i 12/12 01/21 01/21 02-SFO	09/10i 09/27i 11/19 01/21 01/22 01/28 02-SFO	09/10i 09/27i 10/16i 10/28i 11/15i 12/12 01/27 02-SFO	09/10i 09/25i 11/14i 12/16 02-SFO	09/10i 09/25i 10/10i 10/23i 11/8i 11/21i 12/10i 01/02 02-SO
NEGRON ELA-SE	OLT ELA	VACANC -SE ELA	PENA SE-Math	REE ICT	REYES ID-SE	RIVERA Digital Tech	RODRIGUE SE-Math	ROMERO N.L.A
09/10i	09/10i	-	09/10i	09/10i	09/10i	09/13i	09/11i	09/11i

09/27i 12/05 01/21 02-S0	09/27i 12/12 01/21 02-S0		09/25i 10/10i 10/29i 11/13i 12/05 02-SF0	09/25i 10/10i 10/21i 11/1i 11/8i 12/11 02-SF0	09/27i 10/9i 10/17i 10/28i 11/8i 11/21 02-SF0	09/24i 12/09 01/23 02-SF0	09/25i 10/10i 10/18i 10/30i 11/15i 11/25i 11/19i 12/11 02-SF0	09/26i 12/11 02-SF0
SACHS ICT	SCHEIDE L ESL (new)	SHERMA N ELA	SKEETE ICT	WILSON ICT	MARKS IEP SETSS			
09/10i 09/25i 10/9i 10/22i 11/14i 12/12 01/24 02-SF0	09/09i 09/13i 10/01i 10/8i 10/16i 10/23i 11/6i 11/20 12/4i 01/2/i 02-SF0	09/11i 09/26i 10/16i 11/7i 12/18i 11/19 01/22 02-SF0	09/10i 09/25i 10/9i 10/23i 10/29i 11/21 12/3i 12/18i 02-SF0	09/10i 09/26i 10/16i 11/14i 12/04 01/27 02-SF0	09/09i 10/01i 11/18i 12/12i			
EDWAR DS Dean	TORRES Social	MORREL L Guidance	BLAINE Psych	MORAL ES Bil-Psy	VEGA SocialW	PETERKI N Speech	CORNWELL Speech	
09/27i 12/10i	09/27i 12/10i	09/27i 12/10i	09/27i 12/10i	09/27i 12/10i	10/01i 12/13i	10/01i 12/13i	10/01i 12/13i	

H. Educational Plan**8 points**

The school must provide an educationally sound and comprehensive plan for the school. The school must provide a detailed educational plan with a description of each of the following elements:

- i. **Curriculum.** Describe the curriculum to be used with the school's Transformation model, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program (see: <http://engagenv.org/common-core-curriculum-assessments>).

ELA: Readings/ Assessments from Scholastic Code X aligned to the theme and skills covered in Lit Life curriculum. NYHS/Facing History and Ourselves will be integrated into the scope and sequence. a) Daily lessons plans following the workshop model b) UDL strategies for differentiated instruction with multiple entry points c) Qualitative Rubric for tracking reading and writing progress d) Text-based Answers: students have ongoing formative assessments for checking for understanding, constructive responses, extended responses and on demand writing pieces e) Academic Vocabulary to address content-area specific language f) Close-Reading of text reading for different purposes g) Class Novels on grade level to teach reading strategies for independent reading h) Grade Level Mentor Text Nonfiction articles to be used to teach craft and structure, - students practice skills at independent level i) 100 Book Challenge (Action 100) -Reading Tracking Program, tracking independent reading level and time on reading using the E-IRLA, an electronic program. E-IRLA is provided in Spanish -95% of our ELL population speak Spanish-the reading level is tracked in native language. Math: Go Math/Interactive Modules: Social Studies: NYHS, Facing History and Ourselves and *EngageNY School-Wide Resources Glencoe Science Modules

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

The instructional strategies used in core courses for the six instructional shifts in mathematics and other core subjects to accelerate learning will be reflected during the school day and during the ELT in conjunction with the school's partnerships. Core strategies will include using a coherent curriculum 6-8, daily formative assessments before moving to the next topic in the scope and sequence, being taught multiple methods through multiple entry points to arrive at an answer, and after assessing through gap analysis in teacher teams with student work, ensuring that the key concepts are focused upon. Finally, using the workshop model, students will be given ample time to practice concepts and then reinforce through differentiated homework assignments. This will be bolstered by more time on task through

ELT and AIS services. AIS will be offered throughout the school day, after-school and on Saturdays.

Literacy skills are needed in all core content areas. One core strategy that will reflect the instructional shift in ELA will be the use of providing the staff with ongoing data regarding reading levels using the school-wide tracking system E-IRLA and Performance-Series Assessment that provides a student's lexile levels and it is correlated with the color-levels provided in the 100 Book Challenge. E-IRLA (electron reading tracker and skills aligned to the CCS). This data will be shared with all teachers and will be made available to teachers of the ELT as well. Another strategy will be based on the integration of our partnership curricular materials -both NYHS and Facing History and Ourselves are rich in primary documents and lend themselves to evidence based conversations based on text. Both lead to writing from the use of evidence from sources. Again, this will be extended into our ELT and AIS program given the number of students who do not meet standards. This support will be data-driven from ongoing classroom assessment. Intensive remediation will be given to students who are not making reading progress and programs such as Wilson, Rewards, and Read 180, used to provide support for our students who are level 1 and student who are in need of individualized instructional support.

iii. Use of Time. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here: <http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>
<http://intranet.nycboe.net/NR/rdonlyres/970DDA97-E393-433F-921B-39260BED7462/0/Acpolicypriorityelt.pdf>

	EDMUNDS AMERICAN-ROSEN- Room 24 PENNA 8:25-9:00	EDMUNDS AMERICAN-ROSEN- Room 24 PENNA 9:25-9:50	EDMUNDS AMERICAN-ROSEN- Room 24 PENNA 9:25-9:50	EDMUNDS AMERICAN-ROSEN- Room 24 PENNA 9:25-9:50	EDMUNDS AMERICAN-ROSEN- Room 24 PENNA 9:25-9:50
1	EDMUNDS CORE SOCIAL STU Room 247 PENNA 9:07-9:40	EDMUNDS Digital Arts Room 247 PENNA 9:07-9:40	EDMUNDS CORE SOCIAL STU Room 247 PENNA 9:07-9:40	EDMUNDS CORE SOCIAL STU Room 247 PENNA 9:07-9:40	EDMUNDS CORE SOCIAL STU Room 247 PENNA 9:07-9:40
2	EDMUNDS CORE SCIENCE 6 Room 247 PENNA 9:55-10:30	EDMUNDS CORE SCIENCE 6 Room 247 PENNA 9:55-10:30	EDMUNDS CORE SCIENCE 6 Room 247 PENNA 9:55-10:30	EDMUNDS CORE SCIENCE 6 Room 247 PENNA 9:55-10:30	EDMUNDS CORE SCIENCE 6 Room 247 PENNA 9:55-10:30
3	EDMUNDS English/Literacy Room 247 PENNA 10:35-11:10	EDMUNDS CORE ELA 4 Room 247 PENNA 10:35-11:10	EDMUNDS PE/Health Room 108 DE LAURO 10:35-11:10	EDMUNDS Visual Arts-6th Room 133 DE LAURO 10:35-11:10	
4	EDMUNDS CORE ELA 4 Room 247 PENNA 11:15-12:00	EDMUNDS CORE ELA 4 Room 247 PENNA 11:15-12:00	EDMUNDS CORE ELA 4 Room 247 PENNA 11:15-12:00	EDMUNDS CORE ELA 4 Room 247 PENNA 11:15-12:00	EDMUNDS CORE ELA 4 Room 247 PENNA 11:15-12:00
5	EDMUNDS Launch 6th grade EDWARDS Room 108 12:05-12:40	EDMUNDS Launch 6th grade EDWARDS Room 108 12:05-12:40	EDMUNDS Launch 6th grade EDWARDS Room 108 12:05-12:40	EDMUNDS Launch 6th grade EDWARDS Room 108 12:05-12:40	EDMUNDS Launch 6th grade EDWARDS Room 401 12:05-12:40
6	EDMUNDS CORE ELA 4 Room 247 PENNA 12:45-1:20	EDMUNDS Digital Arts Room 247 PENNA 12:45-1:20	EDMUNDS CORE ELA 4 Room 247 PENNA 12:45-1:20	EDMUNDS CORE ELA 4 Room 247 PENNA 12:45-1:20	EDMUNDS CORE ELA 4 Room 247 PENNA 12:45-1:20
7	EDMUNDS Math Grade 6 Room 247 PENNA 1:31-2:15	EDMUNDS Math Grade 6 Room 247 PENNA 1:31-2:15	EDMUNDS Visual Arts-6th Room 133 DE LAURO 1:31-2:15	EDMUNDS Math Grade 6 Room 247 PENNA 1:31-2:15	EDMUNDS Math Grade 6 Room 247 PENNA 1:31-2:15
8	EDMUNDS Math Grade 6 Room 247 PENNA 2:21-2:55	EDMUNDS Math Grade 6 Room 247 PENNA 2:21-2:55	EDMUNDS Math Grade 6 Room 247 PENNA 2:21-2:55	EDMUNDS Math Grade 6 Room 247 PENNA 2:21-2:55	EDMUNDS Digital Arts Room 247 PENNA 2:21-2:55
9	EDMUNDS PMA-Humanities Room 247 PENNA 2:58-3:10	EDMUNDS PMA-Humanities Room 247 PENNA 2:58-3:10	EDMUNDS PMA-Humanities Room 247 PENNA 2:58-3:10	EDMUNDS PMA-Humanities Room 247 PENNA 2:58-3:10	EDMUNDS PMA-Humanities Room 247 PENNA 2:58-3:10
10	EDMUNDS Intervention Intervention Room 247 PENNA 3:12-4:12				
11	EDMUNDS/10 room 401 CASTRO 4:14-5:10	EDMUNDS/10 room 401 CASTRO 4:14-5:10	EDMUNDS/10 room 401 CASTRO 4:14-5:10	EDMUNDS/10 room 401 CASTRO 4:14-5:10	EDMUNDS/10 room 401 CASTRO 4:14-5:10

The academic day will start at 8:20am and end at 2:40pm, Monday-Friday. Extended time is built into the schedule- ending at 3:10 pm. Extended Learning Time will start at 3:10 pm and end at 5:45pm Monday-Friday. In addition, there will be a Saturday Academy. The ELT will be offered to any student not meeting NYS standards; Clubs and team sports programs will be offered to students meeting standards including academic enrichment programs.

The school will offer all students 10 periods x 49 min of ELA including 2 periods of targeted AIS; 10 periods x49 min of Math instruction including 2 periods of targeted AIS; 4 periods x 49 min of Social Studies; 4 periods x49 min of Science; 3 periods x49 minutes of P.E./Health and 4 periods of Music, Arts, Technology on a rotating basis as to meet at least the minimum mandated NYS time allocation (alternate semesters). Study hall will be offered after school as part of the ELT; Reading skills and Math skills will be offered to all students as part of the school ELT from Monday-Friday, Saturday, and during summer school via OASIS-Summer Quest on-going partnership. Our ELT is a combined effort of our partnership with OST-Young Athletes, 21st-Century-Leadership Program and via per-session activities supported via school pedagogues as to assure full alignment of school improvement efforts.

- iv. ***Data-Driven Instruction/Inquiry (DDI)***. Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI) to be implemented under SIG. Present the schedule to be used for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space and time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) that will be provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. (See <http://engageny.org/data-driven-instruction> for more information on DDI).

During the summer 2014, the school will do the following: build a full plan for interim assessments for 2014-2015 (Sep 2014-Sept 2015): review as appropriate for 2015-2016, then further review for 2016-2017, work with data teams (ELA/Math/Science) to acquire/develop city-specific assessments to replace/supplement the assessment we are currently using. (We will transition to Measured Progress Test Lets for both ELA and Math), change current curriculum scope & sequences to match interim assessments that will be used, grade our school with the implementation rubric in the category of "assessment," identifying where the school stands and where we need to be before the school year begins. The school will develop an assessment calendar including an assessment creation, assessment implementation, scoring/analysis dates, teacher-instructional leader meetings, and re-teaching time. Also will be developed a skeletal professional development calendar that is a data driven model, training for staff in analysis, time for scoring/analyzing, training staff to develop new lesson plans, and other key meetings. The professional development plan of the school's leadership team will be created.

In September, weeks 1 and 2, the school will focus on assessment and culture. The first faculty meeting will present the data driven instructional model. Interim skills assessment will take place week 1, baseline assessments week 2 and learning cycles begin will begin immediately in all content areas. In October, performance predictions will occur in each class as teachers will be directed to mark each question: "confident" (sure that the students will get it right), "not sure," and "no" (students will get it wrong). Teachers will complete assessment analysis instructional plans, comparing performance to areas of discrepancy. In November, the 2nd assessment is in the hands of the teachers to plan backwards, to plan to re-teach standards that have proven challenging. The school leadership continues its walk-throughs, its daily classroom observations and reviews lesson plans to see if there is

evidence of implementation of teacher action plans from the assessment analysis meetings. From September onward, school leaders as well as the UFT literacy coach and network support will conduct walkthrough for evidence of partnership effectiveness and the alignment to data. November will also see a full mid-semester evaluation of the school based on the entire data-driven instruction implementation rubric. December to June will be a repeat of this cycle; however, the midyear will be a period of reflection on the cycle by the teacher teams and the data specialist with the instructional cabinet as whether there needs to be any modifications of the data and assessment plan. CFN 406 has been a critical partner in providing professional development regarding data analysis and assessment, as has the UFT center literacy coach who has been the data specialist for the school for several years. This embedded support will continue under the SIG grant.

- v. **Student Support.** Describe the school-wide framework to be used under SIG for providing academic, social-emotional, and student support to the whole school population. List the major systems to be in place for the identification of students at-risk for academic failure, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school's operational structures and how they will function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services, accessible at <http://www.p12.nysed.gov/part100/pages/1002.html#ee>.

The school-wide framework for student support will include several systems: the use of daily section sheets by the student support specialist to identify students who may be experiencing difficulties, the daily meetings of staff where student cases of concern are discussed, and the partnership with Bronx Lebanon which provides a guidance counselor to the school. Students at risk of failure have been identified having attendance issues. In 2012-2013 the first year of CCLS implementation, the attendance average was 86% with about 46% of the student having aggregated an attendance average below 90%. As a result, close to 50% of students currently enrolled in the 7th and 8th grade missed at least more than 10% of all CCLS curriculum. Under the SIG grant, a specific school-wide attendance plan will be implemented beginning the first week of school. The plan will include attending study hall, AIS intervention services as well as immediate communication with the student's family. Any student with an attendance average below 90% will be scheduled to meet with his or her advisory teacher to go over the plan, and then the family will participate in a conference with Guidance, Dean, School Community Associate/Family Worker, and/or Assistant Principals to be abreast of plan and to acknowledge family participation on attendance improvement efforts. Understanding the challenges experienced by immigrant families and families of SWDs, the school will create an intervention study hall to help students and families address absences to school. Study hall will be part of our Extended Learning Time opportunities including Saturdays.

School Climate and Discipline. Describe the strategies the school will employ under SIG to develop and sustain a safe and orderly school climate. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs.

A safe, nurturing and orderly school environment that supports all students at their performance level is paramount to our school mission and vision. Our partnership with RAMAPO for Children and with Bronx Lebanon Children Study Center will help us develop the structures necessary to provide all students with social and emotional support. At the start of the school year, teachers of all 7th and 8th graders who attended the school the previous year, will complete a 'behavior profile sheet' a checklist of common off-tasks behaviors exhibited by students, As a follow up, these students will complete the Renzulli Learning Inventory Profile. For 6th grade students, the teachers will first utilize the Renzulli profiler to understand learning styles then next complete the behavior profile sheet. These two 'inventories' form the foundation of understanding student needs and developing appropriate structures for specific students.

Overall, the school structure includes a Student Support Specialist (or Dean) who visits classrooms daily to monitor the targeted use of our school attendance and behavioral daily section sheets-which. This enables the school to proactively activate our Students Intervention Services/PBIS systems. The school will use a ladder of referral to prioritize and direct incidents to the needed resources as they occur. The system of referral will be communicated to students and families from the start of the school year and will be reinforced through teachers proactive in-the classroom interventions. We expect our partnership with Ramapo for Children to bolster teacher strategies in this regard.

Concurrent with thee section sheet, a students' daily success sheet will be utilized as part of one step into reinforcing a transformed school cultural change. The daily success sheet lists the classes for which a student is scheduled- each teacher rates the student on a rubric: classwork completed, homework submitted behavior (Satisfactory or Needs Improvement). Completed daily success sheets are sent home for families to review and sign. Section sheets and daily success works in unison and are daily keys to reinforcing the emphasis on character and school culture change. Students who need improvement are referred to the Guidance Counselor for an initial conference. The intake conference meets step 2 of Ladder of Referral. The Guidance Counselor follows up with a daily success sheet as well. The Guidance Counselor may also follow up with a visit to classroom where the most challenges are experienced by student and then discuss the observations in a family meeting if challenges for student continue; a conference is scheduled with official or advisory teacher, dean, and guidance. A student is referred to school Pupil Personnel Team who would then devise a PBIS plan. This will be followed by an analysis of data collected via Behavior Profile Sheet, Teachers' Anecdotal, Section Sheets, Daily Success, Renzulli Profiler, Baseline Data from Performance Series Assessment, Skills Assessment and Learning Cycle Data to make a determination in regards to probable behavior causes (academic or social-emotional). If student has an IEP, the case would be followed up by School Assessment Team (SAT). If student does not have an IEP the case would be followed by School Crisis Intervention Team (CIT). For academic intervention student will follow AIS-plan with social-emotional Support. For social-emotional student would follow PBIS-Plan with AIS-Support.

- vi. **Parent and Community Engagement.** Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication under SIG to support student learning, and how it will gauge parent and community satisfaction. Programs and initiatives described should be aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>.

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments. Some of the school responsibilities include: Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by: Support home-school relationships and improve communication. Provide parents reasonable access to staff
Provide general support to parents. As noted previously, the parent coordinator actively communicates with families and the Parent Association, has this year become an active partner with the school leader.

I. Training, Support, and Professional Development	4 points
<p>The school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs.</p>	
<p>The training, support, and professional development plan to be described in this section should be job-embedded, school-specific, and linked to student instructional and support data, as well as teacher observation and interim benchmark data. For the purposes of this grant, job-embedded professional development is defined as professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded training, support, and professional development can take many forms; including but not limited to classroom coaching, structured common planning time, meeting with mentors, consultation with external partners or outside experts, observations of classroom practice.</p>	

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

A reality encountered by new principal indicated less than 5% of faculty had received any professional development targeting areas such as research based delivery of instruction, UDL, ARIS, Performance Series Assessment, Use of Data Driven Methodology, and/or Danielson's Framework for Teaching for several years prior to 2013. In consultation with

faculty after three months of conducting informal observations, and after consultation with SLT, the three areas identified in the school's professional development plan are curriculum planning via UBD, improving instruction using data, and the creation and usage of benchmarks. Finally, there was a recognized need for teaching effectiveness via Danielson's Framework for Teaching.

- ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events to be scheduled during the year one implementation period (June 1, 2014, to June 30, 2015). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.**

Year One Professional Development Plan

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
<ul style="list-style-type: none"> Continue to build the capacity within the staff in utilizing the E-IRLA (electronic independent reading tracker aligned to CCLS) 	All staff	UFT Coach	Increased ELA proficiency	Weekly tracked reading levels reported to teacher teams and instructional cabinet, NYS results reported to Community
<ul style="list-style-type: none"> Support for effective teachers who mentor, coach or provide professional development to new teachers, or teachers rated as ineffective, developing expected 	Effective teachers	Assistant Principals	As per Danielson ratings, selected teacher teachers observed as effective	Informal observations (assistant principals, principal) reported to instructional cabinet
Support for instructional coaches, teacher leaders, in conducting evidence-based observations using Danielson Rubric, providing coaching and feedback on instructional practice	UFT literacy coach, selected teacher members	Assistant network specialists Principal, content	Normed HEDI calibrations with assistant principals, principal, and network specialist.	Reported to instructional cabinet, network
Unpacking CCLS in Science/Social	Content teachers	Assistant Network principals, content	Evidence of CCLS in	Reported to instructional cabinet, partnerships, families of implications

<p>Studies/Technology and the Arts</p>		<p>specialists</p>	<p>lesson plans and delivery; student results on assessment in house (interim) and NYS</p>	
<p>Math and ELA training on the Math and ELA Shifts and unpacking of the CCLS and Performance Based Task expected outcome: aligned curriculum</p>	<p>Content teachers</p>	<p>Assistant principals, Network content specialists</p>	<p>Evidence of CCLS in lesson plans and delivery; student results on assessment in house (interim) and NYS</p>	<p>Reported to instructional cabinet, partnerships families of implications</p>
<p>Progress monitoring</p>	<p>All staff</p>	<p>Data specialist, Network data specialist</p>	<p>Increased meeting of student instructional needs</p>	<p>Reported to all staff, families</p>
<p>Professional development (coaching, workshops, curriculum)</p>	<p>Humanities teachers, Arts, Music</p>	<p>New York Historical Society</p>	<p>Enriched curriculum; exposure to the arts/music; more effective teaching strategies; trip</p>	<p>Reported to school community</p>

			opportunities	
Professional development (coaching sessions, departmental workshops)	Math teachers	Math Solutions	Increased proficiency measured monthly and by NYS	Reported to school community
Professional development workshops coaching and school wide retreat	All staff, families/parents selected teachers depending on data, students	Ramapo for Children	Decrease in behavioral indicators; increase in improved school culture, decrease bullying	Reported and celebrated with community

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

The targeted goals of the professional development are to significantly increase the teaching effectiveness of the staff overall and thereby increasing student achievement. Currently, approximately 7 out of 31 teachers are effective per the Danielson’s Framework for Teaching. Another goal is for content teachers to increase their content knowledge. The schedule and plan regarding partnership professional development to be implemented is meet in person with associates from partnerships per visit (each associate visits twice monthly) and to receive summaries in writing of visits. For school wide/community professional development, evaluations will be required for each session. To evaluate efficacy, the school will use a) teacher effectiveness observation benchmarks in Domain 3 b) proficiency goal benchmarks-ELA and Math c) attendance and behavioral indicators. Observations will be daily; proficiency data will be weekly and attendance/behavioral data will be daily. As a result, the school anticipates that modifications to the yearly plan will be rapid and in conjunction with the data and the goals of the grant.

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

The school must fully and transparently consult and collaborate with key education stakeholders about the school's Priority status and on the implementation of the SIG plan. The plan for consultation and collaboration provided by the school must contain the following elements:

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

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

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

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

Beginning 2013-2014, 07X162 has made serious gains in engaging parents in school activities. The new principal encountered the school without a School Leadership Team and without a Parents Association. In collaboration with District 07 Family Advocate, the school helped parents activate their Parents Association, followed by the activation of the SLT. The school has met with all school stakeholders to communicate the possibility of SIG implementation. The school SIG grant will be distributed to the community via email to the staff, CFN 406, the SLT as well as the PA. The school will offer an open house for incoming 6th grade families in June 2014 (before SIG actual implementation date) as to make incoming parents and students fully abreast of school expectations during SIG implementation. The school already has the following initiatives in place and will continue it as part of our SIG implementation: Dedicated Family

Resources Room (at Room 131) housing the Community Associate/Family Worker and serving as hub for parents' activities organized by our school Parents Association and the Parents Support Committee (composed of voluntary teachers and school aides).

The principal will use weekly email to staff, monthly newsletters to families and will regularly attend the PA meetings to update the community on the SIG grant, its benchmarks and its successes. The SLT meets each month; further communication regarding SIG grant activities will take place during cabinet meetings and during the daily school wide meetings.

K. Project Plan and Timeline	4 points
The school must provide a project plan that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIG plan. The project plan must contain each of the following elements:	

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

Goal 1: Through enriched historical understanding, curricular engagement and embedded literacy content in the humanities as well as the arts and music, student achievement in ELA will result in an increase of 10% for all learners at levels 3 and 4, with an emphasis on Students with Disabilities and English Language Learners.

During the academic day, the school will fully integrate its current ELA curriculum with the rich curricular resources from New York Historical Society and Facing History with intention and purpose, which are CCLS, aligned. This will allow for enhanced student engagement created by multi-directional learning experiences and the use of a combination of tangible and digital historical artifacts. The specifics are explained in another section of the grant. Additionally, the school will use Extended Learning Time opportunities to provide academic intervention services via the RTI framework both during the regular school hours and Saturdays.

Actions steps underway include the integration and alignment of ELA curriculum to identify bi-weekly gaps in curriculum in order to meet students' needs, particularly in NCLB subgroups develop monthly interdisciplinary planning common time, and in that common planning time, examine evidence of rigor and the alignment of the student tasks The curriculum will enhance knowledge and opportunity for critical thinking as it grows, meeting both the expectations of the Common Core and the needs of our students.

Additional bolstering steps to increase ELA performance will be a review of student IEPs this summer and the possible reprogramming of students for success to general education classes or ICT classes, if appropriate as the bulk of SWDs now reside in self-contained classes and are experiencing poor performance. As students develop an awareness of diversity and empathy on a global level, this integration of all learners will allow students to experience the diverse learning modalities and styles within their own community.

Goal 2: Through on-site coaching, content planning and off-site course work for mathematics teachers, student achievement in Mathematics will result in increase of 10% at levels 3 and 4 with an emphasis on SWDs and ELLs.

In order to achieve this over three years and to ensure sustainability, it has been determined through daily administrative observations, instructional walkthroughs and network content specialist support, that teacher professional development is paramount. Presently, the school lacks a math coach for introduction to best teaching strategies and external reinforcement of best teaching strategies.

Action steps the school will provide professional development to teachers to support them in designing coherent and viable CCLS curriculum via creating units of studies utilizing the Understanding by Design methodology; delivery of instruction via the R.E.A.C.T. contextual learning teaching strategy, and daily assessment of student learning across all content areas via delivery of targeted daily lesson plans produced from disseminated data.

Teachers will have scheduled time to meet twice weekly via team-teaching and via inquiry departments meetings to align lessons to data produced from weekly five days learning cycle. Teachers will participate once weekly on data analysis meeting analyzing student outcomes and creating item skills analysis to monitor progress and developing targeted intervention to students by standard.

Teachers will have weekly group professional development focusing on specific competencies from Danielson's Framework for teaching. Note: R.E.A.C.T. stands for Relate, Experience, Apply, Communicate and Transfer.

On-site classroom coaching, workshops and course-work for the mathematics teachers provided by Math Solutions will model best teaching strategies, observe and provide feedback and be part of departmental content planning. The Math Solutions partnership will additionally provide an opportunity for the veteran staff for professional growth and reinvigoration in their content area as it relates to the delivery of aligned CCLS curriculum. This ongoing work with experts in content area knowledge and experts in pedagogy will support teacher development, which in turn will raise student achievement.

Goal 3: Through character curricular modules, a renewed advisory program, specific support structures and teacher professional development with a lens on character building, there will a decrease in classroom occurrences by 30%, an increase in overall school wide attendance by 2%, and a decrease in tardiness by 40%, with a special emphasis on tracking Students with Disabilities and English Language Learners.

The indicators for this goal are the following:

Aggregate student attendance, school average daily attendance and tardiness
Aggregate in-school and out-of-school suspension rates
Student achievement rates (passing rates based upon a rigorous grading policy)

Action steps in order to achieve this goal over three year years and to sustain improved school culture, the school will develop consistent systems and structures to closely monitor students' daily attendance to school via an attendance plan part of each student Personal Intervention Plan for Success (PIPS). Attendance goals will be established for each student Attendance goals for SWDs will be incorporated into their IEPs during annual reviews and reviewed during their Progress reports.

Incident data demonstrates that classroom management is still a prevailing concern in the school and to address such issues, our partnership with Ramapo for Children will be providing a number of services including workshops for teachers, on-site coaching, retreats for the community (school, students and families) as well as outdoor experiences. Integrated into this plan will be school support staff. The partnership with Facing History and Ourselves will build the skills necessary for empathy, tolerance, and understanding through the engaging study of social justice. These traits are all indicative of strong character and a community. The expectation will be as a result that occurrences will decrease as will referrals and most importantly, the sense of community within the school as a caring and nurturing environment that is centered on engaging, learning will increase.

Two of our partnerships offer character curricular modules via the humanities- ELA, History, Art and Music- accompanied by teacher professional development - on site and off site.-rich menu of online resources for the school's Smart boards and trips for students. Professional development will be direct classroom visitation, observation and content planning. The advisory system for all grades will be renewed with a curriculum based on "identity and community" at the beginning of the year. Families will learn of these curricular emphases in this and all goals through a beginning of the year retreat meant to build community and to address the needs of students by all stakeholders as well as through the activities of the Parent Association and the monthly newsletter by the principal.

Finally, to ensure that the school culture is embedded, several other elements will be implemented:

A non-negotiable code of conduct, a daily Character Pledge said each morning along with the Pledge of Allegiance, and consistent recognition of student accomplishments in all areas.

ii. Identify the "early wins" that will serve as early indicators of a successful SIG plan implementation and foster increased buy-in and support for the plan.

Goal One: ELA

- An increased number of students attending Extended Learning Time, measured weekly
- An increase in the number of student taking opportunities participating in (new) study hall activities, measured weekly
- A decrease in level ones as identified by NYS ELA exam results per October and November teacher assessment instructional plans
- A 20% increase in teachers rated effective by school leaders and network content specialists based on Domain Three.

Goal Two: Math

- An increased number of students attending Extended Learning Time, measured weekly
- An increase in the number of student participating in (new) study hall activities, measured weekly, September- January.
- A decrease in level ones per October and November teacher assessment instructional plans
- A 20% increase in teachers rated effective by school leaders and network content specialists based on Domain Three.

Goal Three: School Culture

- Increased number of students with 100% Classwork and Homework rate completion, measured weekly by returned parental signed forms.
- Increased family participation on August 2014 Open House by 25%.
- Increased family participation on September Family Assembly by 30%
- A decrease in the number of disciplinary infractions for first marking period by 20%
- A decrease in number of students to crisis intervention team for first marking period by 10%

iii. Identify the leading indicators of success that will be examined on no less than a quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.

- Improved students' performance in ELA and Math from initial Baseline Assessment against first Interim Benchmark Assessment. Data Team, school wide reporting by teacher in social studies, ELA, math, arts, and music.
- Improved students' attendance. Attendance Team, School wide reporting via bulletin boards and notifications to parents via monthly newsletters and the Parent Association.
- Improved Family Engagement. Parents Support Services, Newsletter and Family Resources Center
- Decreased classroom and hallway misbehavior data, including Bullying and Cyber-Bullying. Data Team, monthly assemblies, newsletters and bulletin boards, to the school community.
- Increased students' participation in Study Hall and other Extended Learning Time opportunities, ELT coordinator, collected via attendance, data team and reported school wide.
- Increased number of Progress Reports returned to school. Homeroom teachers, bulletin boards, to school administration and Parents Association
- Increased number of parents attending PA activities including Report Cards distribution. Community Associate/Family Worker, collected by activity, reported via newsletter and bulletin boards to school wide audience.

Attachment C
Evidence of Partner Effectiveness Chart
Ramapo for Children

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)
<p>Ramapo For Children Lisa Tazartes Director, Ramapo Training ltazartes@ramapoforchildren.org 212-754-7003 49 West 38th St. F1 5 New York, NY 10018</p>	<p>1. M108 (PS108 Assemblyman Angelo DeToro Ed.Complex) 2. CFN 203 - Children's First Network 203 3. K174 (IS 174K Dumont) 4. X042 (PS 42X) 5. M206 (PS 206 Jose Celso Barbosa) 6. X333 (PS 333X) 7. X001 (PS 1X) 8. M015 (The Roberto Clemente School) 9. M137 (PS 137M) 10. M363 (The Neighborhood School)</p>	<p>1. Machicote,Gryssele: gmachic@schools.nyc.gov 2. Shamon, Mary: mshamen@schools.nyc.gov 3. Mason, Ingrid: IMason@schools.nyc.gov 4. Matos, Ivette: imatos2@schools.nyc.gov 5. Forbes, Camille: cforbes2@schools.nyc.gov 6. Brown, Arthur: abrown26@schools.nyc.gov 7. Perdamo, Jorge: jperdom@schools.nyc.gov 8. Sanchez, Irene: ISanchez11@schools.nyc.gov 9. Rodriguez, Melissa: MRodrig19@schools.nyc.gov 10. Novelo, Milo: MNOVELO@schools.nyc.gov</p>
<p>Partner Organization Name and Contact Information and description of type of service provided.</p>	<p>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.)</p> <p>1. M137 (PS 137M) originally an F school now an C 2. X001 (PS 1X) originally a D now a B school 3. 4.</p>	<p>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)</p> <p>1. Rodriguez, Melissa: MRodrig19@schools.nyc.gov 2. Perdamo, Jorge: jperdom@schools.nyc.gov 3. 4.</p>

Attachment C
 Evidence of Partner Effectiveness Chart
 New York Historical Society

Partner Organization Name and Contact Information Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
The New-York Historical Society Dr. Sharon Dunn Vice President for Education New-York Historical Society 170 Central Park West New York, NY 10024 (212) 485-9292 sharon.dunn@nyhistory.org	1.255K Barbara Reing School 2.176K Ovington 3.145M The Bloomington School 4.174Q William Sydney Mount 5.105K The Bay School 6.190Q Russell Sage 7.110M Florence Nightingale 8.154M Harriet Tubman 9.163M Alfred E Smith 10. 175Q The Lynn Gross Discovery School 11. 503K The School of Discovery 12. 87M William Sherman	1. Iris Nikas inikas@schools.nyc.gov 2. Elizabeth Culkin eculkin@schools.nyc.gov 3. Natalia Garcia ngarcia52@schools.nyc.gov 4. Karin Kelly kkelly8@schools.nyc.gov 5. Laurie Shapiro L.shapir@schools.nyc.gov 7. Marilyn Grant mgrant@schools.nyc.gov 8. Karen Feuer kfeuer@schools.nyc.gov 9. Elizabeth Jarrett ejarret@schools.nyc.gov 10. Donny Lopez dlopez@schools.nyc.gov 11. Patricia Cooper pcooper3@schools.nyc.gov 12. Bernadette Fitzgerald bfitzge2@schools.nyc.gov 13. Monica Berry
Mia Nagawiecki Director of Education New-York Historical Society 170 Central Park West New York, NY 10024 212-485-9236 mia.nagawiecki@nyhistory.org professional development, teacher coaching and curricular materials		

		mberry@schools.nyc.gov
	13. 48R William C Wilcox	13. Jacqueline Mammolito jmammol@schools.nyc.gov
	14. 171Q Peter G Van Alst	14. Anne Busse abusse@schools.nyc.gov

Attachment C
Evidence of Partner Effectiveness Chart
Facing History and Ourselves

Partner Organization Name and Contact Information	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Facing History and Ourselves Juan Castellanos Juan_Castellanos_facing@org Professional development, consulting, teacher coaching	<ol style="list-style-type: none"> 1. East Side Community High School, 420 E. 12th St. 2. Facing History School, 525 W 50th St, Park West Educational Center 3. Vanguard High School, 317 E 67th St, New York, NY 10021 4. New Haven Academy, 804 State Street, New Haven, CT 06511 5. Social Justice Humanitas Academy, 1001 Arroyo Ave, San Fernando, CA 91340 6. TechBoston Academy, 9 Peacevale Rd, Dorchester, MA 02124 7. Blackstone Academy, 334 Pleasant Street, Pawtucket, RI 02860 8. Amy Biehl High School, 123 4th St SW, 	<ol style="list-style-type: none"> 1. Mark Federman (Principal): markf@eschs.org 2. Mark Otto (Asst. Principal): markotto@gmail.com 3. Mark Klarman (Teacher Liaison): mklarman@yahoo.com, William Klann (Principal): wklann@schools.nyc.gov 4. Meredith Garvin (Principal): mgarvin@gmail.com 5. Jose Navarro (Principal): jose.l.navarro@lausdnet 6. Sandra Derstine (Teacher Liaison): sderstine@techboston.org 7. Klyeen Carpenter (Principal): kcarpenter@blackstoneacademy.org 8. Mike May (Principal): mmay@abhs.k12.nm.us

	Albuquerque, NM 8710	
	<p>9. Animo Jackie Robinson, 3500 S Hill St, Los Angeles, CA 90007</p> <p>10. Oceana High School, 401 Paloma Ave, Pacifica, CA 94044-1901</p>	<p>14. Kristin Botello-Lopez (Principal): kbotello@animo.org</p> <p>15. Caro Pemberton (Principal): cpemberton@juhsd.net</p>
<p>Partner Organization Name and Contact Information and description of type of service provided.</p> <p>Juan Castellanos Juan_Castellanos_facing@org Professional development, coaching of teachers, consulting</p> <p>Juan Castellanos Juan_Castellanos_facing@org Professional development, coaching of teachers, consulting</p> <p>Juan Castellanos Juan_Castellanos_facing@org Professional development, coaching of teachers, consulting</p>	<p>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.)</p> <p>1. Vanguard High School, 317 E 67th St, New York, NY 10021 English Regents increase over three year period, LES increase over three year period</p> <p>2. East Side Community High School, 420 E. 12th St. Increase in ELA over three year period</p> <p>3. Facing History School, 525 W 50th St, Park West Educational Center Increase in ELA Regents over three years</p>	<p>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)</p> <p>1) Mark Klarman (Teacher Liaison): mklarman@yahoo.com, William Klann (Principal): wklann@schools.nyc.gov</p> <p>2) Mark Federman (Principal): markf@eschs.org</p> <p>3) Mark Otto (Asst. Principal): markotto@gmail.com</p>

Evidence of Partner Effectiveness Chart
Math Solutions

Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
June Clark 410-937-7609 jclark@mathsolution.com Professional development	<ol style="list-style-type: none"> 1. NYCDOE – MSP Grant – See attached work plan and evaluation reports 2. Region 8, District 15 (Cluster 5) 3. 4. 5. 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 1. Mary Lou Wainwright , Achievement Coach Math CEI-PEA -CFN 532 4360 Broadway, Room 525, NYC, NY 10033 1-917-521-3701 -Office 1-917-521-3797 -Fax (New Number) 1-646-483-9087 -Cell mwainwr@schools.nyc.gov 2. Hoa Tu, Chief Academic Officer 113 Livingston New York, NY 11201 718.935.2520 htu@schools.nyc.gov 3. 4. 5. 6. 7. 8. 9. 10.
Partner Organization Name and Contact Information and description of type of	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful

<p>service provided. June Clark 410-937-7609 jclark@mathsolution ns.com Professional development</p>	<p>each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.</p>	<p>performance of the partner in the increase of academic performance and turnaround of the identified schools)</p>
<p>Prince Georges County Public Schools Professional development</p>	<p>Largo High School Laurel High School</p>	<p>Stephanie McCleod-Secondary Mathematics Supervisor, Prince Georges County Public Schools, 7711 Livingston Ave. Oxon Hill, MD20745 301-749-5610</p>

New York Historical Society- Systematic evaluation data to demonstrate the impact

**New York State Assessments Results
English Language Arts**

255K Barbara Reing School

Principal: Kelly Mccann

	2011	2012	2013
Grade 3	63%	70%	43%
Grade 4	65%	73%	52%
Grade 5	62%	62%	46%

Scale: % proficient or advanced

176K Ovington

Principal: Elizabeth Culkin

	2011	2012	2013
Grade 3	69%	67%	51%
Grade 4	73%	73%	47%
Grade 5	69%	75%	57%

Scale: % proficient or advanced

145M The Bloomingdale School

Principal: Natalia Garcia

	2011	2012	2013
Grade 3	48%	25%	9%
Grade 4	29%	40%	0%
Grade 5	23%	25%	16%

Scale: % proficient or advanced

174Q William Sidney Mount

Principal: Karin Kelly

	2011	2012	2013
Grade 3	82%	67%	47%
Grade 4	68%	29%	42%
Grade 5	65%	71%	61%
Grade 6	64%	73%	N/A

Scale: % proficient or advanced

105K The Bay School

Principal:		Laurie Shapiro		
	2011	2012	2013	
Grade 3	28%	27%	7%	
Grade 4	30%	33%	8%	
Grade 5	33%	38%	9%	
Grade 6	31%	35%	9%	
Grade 7	21%	22%	3%	
Grade 8	19%	21%	8%	

Scale: % proficient or advanced

190Q Russell Sage

Principal:		Marilyn Grant		
	2011	2012	2013	
Grade 6	86%	61%	39%	
Grade 7	52%	60%	39%	
Grade 8	50%	54%	42%	

Scale: % proficient or advanced

110M Florence Nightingale

Principal:		Karen Feuer		
	2011	2012	2013	
Grade 3	64%	56%	56%	
Grade 4	58%	56%	56%	
Grade 5	61%	62%	42%	

Scale: % proficient or advanced

154M Harriet Tubman

Principal:		Elizabeth Jarrett		
	2011	2012	2013	
Grade 3	64%	56%	56%	
Grade 4	58%	56%	56%	
Grade 5	61%	62%	42%	

Scale: % proficient or advanced

163M Alfred E Smith

Principal:		Donny Lopez		
	2011	2012	2013	
Grade 3	62%	63%	51%	
Grade 4	63%	70%	41%	
Grade 5	61%	65%	34%	

Scale: % proficient or advanced

175Q the Lynn Gross Discovery School

Principal:		Patricia Cooper	
	2011	2012	2013
Grade 3	67%	69%	33%
Grade 4	69%	70%	47%
Grade 5	73%	63%	41%

Scale: % proficient or advanced

503K the School of Discovery

Principal:		Bernadette Fitzgerald	
	2011	2012	2013
Grade 3	31%	35%	12%
Grade 4	22%	35%	13%
Grade 5	35%	28%	12%

Scale: % proficient or advanced

87M William Sherman

Principal:		Monica Berry	
	2011	2012	2013
Grade 3	88%	85%	77%
Grade 4	90%	91%	68%
Grade 5	84%	83%	66%

Scale: % proficient or advanced

48R William C Wilcox

Principal:		Jacqueline Mammolito	
	2012	2013	
Grade 3	75%	44%	
Grade 4	80%	44%	
Grade 5	74%	49%	

Scale: % proficient or advanced

171Q Peter G Van Alst

Principal:		Anne Bussel	
	2012	2013	
Grade 3	44%	16%	
Grade 4	48%	19%	
Grade 5	38%	29%	

Scale: % proficient or advanced

Attachment G.



The Lola Rodriguez de Tió School
 “Student success, Nothing Else”

Table of organization SY 2013-201A-FINAL

ADMINISTRATION	TITLE	ROOM	EXT.
Mr. Fani	Principal (I.A.)	125	125
Mr. Papadopulos	Assistant Principal	257	257
Ms. Murchison	Assistant Principal	245	245

CLASS	TEACHERS	SUBJECT	ROOM	EXT.
(For extension, add number 1 to room number)				
601	Mr. Olt	ELA	204	
602	Ms. Medina	Math	201	
603	Mr. Busch	Science		203
604	Ms. Pena	Special Ed.	247	
609	Ms. Wilson(Spe.Ed)/Mr. Ree(Math)			ICT212
701	Ms. Larkin	ELA	210	
702	Mr. Larkin	Math	206	
703	Ms. Ahmed	S.S.	209	
704	Mr. Flores (Vac)	Sped ELA-Per-Diem	205	
709	Ms. Kornacki (Spe.Ed)/Mr. Sachs(ELA)			ICT213
801	Ms. Sherman	ELA	253	
802	Ms. Morin	Math	259	
803	Mr. Rivera	Digital Arts	251	
804	Ms. Negron	Sped ELA	249	
805	Ms. Rodriguez	Sped Math	247	
806	Mr. Reyes	Sped Ed		103
808B	Ms. Romero-T.	NLA/Bil		202
809	Ms. Manswell(Spe.Ed)/Mr. Skeete(Math)			ICT211
7/8	Mr. O'Connor(Vac)	Science-Per Diem	207	
6/7/8	Ms. Di Lauro	Arts	133	
6/7/8	Ms. Castiner	Music	(2601, 5201, 5202)	
6/7/8	Mr. Bradley	Industrial Arts	110	
6/7/8	Mr. Brown	P.E./Health	100	
Travel	Ms. Borst	ESL/Pull-Out		Travel
6/7/8	Ms. Scheidel	ESL	202	
7/8	Ms. Jandelli	ELA	218/253	
Travel	Ms. Callender	S.S.		Travel
Travel	Ms. Genao	Math (G.Ed+Bil)		Travel
STAFF DEVELOPERS	SUBJECT	ROOM	EXT.	

Irene Castro UFT Teacher Center 4301

SCHOOL BASED SERVICES ASSIGNMENT ROOM EXT.

Mr. Morrell	Guid. Counse.	127
Ms. Edwards(Dean)	Stud. Support	208
Ms. Marks	Special Ed. 205A Liaison /SETTS/IEP RTI Coordinator	

PARAPROFESSIONAL (S) ASSIGNMENT ROOM

<u>1</u>	Casado, Gladys	805	247
<u>2</u>	Contreras, Ana	806	103
<u>3</u>	Cordero, Lisa	704	205
<u>4</u>	Dejesus, Luz	806	103
<u>5</u>	Duprey, Vilma	804	249
<u>6</u>	Franco, Evelyn	704	205
<u>7</u>	Fuentes-Pagan, Brigida	704	205

PARAPROFESSIONAL (S) ASSIGNMENT ROOM

<u>8</u>	Harper, Lillian	609	212
<u>9</u>	Olivares, Elizabeth	806	103
<u>10</u>	Sabri, Abdelmalik	604	247
<u>11.</u>	Sesenu, David	704	205
<u>12.</u>	Vera, Sabrina	709	213

SECRETARY ASSIGNMENT ROOM EXT.

Madeline Marrero	Payroll	123
Mildred Colon	Pupil Accounting	123

FAMILY WORKER ASSIGNMENT ROOM EXT School Aide

Attendance (pending funding)

PARENT COORDINATOR ASSIGNMENT ROOM EXT.

Migdalia Gonzalez	Parent Support	131
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SCHOOL AIDES ASSIGNMENT ROOM EXT.

Jenny Morales	Lunchroom	123
Samantha Morales	Lunchroom	123
Damaris Rosa	Lunchroom	123
Haydee Garcia	Lunchroom	123
Margaret Tores	Lunchroom	123

CAMPUS BASED SHARED SERVICES AND PERSONNEL

SCHOOL SAFETY TITLE EXT.

Office	1341/1342	
SSA Gibson	Level III	1000
SSA Jones	Level 1	1000
SSA Henley	Level 1	1000
SSA Fernandez	Level 1	1000
SSA Smith	Level 1	1000

SCHOOL BASED SUPPORT TEAM

Lillian Torres (Social Worker) –Daily Schedule	2211
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Devin Blaine (Psychologist)	2213
Nelda Morales (Bilingual Psyc.)	2213
Janice Peterkin (Speech)	2214
Tracey Conwell (Speech)	2212
Cespedes, Claudia Occupational Therapist	106

CUSTODIAL SERVICES	TITLE	ROOM	EXT.
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Bernardette Murphy	Secretary	119	119
Thomas Burke	Custodian		
Seunarin, Deonandan	Fireman		
Douglas Dixon	Maintenance		
Hemaniall Mangroo	Maintenance		
Usman Manbureh	Maintenance		
Pablo Marcano	Part Time Maintenance		
Marcus St. Marie	Part Time Maintenance		

CAFETERIA	TITLE	EXT.
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Ms. Allen	Manager/Dietician	5002
Anthony Casey	Cook	5002

APPR Implementation Period Year 1

KEY: (i)-informal formative observation. (SFO) scheduled formal observations

Note: teachers who choose option 1 will be observed once

AHMED S.S.	BORST E.S.L.	BRADLE Y-Shop	BROWN P.E./Health	BUSCH Science (New)	CALLENDER/S .S.	CASTINE R-Music	DILAUAOAR ts-New 12/20/13	FISCHGRU N A.P.E.
09/10i	09/09i	09/10i	09/12i	09/09i	09/12i	09/13i	01/07i	09/11i
09/24i	09/25i	09/24i	09/24i	09/13i	09/24i	09/24i	0/16i	09/24i
10/9i	10/01i	10/30i	10/30i	10/01i	10/9i	10/9i	1/29i	10/9i
11/7i	10/02i	11/20i	11/15i	10/16i	11/13i	11/13i	02-SF0	10/30i
11/25i	10/16i	12/16i	12/09	10/30i	12/12	12/10		11/19i
12/10	11/7i	01/02	02-SF0	11/15i	1/23	02-SF0		12/11
02-SFO	11/12i	02-SF0		11/20	02-SF0			01/02-SF0
	12/10			02-SF0				
	02-SFO							
GENAO Bil-Math	VACANC Y-Sci	JANDEL LI ELA	KORNAC KI ICT	MLARKI N Math	KLARKIN ELA	MANSWE L ICT	MEDINA Math	MORIN Math
09/10i	-	09/10i	09/10i	09/10i	09/10i	09/10i	09/10i	09/10i
09/25i		09/27i	09/27i	09/25i	09/27i	09/27i	09/25i	09/25i
10/10i		10/10i	10/18i	11/13i	11/19	10/16i	11/14i	10/10i
10/29i		10/29i	11/12i	12/12	01/21	10/28i	12/16	10/23i
11/15i		11/18	12/12	01/21	01/22	11/15i	02-SF0	11/8i
12/2i		01/27	01/24	02-SF0	01/28	12/12		11/21i
12/11		01/28	02-SF0		02-SF0	01/27		12/10i
02-SFO		02-SF0				02-SF0		01/02
								02-S0
NEGRON ELA-SE	OLT ELA	VACANC -SE ELA	PENA SE-Math	REE ICT	REYES ID-SE	RIVERA Digital Tech	RODRIGUE SE-Math	ROMERO N.L.A
09/10i			09/10i	09/10i	09/10i	09/13i	09/11i	09/11i
09/27i		-	09/25i	09/25i	09/27i	09/24i	09/25i	09/26i

12/05	12/12		10/10i	10/10i	10/9i	12/09	10/10i	12/11
01/21	01/21		10/29i	10/21i	10/17i	01/23	10/18i	
02-S0	02-S0		11/13i	11/1i	10/28i	02-SF0	10/30i	02-SF0
			12/05	11/8i	11/8i		11/15i	
			02-SF0	12/11	11/21		11/25i	
				02-SF0	02-SF0		11/19i	
							12/11	
							02-SF0	
SACHS ICT	SCHNEIDE L ESL (new)	SHERMA N ELA	SKEETE ICT	WILSON ICT	MARKS IEP SETSS			
09/10i	09/09i	09/11i	09/10i	09/10i	09/09i			
09/25i	09/13i	09/26i	09/25i	09/26i	10/01i			
10/9i	10/01i	10/16i	10/9i	10/16i	11/18i			
10/22i	10/8i	11/7i	10/23i	11/14i	12/12i			
11/14i	10/16i	12/18i	10/29i	12/04				
12/12	10/23i	11/19	11/21	01/27				
01/24	11/6i	01/22	12/3i	02-SF0				
02-SF0	11/20	02-SF0	12/18i					
	12/4i		02-SF0					
	01/2i							
	02-SF0							
EDWAR DS Dean	TORRES Social	MORREL L Guidance	BLAINE Psych	MORAL ES Bil-Psy	VEGA SocialW	PETERKI N Speech	CORNWELL Speech	
09/27i	09/27i	09/27i	09/27i	09/27i	10/01i	10/01i	10/01i	
12/10i	12/10i	12/10i	12/10i	12/10i	12/13i	12/13i	12/13i	

Attachment C
Evidence of Partner Effectiveness Chart
Ramapo for Children

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)
Ramapo For Children Lisa Tazartes Director, Ramapo Training ltazartes@ramapoforchildren.org 212-754-7003 49 West 38 th St. Fl 5 New York, NY 10018	<ol style="list-style-type: none"> 1. M108 (PS108 Assemblyman Angelo DeToro Ed.Complex) 2. CFN 203 - Children's First Network 203 3. K174 (IS 174K Dumont) 4. X042 (PS 42X) 5. M206 (PS 206 Jose Celso Barbosa) 6. X333 (PS 333X) 7. X001 (PS 1X) 8. M015 (The Roberto Clemente School) 9. M137 (PS 137M) 10. M363 (The Neighborhood School) 	<ol style="list-style-type: none"> 1. Machicote, Grysele: gmachic@schools.nyc.gov 2. Shamon, Mary: mshamen@schools.nyc.gov 3. Mason, Ingrid: IMason@schools.nyc.gov 4. Matos, Ivette: imatos2@schools.nyc.gov 5. Forbes, Camille: cforbes2@schools.nyc.gov 6. Brown, Arthur: abrown26@schools.nyc.gov 7. Perdamo, Jorge: jperdom@schools.nyc.gov 8. Sanchez, Irene: ISanchez11@schools.nyc.gov 9. Rodriguez, Melissa: MRodrig19@schools.nyc.gov 10. Novelo, Milo: MNOVELO@schools.nyc.gov
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)
	<ol style="list-style-type: none"> 1. M137 (PS 137M) originally an F school now an C 2. X001 (PS 1X) originally a D now a B school 3. 4. 5. 6. 	<ol style="list-style-type: none"> 1. Rodriguez, Melissa: MRodrig19@schools.nyc.gov 2. Perdamo, Jorge: jperdom@schools.nyc.gov 3. 4. 5. 6.

Attachment C
Evidence of Partner Effectiveness Chart
New York Historical Society

Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
The New-York Historical Society Dr. Sharon Dunn Vice President for Education New-York Historical Society 170 Central Park West New York, NY 10024 (212) 485-9292 sharon.dunn@nyhistory.org Mia Nagawiecki Director of Education New-York Historical Society 170 Central Park West New York, NY 10024 212-485-9236 mia.nagawiecki@nyhistory.org professional development, teacher coaching and curricular materials	1.255K Barbara Reing School 2.176K Ovington 3.145M The Bloomington School 4.174Q William Sydney Mount 5.105K The Bay School 6.190Q Russell Sage 7.110M Florence Nightingale 8.154M Harriet Tubman 9.163M Alfred E Smith 10.175Q The Lynn Gross Discovery School 11.503K The School of Discovery 12.87M William Sherman 13.48R William C Wilcox	1. Iris Nikas inikas@schools.nyc.gov 2. Elizabeth Calkin ecalkin@schools.nyc.gov 3. Natalia Garcia ngarcia52@schools.nyc.gov 4. Karin Kelly kkelly8@schools.nyc.gov 5. Laurie Shapiro 6. Lshapir@schools.nyc.gov 7. Marilyn Grant mgrant@schools.nyc.gov 8. Karen Feuer kfeuer@schools.nyc.gov 9. Elizabeth Jarrett ejarrett@schools.nyc.gov 10. Donny Lopez dlopez@schools.nyc.gov 11. Patricia Cooper pcooper3@schools.nyc.gov 12. Bernadette Fitzgerald bfitzge2@schools.nyc.gov 13. Monica Berry mberry@schools.nyc.gov 13. Jacqueline Mammolito

		jmamamol@schools.nyc.gov
14. 171Q Peter G Van Alst		14. Anne Bussel abussel@schools.nyc.gov

Attachment C
Evidence of Partner Effectiveness Chart
Facing History and Ourselves

Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Facing History and Ourselves Juan Castellanos Juan_Castellanos_facing@org Professional development, consulting, teacher coaching	<ol style="list-style-type: none"> 1. East Side Community High School, 420 E. 12th St. 2. Facing History School, 525 W 50th St, Park West Educational Center 3. Vanguard High School, 317 E 67th St, New York, NY 10021 4. New Haven Academy, 804 State Street, New Haven, CT 06511 5. Social Justice Humanitas Academy, 1001 Arroyo Ave, San Fernando, CA 91340 6. TechBoston Academy, 9 Peacevale Rd, Dorchester, MA 02124 7. Blackstone Academy, 334 Pleasant Street, Pawtucket, RI 02860 8. Amy Biehl High School, 123 4th St SW, Albuquerque, NM 8710 9. Animo Jackie Robinson, 3500 S Hill St, Los 	<ol style="list-style-type: none"> 1. Mark Federman (Principal): markf@eschs.org 2. Mark Otto (Asst. Principal): markotto@gmail.com 3. Mark Klarman (Teacher Liaison): mklarman@yahoo.com, William Klann (Principal): wklann@schools.nyc.gov 4. Meredith Garvin (Principal): mgarvin@gmail.com 5. Jose Navarro (Principal): jose.l.navarro@lausdnet 6. Sandra Derstine (Teacher Liaison): sderstine@techboston.org 7. Klyeen Carpenter (Principal): kcarpenter@blackstoneacademy.org 8. Mike May (Principal): mmay@abhs.k12.nm.us 14. Kristin Botello-Lopez (Principal): kbotello@animo.org

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)
Juan Castellanos Juan_Castellanos_facing@org Professional development, coaching of teachers, consulting	1. Vanguard High School, 317 E 67th St. New York, NY 10021 English Regents increase over three year period, LES increase over three year period	1) Mark Klarman (Teacher Liaison): mklarman@yahoo.com, William Klann (Principal): wklann@schools.nyc.gov
Juan Castellanos Juan_Castellanos_facing@org Professional development, coaching of teachers, consulting	2. East Side Community High School, 420 E. 12th St. Increase in ELA over three year period	2) Mark Federman (Principal): markf@esch.s.org
Juan Castellanos Juan_Castellanos_facing@org Professional development, coaching of teachers, consulting	3. Facing History School, 525 W 50th St, Park West Educational Center Increase in ELA Regents over three years	3) Mark Otto (Asst. Principal): markotto@gmail.com

Angeles, CA 90007
 10. Oceana High School, 401 Paloma Ave, Pacifica, CA 94044-1901

15. Caro Pemberton (Principal): cpemberton@juhsd.net

Attachment C
Evidence of Partner Effectiveness Chart
Math Solutions

Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>June Clark 410-937-7609 jclark@mathsolution.com Professional development</p>	<p>1. NYCDOE – MSP Grant – See attached work plan and evaluation reports</p> <p>2. Region 8, District 15 (Cluster 5)</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	<p>1. Mary Lou Wainwright , Achievement Coach Math CEL-PEA -CFN 532 4360 Broadway, Room 525, NYC, NY 10033 1-917-521-3701 -Office 1-917-521-3797 -Fax (New Number) 1-646-483-9087 -Cell mwainwr@schools.nyc.gov</p> <p>2. Hoa Tu, Chief Academic Officer 113 Livingston New York, NY 11201 718.935.2520 htu@schools.nyc.gov</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>
<p>Partner Organization Name and Contact Information and description of type of</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of</p>	<p>References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful</p>

<p>service provided. June Clark 410-937-7609 jclark@mathsolutio ns.com Professional development</p>	<p>each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.</p>	<p>performance of the partner in the increase of academic performance and turnaround of the identified schools)</p>
<p>Prince Georges County Public Schools Professional development</p>	<p>Largo High School Laurel High School</p>	<p>Stephanie McCleod-Secondary Mathematics Supervisor, Prince Georges County Public Schools, 7711 Livingston Ave. Oxon Hill, MD20745 301-749-5610</p>

New York Historical Society- Systematic evaluation data to demonstrate the impact

**New York State Assessments Results
English Language Arts**

255K Barbara Reing School

Principal:		Kelly Mccann		
	2011	2012	2013	
Grade 3	63%	70%	43%	
Grade 4	65%	73%	52%	
Grade 5	62%	62%	46%	

Scale: % proficient or advanced

176K Ovington

Principal:		Elizabeth Culkin		
	2011	2012	2013	
Grade 3	69%	67%	51%	
Grade 4	73%	73%	47%	
Grade 5	69%	75%	57%	

Scale: % proficient or advanced

145M The Bloomingdale School

Principal:		Natalia Garcia		
	2011	2012	2013	
Grade 3	48%	25%	9%	
Grade 4	29%	40%	0%	
Grade 5	23%	25%	16%	

Scale: % proficient or advanced

174Q William Sidney Mount

Principal:		Karin Kelly		
	2011	2012	2013	
Grade 3	82%	67%	47%	
Grade 4	68%	29%	42%	
Grade 5	65%	71%	61%	
Grade 6	64%	73%	N/A	

Scale: % proficient or advanced

105K The Bay School

Principal:		Laurie Shapiro		
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Grade 3	28%	27%	7%
Grade 4	30%	33%	8%
Grade 5	33%	38%	9%
Grade 6	31%	35%	9%
Grade 7	21%	22%	3%
Grade 8	19%	21%	8%

Scale: % proficient or advanced

190Q Russell Sage

Principal: Marilyn Grant

	2011	2012	2013
Grade 6	86%	61%	39%
Grade 7	52%	60%	39%
Grade 8	50%	54%	42%

Scale: % proficient or advanced

110M Florence Nightingale

Principal: Karen Feuer

	2011	2012	2013
Grade 3	64%	56%	56%
Grade 4	58%	56%	56%
Grade 5	61%	62%	42%

Scale: % proficient or advanced

154M Harriet Tubman

Principal: Elizabeth Jarrett

	2011	2012	2013
Grade 3	64%	56%	56%
Grade 4	58%	56%	56%
Grade 5	61%	62%	42%

Scale: % proficient or advanced

163M Alfred E Smith

Principal: Donny Lopez

	2011	2012	2013
Grade 3	62%	63%	51%
Grade 4	63%	70%	41%
Grade 5	61%	65%	34%

Scale: % proficient or
advanced

175Q the Lynn Gross Discovery School

Principal: Patricia Cooper

	2011	2012	2013
Grade 3	67%	69%	33%
Grade 4	69%	70%	47%
Grade 5	73%	63%	41%

Scale: % proficient or
advanced

503K the School of Discovery

Principal: Bernadette
Fitzgerald

	2011	2012	2013
Grade 3	31%	35%	12%
Grade 4	22%	35%	13%
Grade 5	35%	28%	12%

Scale: % proficient or
advanced

87M William Sherman

Principal: Monica Berry

	2011	2012	2013
Grade 3	88%	85%	77%
Grade 4	90%	91%	68%
Grade 5	84%	83%	66%

Scale: % proficient or
advanced

48R William C Wilcox

Principal: Jacqueline
Mammolito

	2012	2013
Grade 3	75%	44%
Grade 4	80%	44%
Grade 5	74%	49%

Scale: % proficient or advanced

171Q Peter G Van Alst

Principal: Anne Bussel

	2012	2013
Grade 3	44%	16%

Scale: % proficient or advanced		
Grade 4	48%	19%
Grade 5	38%	29%



Attachment G
The Lola Rodriguez de Tió School
"Student success, Nothing Else"

Table of organization SY 2013-201A-FINAL

ADMINISTRATION	TITLE	ROOM	EXT.
Mr. Fani	Principal (I.A.)	125	125
Mr. Papadopulos	Assistant Principal	257	257
Ms. Murchison	Assistant Principal	245	245

CLASS	TEACHERS	SUBJECT	ROOM	EXT.
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(For extension, add number 1 to room number)

601	Mr. Olt	ELA	204	
602	Ms. Medina	Math	201	
603	Mr. Busch	Science		203
604	Ms. Pena	Special Ed.	247	
609	Ms. Wilson(Spe.Ed)/Mr. Ree(Math)			ICT212
701	Ms. Larkin	ELA	210	
702	Mr. Larkin	Math	206	
703	Ms. Ahmed	S.S.	209	
704	Mr. Flores (Vac)	Sped ELA-Per-Diem	205	
709	Ms. Kornacki (Spe.Ed)/Mr. Sachs(ELA)			ICT213
801	Ms. Sherman	ELA	253	
802	Ms. Morin	Math	259	
803	Mr. Rivera	Digital Arts	251	
804	Ms. Negrón	Sped ELA	249	
805	Ms. Rodriguez	Sped Math	247	
806	Mr. Reyes	Sped Ed		103
808B	Ms. Romero-T.	NLA/Bil		202
809	Ms. Manswell(Spe.Ed)/Mr. Skeete(Math)			ICT211
7/8	Mr. O'Connor(Vac)	Science-Per Diem	207	
6/7/8	Ms. Di Lauro	Arts	133	
6/7/8	Ms. Castiner	Music	(2601, 5201, 5202)	
6/7/8	Mr. Bradley	Industrial Arts	110	
6/7/8	Mr. Brown	P.E./Health	100	
Travel	Ms. Borst	ESL/Pull-Out		Travel
6/7/8	Ms. Scheidel	ESL	202	
7/8	Ms. Jandelli	ELA	218/253	
Travel	Ms. Callender	S.S.		Travel
Travel	Ms. Genao	Math (G.Ed+Bil)		Travel

STAFF DEVELOPERS	SUBJECT	ROOM	EXT.
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Irene Castro UFT Teacher Center 4301

SCHOOL BASED SERVICES ASSIGNMENT	ROOM	EXT.
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Mr. Morrell	Guid. Counse.	127
Ms. Edwards(Dean)	Stud. Support	208
Ms. Marks	Special Ed.	205A
	Liaison /SETTS/IEP	
	RTI Coordinator	

<u>PARAPROFESSIONAL (S)</u>	<u>ASSIGNMENT</u>	<u>ROOM</u>
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<u>1</u>	Casado, Gladys	805	247
<u>2</u>	Contreras, Ana	806	103
<u>3</u>	Cordero, Lisa	704	205
<u>4</u>	Dejesus, Luz	806	103
<u>5</u>	Duprey, Vilma	804	249
<u>6</u>	Franco, Evelyn	704	205
<u>7</u>	Fuentes-Pagan, Brigida	704	205

<u>PARAPROFESSIONAL (S)</u>	<u>ASSIGNMENT</u>	<u>ROOM</u>
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<u>8</u>	Harper, Lillian	609	212
<u>9</u>	Olivares, Elizabeth	806	103
<u>10</u>	Sabri, Abdelmalik	604	247
<u>11.</u>	Sesenu, David	704	205
<u>12.</u>	Vera, Sabrina	709	213

<u>SECRETARY</u>	<u>ASSIGNMENT</u>	<u>ROOM</u>	<u>EXT.</u>
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Madeline Marrero	Payroll	123	
Mildred Colon	Pupil Accounting	123	

<u>FAMILY WORKERASSIGNMENT</u>	<u>ROOM</u>	<u>EXT</u>	School Aide
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Attendance (pending funding)

<u>PARENT COORDINATOR</u>	<u>ASSIGNMENT</u>	<u>ROOM</u>	<u>EXT.</u>
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Migdalia Gonzalez	Parent Support	131	
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<u>SCHOOL AIDES</u>	<u>ASSIGNMENT</u>	<u>ROOM</u>	<u>EXT.</u>
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Jenny Morales	Lunchroom	123	
Samantha Morales	Lunchroom	123	
Damaris Rosa	Lunchroom	123	
Haydee Garcia	Lunchroom	123	
Margaret Tores	Lunchroom	123	

<u>CAMPUS BASED SHARED SERVICES AND PERSONNEL</u>			
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<u>SCHOOL SAFETY</u>	<u>TITLE</u>	<u>ROOM</u>	<u>EXT.</u>
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Office		1341/1342	
SSA Gibson	Level III		1000

SSA Jones	Level 1	1000
SSA Henley	Level 1	1000
SSA Fernandez	Level 1	1000
SSA Smith	Level 1	1000

SCHOOL BASED SUPPORT TEAM

Lillian Torres (Social Worker) –Daily Schedule	2211
Devin Blaine (Psychologist)	2213
Nelda Morales (Bilingual Psyc.)	2213
Janice Peterkin (Speech)	2214
Tracey Conwell (Speech)	2212
Cespedes, Claudia Occupational Therapist	106

CUSTODIAL SERVICES TITLE ROOM EXT.

Bernandette Murphy	Secretary	119	119
Thomas Burke	Custodian		
Seunarin, Deonandan	Fireman		
Douglas Dixon	Maintenance		
Hemaniall Mangroo	Maintenance		
Usman Manbureh	Maintenance		
Pablo Marcano	Part Time Maintenance		
Marcus St. Marie	Part Time Maintenance		

CAFETERIA TITLE EXT.

Ms. Allen	Manager/Dietician	5002
Anthony Casey	Cook	5002

Class Schedule/Bell Schedule

iii. Use of Time. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule to *increase learning time and/or extend the school day or year*. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here: <http://www.regents.nysed.gov/meetings/April2012/412bra5.pdf>
<http://intranet.nycboe.net/NR/rdonlyres/970DDA97-E393-433F-921B-39260BED7462/0/Acpolicypriorityelt.pdf>

0	SPRINGFIELD AMESD-Admstr- Room 24 PENA 4:25-5:00	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:35-9:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:55-10:05	SPRINGFIELD AMESD-Admstr- Room 24 PENA 10:15-10:25	SPRINGFIELD AMESD-Admstr- Room 24 PENA 10:35-10:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 10:55-11:05	SPRINGFIELD AMESD-Admstr- Room 24 PENA 11:15-11:25	SPRINGFIELD AMESD-Admstr- Room 24 PENA 11:35-11:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 11:55-12:05
1	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:05-9:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:05-9:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:05-9:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:05-9:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:05-9:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:05-9:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:05-9:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:05-9:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:05-9:45
2	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:31-10:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:31-10:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:31-10:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:31-10:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:31-10:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:31-10:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:31-10:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:31-10:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 9:31-10:01
3	SPRINGFIELD AMESD-Admstr- Room 24 PENA 10:35-11:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 10:35-11:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 10:35-11:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 10:35-11:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 10:35-11:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 10:35-11:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 10:35-11:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 10:35-11:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 10:35-11:11
4	SPRINGFIELD AMESD-Admstr- Room 24 PENA 11:31-12:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 11:31-12:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 11:31-12:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 11:31-12:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 11:31-12:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 11:31-12:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 11:31-12:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 11:31-12:01	SPRINGFIELD AMESD-Admstr- Room 24 PENA 11:31-12:01
5	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:05-12:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:05-12:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:05-12:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:05-12:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:05-12:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:05-12:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:05-12:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:05-12:45	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:05-12:45
6	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:45-1:25	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:45-1:25	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:45-1:25	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:45-1:25	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:45-1:25	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:45-1:25	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:45-1:25	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:45-1:25	SPRINGFIELD AMESD-Admstr- Room 24 PENA 12:45-1:25
7	SPRINGFIELD AMESD-Admstr- Room 24 PENA 1:31-2:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 1:31-2:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 1:31-2:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 1:31-2:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 1:31-2:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 1:31-2:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 1:31-2:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 1:31-2:11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 1:31-2:11
8	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:15-2:55	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:15-2:55	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:15-2:55	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:15-2:55	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:15-2:55	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:15-2:55	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:15-2:55	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:15-2:55	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:15-2:55
9	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:59-3:39	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:59-3:39	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:59-3:39	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:59-3:39	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:59-3:39	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:59-3:39	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:59-3:39	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:59-3:39	SPRINGFIELD AMESD-Admstr- Room 24 PENA 2:59-3:39
10	SPRINGFIELD AMESD-Admstr- Room 24 PENA 3:43-4:23	SPRINGFIELD AMESD-Admstr- Room 24 PENA 3:43-4:23	SPRINGFIELD AMESD-Admstr- Room 24 PENA 3:43-4:23	SPRINGFIELD AMESD-Admstr- Room 24 PENA 3:43-4:23	SPRINGFIELD AMESD-Admstr- Room 24 PENA 3:43-4:23	SPRINGFIELD AMESD-Admstr- Room 24 PENA 3:43-4:23	SPRINGFIELD AMESD-Admstr- Room 24 PENA 3:43-4:23	SPRINGFIELD AMESD-Admstr- Room 24 PENA 3:43-4:23	SPRINGFIELD AMESD-Admstr- Room 24 PENA 3:43-4:23
11	SPRINGFIELD AMESD-Admstr- Room 24 PENA 4:27-5:07	SPRINGFIELD AMESD-Admstr- Room 24 PENA 4:27-5:07	SPRINGFIELD AMESD-Admstr- Room 24 PENA 4:27-5:07	SPRINGFIELD AMESD-Admstr- Room 24 PENA 4:27-5:07	SPRINGFIELD AMESD-Admstr- Room 24 PENA 4:27-5:07	SPRINGFIELD AMESD-Admstr- Room 24 PENA 4:27-5:07	SPRINGFIELD AMESD-Admstr- Room 24 PENA 4:27-5:07	SPRINGFIELD AMESD-Admstr- Room 24 PENA 4:27-5:07	SPRINGFIELD AMESD-Admstr- Room 24 PENA 4:27-5:07

The academic day will start at 8:20am and end at 2:40pm, Monday-Friday. Extended time is built into the schedule- ending at 3:10 pm. Extended Learning Time will start at 3:10 pm and end at 5:45pm Monday-Friday. In addition, there will be a Saturday Academy. The ELT will be offered to any student not meeting NYS standards; Clubs and team sports programs will be offered to students meeting standards including academic enrichment programs.

The school will offer all students 10 periods x 49 min of ELA including 2 periods of targeted AIS; 10 periods x49 min of Math instruction including 2 periods of targeted AIS; 4 periods x 49 min of Social Studies; 4 periods x49 min of Science; 3 periods x49 minutes of P.E./Health and 4 periods of Music, Arts, Technology on a rotating basis as to meet at least eh minimum mandated NYS time allocation (alternate semesters). Study hall will be offered after school as part of the ELT; Reading skills and Math skills will be offered to all students as part of the school ELT from Monday-Friday, Saturday, and during summer school via OASIS-Summer Quest on-going partnership. Our ELT is a combined effort of our partnership with OST-Young Athletes, 21st-Century-Leadership Program and via per-session activities supported via school pedagogues as to assure full alignment of school improvement efforts

Year One Professional Development Plan

- i. **Implementation Period. Identify in chart form, the planned training, support, and professional development events to be scheduled during the year one implementation period (June 1, 2014, to June 30, 2015). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.**

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
<ul style="list-style-type: none"> o Continue to build capacity within the staff in utilizing the E-IRLA (electronic independent reading tracker aligned to CCLS) 	All staff	UFT Coach	Increased ELA proficiency	Weekly tracked reading levels reported to teacher teams and instructional cabinet, NYS results reported to Community
<ul style="list-style-type: none"> o Support for effective teachers who mentor, coach or provide professional development to new teachers, or teachers rated as ineffective, developing expected 	Effective teachers	Assistant Principals	As per Danielson ratings, selected teacher teachers observed as effective	Informal observations (assistant principals, principal) reported to instructional cabinet
Support for instructional coaches, teacher leaders, in conducting evidence-based observations using Danielson Rubric, providing coaching and feedback on instructional	UFT literacy coach, selected teacher team members	Assistant Principal, network content specialists	Normed HEDI calibrations with assistant principals,	Reported to instructional cabinet, network

practice			principal, and network specialist.	
Unpacking CCLS in Science/Social Studies/Technology and the Arts	Content teachers	Assistant principals, Network content specialists	Evidence of CCLS in lesson plans and delivery; student results on assessment in house (interim) and NYS	Reported to instructional cabinet, partnerships, families of implications
Math and ELA training on the Math and ELA Shifts and unpacking of the CCLS and Performance Based Task expected outcome: aligned curriculum	Content teachers	Assistant principals, Network content specialists	Evidence of CCLS in lesson plans and delivery; student results on assessment in house (interim) and NYS	Reported to instructional cabinet, partnerships families of implications
Progress monitoring	All staff	Data specialist, Network data specialist	Increased meeting of student instructional needs	Reported to all staff, families
Professional development (coaching, workshops, curriculum)	Humanities teachers, Arts, Music	New York Historical Society	Enriched curriculum; exposure to the arts/music;	Reported to school community

				more effective teaching strategies; trip opportunities	
Professional development (coaching sessions, departmental workshops)	Math teachers	Math Solutions		Increased proficiency measured monthly and by NYS	Reported to school community
Professional development workshops coaching and school wide retreat	All staff, families/parents selected teachers depending on data, students	Ramapo for Children		Decrease in behavioral indicators; increase in improved school culture, decrease bullying	Reported and celebrated with community

Attachment A
 Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) <i>[Handwritten Signature]</i>	Date 1/23/2014	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.
Type or print name ANGEL FANU'	Date 1/23/2014	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) <i>[Handwritten Signature]</i>	Date 1/23/2014	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.
Type or print name Doria M. Edwards	Date 1/23/2014	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) <i>[Handwritten Signature]</i>	Date 1/23/2014	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.
Type or print name Raquel Cruz	Date 1/23/2014	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) <i>[Handwritten Signature]</i>	Date 1/23/2014	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.
Type or print name Raquel Cruz	Date 1/23/2014	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.

29162

07X162 JHS 162 LOLA RODRIGUEZ DE TIO

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators						
a. Number of minutes in the school year	Min	54900	54900	66528	68040	69552
b. Student participation in State ELA assessment	%	100	99	96%	98%	99%
c. Student participation in State Math assessment	%	100	98	96%	98%	99%
d. Drop-out rate	%	11	N/A	n/a	n/a	n/a
e. Student average daily attendance	%	94%	88%	88%	90%	92%
f. Student completion of advanced coursework		40	N/A	0%	6%	12%
g. Suspension rate	%	2%	1%			
h. Number of discipline referrals	Num	18%	23%			
i. Truancy rate	%	1%	9%			
j. Teacher attendance rate	%	96%	94%			
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A			
l. Hours of professional development to improve teacher performance	Num	20		25	35	50
m. Hours of professional development to improve leadership and governance	Num	10		0	15	25
n. Hours of professional development in the	Num	10		5	15	20

implementation of high quality interim assessments and data-driven action						
II. Academic Indicators						
a. ELA performance index	PI	N/A	N/A	121		
b. Math performance index	PI	N/A	N/A	121		
c. Student scoring "proficient" or higher on ELA assessment	%	26	7	11.0%	25%	40%
d. Students scoring "proficient" or higher on Math assessment	%	30	5	10.0%	25%	40%
e. Average SAT score	Score	442	N/A	N/A	N/A	N/A
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	N/A	N/A	N/A	N/A
h. High school graduation rate	%	65	N/A	N/A	N/A	N/A
i. Ninth graders being retained	%	21	N/A	N/A	N/A	N/A
j. High school graduates accepted into two or four year colleges	%	47	N/A	N/A	N/A	N/A

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

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

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

I. Leading Indicators

a. Number of minutes in the school year

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

b. Student participation in State ELA assessment

K-8; from State Report Card Accountability table.

c. Student participation in State Math assessment

K-8. from State Report Card Accountability table.

d. Drop-out rate

Dropout rate from NYSED; 2008, 4-year August cohort

e. Student average daily attendance

All schools: Calculation based on aggregate of days students were present divided by days present + absent for school year 2011-12

f. Student completion of advanced coursework

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

g. Suspension rate

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

h. Number of discipline referrals

All schools: Represents total count of Level 3-5 incidents in 2011-12

i. Truancy rate

K-8: Aggregate number of students absent 30% or more divided by register.

High Schools: Aggregate number of students absent 50% or more in 9-12 divided by register.

j. Teacher attendance rate

All schools: Calculated based on 2011-2012 school year: $1 - (\text{total absent days} / \text{total active days})$

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.

I. Hours of professional development to improve teacher performance

This may include the following types of professional development activities:

<ul style="list-style-type: none"> • 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 <i>Framework for Teaching</i> 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 	<ul style="list-style-type: none"> • 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
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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:

<ul style="list-style-type: none"> • Regular meetings in which school leaders: <ul style="list-style-type: none"> ○ Review data and establish an instructional focus ○ Evaluate curricular alignment with standards in all content areas ○ Plan and adjust PD to support implementation of the school's curricula ○ Plan and adjust PD to improve instruction • Regular meetings in which team leaders develop facilitation, data analysis, and planning skills • PD specifically designed for teacher leaders, principals, and assistant principals, including PD provided to principals at network meetings • Support for instructional coaches, teacher leaders, and others in conducting evidence-based observations using the Danielson rubric, providing coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system • Support for school leaders supporting teachers with the new teacher evaluation and development system 	<ul style="list-style-type: none"> • 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
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- 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:
 - o Teacher team meetings in which teams review student work products and other data to adjust teaching practice (“inquiry team meetings”)
 - o Professional development on creating and using periodic assessments
 - o 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.

Angel Fani



Professional Profile

Enthusiastic educator with over twenty-seven years of experience in developing productive student's centered environments to maximize learning at the elementary, middle, high, and college level and with a passionate commitment to student development and the learning experience seeks a position as Principal of a Elementary, Junior, Middle or High School.

I am a reliable, dedicated, and resourceful education professional with proven ability to manage data to guide decisions on:

*Student-Centered Instruction / Program Development / Parental & Community Involvement
Attendance and Grade Reports / Individual Education Plans / Curriculum Development and Implementation
/ Extracurricular Involvement / Training & Development
/ Budgeting and Forecasting / Team-Building /
Classroom Organization and Management/ Instructional Scheduling and Programming / Managing the
Teaching and Learning Process*

"Thank you Mr. Fani for everything you have done for our school. I really appreciate the support and collaboration you offered me during this school year and hope we can continue with our work...",
Tania Williams, Founder Principal East Fordham Academy for the Arts, M.S. 459.

"Mr. Fani, I had heard through M.S. 399 former Principals that you possessed an innate capacity for planning but first hand I did not know you have such a vast experience managing data to make so many sound instructional decisions, how come you are not yet a school principal...?" Sonia Menendez,
Former Superintendent District 10, after M.S. 459 S.Q.R.(debriefing.)

"Thank you Mr. Fani, you were more than my right hand on this last year of Middle School 399. Having come in just to close 399 was not an easy task but with your commitment, help, and support it certainly looked like we were planning for the next school year and not the last." Kim Outerbridge, last school principal Middle School 399, 2010-2011 (Now School Principal at M.S. 339, Bronx, N.Y.)

"Thank you Mr. Fani for your continued dedication and support to our school community. Your effort is well recognized". Angelo Ledda, Former School Principal, Middle School 399 (Now School Principal. M.S. 363, Bronx, N.Y.)

"Thank you so much Mr. Fani for your dedication and serious commitment to MS 399. Your perseverance and high quality work helped make a positive difference in seventh grade". Yolanda Torres,
Former M.S. 399 Principal (2002-2007); now, Superintendent Community School District #7, Bronx, N.Y.

"Mr. Fani has and continues to display a high degree of commitment and integrity in his dealings with MS 399 staff as well as the student body". (2001-02)

Yvonne Torres, former Executive Director -Integrated Service Center, Queens, New York; former Region 1 Superintendent; former District 9 Superintendent; and former MS 399 Principal (2001-2002).

ANGEL FANI
TEACHING AND ADMINISTRATIVE EXPERIENCE SUMMARY

<u>Principal (I.A.) Lola Rodriguez de Tilo School</u>	2013-Present
<i>Successfully prepared school for September 03, 2013 opening including the creation of a Faculty and Staff Handbook and a Students and Families Handbook. Helped families activate the Parents-Association; activated the School Leadership Team; articulated the purchasing of Math Curriculum Materials; Articulated partnership with UFT to provide coaching to math teachers; Articulated partnership with OST-Young Athletes and 21st-Century-Leadership Program; Created Master Schedule with special attention to service the needs of Ells and SWD. Have closely and Collaborative worked with the school CFN 406 towards school improvements: these among some of (Of the accomplishments.</i>	
<u>Assistant Principal, Middle School 459, District 10, Bronx, N.Y.</u>	2011-2013
<i>Highlights: *On first year of State CCLS math assessment school did better than Bronx districts average with less than 45% of the school performing well below standards. *On first year as assistant principal at the school, school improved State math test scores from less than 18% of students mastering standards to more than 44% of students mastering standards in the year of 2011. For the year of 2012, the school kept 41% of students mastering standards in mathematics without any additional resource and without any academic intervention services.</i>	
<u>Assistant Principal, Middle School 399, District 10, Bronx, N.Y.</u>	1999-2011
<i>Successful assistance principal and dean / science coordinator / science teacher,</i>	
<u>Highlights</u>	
<i>*Math team increased the number of students meeting State math standards from about 9.0% in 2005 to about 52.0% in 2009 despite a drop in the number of students meeting ELA standards from 27% to 13%. *Math team increased the number of Special Education students meeting math standards from about 12.0% in 2005 to about 30.0% in 2009 while decreasing the number of students performing well below standards from about 66.0% in 2005 to about 21.0% in 2009. *Math team increased the number of English Language Learners meeting standards from about 5.0% in 2005 to about 40.0% in 2009 while decreasing the number of students performing well below standards from about 65.0% in 2005 to about 15.0% in 2009. *Math team met school 2009 A.Y.P in mathematics for the first time in more than twenty-three years, including meeting students' performance target on each one of the NLCB sub-groups.</i>	
<u>ADDITIONAL TEACHING EXPERIENCES</u>	
<i>Science / Reading Teacher (5-8), St Thomas Aquinas School, RC, Brooklyn, N.Y.</i>	1996-1999
<i>Substitute Teacher (K-8) (Per Diem), NYC BOE, District 15 and District 20, Brooklyn, N.Y.</i>	1994-1996
<i>SAT / ACT / CHSEE / Math, Tutor, Mancini Tutoring Services, Brooklyn, N.Y.</i>	1994-1996
<i>Algebra Teacher (9-12), Liceo Juan Pablo Duarte, Santo Domingo, Dominican Republic</i>	1978-1980
<i>Teacher Assistant, Faculty of Science, Autonomous University of Santo Domingo, Dom. Rep.</i>	1974-1979
<i>Algebra / Trigonometria (9-12), Colegio Cristóbal Colon, Santo Domingo, Dominican Republic</i>	1971-1973
<u>ADDITIONAL LEADERSHIP EXPERIENCE</u>	
<i>Manager / Owner, C-Town Supermarket, Brooklyn, N.Y.</i>	1989-1993
<i>Manager of Operations, Jewelry Box Corporation of America, Brooklyn, N.Y.</i>	1987-1989
<i>Assistant Manager of Operations, Charrette Corporation, New York, N.Y.</i>	1983-1987
<i>Chemist-Quality Control, Eastern Tea Corporation, Brooklyn, N.Y.</i>	1980-1983
<i>Chemist-Quality Control, Industrial Dominican Society, Dominican Republic</i>	1979-1980
<u>EDUCATION</u>	
<ul style="list-style-type: none"> • <i>Advanced Certificate in School Supervision and Administration, Mercy College, with Distinction.</i> • <i>Master of Science, Bilingual Education, Mercy College, with Distinction.</i> • <i>Bachelor of Science in Chemistry, Autonomous University of Santo Domingo, Laude.</i> 	
<u>LICENSES</u>	
<ul style="list-style-type: none"> • <i>School Supervision and Administration, Permanent Certification New York State,</i> • <i>Chemistry and General Science 7-12, Permanent Certification New York State.</i> • <i>Certificate of Eligibility Principal / Assistant Principal Day Schools, New York City DOE</i> 	
<u>SKILLS</u>	

Computer: MS Excel, MS Access, MS FrontPage, MS Power Point, A.T.S., S.T.A.R.S. / H.S.S.T.; CimpleNet
(Scheduling); Bilingual-Spanish

REFERENCES Upon request

ANGEL FANI

Email: [REDACTED]

EDUCATION

- Advanced Certificate in School Supervision and Administration, with Distinction, Mercy College.
- Master of Science, Bilingual Education, with Distinction, Mercy College.
- Bachelor of Science in Chemistry, Autonomous University of Santo Domingo, Laude.

CERTIFICATION/ELEGIBILITY

- Accepted into the N.Y.C. D.O.E. Principal's Candidate Pool, as of July 2012.
- New York City Certificate of Eligibility, Principal and Assistant Principal of Elementary, Intermediate, and Junior High School.
- New York City Certificate of Eligibility, Principal and Assistant Principal (Administration) in Day High Schools.
- New York State Education Department, Permanent Certification-School Supervision and Administration. N.Y.C. D.O.E. Tenured
- New York State Permanent Certification to teach Chemistry, 7-12. N.Y.C. D.O.E. Tenured.
- New York State Permanent Certification to teach General Science, 7-12. N.Y.C. D.O.E. Tenured

SUMMARY OF QUALIFICATIONS

- By August 26, 2013, have already completed more than twenty-two hours of Danielson's Framework for Teaching Evaluation (Lead Evaluator) including 'Norming Practice'.
- As Interim Acting Principal at The Lola Rodriguez de Tió School, J.H.S. 162, from July 01, 2013,
 - Identified and corrected with school C.F.N. 406 teachers appearing under the wrong license on the school Table of Organization in Galaxy resulting in new allocation of resources via teachers excess opportunities
 - Have worked collaboratively with the school CFN 406 in all aspects of school operations.
 - Worked Conducted an in-depth school needs assessment immediately identifying the school lacked certified English as a Second Language teachers causing that not one English Language learner student received appropriate services as mandated by Federal and State Educations Laws,
 - Identified the school lacked the appropriate number of certified special education teachers,
 - Identified why the school lacked a School Leadership Team and by August 07, 2013 had already articulated one in conjunction with U.F.T. Chapter Leader and the Parents Association,
 - In conjunction with Parents Association and U.F.T. Chapter Leader activated a school wide committee to interview and identify prospective teachers needed for school program,
 - Articulated with one of the school assistant principal professional development opportunities for ELA and Math teachers for both Danielson's Teaching Framework, and for NYC DOE Instructional Expectations in regards to the Common Core Curriculum materials,
 - Worked collaboratively with one assistant principal writing the school Faculty Handbook for 2013-2014,
 - Created the school wide students and teachers programs including programming it into S.T.A.R.S.,

- Organized with the Parents Association an Open House for then incoming 6th grade students and their families. More than fifty parents attended the conference.
- Identified error in school operating hours with a ten minutes loss of students learning opportunities per day for more than nine years of instruction.
- Identified more than fourteen 8th grade students with disabilities registered for summer school but who during the school year did not receive mandated I.E.P. services articulating information to District 07 Superintendent terminating in all these students earning promotion to the 9th grade,
- Identified and re-structured with Network 406 all of the school special education classes identifying more than one hundred and twenty eight discrepancies none corrected during the prior school year.
- Identified more than ten students with disabilities who were placed in general education class with the wrong special instructional code.
- Re-structured all Integrated Co-Teaching classes when many of the students had been coded with wrong information resulting in lack of services and funding from Central DOE.
- Identified reasons as to why out of over ninety appeals promotion portfolios submitted to District 07 Superintendent by prior school administration only was one approved
- Supervised more than ninety students in summer school with all the students lacking an Appeals Promotion Portfolio at the beginning of the summer program and with 100% of students being able to have one by the end of the summer program. Out of the ninety-nine students about fifteen were held back and the rest earned promotion to the next grade via achieving a Level 2 on city wide summer reading and math exams or via appeals portfolios. Out of nineteen portfolios the District 07 Superintendent did not accept only one portfolio.
- Articulated with U.F.T. Chapter Leader and the U.F.T. District 07 representative a new School Based Option after negotiating time available to offer teachers mandated three hours of professional development for new Advance (Teacher Evaluation via Danielson' Framework for Teaching).
- Personally directed efforts to inventory school materials found in closets that have not been inventoried for the last nine years resulting in a total identification of more than \$18,000 dollars in office supply resources alone.
- Articulated with Custodian a total room by room clean up effort effectively discarding old cabinets desks and textbooks dating from the 1970s taking an inordinate amount of space on each one of the school classrooms.
- Articulated a total review of all the of the school technology components having these resources ready by September 03, 2013.
- Recognized by the U.F.T. Chapter (constituency) as having started the school year on September 09, 2013 with students and teachers programs for the first time in more than seven school years.
- Created a school wide Cabinet with representation from each one of the school constituent groups including Grade Leaders for the first time in more than twelve years.
- Successful school supervisor, first year of data driven implementation 10X459 increased the number of students meeting State standards in mathematics from 17% to 44%. Utilized Danielson's Teaching Framework to conduct all my informal observations. Utilized NYC DOE Instructional Expectations to set my goals and drive the work of the Math and Science departments.
- Successful Summer School Supervisor (2005-Present).
- Successful School Supervisor, Department of Mathematics. Progressive increments from less than 10.0% of students meeting State standards in mathematics in the year of 2005 to 51.3% of students meeting math standards in the year of 2009. In the years of 2008 and 2009 M.S. 399 met A.Y.P. in Mathematics for its first and second time and the only times ever that the school met A.Y.P in mathematics. Further, M.S. 399 met the performance criteria on each NCLB sub-group with substantial gains specifically on the English Language Learners and Special Education students' population. (Note: Unfortunately the school could not sustain any progress in English Language Arts and the school closed on 2010).
- Successful supervisory experience in promoting a culture of excellence through personal leadership (satisfactory rating every year; promoting culture of success).

- Successful supervisory experience using data to set high learning goals to increase student achievement (as demonstrated by the sustained improvements in mathematics).
- Successful supervisory experience with deep knowledge of curriculum, instruction, and assessment to improve student learning (as demonstrated by sustained improvements in mathematics).
- Successful supervisory experience developing staff, sharing leadership, and building strong school-home communities (as demonstrated by public recognition from school parents association).
- Worked collaboratively with the PA and over 85% of students' parents responded to the Math Survey which in turn contributed to opening new lines of communications between teachers and students.
- Successful supervisory experience managing resources and operations to improve student learning (lead initiative to have Destination Reading/Math, and ALEKS available to students).
- Creative Scheduling through CimpleNet On Demand and through S.T.A.R.S. (formerly HSST) (have voluntarily created the school schedules since the year of 2007)
- Successful experience as Dean of Discipline (2003-2005)
- Successful experience teaching science through an inquiry and project based learning approach (recognized by District 10 / Region I Science Department and the New York Academy of Science)
- A role model with integrity, self-confidence and optimism
- Vision for students, staff, and school
- Effective communications skills

EDUCATION PROFESSIONAL CHRONOLOGY

New York City Education Department, District 07, J.H.S. 162X Interim Acting School Principal	2013-Present
New York City Education Department, District 10, Middle School 459 Assistant Principal, Math and Science Departments	2010 - 2013
New York City Education Department, District 10, Middle School 399 Assistant Principal Administration, Assistant Principal Math Department, Assistant Principal the Math and Science Academy, School Treasurer	2005 - 2010
New York City Education Department, District 10, Middle School 399 Dean, Science Coordinator, Science Teacher/Financial Liaison, SES Newton Learning After School Adventure, Site Supervisor.	1999 - 2005
Roman Catholic Dioceses of Brooklyn-Queens, St Thomas Aquinas School Science Teacher 5 - 8, Reading, Spelling, and Religion, 7 th grade	1997 - 1999
New York City Board of Education, District 15, MS 136, IS 220 Per-Diem Substitute Teacher 7-9.	1994 - 1996
Mancini Tutoring Services Math, Science, Reading, ACT, SAT, CHSEE, and CTB-Terranova Test Tutor	1994 - 1997
Dominican Republic State Education Department <u>Liceo</u> Juan Pablo Duarte, Algebra Teacher	1978 - 1980
Christopher Columbus School, Elementary - High School Algebra, Geometry, and Trigonometry Teacher	1976 - 1978
Autonomous University of Santo Domingo, Dominican Republic Faculty of Science, Chemistry Department, Monitor	1976 - 1979

AREAS OF EFFECTIVENESS AND ELEMENTS OF COMPETENCY

* Personal Leadership*

- Foster a culture of excellence through personal leadership.
- Principal (I.A.) at the Lola Rodriguez de Tió School successfully prepared for school opening year 2013-2014.

- Principal (I.A.) at the Lola Rodriguez de Tió School successfully activated the School Leadership Team (inactive for the last two school years) and successfully activated the school Parents Association inactive for the last five years.
- Principal (I.A.) at the Lola Rodriguez de Tió School successfully articulated with school principal at X223 the school summer program.
- Satisfactory rating as Summer School Supervisor from summer 2005 to summer 2012.
- Satisfactory rating as an Assistant Principal on each year of service, 2005-2012.
- Satisfactory rating as a science teacher on each year of service, 1999-2005.
- Successful articulation of all aspects of Summer School, including report cards, progress reports, and holdover articulation (2005-to present).
- From 1999 to 2005 wrote the science component and since 2005 to the present the math component of former M.S. 399 Comprehensive Educational Plan that has always included a unique 'Indicator of Success' for students, parents, and teachers.
- Interim serviced as M.S. 399 United Federation of Teachers Chapter Leader and while serving successfully arbitrated two step-one grievances.
- Attended seminars at the Foundation Center, Grants Research Through the Internet, and used acquired information to author a technology grant application to improve literacy skills for M.S. 399 English Language Learners and at-risk students, through M.S. 399 media center
- Have actively participated in workshops conducted by former District 10(PDLC-Professional Development Learning Center), ASCD, Solution-Tree and A.D.A.S.A. in regards to using data to inform instruction, creating a P.L.C., as well as understanding the Principal Performance Review process among some of the topics.
- Participated as an active member of the New York City Education Department Science Task Force that worked towards a unified New York City science education program. The task force was coordinated by Carmen Farina, Deputy Chancellor for Curriculum and Instruction, and articulated by Dr. Julia Rankin NYC DOE Director of Science.
- Member of the New York City Education Department Curriculum and Instruction Committee that reviewed elementary, middle, and high school level trade science textbooks as to make recommendations to the Deputy Chancellor of Curriculum and Instruction towards a more coherent and consistent use of textbooks as tool to improve science instruction system wide.
- Actively participated in Chancellor's regulation C-30 committees that have greatly increased my personal awareness and knowledge about school administration qualifying hiring process.
- Attended workshop, Operations Respect: Don't Laugh at Me, which provided new insights into supporting NYC DOE and MS 399 anti-bullying initiatives.
- Attended and received a certificate of completion for Galaxy Express training a software program that allows school principals effective management of school budget.
- Attended C.S.D. #10 school-wide conference 'Keys to Parental Involvement' presented by Dr. Joyce Epstein, John Hopkins University, National Network Partnership, that provided with excellent background knowledge opportunities to increase parents participation in schools.
- Earned graduated credits through the College of St. Rose for specialized training in Reading Problems-Reading Remediation for at-risk students.
- Certificate of completion for participating in seminar 'Linking Home & School with P.A.S.S. II' a science teaching approach that links science classrooms instruction to home.
- Received training from Lehman College in teaching E.S.L. content using the C.A.L.L.A. methodology.
- Have received specialized math and science content training from the National Science Teaching Association, Jason Project, the New York Academy of Science, AIMS Education Foundation, G.E.M.S., F.O.S.S., New York Botanical Garden, New York Aquarium, Bronx Zoo, Brooklyn Botanical Garden, Gateway Environmental Science Resource Center, Ally-Pond Environmental Center, Parks and Recreation Urban Rangers Program, Former District 10 Science Center at MS 306, and from Lee Cantor Assertive Discipline Professional Development Program amongst others that have increased my knowledge level and abilities to share best teaching practices with students and colleagues.

*** Data / Curriculum and Instruction ***

- As Principal (I.A.) in less than seven days successfully analyzed significant gaps among different sources of data correctly identifying specific school needs across each segment of the school but particularly at the Special Education and the English Language Learners Levels.
- As Principal (I.A.) in less than seven days negotiated a new school operating hours agreement when realized that the school prior administration has been short-changing students instructional time by ten minutes daily since the year of 2004 with a total loss of instructional times in the thousands of hours.
- Use of the schools (M.S. 399 and now at M.S. 459) Progress Report data tool as well as the Quality Review results to set high learning goals for the math department to increase student achievement.
- Led at 10X459 the school initiatives that resulted in school improvements in mathematics increasing the number of students meeting state standards from 17% to 44%.
- Led school initiatives that resulted in school improvements with an increase on the number of students meeting math standards from less than 10% in 2005 to about 51.3 % in 2009.
- Led school initiatives that resulted in substantial school improvements decreasing the number of students achieving a Level 1 on the State Math exam from 45.0% in 2005 to less than 15% in 2008-2009.
- Used data (from ATS, ARIS, Acuity, Performance Series Assessment, ALEKS and school assessments) to uncover trends and patterns in students learning, set goals, allocate resources, implement plans, and monitor and modify instruction based on data collected and analyzed with the ultimate goal of helping each student close math achievement gap.
- Created 'Classroom-at-a-Glance' tools that helped to closely monitor and keep track of each student's progress with automatic red-flag communication to parents, students, and administration.
- Self-developed and helped math teachers implement the concept of managing data by class through an innovative 'mini-school' with tiered groups approach where all the data elements of the NYC DOE Progress Reports were kept (Class Data Binder).
- Developed resources for math and science teachers such as curriculum units guides across all grades, scope and sequence, pacing summaries, curriculum maps, curriculum timelines, and lesson plans aligned to National, State, and City standards including the materials necessary for inquiry and project based learning.
- Developed data tools such as the No-Child-Left-Behind-At-A-Glance, Individualized Math Learner Plan, Class-at-a-Glance, Student Math Target Goals, Performance Indicators Student Feedback Sheets, Student Periodic Goals Review Sheet, amongst some tools created under my leadership.
- In year 2002, led as Science Teacher/Science Coordinator, initiatives that resulted in over 30% of M.S. 399 8th grade science students meeting New York State Science Standards even though over 97% of 8th grade students failed to meet state standards for E.L.A. and Math.
- To 2005 articulated for M.S. 399 all aspects of administering, grading, and reporting the New York Science Performance and Objective Test including a self-developed reporting system to communicate results to students, parents, teachers and school administration..
- Facilitated grade-level, departmental, academies, and faculty meetings.
- Held conferences and facilitated professional development opportunities to math and science teachers sharing and articulating research based best teaching practices such as the Principles of Learning, Understanding by Design, and the Professional Teaching Standards(that included a unique evidence of achievement for each standard).
- Conducted formal and informal observations providing feedback in the form of written observation reports using a five-step clinical supervision model that resulted in teachers under my supervision recognizing major improvements in their professional practices.
- Self-developed the concept of conducting informal and formal observations through the lens of daily data collected from learning cycles comparing and contrasting students' products from lessons as planned by teachers, lessons as taught by teachers, and lessons as learned by students, transferring the 'teacher' observation process to the process of observing specific learner's behavior outlined in the action plan for the specific class and for the specific tiered groups within the class.

- Developed, presented and modeled to math and science teachers science inquiry lessons using educational technology integration.
- Introduced to math and science teachers innovative instructional materials and techniques (e.g. the Workshop Model and Science Inquiry; From Guided to Open Inquiry; Project Based-Learning; and the REACT-Relate-Explore-Apply-Communicate-Transfer; among some instructional strategies).

*** Staff and Community ***

- As Principal (I.A.) at the Lola Rodriguez de Tió school in less than a month activated the school Parents Association by directly reaching out to student families.
- As Principal (I.A.) at the Lola Rodriguez de Tió school in less than a month activated the School Leadership Team inactive for the last two school years.
- From 1999 to 2013 have researched, planned, developed, written, and presented to Elizabeth Barrett Browning School Principals, Trevor Naidoo, Eileen Cuff, Yvonne Torres, Yolanda Torres, Angelo Ledda, and now to M.S. 459 Tania Williams, a comprehensive guide to permanent school-wide improvements that includes a unique Classroom Management Team approach to teaching and learning.
- Assisted teachers with professional development opportunities in Danielson's Framework.
- Assisted teachers correlating Professional Teaching Standards to Danielson's Framework, including what constitutes evidence of growth over time.
- Assisted teachers with instructional planning, lesson presentation, and successful application of classroom management strategies such Discipline by Design, Assertive Discipline, and the Honor Level System, among some strategies.
- Developed Progress Reports that were distributed to parents and students weekly, by-weekly and monthly according to students need.
- Successfully coordinated with then District 10 Science Team, led by Jeffrey Felber, a class visitation program whereas M.S. 399 teachers and students attended hands-on demonstrations at District 10 Science Center located in MS 306
- Successfully organized M.S. 399 Annual Science Exposition and successfully coached the students teams that represented M.S. 399 in District/Region Wide Annual Science Expositions having M.S. 399 recognized each year as presenting 100% science inquiry based projects by District 10 Science Team and by the New York Academy of Science.
- Coordinated with school based support team and implemented effective and successful strategies that supported M.S. 399 students with special needs and enabled such students to be maintained in the least restrictive environment.
- Designed professional development activities on prevention and intervention services for at-risk students.
- Articulated with teachers the summary of requirements for initial evaluation of at-risk students including strategies for dealing with parents' concerns regarding initial evaluation, the use of non-discriminatory evaluation forms, and enlisting the support of school student support services such as guidance, S.B.S.T., and Crisis Intervention Team, amongst some services.
- Self-developed and implemented a Behavior Modification Intervention Plan that translated into a reduced number of students' suspensions and/or students' disciplinary issues as compared to the same students' population from prior year, helping the school to be declassified as a persistently dangerous school.
- Worked collaboratively with M.S. 399 student support services such as social and family workers, SAPIS, and Morris Heights Clinic to effectively reduce grade discipline problems.
- Have conducted a study of the incidence and source of different types of students' discipline problems and have provided teachers with assertive discipline and other classroom management strategies and to students with training in conflict resolution so as to minimize the negative impact on teaching and learning of such incidences.
- Volunteered extra time to M.S. 399 Parents Association presenting Math and Science Workshops, ARIS Parent's Link; use of Acuity; Performance Series Assessment; Web-based applications to improve parents' knowledge regarding math and science instruction and state standards.

- Researched, planned, developed, wrote, and presented to M.S. 399 School Leadership Team a project to increase parents and community involvement based on Dr. Joyce Epstein, John Hopkins University National Network Partnership, Seven Keys to Parental Involvement (2003-2005).
- During the Fall of 2001, with parents and school's administration consent, administered to all ELLs and former ELLs students attending MS 399 a self-developed survey based on Colin Baker's Language Background Scales and used its results to help all teachers to those students a better understanding of English Language Learners cognitive development and instructional needs. An additional outcome was the development of proficiency grouping (tiered groups) as a way to differentiate instruction.
- Developed and implemented a unique student's progress report that has increased communication and accountability amongst students, parents, and teachers.
- Led the team that planned, developed, and articulated M.S. 399 first teacher and student's handbook, that greatly increased communication to students, parents, and teachers about the school procedures, policies, and expectations.
- Incorporated research valid strategies into proactive classroom management applications that helped promote in our school a safer and better learning environment for students and teachers thus helping our school be removed from the New York State Education Department list of persistently dangerous schools.

* Resources and Operations *

- As Principal (I.A.) at the Lola Rodriguez de Tió School directly in person presented to NYC DOE Chancellor Dennis Walcott a summary of school needs for school immediate improvement.
- As Principal (I.A.) at the Lola Rodriguez de Tió School successfully identified more than \$18,000 of school office and general classroom supply sitting in school closets without inventory.
- Successfully helped create and develop, through the use of specialized software programs, our school 2008-2009 and 2009-2010 schedules for both teachers and students (manually in 2007, 2011).
- Articulated the purchasing and implementation of ALEKS and Destination Reading and Math applications programs, utilized to support our school efforts to improve students closing of their reading and math achievement gaps
- To 2007, Active Member and Financial Liaison of MS 399 School Leadership Team.
- Since 1999, School Treasurer for the General School Funds
- Developed all forms related to the effective management of students in-school suspension process.
- From 2005 to 2007 recruited 90% of math teachers that serviced students at MS 399
- Core Curriculum ordering and inventory
- Math support materials evaluation and purchasing
- Articulated with then MS 399 school principal, Eileen Cuff and Yolanda Torres the planning, designing, and construction of MS 399 Science Lab

PROFESSIONAL AFFILIATIONS

Association for Supervision and Curriculum Development (ASCD); National Association of Elementary School Principals (NAESP); International Reading Association (IRA); National Middle School Association (NMSA); National Science Teacher Association (NSTA); Association of Dominican-American Supervisors and Administrators (ADASA); Grupo Expresion Dominicana (poetry, writing, theater, and other literary and artistic forms of expression).

References provided upon request

Category	Primary SIG Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Transformation: JHS 162 LOLA RODRIGUEZ DE TIO (07X162)							
Code 15	Use of Time	Substitute Per Diem. Teacher occasional per diem at \$154.97 x 32 teachers. 1st year - 5 days; 2nd year - 3 days and 3rd year - 3 days. Teachers will need to be covered by substitutes so they can attend workshops provided by partners.	\$24,795	\$14,877	\$14,877	\$54,549	This program can be sustained through the use of Title 1 funds and FSF funds. School also receives priority funds which can also be used to sustain this activity.
Code 15	Student Support	Hourly Per Session. After school program for ELA and Math intervention program - teacher Year 1 (100 days x 2 hours x 6 teachers x 41.98) Year 2 and 3 (49 days x 2 hours x 6 teachers x 41.98)	\$50,376	\$25,000	\$25,000	\$100,376	This program can be sustained through the use of Title 1 funds and FSF funds. School also receives priority funds which can also be used to sustain this activity.
Code 15	Student Support	Hourly Per Session. After school program for ELA and Math intervention program - supervisor (100 days x 2 hours x 1 supervisor x 43.93) Year 2 and 3 (49 days x 1 supervisor x 43.93)	\$8,786	\$4,305	\$4,305	\$17,396	This program can be sustained through the use of Title 1 funds and FSF funds. School also receives priority funds which can also be used to sustain this activity.
Code 15	Student Support	Hourly Per Session. After school - school worker Year 1 (100 days x 2 hours x 1 social worker x 45.13) Year 2 and 3 (49 days x 2 hours x 1 social worker x 45.13)	\$9,026	\$4,422	\$4,422	\$17,870	This program can be sustained through the use of Title 1 funds and FSF funds. School also receives priority funds which can also be used to sustain this activity.
		Subtotal Code 15	92,983	48,604	48,604	190,191	
Code 16	Student Support	Hourly Per Session. After school - secretary Year 1 (100 days x 1 hour x 1 secretary x 25.87) Year 2 and 3 (49 days x 1 hour x 1 secretary x 25.87)	\$2,587	\$1,288	\$1,288	\$5,163	This program can be sustained through the use of Title 1 funds and FSF funds. School also receives priority funds which can also be used to sustain this activity.
Code 16	Student Support	Hourly Per Session. After school - para Year 1 (100 days x 2 hours x 1 para x 26.27) Year 2 and 3 (49 days x 2 hours x 1 para x 26.27)	\$5,254	\$2,574	\$2,574	\$10,402	This program can be sustained through the use of Title 1 funds and FSF funds. School also receives priority funds which can also be used to sustain this activity.
		Subtotal Code 16	7,841	3,862	3,862	15,565	
Code 40	Teacher Training	Metamorphosis	50,000	25,000	85,000	160,000	Title 1 funds will be repurposed to sustain this activity.
Code 40	Curriculum	NY Historical Society (social Studies, Arts, Music and Theater) In line with goal three, the museum offers opportunities to students to expose to a world of art, music, and history through an exciting lens which can be added to their identity. Facing History: (a collaborative partner of the New York Historical Society) emphasizes strong curriculum as a standalone but their curriculum is specifically a complement to goal three which emphasizes the choices students need to make at the middle school level in the context of how they define themselves. The New York Historical Society partnership is directly connected to goal one and three.	\$64,050	\$64,050	\$34,050	162,150	This program can be sustained on a smaller scale through the use of Title 1 funds. School also receives priority funds which can also be used to sustain this activity.
Code 40	Instruction	Facing History will provide a strong advisory curriculum based on 'identity and community' which begin the year for all grades. Facing History will work with the Humanities teachers to ensure integration to the already created scope and sequence. Facing History partnership is in line with the SCEP goal of ensuring interdisciplinary content across the grades. Facing History curriculum and approach is directly connected to goal one and three.	\$36,400	\$36,400	\$26,400	99,200	This program can be sustained on a smaller scale through the use of Title 1 funds. School also receives priority funds which can also be used to sustain this activity.
Code 40	Instruction	Math Solutions - School's data shows that 71% of the students tested at Level 1 and 23.9% tested at Level 2. In order to increase performance and make AYP, administration has introduced a new curriculum but lacks on-site math developer to do demonstration lessons exhibiting best teaching practices, to plan with the department, coach, observe, provide workshops and overall provide professional development to a veteran mathematics staff.	\$98,800	\$30,400	\$20,400	149,600	This program can be sustained on a smaller scale through the use of Title 1 funds. School also receives priority funds which can also be used to sustain this activity.
Code 40	School Climate and Discipline	Ramapo for Children will provide professional development for teachers managing classroom behavior as well as twice monthly coaching sessions for teachers. Ramapo offers a camp near NYC which will be used as an incentive for the children. Ramapo for Children work with the teacher directly. Connected with the transformation of school culture: goal three.	\$73,700	\$28,200	\$18,200	120,100	This program can be sustained on a smaller scale through the use of Title 1 funds. School also receives priority funds which can also be used to sustain this activity.

Code 40	Student Support	School Trips to the New York Historical Society , and other sources as we build school culture and incentives. Students are not able to afford to subsidize their own trips so these funds can be used to support us in providing the students with different educational trips as exposure and incentives.	\$23,519	\$0	\$0	23,519	This is a first year expense to change the culture and climate of the school. Will be sustained through the use of Title 1 funds and FSF funds. School also receives priority funds which can also be used to sustain this activity.
		Subtotal Code 40	346,469	184,050	184,050	714,569	
Code 45	Student Support	Resources and books such as Ready plus test prep resources for each student.	\$18,000	\$5,443	\$5,443	\$28,886	This program can be sustained through the use of Title 1 funds and FSF funds. School also receives priority funds which can also be used to sustain this activity.
Code 45	Data Driven Instruction/Inquiry (DDI)	Computers - 3 sets of 32 (class set) We already have some laptops, this will allow more students availability to use laptop for research projects. There is a art component offered through New York Historical Society. Laptops will be available to be used.	\$22,000	\$0	\$0	\$22,000	This program can be sustained through the use of Title 1 funds and FSF funds. School also receives priority funds which can also be used to sustain this activity.
Code 45	Instruction	Classroom supplies.	\$5,000	\$4,030	\$4,030	\$13,060	This program can be sustained through the use of Title 1 funds and FSF funds. School also receives priority funds which can also be used to sustain this activity.
		Subtotal Code 45	45,000	9,473	9,473	63,946	
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.	7,707	4,011	4,011	\$15,729	
		Subtotal Code 80	7,707	4,011	4,011	15,729	
CENTRAL							
Code 15							
Code 16							
Code 40							
Code 45							
Code 80							
		Subtotal Central	0	0	0	0	
		TOTAL SIG	500,000	250,000	250,000	1,000,000	
		Non-Core Instruction Tax Levy	600,437	300,218	300,218	1,200,873	
		Title 1 for Priority and Focus Schools	88,301	44,150	44,150	176,602	
		Other Title 1 allocations	186,964	93,482	93,482	373,928	
		TOTAL	1,375,702	687,850	687,850	2,751,402	

JHS 162 LOLA RODRIGUEZ DE TIO

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	\$ 92,983
Support Staff Salaries	16	\$ 7,841
Purchased Services	40	\$ 346,469
Supplies and Materials	45	\$ 45,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 7,707
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 500,000

Year 2 Implementation Period (July 1, 2015 - June 30, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 48,604
Support Staff Salaries	16	\$ 3,862
Purchased Services	40	\$ 184,050
Supplies and Materials	45	\$ 9,473
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 4,011
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	\$ 48,604
Support Staff Salaries	16	\$ 3,862
Purchased Services	40	\$ 184,050
Supplies and Materials	45	\$ 9,473
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 4,011
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	\$ 190,191
Support Staff Salaries	16	\$ 15,565
Purchased Services	40	\$ 714,569
Supplies and Materials	45	\$ 63,946
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 15,729
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 1,000,000



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

PROPOSED BUDGET

FOR THE OPERATION OF A

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

BASIC PROJECT INFORMATION		
N.Y.C. GRANT # <div style="border: 1px solid black; height: 15px; width: 100%;"></div>	N.Y.C. DOCUMENT # <div style="border: 1px solid black; display: flex; justify-content: space-between;"><div style="width: 10px; height: 15px;"></div><div style="width: 10px; height: 15px;"></div><div style="width: 10px; height: 15px;"></div><div style="width: 10px; height: 15px;"></div><div style="width: 10px; height: 15px;"></div><div style="width: 10px; height: 15px;"></div></div>	PROJECT # <div style="border: 1px solid black; display: flex; justify-content: space-between;"><div style="width: 10px; height: 15px;"></div><div style="width: 10px; height: 15px;"></div><div style="width: 10px; height: 15px;"></div><div style="width: 10px; height: 15px;"></div><div style="width: 10px; height: 15px;"></div><div style="width: 10px; height: 15px;"></div><div style="width: 10px; height: 15px;"></div><div style="width: 10px; height: 15px;"></div><div style="width: 10px; height: 15px;"></div><div style="width: 10px; height: 15px;"></div></div>
AGENCY CODE	<div style="border: 1px solid black; display: flex; justify-content: space-between;"><div style="width: 10px; height: 15px; text-align: center;">3</div><div style="width: 10px; height: 15px; text-align: center;">0</div><div style="width: 10px; height: 15px; text-align: center;">5</div><div style="width: 10px; height: 15px; text-align: center;">1</div><div style="width: 10px; height: 15px; text-align: center;">0</div><div style="width: 10px; height: 15px; text-align: center;">0</div><div style="width: 10px; height: 15px; text-align: center;">0</div><div style="width: 10px; height: 15px; text-align: center;">1</div><div style="width: 10px; height: 15px; text-align: center;">0</div><div style="width: 10px; height: 15px; text-align: center;">0</div><div style="width: 10px; height: 15px; text-align: center;">5</div><div style="width: 10px; height: 15px; text-align: center;">1</div></div>	
Federal /State Program	<u>SCHOOL IMPROVEMENT GRANT 1003 (g). Cohort 5, Year 1</u> <u>JHS 162 LOLA RODRIGUEZ DE TIO</u>	
Contact Person	<u>EDUARDO CONTRERAS</u>	
Agency Name	<u>New York City Department of Education</u>	
Mailing Address	<u>52 Chambers Street, Room 213</u> <u>New York, N.Y. 10007</u>	
Telephone #	<u>212-374-0520</u>	<u>Manhattan</u> County
Project Operation Dates From	<u>JUN</u> <u>1</u> <u>2014</u>	To <u>JUN</u> <u>30</u> <u>2015</u>

BUDGET TOTAL

\$500,000

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

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

Specific Position Title		FTE/Hours/Days	Rate of Pay	Project Salary
07X162	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)	0.00	0	0
	Guidance Counselor	0.00	0	0
	Education Administrator	0.00	0	0
	Social Worker	0.00	0	0
	Teacher Per Session (rate per hour)	1,200	41.98	50,376
	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)	200	43.93	8,786
	Social Worker Per Session	200	45.13	9,026
	F-Status Teacher per diem (rate per day)	0	306.67	0
	Teacher Occasional Per Diem (rate per day)	160	154.97	24,795
				92,983
	Teacher	0.00	0	0
	Teacher (regular)	0.00	0	0
	Lead Teacher	0.00	0	0
	Coach (Math, Literacy, Special Ed)	0.00	0	0
	Coach (Math, Literacy, Special Ed)	0.00	0	0
	Guidance Counselor	0.00	0	0
	Eduacation Administrator	0.00	0	0
	Social Worker	0.00	0	0
	Teacher Per Session (rate per hour)	0	41.98	0
	Teacher per session Trainee Rate (rate per hour)	0	19.12	0
	Guidance Counselor Per Session	0	19.12	0
	Supervisor Per Session (rate per hour)	0	43.93	0
	Social Worker Per Session	0	45.13	0
	F-Status Teacher per diem (rate per day)	0	306.67	0
	Teacher Occasional Per Diem (rate per day)	0	154.97	0
				0
Central	School Implementation Manager			0
				0
Subtotal - Code 15				92,983

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
07X162 Transformation			
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	0	16.20	0
Ed. Para Bulk (Per Session) (rate per hour)	200	26.27	5,254
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	100	25.87	2,587
			7,841
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			7,841

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
---	----------------------

07X162	Transformation	
685 - Educational Consultant	Facing History, Math Solutions	135,200
686 - Professional Services Other	Ramapo for Children, New York Historical Society	97,219
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis, NY Historical Society	114,050
		346,469

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

Subtotal - Code 40

346,469

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
07X162	Transformation	
	Computer and Printers under \$5,000 per unit	22,000
	Educational Software	0
	General and Instructional Supplies	5,000
	Library Books	0
	Supplemental Textbooks	18,000
		45,000
	Computer and Printers under \$5,000 per unit	0
	Educational Software	0
	General and Instructional Supplies	0
	Library Books	0
	Supplemental Textbooks	0
		0
	Subtotal - Code 45	45,000

TRAVEL EXPENSES: Code 46

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

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

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80

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

Item	Proposed Expenditure
Social Security	
Retirement	New York State Teachers
	New York State Employees
Health Insurance	
Worker's Compensation	
Unemployment Insurance	
Welfare Benefits	
Annuity	
Sabbaticals	
ARRA FRINGE - Transformation	7,707
ARRA FRINGE - Other	0
ARRA FRINGE - CENTRAL	0
Subtotal - Code 80	7,707

CALCULATION OF INDIRECT COST: Code 90

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

EQUIPMENT : Code 20

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

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

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


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  2/21/14

M/WBE Documents

M/WBE Goal Calculation Worksheet

(This form should reflect Multi-Year Budget Summary Totals)

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

Applicant Name: NYC DEPARTMENT OF EDUCATION

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

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

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1	Total Budget		\$ 1,000,000
2	Professional Salaries	\$ 190,191	
3	Support Staff Salaries	\$ 15,565	
4	Fringe Benefits	\$ 15,729	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ 221,485
8	Line 1 minus Line 7		\$ 778,515
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		\$ 155,703

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
<p>NAME: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC</p> <p>ADDRESS: 165 PARK ROW # 18A</p> <p>CITY, ST, ZIP: New York NY, 10038</p> <p>PHONE/E-MAIL: 212-608-0714 / lucy@lucywestpd.com</p> <p>FEDERAL ID No. 043713795</p>	<p>NYS ESD Certified</p> <p>MBE <input type="checkbox"/></p> <p>WBE <input checked="" type="checkbox"/></p>	<p>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.</p>	<p>Year 1 \$ 50,000</p> <p>Year 2 \$ 25,000</p> <p>Year 3 \$ 85,000</p> <p>TOTAL \$ 160,000</p>

PREPARED BY (Signature)  DATE 2-27-14

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 SUBCONTRACTORS AND SUPPLIERS NOTICE OF INTENT TO PARTICIPATE

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

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

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

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

Signature of Authorized Representative of Bidder/Applicant's Firm _____
Mary Doyle, Executive Director State Portfolio Policy

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

Date: 2/21/14

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

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

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

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

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

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

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

PART C - CERTIFICATION STATUS (CHECK ONE):

(M/WBE)

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

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

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

The estimated dollar amount of the agreement: \$ 160,000

Date: 2/21/14

Signature of Authorized Representative of M/WBE Firm

Lucy West, President

Printed or Typed Name and Title of Authorized Representative

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

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

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

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

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

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

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