



Director  
Office of School Innovation  
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June 30, 2014

Carmen Fariña  
Chancellor  
NYC Dept. of Education  
52 Chambers St., 3rd Floor  
New York, NY 10007

RE: Award Notice: School Innovation Fund (SIF) Round 3– Grant #TA-15  
Award Amount: \$750,000  
Time Period: June 1, 2014 to June 30, 2017

Dear Chancellor Fariña:

On behalf of the New York State Education Department (NYSED), thank you for your participation in our recent School Innovation Fund grant competition. I am pleased to inform you that your district's proposal for MS 301 Paul L. Dunbar has met the preliminary standard for funding.

The NYSED School Turnaround Office will serve as lead for School Innovation Fund project oversight, assistance, monitoring, and reporting. Office staff will be conducting a final review of the proposed budget for this school to ensure that all expenses meet the intents and purposes of the grant and are allowable, necessary and reasonable. In addition, the final grant approval process includes review and approval of your district's proposed compliance with NYSED's Minority and Women-Owned Business Enterprises (M/WBE) policy as described in the grant application. NYSED may contact your district with questions about the M/WBE plan and documentation; a prompt response will avoid or minimize delay in finalizing the grant award.

After final approval of the budget and M/WBE compliance, you will receive a formal grant award notice from our Grants Finance Unit. No work should be initiated until you receive final notice of approval of your award. All grants, regardless of type or dollar amount, are subject to further review, monitoring, and audit to ensure compliance. NYSED has the right to recoup funds if the approved activities are not performed and/or the funds are expended inappropriately.

The grant resulting from this award will require that grantees accept electronic payments for amounts due on the grant. Additional information and authorization forms are available at the State comptroller's website at [www.osc.state.ny.us/epay/index.htm](http://www.osc.state.ny.us/epay/index.htm).

The School Turnaround Office looks forward to working with your district on this project. Should you have any questions or require additional assistance, please contact the office at [turnaround@mail.nysed.gov](mailto:turnaround@mail.nysed.gov) or (518) 473-8852.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bill Clarke', with a stylized flourish extending to the right.

Bill Clarke

c: D. Gibson  
S. Rencher  
M. Doyle  
M. Torres

ORIGINAL

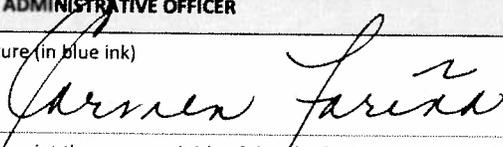
New York State Education Department  
School Innovation Fund Grant – Round 3 (TA-15)  
Application Cover Sheet

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

Applicant LEA (Name) New York City Department of Education		County New York	
Legal School Name for the Priority School Identified in this Application MS 301 Paul L. Dunbar		Beds Code 320800010301	
Chief Administrative Officer (Last Name, First Name, Dr./Mr./Ms.) Fariña, Carmen, Mrs.			
Title Chancellor	Telephone (212) 374-0200	Fax Number (212) 374-5588	E-mail Address CGFarina@schools.nyc.gov
Address (Street, City, Zip Code) 52 Chambers Street, New York, NY 10007			
Application Type (Check one):		<input checked="" type="checkbox"/> LEA with one Lead Partner	<input type="checkbox"/> LEA with Partner Consortium
<b>SCHOOL DESIGN TYPE (Check One)</b>			
College Pathways <input type="checkbox"/>	Community-Oriented <input checked="" type="checkbox"/>	Arts / Cultural Ed <input type="checkbox"/>	CTE <input type="checkbox"/>
		Virtual/Blnd/Online <input type="checkbox"/>	Network-Affiliated <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.

<b>CHIEF ADMINISTRATIVE OFFICER</b>	
Signature (in blue ink) 	Date 2/25/14
Type or print the name and title of the Chief Administrative Officer. Carmen Fariña	
DO NOT WRITE IN THIS SPACE	
Reviewed by _____	Date _____

RECEIVED  
FEB 28 2014  
CONTRACT ADMINISTRATION  
NB

# 08X301 MS 301 Paul L. Dunbar

2014 SIF 3 Application Cover Page

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## Page 1

Select District (LEA) Name:

NYC GEOG DIST # 8 - BRONX

Select School Name:

320800010301 MS 301 PAUL L DUNBAR

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:

219

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

Enter name of person submitting application:

Mary Doyle

Phone number:

212-374-2762

Fax number:

212-374-5760

Email address:

mdoyle5@schools.nyc.gov

Select the SIF Model for this School Application

Community-Oriented School (wrap-around services) Design

### Submission Checklist

Documents	Checked -Applicant	Checked-SED	
Application Cover Sheet <i>(with original signature in blue ink)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Proposal Narrative District-level Plan <b>and</b> School-level Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment A Assurance of Joint Commitment 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"/>	
Attachment E Project Plan Template	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment F Performance Agreement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Attachment G Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
FS-10 for Year One Implementation Period (June 1, 2014 to June 30, 2015); FS-10 forms are available at: <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Preliminary draft Memorandum of Understanding(s) (with Lead Partner <b>or</b> Partner Consortium)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>M/WBE Documents Package (containing original signatures)</b>			
<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"/>
<b>SED Comments:</b>			
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 SIF 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 SIF 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 SIF plan, that have been formally contracted by the NYCDOE after a vetting process. The NYCDOE oversees a request for proposal process from organizations experienced in working with schools in need of school improvement. Accountability plans for the partner must be included based on annual evaluations

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

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

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

**i. Evidence of formal policies on school autonomy**

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

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

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy13\\_14/FY14\\_PDF/sam86.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam86.pdf)

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

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

<http://schools.nyc.gov/Offices/DCP/KeyDocuments/MTACPOS.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](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 SIF 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 SIF 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 SIF 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.<sup>1</sup> The Measures of Student Learning (MOSL) components of the system is worth 40% of a teacher's overall evaluation rating – the State Measures component is worth 20% and the Local Measures component is worth 20%. The NYCDOE has provided in-person and online professional developments opportunities for teachers and school leaders during the summer and throughout the 2013-14 school year. The NYCDOE hired additional staff for both MOTP and MOSL. We created resources to help principals meet evaluation and development implementation milestones including the *Advance* Web Application. The NYCDOE will be working to ensure that the evaluation and development system is implemented properly and is used to assist teachers.

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

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<sup>1</sup> 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 SIF 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"> <li>• 2012-13 Quality Review rating of Underdeveloped</li> <li>• 2012-13 Progress Report rating of D or F</li> <li>• Schools at the 10<sup>th</sup> percentile or below of the 2012-13 Progress Report</li> <li>• 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)</li> <li>• Schools in their third year of existence (that did not have a formal Quality Review in 2012-13)</li> <li>• All schools that have not had a review since 2009-10 (that do not qualify for a Peer Review)</li> <li>• 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.</li> </ul> <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"> <li>• 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.</li> <li>• 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.</li> </ul>	<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"> <li>• 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.</li> <li>• Scores are based on comparing results from each school to a citywide benchmark and to a group of about 40 other schools.</li> </ul> <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 SIF 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 SIF 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 SIF plans. All NYCDOE SIF materials were also shared directly with CPAC, CSA, and UFT for distribution this year. Materials included the NYCDOE-created SIF School-level Plan and SIF 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 SIF engagement process with each group took place via meetings, phone calls, and emails about the NYCDOE SIF applications. The Office of State Portfolio Policy staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on January 9<sup>th</sup> 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),<sup>1</sup> the program must be offered to all students at the school, with the goal of serving fifty percent of students.
  - If the school is not funded by SIG, the program must be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving fifty percent of AIS-eligible students.
- Instruction in any academic subject offered in the program must be delivered under the supervision of a NYCDOE teacher who is NYS certified in that particular content area;
- The program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

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

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

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<sup>1</sup> 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.<sup>2</sup> Because ELT programs are a supplement to the regular school day, they are generally not considered part of a school's daily session, therefore, they do not require an SBO or calendar change request unless their implementation alters the regular school day as described below.
  - An SBO is required if implementing ELT alters the school's regular schedule from the traditional session time of 6 hours and 20 minutes and/or beyond the start and end times of 8:00 am and 3:45 pm.
  - A calendar change request is only required for any change that shortens the length of a daily session below the daily instructional time requirements described in question 4. For example, a school may shorten the instructional day once a week to accommodate a larger block of ELT after school, provided that the school meets the weekly instructional time requirements.

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

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

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

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<sup>2</sup> 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.<sup>3</sup> See the [session time memo](#) for guidance on using the 37.5 minutes.

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

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

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

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

**10. Must schools reconfigure their schedules to implement ELT?**

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

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<sup>3</sup> 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 minutes 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.<sup>4</sup> 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 21<sup>st</sup> Century Community Center Learning Funds are required to implement ELT in partnership with a community organization. All other Priority Schools may implement ELT with or without the support of a vendor or CBO. Regardless of whether a vendor is supporting ELT, principals are responsible for ensuring that the program aligns to the requirements

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<sup>4</sup> 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:

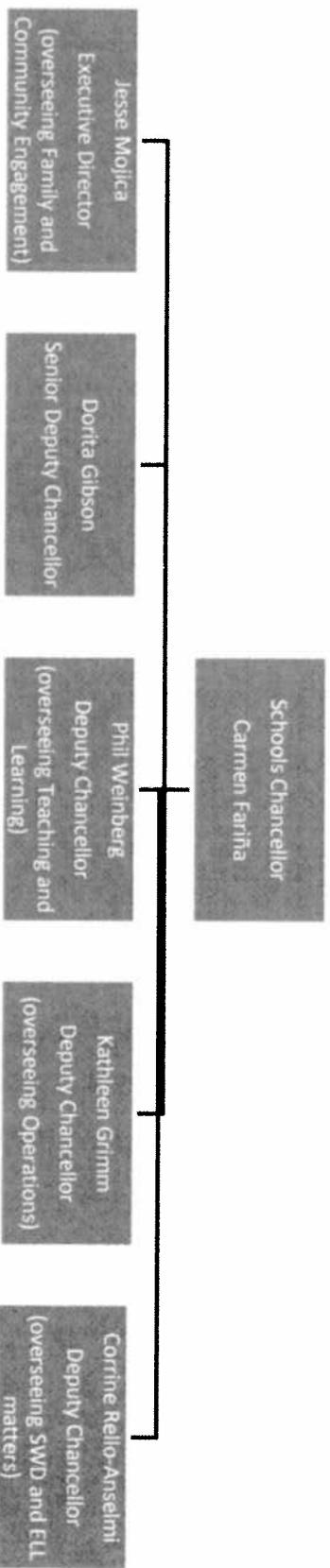
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

AGREEMENT

between

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UNITED FEDERATION OF TEACHERS

Local 2, American Federation  
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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 Schools<sup>9</sup>**

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

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

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<sup>9</sup> 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**

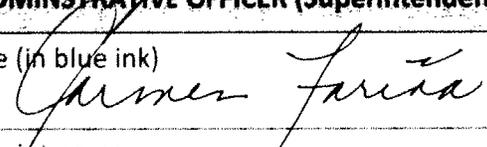
The Union and the Board agree that all teachers new to the New York City Public Schools are entitled to collegial support as soon as they commence service. The New

ORIGINAL

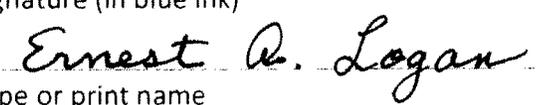
Attachment A  
Assurance of Joint Commitment and Collaboration Form

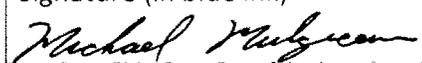
By signing this document, the Superintendent, Board of Education, and teachers' and principals' unions are acknowledging their joint commitment to implement the whole school redesign effort proposed in the application and to work collaboratively to sustain the positive changes that result from the SIF grant.

LEA Name: NYC DOE  
School Name: 08X301 Paul Lawrence Dunbar Middle School

<b>CHIEF ADMINISTRATIVE OFFICER (Superintendent)</b>	
Signature (in blue ink) 	Date 2/25/14
Type or print name Carmen Fariña	

<b>BOARD OF EDUCATION PRESIDENT</b>	
Signature (in blue ink)	Date
Type or print name	

<b>LOCAL ADMINISTRATORS UNION PRESIDENT</b>	
Signature (in blue ink) 	Date 2/24/14
Type or print name Ernest A. Logan	

<b>LOCAL TEACHERS UNION PRESIDENT</b>	
Signature (in blue ink) 	Date 2/25/14
Type or print name Michael Mulgrew	

District Parent Representative

 2/24/14  
Alim S. Gafar

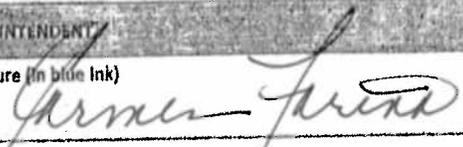
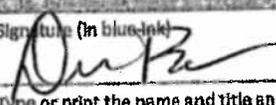
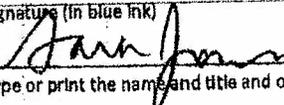
08 X 301

ORIGINAL

Attachment F  
School Innovation Fund (SIF) – Round 3 Performance Agreement

The SIF performance agreement is an accountability agreement between the New York State Education Department (NYSED) and a LEA receiving a SIF grant for its low-performing schools. A core feature of the SIF grant is joint accountability for improved student achievement between an LEA and its Lead Partner or Partner Consortium. Areas of 1) joint responsibility (partner(s) and LEA), 2) LEA responsibility, and 3) SIF partner responsibility should be explicitly identified in each Memorandum of Understanding (MOU) between the LEA and the partner. The LEA is responsible for holding the partner accountable for the delivery and effectiveness of its services.

By signing below, the LEA and Lead Partner or Partner Consortium (team of two or three partners) agree to meeting the indicators and performance metrics identified in Attachment B: School-level Baseline Data and Target-Setting Chart and Attachment E: Project Plans, according to the responsibilities explicitly identified in each MOU. Failure to do so may result in a delayed or stopped payment.

SUPERINTENDENT	
Signature (in blue ink)	Date
	2/25/14
Type or print the name.	
Carmen Fariña	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
	2/7/2014
Type or print the name and title and organization of the partner.	
Maria Astudillo, Mental Health Director, The Children's Aid Society	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
	2/7/2014
Type or print the name and title and organization of the partner.	
Drema Brown, Vice President of the School-Age Division, The Children's Aid Society	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
	2/7/14
Type or print the name and title and organization of the partner.	
Sarah Jonas, Director of Regional Initiatives, National Center for Community Schools, The Children's Aid Society	

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

### **Paul Lawrence Dunbar Middle School (08x301)**

#### **Partner Information**

##### **Children's Aid Society**

The Children's Aid Society helps children in poverty to succeed and thrive. CAS provides technology and career readiness training to enable students to improve their economic status and lead more fulfilling lives.

The Children's Aid Society's Mental Health team will support MS 301 by providing support with the selection, training and on-going support and supervision of a full-time Social Worker.

Additionally, staff at the Children's Aid Society's National Center for Community Schools and the School-Age Division will be providing MS 301 with a range of technical assistance based on their evolving needs. Given the needs of the students and families of the MS 301 community a school strategy designed to address the unique needs of this school community, while removing the barriers to learning for students will be essential. Through school-wide initiatives focused on maintaining a positive school climate, engaging parents and community as resources, providing timely and robust case management, mental health and social service supports for students with more complex needs, and extended day and extended year experiences for more students, MS 301 will be deepening its existing work to ensure the conditions for learning. CAS, as the partner, will provide the strategic guidance and technical assistance needed to build out this school's strategy to ensure student success.

#### **Enrollment Summary**

In M.S. 301 Paul L. Dunbar, students with disabilities comprise 24% of the school's population, 1 percentage point higher than the average middle school in the Bronx. English Language Learners comprise 20% of the school's population, 3 percentage points higher than the average middle school in the Bronx. The average incoming proficiency (4<sup>th</sup> grade ELA/math) of the school's students is 2.7, which is 0.1 lower than the average middle school in the Bronx.

#### **Leadership Information**

During his ten year tenure at The Paul L. Dunbar Academy (08X301), Principal Benjamin Basile has developed a deep understanding around pedagogy and how children learn best. He understands how data drives improvement efforts at the school, grade, classroom, and individual student level of performance. Principal Basile consistently seeks out alternatives relative to increase capacity and this information is used to develop a school-wide professional development plan. Principal Basile has a committed belief relative to adult development concerning pedagogy, assessment and student support. He expresses an innate curiosity and consistency as a life-long learner and he models these behaviors for all constituents in his school

community; using the Danielson Framework for Teaching to provide feedback and guidance to his staff relative to professional performance and areas for further development.

Principal Benjamin Basile is a “change agent” who has previously supported the school’s removal from S.U.R.R., as well as attaining “well developed” for the NYCDOE quality Review for the 2009 and 2010 school years. Under his leadership, the school community attained a “proficient” on his most recent Quality Review this past January 2014. The school community is proud to be considered a “Model School” relative to the Mayor’s Chronic Absenteeism Initiative. The school community has reduced chronic absenteeism by 35% annually for the past three school years; this work supports social/emotional wherewithal relative to students and families, allowing them to endeavor concerning academic performance.

Principal Benjamin Basile received his degree in administration in 2002 from The College of New Rochelle. He was accepted into the Leadership Program (2002-2003). During 2003-2004, Principal Benjamin Basile was in the Aspiring Principal Internship Program at Hillcrest H.S. in Jamaica, Queens. He accepted the Principalship at Middle School 301X on June 1, 2004. He has worked consistently with Cahn Fellow and also joined the Middle School Principals Association serving as President. This is a citywide affiliation. Principal Benjamin Basile has worked with outside agencies as well to promote his development and he has coached Principal interns.

**MEMORANDUM OF UNDERSTANDING  
BETWEEN CHILDREN'S AID SOCIETY  
AND  
NEW YORK CITY DEPARTMENT OF EDUCATION**

1. **Parties.** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between CHILDREN'S AID SOCIETY ("CAS") and New York City Department of Education ("NYCDOE") effective as of signature date, below.

2. **Purpose.** The purpose of this MOU is to establish projected responsibilities under which CAS provides services to MS 301 Paul L Dunbar, a Priority School as identified by NYSED, in order to jointly redesign and turnaround the school into a high performing, high quality organization.

3. **Projected Responsibilities for CAS**

The Children's Aid Society helps children in poverty to succeed and thrive. CAS provides technology and career readiness training to enable students to improve their economic status and lead more fulfilling lives.

In the event that the MS 301 Paul L Dunbar is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), CAS agrees to negotiate in good faith and proceed in a timely manner to conclude a mutually acceptable service agreement, based on the Proposal Narrative submitted by the DOE as part of the grant application process.

CAS will tailor existing products and services for implementation in MS 301 Paul L Dunbar. These products and services include:

The Children's Aid Society's Mental Health team will support MS 301 by providing support with the selection, training and on-going support and supervision of a full-time Social Worker.

Additionally, staff at the Children's Aid Society's National Center for Community Schools and the School-Age Division will be providing MS 301 with a range of technical assistance based on their evolving needs. Given the needs of the students and families of the MS 301 community a school strategy designed to address the unique needs of this school community, while removing the barriers to learning for students will be essential. Through school-wide initiatives focused on maintaining a positive school climate, engaging parents and community as resources, providing timely and robust case management, mental health and social service supports for students with more complex needs, and extended day and extended year experiences for more students, MS 301 will be deepening its existing work to ensure the conditions for learning. CAS, as the partner, will provide the strategic guidance and technical assistance needed to build out this school's strategy to ensure student success.

4. **Projected Responsibilities for NYCDOE**

Provide adequate space for on-site meetings, workshops, coaching and professional development sessions.

Process timely payments for all services rendered, in accordance to the mutually acceptable service agreement and to NYCDOE's standard operating procedures.

Comply with all information and program evaluation requests of NYSED

Comply with all financial management and reporting requirements of NYSED

5. **Joint projected Responsibilities for CAS and NYCDOE**

Reach annual targets for all metrics described in the Application Narrative Attachment B: *School-level Baseline Data and Target-Setting Chart*

**6. Terms of Termination**

This MOU shall remain in effect as of the signature date until:

- Official announcement or notice of the cancellation of the Notice Inviting Applications;
- Receipt of written notice from the NYSED that it will not award a SIF grant to MS 301 Paul L Dunbar
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, and a final service agreement is negotiated between CAS and NYCDOE

Either Internationals or NYCDOE may terminate this MOU by giving thirty (30) days written notice to the other party.

- 7. Payment.** No payment shall be made to either party by the other party as a result of this MOU.
- 8. Assignment.** Neither party may assign this MOU or any of its rights or obligations hereunder without the prior written consent of the other party.
- 9. Signatures.** In witness whereof, the parties to this MOU through their duly authorized representatives have executed this MOU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

The effective date of this MOU is the date of the signature last affixed to this page.

CHILDREN'S AID SOCIETY

---

Signature                      Title                      Date

**NYCDOE**

---

Signature                      Title                      Date

## School Innovation Fund (SIF) Application

<b>School Name:</b>	Paul Lawrence Dunbar Middle School
<b>DBN:</b>	08x301
<b>Network:</b>	401

<b>Application Type (Check one):</b>	<input checked="" type="checkbox"/> School with Lead Partner	<input type="checkbox"/> School with Partner Consortium			
<b>SCHOOL DESIGN TYPE (Check One)</b>					
College Pathways <input type="checkbox"/>	Community-Oriented <input checked="" type="checkbox"/>	Arts / Cultural Ed <input type="checkbox"/>	CTE <input type="checkbox"/>	Virtual/Blind/Online <input type="checkbox"/>	Network-Affiliated <input type="checkbox"/>

### A. School Overview

**2 points**

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

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

The Mission of Middle School 301 is to provide students a school where they will be respected, nurtured socially and emotionally, and of course, educated with rigorous academic standards. We are building students' capacity to think independently, strategically, and objectively and, in turn, create positive change within themselves, their communities and the world.

The Vision of Middle School 301 is a learning community where parents, students, teachers, and administration work collaboratively to ensure all students learn and achieve to their fullest potential. Fostering an environment of care, trust, and respect for all, we prepare students to meet the challenges of a diverse global society.

This proposal will address the Community Oriented School wrap around services design. The SIF Grant will enable the school to:

**Goal#1:** To provide extended time on task in core subject areas aligned to NYS Common Core Learning Standards that will improve itemized skills that encompass literacy and numeracy.

**Goal#2:** To deepen the understanding of pedagogical practices relative to the four domains espoused by Danielson's Framework for Teaching with increased student outcomes as the overarching goals.

**Goal#3:** To provide families' access to Social Services. To strengthen our ability to intervene and support families and children in crisis relative to absenteeism, subsidized living and social-emotional and academic development.

This grant includes extended learning opportunities for students, professional development opportunities grounded in Danielson Framework for Teaching to improve teacher effectiveness and the use of family and community engagement as a vehicle to support students' academic, social and emotional development as they prepare for college and careers. Through extended learning time students will receive targeted tutoring based on data and students will receive extra-curricular recreational programs to address the needs of the whole child. As a major part of the schools' professional development plan, teachers will receive ongoing feedback and support intended to improve pedagogy, use of data in order to improve students' learning outcomes. School leaders and SIF funded coach will develop pedagogy of teachers using Danielson Framework for Teaching with particular focus on questioning and discussion techniques (3b), student engagement (3c) and using assessment in instruction (3d) through in class coaching, modeling, inter-visitations, learning walks, peer review, attendance at network and citywide workshops and other forms of professional development. The major focus of family and community engagement will be to improve student attendance, academic behavior, family involvement and communication of progress and areas for improvement. At the end of the three year period we envision that students will have marked improvement in academic achievement through participation in the extended learning opportunity. Through partnership with Children's Aid Society (CAS) and the acquisition of a full time MSW or LMSW, families will receive a wide range of support including referrals to social service agencies, case management and extended learning opportunities that will enable the school to remove the barriers to promote active student learning and foster a more positive school climate and culture. This SIF Grant will enable teachers to exhibit effective teaching strategies; staff will continue to display marked growth in pedagogical practices as evidenced by student outcomes. We will heighten participation in academic and student initiatives, increase the engagement of community, families involved in the school thus resulting in improved academic achievement of all students.

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

According to research cited by Center on Innovation and Improvement, "a community-oriented school is both a place and a set of partnerships between the public school and other community resources, and it is often open for extended hours and days. Its integrated focus on academics, health and social services, youth and community development, and family and community engagement leads to improved student achievement and attendance, stronger and more involved families, and healthier communities." (Bireda, 2009; Blank, Melaville, & Shah, 2)

As enumerated in their 2009 article, "Freeing Teachers to Teach: Students in Full-Service Community Schools Are Ready to Learn", Jane Quinn and Joy Dryfoos provide the following definition of a community school:

"Community schools are public schools that:

- are open most of the time (before and after school, evenings, vacations and summers);
- operate jointly through a partnership between the school and one or more community agencies that take the lead in finding and coordinating resources;
- provide access to health, dental and mental health services;
- provide a family resource center and opportunities for parents to be involved in the school;
- ensure that after school and summer enrichment programs reinforce and extend the school curriculum;
- offer social and emotional services for families and community members; and
- strengthen the neighborhood's ability to address its problems." (from Quinn and Dryfoos article published in American Educator, Summer 2009)

In a 2009 study comparing Children's Aid Society (CAS) community schools to other New York City schools, CAS schools' students scored significantly higher on math tests than students in other city schools. All CAS middle schools but one (IS166) outperformed peer and city-wide schools in making one year of progress, with MS319 and MS 324 at 100 percent, and CAS middle schools outperformed peer schools in math progress for the lowest 1/3 of students.

The following is an excerpt from the report, *21<sup>st</sup> Century Community Learning Centers at six New York City middle schools: Year one findings*, prepared by K. Krenichyn, H. Clark, N. Schaefer-McDaniel, & L. Benitez of Acknowledge, September 2005.

"In New York City, where the Children's Aid Society (CAS) has shepherded their leading community school initiative, students participating in CAS after-school programs from 2004 to 2007 scored significantly higher on their math tests than students in other city schools. In the period from 2006 to 2007, 42.1 percent of students who spent more than half their time in a CAS community school met the Level 3 standard (i.e, proficient) on the state math test. From 1993 to 1995, the number of third-grade students at a CAS community school improved by 25 percentage points in reading proficiency—from 10.4 percent to 35.4 percent—and 33 percentage points in math proficiency—from 23.3 percent to 56 percent—by the fifth grade. From 2004 to 2005, middle-school youth were significantly more likely to achieve proficiency on standardized test scores if they participated regularly in community school after-school programs. Students who participated for two years were even more likely to achieve proficiency. During the 2004–05 school year, seventh- and eighth-grade students who participated in community school after-school programs performed significantly better than non-participants on reading and math tests."

Additionally, research conducted by Joy G. Dreyfus over a 7- year period from 1998-2006 ("Evaluation of Community Schools"), cites the impact of the Children's Aid Society (CAS) Community School model in two NYC public school sites (IS 218 and ES 5). A two-year

evaluation report of both schools was issued in 1999 by Anthony Connelly (former Deputy Chief Academic Officer of the NYC Department of Education) and colleagues from Fordham University, contrasting CAS schools with matched schools in the neighborhood. Findings of the report revealed that “buildings were full of people throughout the day and evening, engaged in a wide array of activities. Children received high quality services which included on-site mental health services. Parents were involved in the schools and felt a strong sense of responsibility for their children’s education, particularly, the new immigrants. The researchers also found that a significant positive correlation between attendance rates at extended day programs and reading scores.”

This research serves to support our rationale for choosing the efficacy of a community-school model and for our commitment to build a partnership with Children’s Aid Society in order to achieve our stated goals over the 3-year grant period.

**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).**

Middle School 301 (MS 301) serves 231 students that represent a broad constituency of challenged students. Recent ethnic data shows that 62% of the students are Hispanic, 34% Black and 2% White. Based on 2012-13 NYS ELA assessment, 6% of the students are meeting the state standards and 3% are scoring at levels 3 and 4 in mathematics. Currently, 23% of the students receive special education services, and one fifth of the students reside in temporary housing. 21% of the school is identified as English Language Learners, based on the NYSESLAT assessment 31% are scoring at the beginning level of English Language acquisition. 90% of student body qualifies for free or reduced lunch, and almost all students are potentially first generation college goers. We also hold a disproportionate amount of what the city considers to be our “lowest third” performers and MS 301 is identified by NYSED as a Priority school.

**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.**

The common core aligned curricula [at Middle School 301] offer a wide range of academic access to students that promote productive struggles to facilitate student learning; teaching practices are aligned to the curriculum, incorporate instructional shifts with multiple entry points for students to reach their potential; school leaders, in collaboration with key building personnel, make strategic organizational decisions that are aligned to the school's goals to improve instruction and student outcomes; the school uses the Danielson Framework to improve instructional practices and has aligned its professional learning activities to support pedagogical growth.

We have been asked to deepen data-based goal-setting to identify and track students' next learning steps, which are clearly understood by students and are consistently shared with parents. Also, to extend and expand communication and collaboration with parents to increase their capacity to assist in their child's learning and to empower them to track progress towards attaining set goals.

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

Currently the school is identified as Priority and 94% of the students are not performing on level and 97% are below standards in mathematics. By broadening our data based goal setting to include specific, itemized skills, we will better serve the individual needs of students through a targeted intervention plan relative to their espoused needs. Informed, involved parents are key stake holders concerning student success, and informing parents of their children's performance, as well as upcoming initiative's and implemented support programs will help them better support our mutual goals. We also believe that offering workshops to better elucidate expectations for parents is a key next step to strengthening student performance and creating cohesion in a shared vision of a successful school community. Our focus on developing teacher pedagogy and this grant will enable school to hire a coach to closely support the growing needs on the staff to implement the common core, instructional shifts, provide access in the curriculum to address the diverse needs of learners.

The school received a NYCDOE Quality Review on January 21-22, 2014 and received a score of "Proficient," and the following commendations and recommendations: The common core aligned curricula offer a wide range of academic access to students that promote productive struggles to facilitate student learning; teaching practices are aligned to the curriculum, incorporate instructional shifts with multiple entry points for students to reach their potential; School leaders, in collaboration with key building personnel, make strategic organizational decisions that are aligned to the school's goals to improve instruction and student outcomes; the school uses the Danielson Framework to improve instructional practices and has aligned its professional learning activities to support pedagogical growth.

Quality Review report states the school needs to deepen data based goal setting to identify and track students' next learning steps, which are clearly understood by students and are consistently shared with parents. School needs to extend and expand communication and collaboration with parents to increase their capacity to assist in their child's learning and to empower them to track progress towards attaining set goals.

Based on recent dialogue with key constituents of the school, the following areas were identified in conversations with students, parents, teachers and School Leadership Team members. Feedback from teachers indicates a need to incorporate additional strategies to motivate students, ways to decrease the negative behaviors that impede learning and the need for additional guidance and support services for students exhibiting academic and social-emotional concerns. Students articulated a need to participate in more research projects based activities, addressed concerns about inappropriate behaviors by peers, and more recognition for students. Feedback from parent revealed similar concerns about student behavior, need for more guidance support, alternative methods to communicate with families and more training and support in order to help their children at home.

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

Exercising instruction relative to student needs in the form of a bolstered, robust extended day program will serve to help us triangulate data and focus on individual skills in the form of academic concerns and student growth. The ability to focus on itemized skills in a broad, extended program will capture a large percentage of the school population with a particular focus on all at-risk students. By continuing to develop teacher effectiveness and abilities to assess student outcomes and formulate concise individualized student action plans, we will further student outcomes by developing teacher efficacy and their ability to assess student outcomes and formulate concise plans of action based on individual student needs. Cohesiveness of initiatives concerning ELA and teacher development are strengthened and broadened by bolstering communication with parents as well as heightening their understanding of state and city initiatives present in the school.

**C. School Model and Rationale**

*4 points*

The school must propose and present the SIF 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 SIF plan and rationale must contain descriptions of the following elements:

- i. Describe the rationale for the selected design framework, 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.**

Our rationale for the community oriented model, and the subset design elements of extended learning time, teacher efficacy and development, and community and family outreach and support, are manifold. Given the abject poverty in the demographic we serve, coupled with the historically low performing students served, we feel we the MS 301 community can benefit from the support introduced by this grant. Our school community continues to endeavor to raise

student performance through a three tiered intervention model that applies traditional, cooperative, instructional models with technology-based blended learning venues. Our teachers continually train in and reflect on the paradigm espoused in Charlotte Danielson's Framework for Teaching, and we seek opportunities for continued development. Our case management model supports students and families in crisis, and we have built strong communication pathways with city agencies that serve families in subsidy, allowing us to reduce stresses on students like chronic absenteeism, housing crisis, and medical crisis, thus allowing students to focus on academics without the added burden of family related crisis. Because so much of our success hinges on community and family outreach, continuing opportunities for growth and improvement concerning communication and edification for parents and other community based constituents are welcomed.

Extended time on task relative to specific, itemized skills will surely help support student improvement and outcomes through increased seat time and resources specifically tailored for individualized remediation and instruction. Teacher efficacy relative to pedagogy and assessment can continue to improve relative to the acquisition of ELA and math coaches that are currently absent on staff. Resources pertinent to the communication of school and DOE based initiatives concerning parents and other community constituents will be bolstered through improved technology relative to communication, workshops that help parents understand the expectations of their children, and alternative resources in the form of personnel to help support families in crisis due to fully subsidized living.

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

Upon introducing the opportunity of possible grant acquisition, administration and support personnel gathered with staff to discuss the current and desired state of the school community. We immediately identified areas for growth relative to students, staff, and parents: more time on task for students, continuing training for pedagogues, and continuing, strengthened outreach to parents and community. After examining the focus of the award, we concluded that our desired state, and the relevant actions necessary to achieve it, can be facilitated by acquiring the award relative to our aforementioned concerns.

<b>D. School Leadership</b>	<b>8 points</b>
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 SIF 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.**

During his ten year tenure at The Paul L. Dunbar Academy (08X301), Principal Benjamin Basile has developed a deep understanding around pedagogy and how children learn best. He understands how data drives improvement efforts at the school, grade, classroom, and individual student level of performance. Principal Basile consistently seeks out alternatives relative to increase capacity and this information is used to develop a school-wide professional

development plan. Principal Basile has a committed belief relative to adult development concerning pedagogy, assessment and student support. He expresses an innate curiosity and consistency as a life-long learner and he models these behaviors for all constituents in his school community; using the Danielson Framework for Teaching to provide feedback and guidance to his staff relative to professional performance and areas for further development.

Principal Benjamin Basile is a “change agent” who has previously supported the school’s removal from S.U.R.R., as well as attaining “well developed” for the NYCDOE Quality Review for the 2009 and 2010 school years. Under his leadership, the school community attained a “proficient” on his most recent Quality Review this past January 2014. The school community is proud to be considered a “Model School” relative to the Mayor’s Chronic Absenteeism Initiative. The school community has reduced chronic absenteeism by 35% annually for the past three school years; this work supports social/emotional wherewithal relative to students and families, allowing them to endeavor concerning academic performance.

- 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 Benjamin Basile received his degree in administration in 2002 from The College of New Rochelle. He was accepted into the Leadership Program (2002-2003). During 2003-2004, Principal Benjamin Basile was in the Aspiring Principal Internship Program at Hillcrest H.S. in Jamaica, Queens. He accepted the Principalship at Middle School 301X on June 1, 2004. He has worked consistently with Cahn Fellow and also joined the Middle School Principals Association serving as President. This is a citywide affiliation.

Principal Benjamin Basile has worked with outside agencies as well to promote his development and he has coached Principal interns.

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

The Assistants Principals are charged with implementing, monitoring and supporting extended day activities. This includes academic intervention and applied learning activities. They also implement, monitor and support the development of Teacher Effectiveness by directly providing professional development relative to Core Academics as well as student support venues. In their capacity as administrators, they continue to cull and support community engagement with local CBO’s (Community Based Organizations), that include local churches and community centers.

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.**

Our current state represents an endeavor in all three cited areas relative to this SIF Application. We seek to bolster extended activities, Teacher Effectiveness and Community Relations by increasing time on task for administrators, acquiring further lead personnel, and accruing support resources and personnel to help us grow in our capacity to perform this lead work successfully. Currently, there are two Assistant Principals. Due to budgetary constraints, P.S. 301 does not have the resources for a coach in ELA and Mathematics. The SIF funded social worker is needed in order to provide families with information pertaining to health, dental, mental care and address other areas of need in the community.

<b>E. Instructional Staff</b>
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<b>8 points</b>
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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:
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- 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*.

- iii. 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.**

Twenty one pedagogues are currently moving through the continuum of Charlotte Danielson's Framework for Teaching; after core development concerning the domains of efficacy, namely planning, instruction, assessment, and development, we are confident that there is positive growth relative to its implementation. These core competencies reflect best practices relative to

teaching and learning, and foster a common language and philosophical paradigm from which we can examine, reflect upon, and refine, our own pedagogical practices. An additional staffing hire in the form of a director of social work, college and career counselors and guest lecturers.

Clearly, increased adult development relative to frequency and depth are critical for continued movement along the trajectory of professional growth. Grant implementation will allow us to further these ends by providing focused professional development that includes coaching and individualized support for each pedagogue. A formal coaching model, provided by part time teacher trainers in the form of coaches relative to the Framework continuum will foster continued growth and increased student outcomes. Although currently present, the Danielson model can be greatly enhanced and accelerated in frequency and individualization via grant funding. Additionally, the implementation of the outlined professional development plan will move beyond core teachers and allow peripheral entities, like the Parent Coordinator and Family workers, to participate in at least the generalities of these expectations, thus increasing community awareness and overall communication of expectations relative to student performance and teaching.

**iv. 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.**

Administration and coaches are trained to implement and support the four domains outlined in The Framework, and have consistently practiced a normative, comparative process relative to growth and application of the Framework. Further development concerning feedback and individualized development plans that promote growth among pedagogues is a natural next step in this process.

Core staff that fall within the continuum of “developing” or “underdeveloped” have been exposed to the Danielson paradigm, have been included in normative exercises, and are displaying growth relative to achieving efficacy. We will use grant funds to acquire coaches who will individualize teacher growth plans. They will facilitate coaching model that integrates peer observation, professional discourse, reflection, and the application of professional development around specific instructional areas, namely the ability to plan and execute a range of questioning that leads to firm, effective formative assessments.

Those teachers that are considered effective in requisite areas will follow an individualized developmental model that promotes peer development through discourse observation and actionable feedback, but with less stress on coaching and a greater impetus on guided development relative to departmental meetings and initiatives, with quarterly checks for improvement and understanding relative to the framework for teaching.

Paraprofessionals will also receive training in the expectations and normative process of Danielson’s model, with an expectation that they will work on individual components of larger domains, allowing for concentrated immersion in specific areas with feedback from core teachers and coaches.

- v. **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.

At MS 301, a formal committee that includes lead teachers, administrators, and parents screens instructional staff for selection. The process includes the submission of a sample lesson plan, a grading rubric, and exercises that include the interpretation of assessment material as well as a demo lesson. Because all teachers are included in an ongoing peer review process, tenure considerations are also reviewed by the committee before being forwarded to the Superintendent for approval. Although licensure like dual certification is premium, a shortage of aforementioned candidates holding such licensure is scarce; the ability to offer requisite opportunities for dual licensure after hiring are sometimes challenging or unattainable. The ability to link to colleges and universities who offer flexible programs that promote dual licensure as an end would help us overcome shortages relative to this desire. A new teacher mentor program will facilitate mentoring matches with senior teachers and will meet weekly.

**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 SIF plan, the school must provide a response to each of the following elements:

\*Organizations comprising a Partner Consortium have a direct role in the implementation of this SIF grant and work collectively as a team of two or three external partners with a DOE team to provide direction, coordination, oversight, and overall development in the areas of portfolio management, human capital development, site-based

governance, site-based budgeting and financial services, facilities, instructional and non-instructional planning and implementation. A Lead Partner may be a non-profit educational service organization such as a new small-school developer or charter management organization, institution of higher education, or community-based organization which also provides direction, coordination, oversight, etc. as well as coordinates all supporting partner organizations that interface with the school.

- 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 SIF. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the school's model.**

With a long-standing mission to help children in poverty succeed and thrive, the Children's Aid Society is driven by a firm and widely-held belief that the surest path out of poverty for our youth is a college education (Day, Neuberger, 2002). The proven-effective CAS community school model exemplifies the agency's investment in improving educational outcomes for youth, and is an important tool in the CAS cradle-to-college pipeline. Launched in 1992 in a formal partnership with the New York City Department of Education (NYC DOE), CAS augments the academic day with a range of supports and services for children and their families from health and mental health services to after-school enrichment and parent programming. In addition to 16 community schools in NYC, CAS' National Center for Community Schools has provided technical assistance to more than 15,000 adaptations nationally and internationally.

The Children's Aid Society's Mental Health team will support MS 301 by providing support with the selection, training and on-going support and supervision of a full-time MSW or LMSW. Given our experience supporting and supervising social workers engaged in a range of supports in schools from social service referrals to direct mental health service provision, CAS is uniquely positioned to support MS 301 in both selecting a social worker who comes with the pre-requisite skills and experience needed to be effective at MS 301, while also supporting that social worker's evolving needs by connecting him or her to a range of mental health and social services resources available at the Children's Aid Society.

Additionally, staff at the Children's Aid Society's National Center for Community Schools and the School-Age Division will be providing MS 301 with a range of technical assistance based on their evolving needs. Given the needs of the students and families of the MS 301 community a school strategy designed to address the unique needs of this school community, while removing the barriers to learning for students will be essential. Through school-wide initiatives focused on maintaining a positive school climate, engaging parents and community as resources, providing timely and robust case management, mental health and social service supports for students with more complex needs, and extended day and extended year experiences for more students, MS 301 will be deepening its existing work to ensure the conditions for learning. CAS, as the partner, will provide the strategic guidance and technical assistance needed to build out this school's strategy to ensure student success.

- 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.

Please see the attachment.

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.

- Children's Aid Society social worker, school leadership, the supervisor from Children's Aid Mental Health and staff from the NCCS and/or School-Age Division meet at the beginning of the year to outline key goals, benchmarks and measures for the school year.
- Weekly on-site supervision of social worker by Children's Aid Society.
- Children's Aid Society social worker, school leadership, the supervisor from Children's Aid Mental Health and Staff from the NCCS and/or School-Age Division convene 3-4 times per year to evaluate outcomes.
- Monthly case conferences for priority cases will take place, led by the Children's Aid Social Worker to ensure the school and the partnership are addressing the needs of the most at-risk students.
- Surveys will be conducted to evaluate the impact made by partnering with the Children's Aid Society.

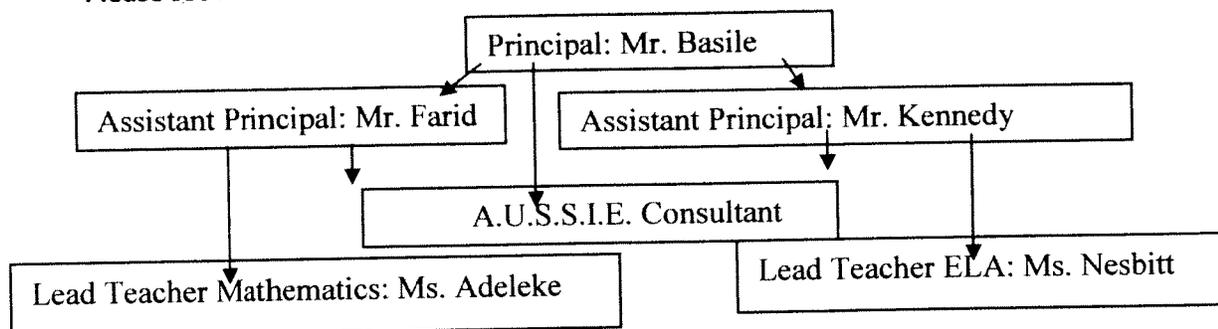
**G. Organizational Plan**

**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.

Please see Attachment G:



Please Note: The Principal works with the A.U.S.S.I.E. Consultant on a regular basis to discuss/design formative assessments and Common Core Aligned Tasks for Mathematics. This partnership will continue.

# MS 301

PAUL LAURENCE DUNBAR

2013 - 2014

2013-2014 School Organization Sheet

Principal.....Mr. Basile.....120 ext. 1180  
 Assistant Principal .....Mr. Kennedy..... 105 ext. 1050  
 Assistant Principal ..... Mr Farid. .... 204 ext.  
 2040/41/42

A.U.S.S.I.E.....2050  
 Guidance Counselor..... Ms. Campbell..... 127C  
 ext. 1274  
 Principal's/Payroll Secretary.....Ms. Roman .....120 ext  
 1201/02  
 Custodial Engineer.....Mr. Neville.....718-401-  
 8659  
 Parent Coordinator.....Ms. Roland.....116 ext  
 1160  
 School Security Level III.....Ms. Cook.....Ext  
 1000  
 School Psychologist.....Ms. Diaz.....127A ext 1271

Subject Area Teachers

Teacher Rm	Subject	Teacher	Subject Rm
Ms. Davis.....	ELA	Ms. Nesbitt.....	ELA 8.....211
7.....	107	Ms. Demtchenko...	ICT.....109
Mr.	Francis.....Math	Ms. Cleveland.....	125
6.....	113	Ms. Gomes.....	SC.....104
Mr.	Colbert.....Math	Ms. Chung.....	Art.....101
8.....	211	Mr. Ido.....	ELA.....102
Ms.	Adeleke.....Math	Mr. Waltzer.....	Phys,Ed..... Gym ext 1410
7.....	114	Ms. Schindelheim...	ESL.....220A
Mr.	Robinson.....Math	Mr. Barnett.....	Speech.....103
ICT.....	231	Mr. Giusta.....	Science 6/7.....109
Ms.	Mcintosh.....Social		
Studies.....	115		
Mr.	Williams.....Social		
Studies.....	202		
Ms.	Wilson.....ELA		
6.....	111		
Mr.	Figuroa.....ICT		
8.....	207		
Ms.	Knight-Lowe .Science		
8.....	203		

<u>Paraprofessionals</u> Boya Calderon	<u>Attendance</u> <u>Improvement/Dropout</u> <u>Prevention</u> Burgos                      Family Assistant Thames                      Family Worker	<u>CSE TEAM (292-4665)</u> rm.129 Ms. Diaz- School Psychologist ,x1271 Ms.Torres-Family Assistant, x1290 Ms. DeJesus, Social Worker, x1290	
	<u>Health Office.....rm. 129.....</u> Ms. King - Nurse ,ext 1292 Nurse for P188 – ext 1291		
<u>Lunchroom..ext</u> 4100 Cayetano...Manager Cadiz.....Chef Sanchez Souma Ferebee Valle	<u>PARENT ASSOCIATION</u> TBD		<u>School</u> <u>Aide</u> Anastasiou Smith
	Substance Abuse Prevention Intervention Specialist L. Williams.....rm. 104.....ext. 1040		<u>School Safety</u> Ms. Cook, Lev.III Ms.Baskin Ms.Howard- Smith Mr. Lee <u>Ext.1000</u>

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 Principal, Assistant Principals, lead teachers and the coach meet on a weekly basis to review curriculum and assessment data. During this forum, the cabinet will discuss noticings from classroom observations and feedback from teachers. The Cabinet in conjunction with the A.U.S.S.I.E. consultant will also discuss the additional need for resources to improve student outcomes. This team is involved in making decisions about the instructional resources that will be utilized to improve student outcomes. Decisions are made about extended learning time resources based upon student achievement. If students are not making gains academically, other resources will be selected. The administrative team will also meet with the parent coordinator to discuss the status of workshops and revisions needed to the parental involvement plan.

Adminstration will monitor student data to ensure adequate supports are in place to facilitate student learning. Online Occurrence Reporting System (OORS) data related to school specific incidents will be reviewed. Meetings will be held with the Dean, Guidance Counselors and the Children’s Aid Social Worker to monitor and adjust plans as needed.

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



support school in administering, scoring, and submitting the assessments required to evaluate teachers' impact on student growth in the MOSL component of *Advance*.

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

At MS 301, Administrators provide teachers with a self-assessment based on Danielson's Framework for Teaching. In the beginning of the year, teachers will participate in the planning conference to select options for evaluation based upon APPR guidelines in the Advance System. Administrators will create an observation schedule and tracking template to capture the ratings under specific components of Danielson. The data capture from this tool will be utilized to inform the professional development plan and activities for individual and groups of teachers. The Administrative Team in conjunction with the Network and Teacher Effectiveness Coach will conduct frequent observations of teachers during instruction and provide actionable feedback with clear next steps for improvement.

**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.**

Last name:	First name:	Observation Option:	MOTP Type:	Record Date:	Time/ Period:	Evaluator:
ADELEKE CRUZ	ADEBOLA	#2	Informal Classroom Observation (Option #2)	11/04/2013	2nd period	FARID,HESHAM
CHUNG	YVONNE	#2	Informal Classroom Observation (Option #2)	01/16/2014	4th period	KENNEDY,FREDERIC
CLEVELAND	KRISTAL	#1	Formal Observation Cycle	11/19/2013	2nd period	FARID,HESHAM
CLEVELAND	KRISTAL	#1	Informal Classroom Observation (Option #1)	01/09/2014	6th pd	FARID,HESHAM
COLBERT	TERRENCE	#1	Informal Classroom Observation (Option #1)	01/08/2014	1st period 8:30	KENNEDY,FREDERIC
DAVIS	MARCIA	#2	Informal Classroom Observation (Option #2)	11/18/2013	2nd period	FARID,HESHAM
DAVIS	MARCIA	#2	Informal Classroom Observation (Option #2)	01/09/2014	2nd pd	FARID,HESHAM
DEMTCHENKO	VIKTORIA	#2	Informal Classroom Observation (Option #2)	01/09/2014	2nd pd	FARID,HESHAM
FIGUEROA	EUGENE	#1	Informal Classroom Observation (Option #1)	01/14/2014	3rd period	KENNEDY,FREDERIC
FRANCIS	NTYSHONA	#2	Informal Classroom Observation (Option #2)	10/31/2013	2nd period	FARID,HESHAM
FRANCIS	NTYSHONA	#2	Informal Classroom Observation (Option #2)	01/13/2014	3rd period	KENNEDY,FREDERIC

GIUSTO	GIUSEPPE	#1	Formal Observation Cycle	11/21/2013	1st period	FARID,HESHAM
GIUSTO	GIUSEPPE	#1	Informal Classroom Observation (Option #1)	01/07/2014	4th pd	FARID,HESHAM
KNIGHT-LOWE	SHARON	#1	Informal Classroom Observation (Option #1)	10/28/2013	1st period	BASILE,BENJAMIN
KNIGHT-LOWE	SHARON	#1	Informal Classroom Observation (Option #1)	01/09/2014	10:46/3rd period	KENNEDY,FREDERICK
MCINTOSH	JUDITH	#2	Informal Classroom Observation (Option #2)	11/22/2013	1st period	FARID,HESHAM
MCINTOSH	JUDITH	#2	Informal Classroom Observation (Option #2)	01/09/2014	1st pd	FARID,HESHAM
NESBITT	ALICE	#2	Informal Classroom Observation (Option #2)	11/18/2013	5th period	FARID,HESHAM
NESBITT	ALICE	#2	Informal Classroom Observation (Option #2)	01/15/2014	3rd	KENNEDY,FREDERICK
ROBINSON	KENNETH	#1	Informal Classroom Observation (Option #1)	11/22/2013	2nd period	FARID,HESHAM
SCHINDELHEIM	MICHELLE	#2	Informal Classroom Observation (Option #2)	01/14/2014	12:15	KENNEDY,FREDERICK
WALTZER	RICHARD	#1	Informal Classroom Observation (Option #1)	12/09/2013	6th period	KENNEDY,FREDERICK
WILLIAMS	ROBERT	#1	Informal Classroom Observation (Option #1)	10/31/2013	3rd period	FARID,HESHAM
WILLIAMS	ROBERT	#1	Informal Classroom Observation (Option #1)	12/17/2013	3rd period	KENNEDY,FREDERICK
WILSON	CELESTE	#2	Informal Classroom Observation (Option #2)	11/18/2013	2nd period	FARID,HESHAM
WILSON	CELESTE	#2	Informal Classroom Observation (Option #2)	01/07/2014	5th pd	FARID,HESHAM

#### **H. Educational Plan**

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://engageny.org/common-core-curriculum-assessments>).

Curriculums designated as CCLS-aligned by NYCDOE are purchased, including Code X for ELA and CMP3 for Math. Teacher teams will create CCLS-aligned unit plans and curriculum maps using the purchased curriculum. The plans and maps will intertwine the purchased curriculum with other resources selected to create multiple entry points for students and address various student needs supplementary to the purchased curriculum. Supplementary materials need to be purchased in the form of skill-based textbooks and technology-based programs. These supplementary materials will be used during Extended Day sessions and small group intervention periods and as extra practice for students when they go home.

- 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



<b>3</b> <b>10:04-10:54</b>							
<b>Period 4</b> <b>10:56-11:44</b>	<b>Math</b>						
<b>Period 5</b> <b>11:46 - 12:36</b>	<b>Social Studies</b>						
<b>Period 6</b> <b>12:36 - 1:28</b>	<b>Science</b>						
<b>Period 7</b> <b>1:30 - 2:20</b>	<b>PD Planning Lunch (Students)</b>						

- 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).

Baseline assessments will be administered in all subject areas. Unit exams will be administered at the end of each unit as well as a performance task, usually in the form of a writing piece. The school will administer and interim assessment in ELA and Math 3 times prior to the state exams. Teachers will work with a data specialist to disaggregate the data. Teacher teams will meet regularly during common planning time to participate in student work inquiry and identify gaps or trends using a student work protocol adapted from SRI. The teacher teams will use these data to make changes to planning, instruction, and assessment as well as to unit plans and curriculum maps. The needs of subgroups, particularly ELLs and students with disabilities will be focused on. The common planning time will be provided daily for teachers to work departmentally, in inquiry groups, and to plan together. Coaching in protocols specific to looking at student work will be introduced, modeled and developed. The SQI protocol of role setting and accountable talk is one example of an instituted protocol.

- 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>.

A weekly case management meeting, structured to respond to parent and staff concerns, meets weekly to identify and discuss at-risk students, their concerns, and possible interventions and assisted solutions. The meeting will consist of: the counseling team, related service providers, a general education teacher, a special education teacher, the school psychologist, the school nurse, a network-based student support person, and representatives of the Mayor's Chronic Absenteeism Task Force. Individual student concerns are examined and discussed, including anecdotal information, student work products, and parental or agency related commentary. As individual needs are examined, recommendations are made and executed, coupled with appropriate resources and personnel. A three tiered intervention model is implemented to support at-risk students with academic needs pertinent to Literacy and Mathematics: Tier I intervention reflects scaffolding and differentiation the classroom during mandated instructional time for all students; those identified as at-risk receive grouped and individualized attention from the teacher. Tier II intervention reflects extended day venues on Tuesday and Thursday for ELA and Math from 3:30 PM to 5:30 PM; students are grouped by grade and/or ability; skills are reviewed and reassessed regularly. Tier III intervention is a response to a student's specific academic needs and is in addition to the two previously mentioned Tiers. The time and duration varies according to student needs, and is flexible based on student performance. A major component of the Tier III intervention is Read and Succeed, a technology based program that provides individual with targeted programs based on their individual needs. The program is web-based and allows students to log on and complete activities pertinent to their deficit areas. Because the program is web based, the intervention can continue at home as well. The program delivers intervention in Literacy and Math.

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

The school will implement a PBIS centered on P.A.S.S. (personal best, act responsibly, safety first, show respect). This will provide the guidelines for how students are expected to conduct themselves throughout the school community. Citizens of the month will be honored through a display board in the school as well as through monthly assemblies. The monthly assemblies will also deliver programs based on anti-bullying and tolerance campaigns. The school will remain proactive when it comes to discipline. The school will focus on counseling and mediation as the primary way for addressing misbehavior. Parental contact will also be emphasized. Student infractions will be documented and the data will be analyzed to ascertain patterns relative to discipline issues. A strong counseling team, deans, school safety agents and administration will

all support teachers, students, and families in dealing with disciplinary issues. SWD's are supported through a case management system that promotes, crafts, and maintains a behavior Intervention Plan in conjunction with teachers and parents when necessary.

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

Monthly PA meetings will be held, focusing on current academic and social issues in the school and community. Students will also be celebrated at the PA meetings. Citizens of the month and students with improved attendance or academic performance will be honored in front of their families. The Parent Coordinator and PA will also host parent workshops at least twice a month. The workshops will have a wide array of goals including exposing parents to the instruction and curriculum their students are exposed to, as well as, addressing parent interests (healthy living, Zumba, etc.) and parent needs (talking to kids about sex, single parenting tips, etc.). The SLT will meet monthly to discuss school concerns and make decisions to improve the school community moving forward.

<b>I. Training, Support, and Professional Development</b>	<b>4 points</b>
<p>The school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIF 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.**

The school administration (principal and assistant principals) worked in conjunction with network support personnel and teacher leaders to develop this plan. Discussions were had in regards to the points that needed to be addressed and as to the strengths and weaknesses of the school in its current iteration. A needs assessment was conducted. The assessment revealed a

need for teachers to have additional professional development in the Danielson Framework. In addition, a need was noted for parents to access to social services in the school. The Children’s Aid Society was selected as the best partner to meet the need aforementioned.

**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.**

The Professional Development Sessions will be offered on an on-going basis.

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Planning (Danielson Framework for Teaching Component 1a)	Teachers	Administration & Teacher Leaders	Lesson plans that place an emphasis upon incorporating the instructional shifts and better meet the needs of diverse learners.	Collecting Plans and doing teacher team protocols around the plan
Scaffolding Techniques	Teachers	Administration & Teacher Leaders	Improved student performance.	Departmental inter-visitations and administrative observations. Student work will be analyzed to ascertain if the scaffolding techniques utilized were effective.
Discussion Techniques (Danielson Framework for Teaching 3B)	Teachers	Administration & Teacher Leaders	Students engaging in more conversations; especially turn and talks.	Use rubrics for presentations

Embedded Assessments	Teachers	Administration and Teacher Leaders	Improved checks for understanding during lessons.	We will review Exit Slips.
Multiple Entry Points	Teachers	Administration and Teacher Leaders	Instruction tailored to individual students and groups.	We should see visible groupings in classrooms and differentiated work based on student needs.
Parental Involvement	Parents	Children's Aid Society	Families will have access to a wide range of services that include health/mental health, and after school enrichment programs.	Referral data to outside agencies will be monitored to document the support provided by the Children's Aid Society.
PBIS	Students Parents Teachers	Administrators Teachers	The number of complaints about bullying is reduced by 40%.	Reduction in the number of suspensions.
Managing Student Behavior(Danielson Framework for Teaching Component 2D)	Teachers	Administrators Teacher Leaders	Students working collaboratively in groups.	Reduction in the number of student suspensions as evidence by the Online Occurrence Reporting System (OORS)report.
Engaging Students in Learning(Component 3C)	Teachers	Administrators Teacher Leaders	Students are asked to explain their thinking when completing tasks.	It will be evident in student work that they were encouraged to explain their thinking and cite text-based answers.

Looking at Student Work	Teachers	Administrators Teacher Leaders	Student work products that exemplify a Level 4 on a rubric.	Teachers utilizing protocols developed by SRI(School Reform Initiative ) to help plan instruction and select assessment options.
Extended Learning Time	Students	Teachers	Students meeting the Common Core State Standards as of result of participating in extended learning opportunities.	A 20% increase in the number of students scoring level 3 on the ELA and Mathematics Assessments.
Collaborative Inquiry Cycle	Teachers	Administrators Teacher Leaders	Teachers are able to solve a problem of practice. le students experience difficulty when forming and supporting an opinion.	Students will provide a reason for their position and provide supporting details. This will be evident upon reviewing student work.
Curriculum Support Scholastic Codex&CMP3	Teachers	Administrators Teacher Leaders	Departmental Unit Planning: The ELA teachers review the Scholastic Codex Program while the Mathematics teachers review CMP3 to make adjustments that will ensure that ALL learners have access to the curriculum.	During classroom visits, students will use the Think-Pair-Write-Share Routine and the Idea Wave. Manipulatives will be available for students to solve problems during

				mathematics.
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**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 goal of professional development is to provide teachers with strategies that will enable them to be effective and highly effective in every component of the Danielson Framework. If the goal is not being met, teachers will be provided with different strategies. School administrators will conduct frequent formal and informal observations using Danielson’s framework. Observations and the subsequent discussions will focus on points that have been emphasized in PD and during departmental meetings. The data from observations will be analyzed regularly and areas of need will be identified for the school as a whole and for individual teachers. The appropriate support will be given (including planning sessions, inter-visitations, and external PD opportunities). Teacher teams will be involved in assessing the efficacy of curriculum and supplementary materials and make changes to the unit plans and curriculum maps as needed. Teacher leaders participate in citywide professional development and network professional development sessions to ensure that they are able to share best practices with their colleagues.

<b>J. Communication and Stakeholder Involvement/Engagement</b>	<b>4 points</b>
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 SIF 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 SIF 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 SIF 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 Innovation Fund, 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 SIF plan. The SIF 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 SIF 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.

At MS 301, all stakeholders will be kept abreast of the progress made towards attaining and surpassing the goals delineated in the SIF plan during monthly meetings. Administration will monitor the program daily and discuss their findings in preparation for the monthly meeting with all stakeholders. Information pertaining to the SIF plan will be shared via a monthly newsletter composed in collaboration with the Children's Aid Society. Attendance will be monitored daily and shared with all stakeholders.

<b>K. Project Plan and Timeline</b>
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<b>4 points</b>
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The school must provide a project plan (Attachment E) 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 SIF plan. The project plan must contain each of the following elements:
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- i. Identify and describe the goals and key strategies for Year One Implementation Period (June 1, 2014, to June 30, 2015), that are aligned to the goals identified in Section A. School Overview.**

Goal #1

To provide extended time on task in core subject areas aligned to NYS Common Core Learning Standards that will improve student performance on itemized focus skills in literacy and numeracy.

Key Strategies:

- Network will support administrators with the analysis of NYS ELA and Math assessments to identify those key standards for which students need additional support.

- Teachers will administer baseline assessments to students in early September and analyze results to identify students' strengths and weakness and make necessary adjustments to curriculum maps.
- Use baseline assessment data along with NYSED item analysis to target student population who will participate in extended learning opportunities. Data will be used to plan and map out curriculum expectations for extended day instruction and create student groups based on need and ability.
- Purchase supplemental ELA and Math resources to bolster identified skills based on baseline assessment.
- Coach will work with the school leaders to design, map and communicate the instructional expectations for teachers based on student baseline data.
- Network instructional point and coach will support teachers with incorporating multiple entry points and strategies to support ELLs and SWDs in unit plans and lesson development.
- Administer mid-year assessments to students in extended day to assess development of skills and provide progress updates to parents and ongoing articulation with classroom teachers.
- Provide teachers with professional development in differentiation through small group instruction using station teaching and conferencing that will enable teachers to monitor and evaluate student goals and provide targeted feedback to students on their progress.

## Goal #2

To deepen the understanding of pedagogical practices relative to the four domains espoused by Danielson's Framework for Teaching with increased student outcomes as the overarching goals.

- School leaders will provide teachers with frequent observations, actionable feedback aligned to the Danielson Framework for Teaching, using the results to make evidence-based adjustments to school-wide practices, goals, professional development and curriculum.
- Provide teachers at the start of the school year with a self- assessment instrument based on the Danielson Framework. School leaders and coach will analyze survey data as well as formal and informal observation data from the prior school year to organize professional development and professional learning communities.
- School leaders will create a schedule that allows for teams of teachers (by grade and by content specialty) to meet regularly and use protocols (i.e., gap analysis) for looking at student work and surfacing implications for their teaching practice. The majority of teachers will engage in this collaborative inquiry process to strengthen their pedagogy and support student achievement.
- School leaders, network instructional point and coach will continue to develop pedagogy of teachers during the day using Danielson Framework for Teaching with particular focus on questioning and discussion techniques (3b), student engagement (3c) and using assessment in instruction (3d) through in-class coaching, modeling, inter-visitations, learning walks, peer review, attendance at network and citywide workshops and other forms of professional development.
- Professional development will focus on increasing the quality of questions and strategies to promote discussion among students during lessons. Teachers will receive support in

working with students to explain their thinking, building logical arguments and citing text evidence to support their point of view. Teachers will become facilitators of classroom discourse, allowing more students opportunities to pose questions to peers and contribute to the larger group discussion.

- Coach and network instructional point will provide professional development to teachers on how to use Webb's Depth of Knowledge (DOK) and the Cognitive Rigor Matrix (Karin Hess) to plan units, design tasks and formulate questions that will foster and develop higher order thinking in students.
- Support teachers and teacher teams with using assessment for learning to monitor student understanding during the lesson through inspection of writing tasks and the strategic use of assessing and advancing questions while circulating the room to support understanding for all learners. The use of exit slips will enable teachers to gauge learning and plan for appropriate scaffolds and support for struggling learners while providing students with opportunities to build the metacognitive skill of self-reflection.
- School leaders, in collaboration with coach, SLT and Children's Aid Society, will create a professional development plan that will support the development of teacher pedagogy informed by the instructional shifts, Danielson Framework and aligned to common core standards to ensure that lesson planning is effective and instruction is engaging, challenging, promoting higher order thinking and resulting in improved student work products.

### Goal #3

To provide families with access to social services to strengthen our ability to intervene and support families and children in crisis relative to absenteeism, subsidized living and social-emotional and academic development.

- Through partnership with Children's Aid Society (CAS) and the services of a full time MSW or LMSW, families will receive a wide range of support including referrals to social service agencies, case management and extended learning opportunities that will enable the school to remove the barriers to promote active student learning and foster a more positive school climate and culture.
- School leaders, School Leadership Team members, coach and Children's Aid Society social workers will consistently monitor family involvement, communicate (in languages accessible to families in the community) information about student achievement, student progress and other issues that may arise as they monitor and revise parent engagement activities and impact in the school.
- School leaders and Children's Aid Society will partner to ensure parent training and development in academic, social and emotional health supports to impact student achievement and positively increase participation in school and the education process.
- Parent Coordinator will work with coach, CAS Social worker, network instructional point and school leaders to develop a professional development plan for parents outlining workshops and institutes for families covering topics identified by parents, PTA members, school leaders and respondents to the school's NYC Learning Environment Survey.

- Provide regular opportunities to celebrate success of students in attendance, academics, recreation, social and emotional growth in school and encourage community values related to persistence and work habits.
- Network staff will provide ongoing professional development for parent coordinator in order to build her knowledge and capacity to better serve the needs of the community.

**Attachment C  
Evidence of Partner Effectiveness Chart (Overview)**

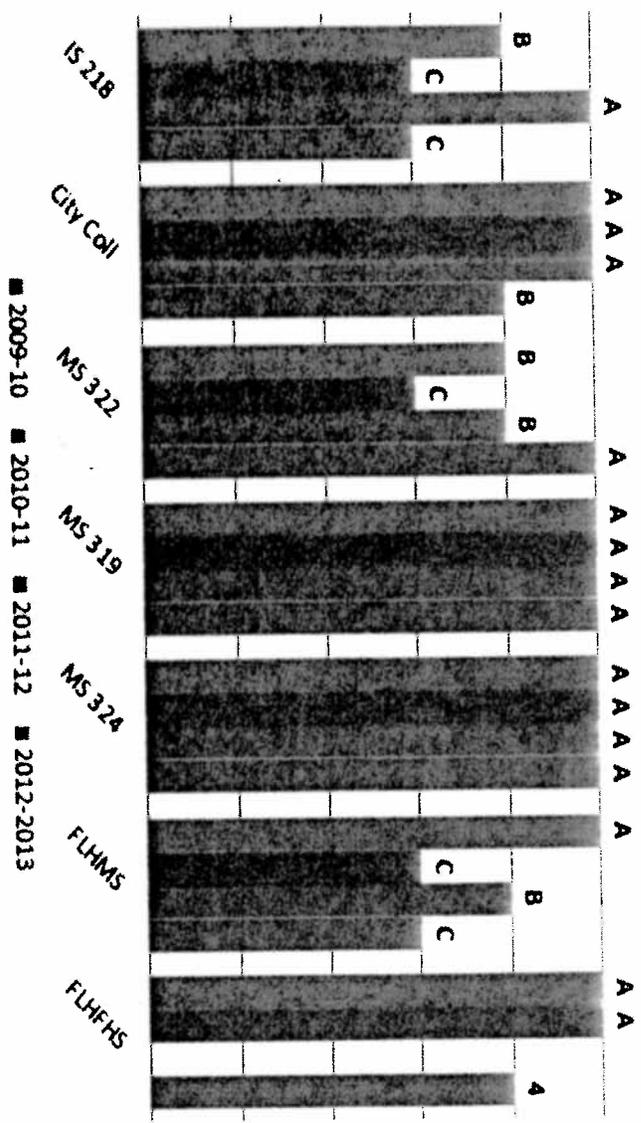
Lead Partner		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
<p>The Children's Aid Society, 105 E. 22<sup>nd</sup> Street, Suite 517, New York, NY 10010</p> <p>Contact person: Drema Brown, VP of the School Age Division</p> <p><a href="mailto:dremab@childrensaidsociety.org">dremab@childrensaidsociety.org</a></p> <p>Tel: 646-459-8415 Fax: (212)529-6762</p>	<p>The mission of The Children's Aid Society (CAS) is to help children in poverty to succeed and thrive. We do this by providing comprehensive supports to children and their families in targeted high-needs New York City neighborhoods. Since our founding in 1853, The Children's Aid Society has been at the forefront of developing innovative and effective programs for New York City children living in poverty, and as a poverty-fighting organization, our fundamental purpose, our ultimate outcome, is to help children realize the American dream by escaping from poverty. Research demonstrates that college graduation is a very reliable route out of poverty. The work we do with children at each stage of their lives must support their ability to learn and excel in school and progress on the path to college graduation.</p> <p>Each year, The Children's Aid Society touches the lives of more than 70,000 children and families in more than 40 locations. In addition, the National Center for Community Schools supports the success of thousands of children across the country.</p>	<p><i>Maria Astudillo</i>, Mental Health Director</p> <p><i>Sarah Jonas</i>, Director of Regional Initiatives, National Center for Community Schools</p> <p><i>Drema Brown</i>, Vice President of the School-Age Division</p>

### Evidence of Partner Effectiveness Chart (Details)

**Lead Partner:** A Lead Partner should have experience and evidence of success in managing a school change process. For example, a Lead Partner may be a non-profit educational service organization such as a new small-school developer or charter management organization, institution of higher education, or community-based organization that provides direction and shared coordination, oversight, and overall development in the areas of district portfolio management, human capital development, site-based governance, site-based budgeting and financial services, facilities, instructional and non-instructional planning and implementation. At the school level, a Lead Partner has responsibility to coordinate all other supporting partner organizations that interface with the school.

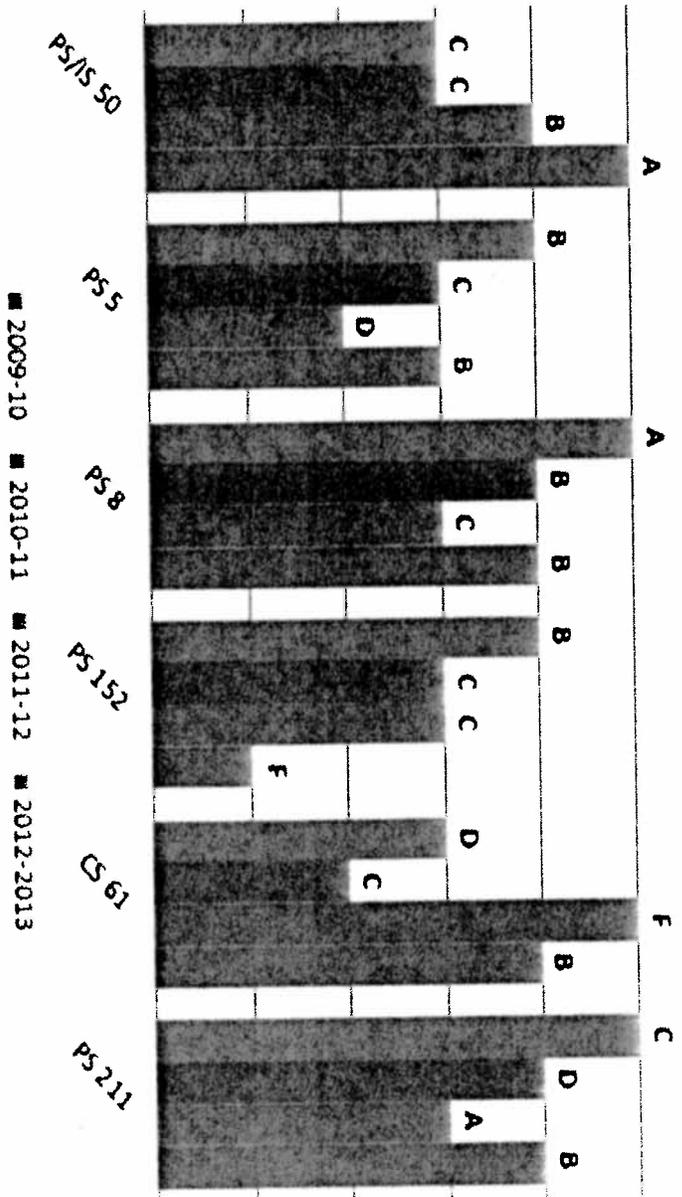
Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)	References / Contacts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>The Children's Aid Society, 105 E. 22<sup>nd</sup> Street, Suite 517, New York, NY 10010</p> <p>Contact person: Drema Brown, VP of the School Age Division</p> <p><a href="mailto:dremab@childrensaidsociety.org">dremab@childrensaidsociety.org</a></p> <p>Tel: 646-459-8415</p> <p>Fax: (212)529-6762</p>	<p>1. CS 61 (Bronx)</p> <p>2. Children's Aid College Prep Charter School (Bronx)</p> <p>-TBS data not included below; no NYS Standardized test data available yet</p> <p>3. Fannie Lou Hamer High School (Bronx)</p> <p>4. Fannie Lou Hamer Middle School (Bronx)</p> <p>5. PS/IS 211 (Bronx)</p> <p>6. PS/IS 50 (Manhattan)</p> <p>7. PS 5 (Manhattan)</p> <p>8. PS 8 (Manhattan)</p> <p>9. PS 152 (Manhattan)</p> <p>10. I.S. 218 (Manhattan)</p> <p>11. City College (Manhattan)</p> <p>12. MS 322 (Manhattan)</p> <p>13. M.S. 319 (Manhattan)</p> <p>14. M.S. 324 (Manhattan)</p>	<p>1. Principal Patricia Quigley <a href="mailto:pquigle@schools.nyc.gov">pquigle@schools.nyc.gov</a></p> <p>2. Principal Ite Lenard <a href="mailto:ilenard@childrensaidscollegeprep.org">ilenard@childrensaidscollegeprep.org</a></p> <p>3. Principal Nancy Mann <a href="mailto:nmann@schools.nyc.gov">nmann@schools.nyc.gov</a></p> <p>4. Principal Lorraine Chanon, <a href="mailto:lchanon@schools.nyc.gov">lchanon@schools.nyc.gov</a></p> <p>5. Principal Betty Gonzalez-Soto <a href="mailto:BSoto5@schools.nyc.gov">BSoto5@schools.nyc.gov</a></p> <p>6. Principal Cynthia Rochez <a href="mailto:crochez@schools.nyc.gov">crochez@schools.nyc.gov</a></p> <p>7. Principal Wanda Soto <a href="mailto:WSoto2@schools.nyc.gov">WSoto2@schools.nyc.gov</a></p> <p>8. Principal Rafeela Landin <a href="mailto:rlandin@schools.nyc.gov">rlandin@schools.nyc.gov</a></p> <p>9. Ms. Julia Pietri <a href="mailto:jpietri@schools.nyc.gov">jpietri@schools.nyc.gov</a></p> <p>10. Principal June Barnett <a href="mailto:jbarnett@schools.nyc.gov">jbarnett@schools.nyc.gov</a></p> <p>11. Principal Bernadette Drysdale <a href="mailto:bdrysdale@schools.nyc.gov">bdrysdale@schools.nyc.gov</a></p> <p>12. Principal Erica Ziegleman <a href="mailto:EZiegleman@schools.nyc.gov">EZiegleman@schools.nyc.gov</a></p> <p>13. Principal Ysidro Abreu <a href="mailto:yabreu@schools.nyc.gov">yabreu@schools.nyc.gov</a></p> <p>14. Principal Janet Heller <a href="mailto:jheller@schools.nyc.gov">jheller@schools.nyc.gov</a></p>

**OVERALL GRADE on NYC DOE Progress Reports  
4 Years: 2009-2013 | CAS Middle & High Schools**



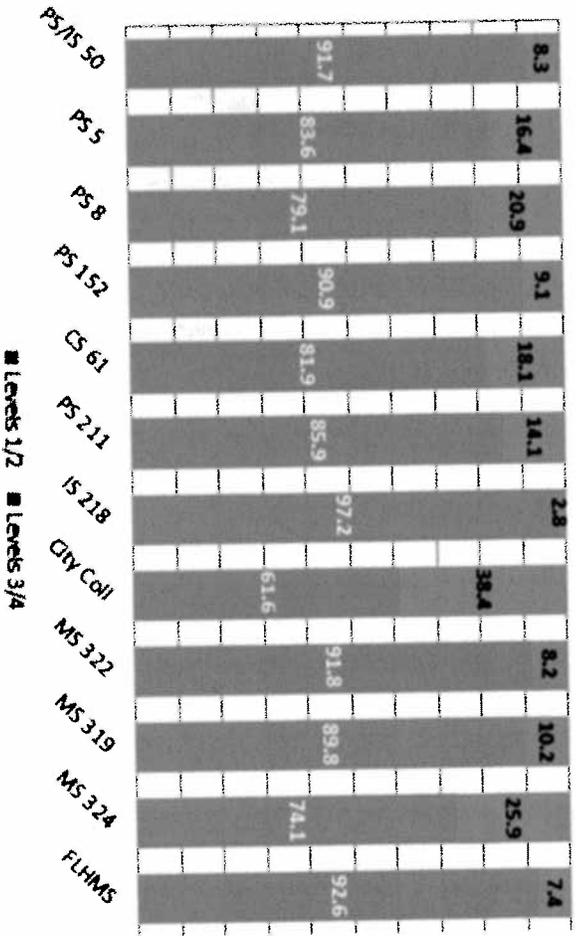
**Academic Trend Summary**

**OVERALL GRADE on NYC DOE Progress Reports  
4 Years: 2009-2013 | CAS Elementary/K-8 Schools**

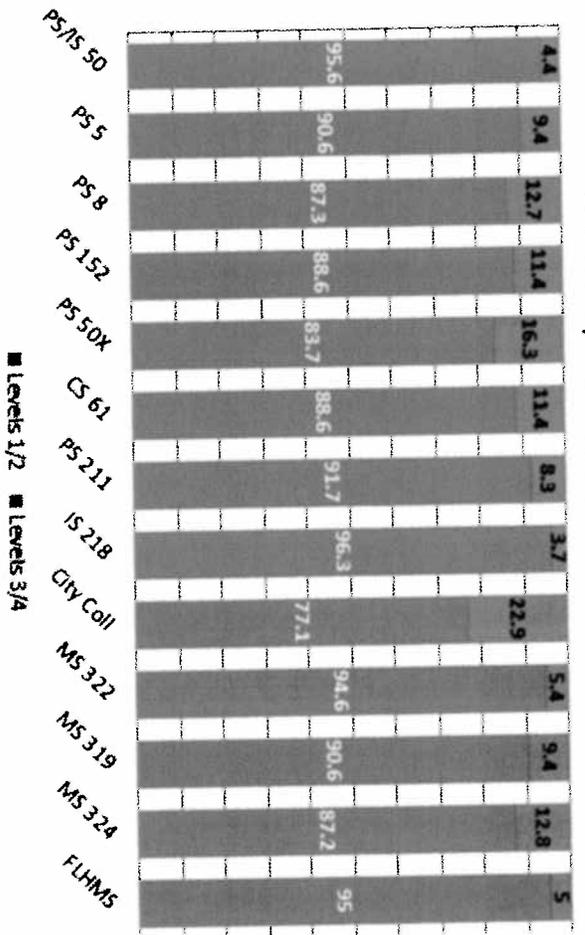


2012-2013 results based on NYS Exams in ELA and Math – new baseline set due to changes in the test.

STATE TEST RESULTS - MATH  
2012-2013 | All CAS Elem, K-8, Middle Schools



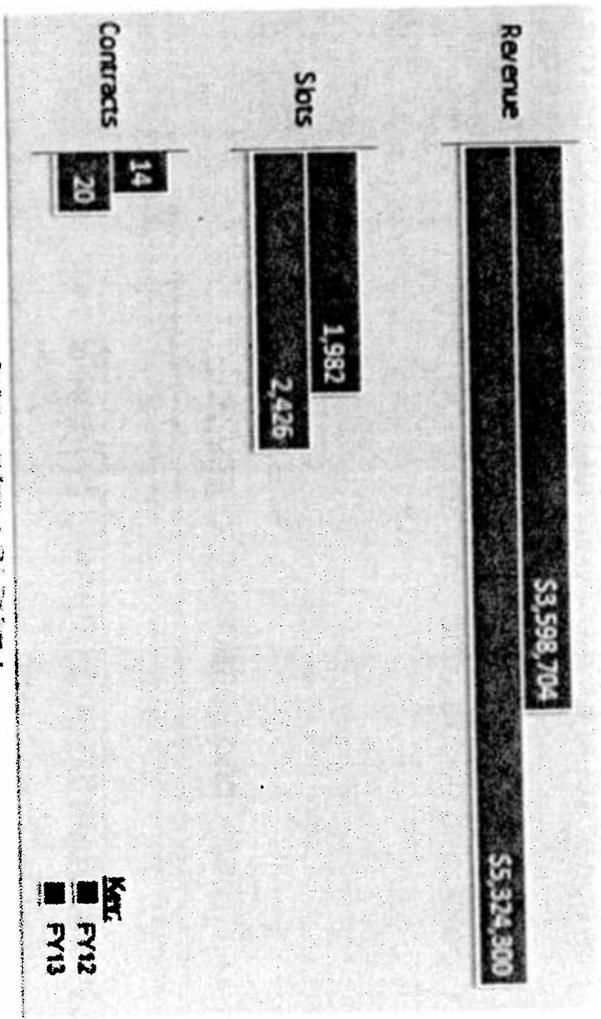
STATE TEST RESULTS - ELA  
2012-2013 | All CAS Elem, K-8, Middle Schools



**Partner Fiscal Performance Information**

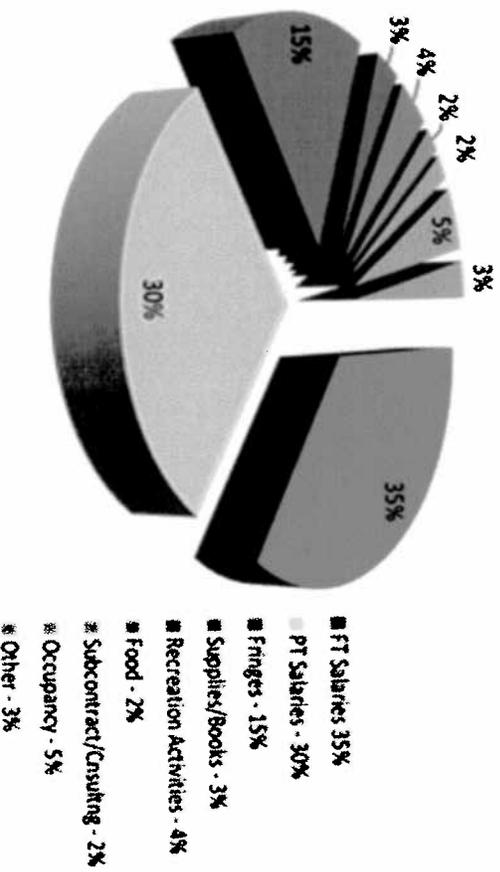
The Children's Aid Society's 2013 Annual Report can be found here:  
<http://www.childrensaidsociety.org/publications/annual-report-2013>

**Revenue Sources, FY13**



The Children's Aid Society is a 501(c)(3) organization. All revenue is used for the organization's programs and services. For more information, please contact the organization at 1-800-422-3800.

**School-Age Division  
FY13 Actual Program Spending by Category  
Total Spending \$17,127,200**



**School-Age Division  
Investments in Education, Parent Engagement, Life  
Coaching & Data/Outcomes (FY13)**

- Education - \$738,600
- Parent Engagement - \$424,400
- Data/Outcomes - \$433,000
- Life Coaching - \$219,700

Represents direct investment. Does not include, for ex. Directors' time spent in these areas.

**Range of Training Dollars Invested at Sites**

- High-End  
→ \$28,900 (5 hrs/week budgeted)
- Low-End  
\$0
- Average Training/Conferences budgeted in  
OTPS \$1,000
- Does not include Free trainings (such as PASE)

**Attachment E - Project Plan Template for Year One Implementation Period Only**

There are seven redesign framework components which need to be part of your Project Plan over the three-year grant period. Please complete the Project Plan for each component: (1) School Leadership and Governance Structures and Functions, (2) Curriculum and Instruction (and Implementation of the CCLS), (3) Data-Driven Inquiry and the Use of Common Interim Assessment Data to Improve Student Achievement, (4) School Climate, Culture, and Discipline, (5) APPR of Teacher and Principals as per EL 3012c, (6) Use of Time throughout the School Day and After School to Improve Instructional and Enrichment Opportunities, and (7) Meeting the Needs of Unique Student Populations.

**SIF Redesign Framework Component: - School Leadership and Governance Structures and Functions**

**Aligned with which School Goal (from School Overview section): Family and Community Engagement**

**Key Strategies Used to Address this Component:**

1. The promotion of a director of social work to support families in crisis;
2. The addition of a director of social work to support and supervise the reduction of chronic absenteeism
3. The support and growth of a robust case management model

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)												
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. Lower student suspensions via Case management		107,052				X	X	X	X	X	X	X	X	X	X
2. absenteeism reduced via the procurement of a case management director						X	X	X	X	X	X	X	X	X	X
3. examine and support alternative case management models						X	X	X	X	X	X	X	X	X	X
4.															
5.															
6.															
<b>Quarterly Indicators of Success</b>	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.														
June-August															
September-November	Suspension Data, absenteeism data, and case management PD Agendas, and at-risk student support success ratio.														





subgroups.																				
4.																				
5.																				
6.																				
<b>Quarterly Indicators of Success</b>	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.																			
June-August	<b>Introduce protocols and formative techniques to better assess student efficacy and identify gaps in student understanding</b>																			
September-November	PD venues, administrative feedback, student assessment outcomes																			
December-February	PD venues																			
March-June (4 months)	PD venues, student outcomes, teacher surveys																			

### Attachment E - Project Plan Template for Year One Implementation Period Only

There are seven redesign framework components which need to be part of your Project Plan over the three-year grant period. Please complete the Project Plan for each component: (1) School Leadership and Governance Structures and Functions, (2) Curriculum and Instruction (and Implementation of the CCLS), (3) Data-Driven Inquiry and the Use of Common Interim Assessment Data to Improve Student Achievement, (4) School Climate, Culture, and Discipline, (5) APPR of Teacher and Principals as per EL 3012c, (6) Use of Time throughout the School Day and After School to Improve Instructional and Enrichment Opportunities, and (7) Meeting the Needs of Unique Student Populations.

#### SIF Redesign Framework Component: school Climate, Culture, and Discipline

##### Aligned with which School Goal (from School Overview section): Extended Learning Time

##### Key Strategies Used to Address this Component:

1. Broaden the opportunities for students to participate in academic and applied venues
2. Increase venues for participation in extended day activities
3. Afford opportunities for students to directly impact school culture in extended venues with a focus on peer support, civics, and college and career ready initiatives

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)																	
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015					
1. Broaden extended day venues relative								X	X	X	X	X	X							



of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. Continued teacher PD relative to Danielson's Framework				X		X			X	X				X	
2. Review APPR rubric and goals, introduce peer to peer assessment				X		X			X	X				X	
3. PD relative improved pedagogy				X		X		X	X	X			X	X	
4.															
5.															
6.															
<b>Quarterly Indicators of Success</b>	<b>Identify leading, academic, and/or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.</b>														
June-August	<b>PD venues</b>														
September-November	PD venues, student data outcomes, teacher peer to peer analysis and reflection														
December-February	PD venues, student data outcomes, teacher peer to peer analysis and reflection														
March-June (4 months)	PD venues, student data outcomes, teacher peer to peer analysis and reflections, teacher surveys														

### Attachment E - Project Plan Template for Year One Implementation Period Only

There are seven redesign framework components which need to be part of your Project Plan over the three-year grant period. Please complete the Project Plan for each component: (1) School Leadership and Governance Structures and Functions, (2) Curriculum and Instruction (and Implementation of the CCLS), (3) Data-Driven Inquiry and the Use of Common Interim Assessment Data to Improve Student Achievement, (4) School Climate, Culture, and Discipline, (5) APPR of Teacher and Principals as per EL 3012c, (6) Use of Time throughout the School Day and After School to Improve Instructional and Enrichment Opportunities, and (7) Meeting the Needs of Unique Student Populations.

SIF Redesign Framework Component: Use of Time throughout the School Day and After School to Improve Instructional and Enrichment Opportunities  
 Aligned with which School Goal (from School Overview section): Extended Learning Time  
 Key Strategies Used to Address this Component:

1. Data driven, itemized skills are remediated and reinforced during extended learning time
2. Applied learning in the form of enrichment afford students myriad opportunities for academic exploration and reflection
3. Opportunities for college and career readiness through lecture, guest speakers, and alternative learning venues

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	Timeline <small>(Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)</small>													
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015	
1. Academic extended day venues will serve as intervention for all grades in all subgroups							X	X	X	X	X	X	X	X	X	
2. Expand and increase the number of applied learning venues that allow students to enrich their understanding as per CCLS expectations							X	X	X	X	X	X	X	X	X	
3. Hold college and career readiness days that espouse opportunities to explore and discuss and pursue college and career ready venues						X	X	X	X	X	X	X	X	X	X	
4.																
5.																
6.																
<b>Quarterly Indicators of Success</b>	Identify leading, academic, and/or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.															
June-August	<b>Itemized, skills based student assessment data</b>															
September-November	Increased partnerships with providers and CBO's relative to enrichment, itemized assessments															
December-February	Increased partnerships with providers and CBO's relative to enrichment, itemized assessments															
March-June (4 months)																

Attachment E - Project Plan Template for Year One Implementation Period Only

There are seven redesign framework components which need to be part of your Project Plan over the three-year grant period. Please complete the Project Plan for each component: (1) School Leadership and Governance Structures and Functions, (2) Curriculum and Instruction (and Implementation of the CCLS), (3) Data-Driven Inquiry and the Use of Common Interim Assessment Data to Improve Student Achievement, (4) School Climate, Culture, and Discipline, (5) APPR of Teacher and Principals as per EL 3012c, (6) Use of Time throughout the School Day and After School to Improve Instructional and Enrichment Opportunities, and (7) Meeting the Needs of Unique Student Populations.

**SIF Redesign Framework Component: Meeting the needs of unique students  
Aligned with which School Goal (from School Overview section): Extended learning Time**

**Key Strategies Used to Address this Component:**

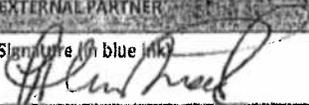
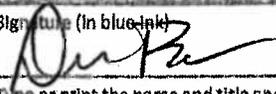
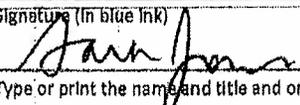
1. Opportunities to support and remediate ELLs relative to extended time on task
2. Opportunities to support and remediate students with disabilities
3. Opportunities to support and remediate the lowest third performers

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)												
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. Extended day for ELL's relative to math and ELA					X	X	X	X	X	X	X	X	X	X	X
2. Extended day for SWD's relative to math and ELA					X	X	X	X	X	X	X	X	X	X	X
3. Extended day for lowest third relative to math and ELA					X	X	X	X	X	X	X	X	X	X	X
4.															
5.															
6.															
<b>Quarterly Indicators of Success</b>	Identify leading, academic, and/or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.														
June-August	Itemized student assessment data														
September-November	Itemized student assessment data														
December-February	Itemized student assessment data														
March-June (4 months)	Itemized student assessment data														

**Attachment F  
School Innovation Fund (SIF) – Round 3 Performance Agreement**

The SIF performance agreement is an accountability agreement between the New York State Education Department (NYSED) and a LEA receiving a SIF grant for its low-performing schools. A core feature of the SIF grant is joint accountability for improved student achievement between an LEA and its Lead Partner or Partner Consortium. Areas of 1) joint responsibility (partner(s) and LEA), 2) LEA responsibility, and 3) SIF partner responsibility should be explicitly identified in each Memorandum of Understanding (MOU) between the LEA and the partner. The LEA is responsible for holding the partner accountable for the delivery and effectiveness of its services.

By signing below, the LEA and Lead Partner or Partner Consortium (team of two or three partners) agree to meeting the indicators and performance metrics identified in Attachment B: School-level Baseline Data and Target-Setting Chart and Attachment E: Project Plans, according to the responsibilities explicitly identified in each MOU. Failure to do so may result in a delayed or stopped payment.

SUPERINTENDENT	
Signature (In blue ink)	Date
Type or print the name.	
EXTERNAL PARTNER	
Signature (In blue ink)	Date
	2/7/2014
Type or print the name and title and organization of the partner. <i>Marla Astudillo, Mental Health Director, The Children's Aid Society</i>	
EXTERNAL PARTNER	
Signature (In blue ink)	Date
	2/7/2014
Type or print the name and title and organization of the partner. <i>Drema Brown, Vice President of the School-Age Division, The Children's Aid Society</i>	
EXTERNAL PARTNER	
Signature (In blue ink)	Date
	2/7/14
Type or print the name and title and organization of the partner. <i>Sarah Jonas, Director of Regional Initiatives, National Center for Community Schools, The Children's Aid Society</i>	

Principal..... Mr. Basile..... 120 ext. 1180  
 Assistant Principal ..... Mr. Kennedy..... 105 ext. 1050  
 Assistant Principal ..... Mr. Farid..... 204 ext. 2040/41/42  
 A.U.S.I.E..... 2050  
 Guidance Counselor..... Ms. Campbell..... 127C ext. 1274  
 Principal's/Payroll Secretary..... Ms. Roman..... 120 ext 1201/02  
 Custodial Engineer..... Mr. Neville..... 718-401-8659  
 Parent Coordinator..... Ms. Roland..... 116 ext 1160  
 School Security Level III..... Ms. Cook..... Ext 1000  
 School Psychologist..... Ms. Diaz..... 127A ext 1271

Subject Area Teachers

Teacher	Subject	Rm	Teacher	Subject	Rm
Ms. Davis.....	ELA 7.....	107	Ms. Nesbitt.....	ELA 8.....	211
Mr. Francis.....	Math 6.....	113	Ms. Demchenko.....	ICT.....	109
Mr. Colbert.....	Math 8.....	211	Ms. Cleveland.....		125
Ms. Adeleke.....	Math 7.....	114	Ms. Gomes.....	SC.....	104
Mr. Robinson.....	Math ICT.....	231	Ms. Chung.....	Art.....	101
Ms. McIntosh.....	Social Studies.....	115	Mr. Ido.....	ELA.....	102
Mr. Williams.....	Social Studies.....	202	Mr. Walzer.....	Phys.Ed.....	Gym ext 1410
Ms. Wilson.....	ELA 6.....	111	Ms. Schindelheim.....	ESL.....	220A
Mr. Figueroa.....	ICT 8.....	207	Mr. Barnett.....	Speech.....	103
Ms. Knight-Lowe.....	Science 8.....	203	Mr. Giusta.....	Science 6/7.....	109

Paraprofessionals	Attendance Improvement/Dropout Prevention		CSE TEAM (292-4665) rm. 129 Ms. Diaz- School Psychologist, x1271 Ms. Torres-Family Assistant, x1290 Ms. Delesus, Social Worker, x1290
	Burgos Thames	Family Assistant Family Worker	
Boya Calderon			
	Health Office.....rm. 129..... Ms. King - Nurse ,ext 1292 Nurse for P188 – ext 1291		
	<b>PARENT ASSOCIATION</b> TBD		
<b>Lunchroom</b> .ext 4100 Cayetano... Manager Cadiz..... Chef Sanchez Souma Ferebee Valle	Substance Abuse Prevention Intervention Specialist L. Williams.....rm. 104.....ext. 1040		School Aide Anastasion Smith
			School Safety Ms. Cook, Lev.III Ms. Baskin Ms. Howard-Smith Mr. Lee <b>Ext.1000</b>

Other Support @MS301

Ms. Stolzenbach – Social Worker  
 Ms. Coppemath, - Intern Social Worker  
 Ms. Sagar, Intern Social Worker



Last name:	First name:	Observation Option:	MOTP Type:	Record Date:	Time/ Period:	Evaluator:
ADELEKE CRUZ	ADEBOLA	#2	Informal Classroom Observation (Option #2)	11/04/2013	2nd period	FARID,HESHAM
CHUNG	YVONNE	#2	Informal Classroom Observation (Option #2)	01/16/2014	4th period	KENNEDY,FREDERICK
CLEVELAND	KRISTAL	#1	Formal Observation Cycle	11/19/2013	2nd period	FARID,HESHAM
CLEVELAND	KRISTAL	#1	Informal Classroom Observation (Option #1)	01/09/2014	6th pd	FARID,HESHAM
COLBERT	TERRENCE	#1	Informal Classroom Observation (Option #1)	01/08/2014	1st period 8:30	KENNEDY,FREDERICK
DAVIS	MARCIA	#2	Informal Classroom Observation (Option #2)	11/18/2013	2nd period	FARID,HESHAM
DAVIS	MARCIA	#2	Informal Classroom Observation (Option #2)	01/09/2014	2nd pd	FARID,HESHAM
DEMTCHENKO	VIKTORIA	#2	Informal Classroom Observation (Option #2)	01/09/2014	2nd pd	FARID,HESHAM
FIGUEROA	EUGENE	#1	Informal Classroom Observation (Option #1)	01/14/2014	3rd period	KENNEDY,FREDERICK
FRANCIS	NTYSHONA	#2	Informal Classroom Observation (Option #2)	10/31/2013	2nd period	FARID,HESHAM
FRANCIS	NTYSHONA	#2	Informal Classroom Observation (Option #2)	01/13/2014	3rd period	KENNEDY,FREDERICK
GIUSTO	GIUSEPPE	#1	Formal Observation Cycle	11/21/2013	1st period	FARID,HESHAM
GIUSTO	GIUSEPPE	#1	Informal Classroom Observation (Option #1)	01/07/2014	4th pd	FARID,HESHAM
KNIGHT-LOWE	SHARON	#1	Informal Classroom Observation (Option #1)	10/28/2013	1st period	BASILE,BENJAMIN
KNIGHT-LOWE	SHARON	#1	Informal Classroom Observation (Option #1)	01/09/2014	10:46/3rd period	KENNEDY,FREDERICK
MCINTOSH	JUDITH	#2	Informal Classroom Observation (Option #2)	11/22/2013	1st period	FARID,HESHAM
MCINTOSH	JUDITH	#2	Informal Classroom Observation (Option #2)	01/09/2014	1st pd	FARID,HESHAM
NESBITT	ALICE	#2	Informal Classroom Observation (Option #2)	11/18/2013	5th period	FARID,HESHAM
NESBITT	ALICE	#2	Informal Classroom Observation (Option #2)	01/15/2014	3rd	KENNEDY,FREDERICK
ROBINSON	KENNETH	#1	Informal Classroom Observation (Option #1)	11/22/2013	2nd period	FARID,HESHAM
SCHINDELHEIM	MICHELLE	#2	Informal Classroom Observation (Option #2)	01/14/2014	12:15	KENNEDY,FREDERICK
WALTZER	RICHARD	#1	Informal Classroom Observation (Option #1)	12/09/2013	6th period	KENNEDY,FREDERICK
WILLIAMS	ROBERT	#1	Informal Classroom Observation (Option #1)	10/31/2013	3rd period	FARID,HESHAM
WILLIAMS	ROBERT	#1	Informal Classroom Observation (Option #1)	12/17/2013	3rd period	KENNEDY,FREDERICK
WILSON	CELESTE	#2	Informal Classroom Observation (Option #2)	11/18/2013	2nd period	FARID,HESHAM
WILSON	CELESTE	#2	Informal Classroom Observation (Option #2)	01/07/2014	5th pd	FARID,HESHAM

Section I

The Professional Development Sessions will be offered on an on-going basis.

<b>PD Activity</b>	<b>Target Audience</b>	<b>Organization/Agent Delivering PD</b>	<b>Desired Measurable Outcome</b>	<b>How Outcomes will be Analyzed and Reported</b>
Planning (Danielson Framework for Teaching Component 1a)	Teachers	Administration & Teacher Leaders	Lesson plans that place an emphasis upon incorporating the instructional shifts and better meet the needs of diverse learners.	Collecting Plans and doing teacher team protocols around the plan
Scaffolding Techniques	Teachers	Administration & Teacher Leaders	Improved student performance.	Departmental inter-visitations and administrative observations. Student work will be analyzed to ascertain if the scaffolding techniques utilized were effective.
Discussion Techniques (Danielson Framework for Teaching 3B)	Teachers	Administration & Teacher Leaders	Students engaging in more conversations; especially turn and talks.	Use rubrics for presentations
Embedded Assessments	Teachers	Administration and Teacher Leaders	Improved checks for understanding during lessons.	We will review Exit Slips.
Multiple Entry Points	Teachers	Administration and Teacher Leaders	Instruction tailored to individual students and groups.	We should see visible groupings in classrooms and differentiated work based on student needs.
Parental Involvement	Parents	Children's Aid Society	Families will have access to a wide range	Referral data to outside

			of services that include health/mental health, and after school enrichment programs.	agencies will be monitored to document the support provided by the Children's Aid Society.
PBIS	Students Parents Teachers	Administrators Teachers	The number of complaints about bullying is reduced by 40%.	Reduction in the number of suspensions.
Managing Student Behavior(Danielson Framework for Teaching Component 2D)	Teachers	Administrators Teacher Leaders	Students working collaboratively in groups.	Reduction in the number of student suspensions as evidence by the Online Occurrence Reporting System (OORS)report.
Engaging Students in Learning(Component 3C)	Teachers	Administrators Teacher Leaders	Students are asked to explain their thinking when completing tasks.	It will be evident in student work that they were encouraged to explain their thinking and cite text-based answers.
Looking at Student Work	Teachers	Administrators Teacher Leaders	Student work products that exemplify a Level 4 on a rubric.	Teachers utilizing protocols developed by SRI(School Reform Initiative ) to help plan instruction and select assessment options.
Extended Learning Time	Students	Teachers	Students meeting the Common Core State Standards as of result	A 20% increase in the number of

			of participating in extended learning opportunities.	students scoring level 3 on the ELA and Mathematics Assessments.
Collaborative Inquiry Cycle	Teachers	Administrators Teacher Leaders	Teachers are able to solve a problem of practice. le students experience difficulty when forming and supporting an opinion.	Students will provide a reason for their position and provide supporting details. This will be evident upon reviewing student work.

Attachment A  
Assurance of Joint Commitment and Collaboration Form

By signing this document, the parent, UFT, and CSA representatives are acknowledging their joint commitment to implement the whole school redesign effort proposed in the application and to work collaboratively to sustain the positive changes that result from the SIF grant.

School Name: Paul Lawrence Dunbar Middle School  
DBN: 08X301 Network: 401

<b>PARENT REPRESENTATIVE</b>	
Signature (in blue ink) <i>Veronica Roland</i>	Date 2/6/14
Type or print name Veronica Roland	

<b>CHAPTER LEADER (UFT)</b>	
Signature (in blue ink) <i>Richard Walizer</i>	Date 2/5/14
Type or print name RICHARD WALIZER	

<b>PRINCIPAL (CSA)</b>	
Signature (in blue ink) <i>B. Basile</i>	Date 2/5/14
Type or print name Benjamin Basile	

**08X301 MS 301 Paul L Dunbar**

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
<b>I. Leading Indicators</b>						
a. Number of minutes in the school year	Min	60390	60390	60390	60390	60390
b. Student participation in State ELA assessment	%	100	99	100	100	100
c. Student participation in State Math assessment	%	100	99	100	100	100
d. Drop-out rate	%	11	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	94%	89%	90%	91%	92%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	2%	5%	4%	3%	2%
h. Number of discipline referrals	Num	18%	14%	14%	13%	12%
i. Truancy rate	%	1%	5%	5%	5%	5%
j. Teacher attendance rate	%	96%	94%	94%	94%	94%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20	60	80	100	120
m. Hours of professional development to improve leadership and governance	Num	10	32	40	40	40
n. Hours of professional development in the	Num	10	60	80	100	120

implementation of high quality interim assessments and data-driven action						
<b>II. Academic Indicators</b>						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	5	8 to 11	11 to 17	14 to 23
d. Students scoring "proficient" or higher on Math assessment	%	30	3	6 to 9	9 to 15	12 to 21
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"> <li>• PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions)</li> <li>• PD to build a shared understanding of Danielson's <i>Framework for Teaching</i> and develop a shared picture of effective teaching</li> <li>• PD to understand the new system of teacher evaluation and development</li> <li>• PD to implement Response to Intervention (RtI)</li> <li>• PD for teachers working with English Language Learners</li> <li>• PD to implement Positive Behavioral Interventions and Supports (PBIS)</li> <li>• Observation and feedback to individual teachers</li> <li>• PD/mentoring to support new teachers</li> <li>• PD to implement CTE courses in which increased percentages of historically underserved students will enroll</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs</li> <li>• 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</li> </ul>
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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:

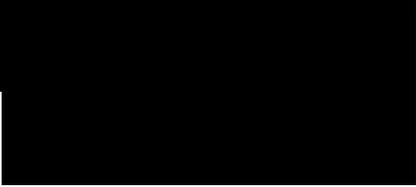
<ul style="list-style-type: none"> <li>• Regular meetings in which school leaders:             <ul style="list-style-type: none"> <li>○ Review data and establish an instructional focus</li> <li>○ Evaluate curricular alignment with standards in all content areas</li> <li>○ Plan and adjust PD to support implementation of the school's curricula</li> <li>○ Plan and adjust PD to improve instruction</li> </ul> </li> <li>• Regular meetings in which team leaders develop facilitation, data analysis, and planning skills</li> <li>• PD specifically designed for teacher leaders, principals, and assistant principals, including PD provided to principals at network meetings</li> <li>• 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</li> <li>• Support for school leaders supporting teachers with the new teacher evaluation and development system</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• PD for principals/ instructional supervisors regarding the implementation of CTE courses in which increased percentages of historically underserved students will enroll</li> <li>• 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</li> <li>• 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</li> </ul>
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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.

## Benjamin Basile



### Objective

**To successfully lead, promote and support schools through innovation and cohesion.**

### Skills

- **Proven leadership in the capacity of Principal**
- **Profound understanding of educational organization and community support**
- **Consistent management of personnel, including acquisitions and professional training**
- **Successful management of a comprehensive annual budget**
- **Innovative application of theory and practice relative to student and community needs**

### Experience

*2004 - Present*

**Principal, MS 301 The Paul L. Dunbar Academy, District 8, Bronx NY**

Successfully manage and support a staff of forty adults and over 500 students. Responsible for a 3.5 million dollar annual budget, including all resource and personnel acquisitions. Successfully placed and trained 75% of current staff, including two Assistant Principals. Successfully moved the school from NYSED School Under Register Review status to a School In Good Standing. Promote and enhance community partnerships, including local churches, community centers, hospitals, and private benefactors, all with the shared expectation of supporting students and families.

*2003*

**Aspiring Principal, Hillcrest High School, Queens NY**

Participated in and successfully completed the inaugural 15 month program offered via The Aspiring Principals Program, Leadership Academy, NYCDOE. I successfully shadowed my mentor principal, taking on administrative leadership responsibilities relative to supporting and promoting a school community of over 4000 students and adults. In 2005, I supported work with the third year Cohort during the Aspiring Principals Program summer intensive, working with the lead trainer and thirty Aspiring Principals.

2002

**Literacy Coach, I.S. 318 The School for Mathematics, Science, and Technology, Bronx NY**

Supported Literacy at the intermediate level with a 25% increase in ELA scores for grades 6-8. Also functioned as testing coordinator and clerical staffer relative to literacy based initiatives.

1997-2001

**English Teacher, C.S. 6 The West Farms School, Bronx NY**

Taught grades 6-8 English and Humanities.

## **Education**

**College of New Rochelle**

**SDL Certification August 2014**

Aspiring Principals Program, Cohort I  
NYCDOE Leadership Academy  
2003

College of New Rochelle  
M.S., Education  
2002

Hunter College, CUNY  
B. A., English  
1996

## **Professional Affiliations**

**Middle School Principals Association of New York City**  
*President*

Category	Primary SIF Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
SIF: M.S. 301 Paul L. Dunbar (08X301)							
Code 15	Student Support	1.0 FTE SOCIAL WORKER. For student support	\$85,000	\$85,000	\$85,000	\$250,000	City Tax Levy funds will be repurposed.
Code 15	Teacher Evaluation (App) Implementation	1.0 FTE TEACHER. Supplemental coach to support implementation of Teacher Evaluation.	\$76,832	\$76,832	\$76,832	\$230,496	City Tax Levy funds will be repurposed.
Code 15	Data-Driven Instruction/Inquiry	TEACHER HOURLY PER SESSION. For inquiry teams and data analysis	\$30,000	\$30,000	\$30,000	\$90,000	City Tax Levy funds will be repurposed.
			Subtotal Code 15: 191,832	191,832	191,832	573,496	
			Subtotal Code 15: 50	50	50	150	
			Subtotal Code 15: 0	0	0	0	
Code 40	Teacher Training Metamorphosis	Metamorphosis - Content Coaching - is a capacity building professional development practice Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction	3,000	3,000	3,000	\$9,000	Title 1 funds will be repurposed to sustain this activity
Code 45	Curriculum	Supplemental Instructional Supplies.	3,000	3,000	3,000	9,000	
			Subtotal Code 40: 3,000	3,000	3,000	9,000	
			Subtotal Code 45: 10,007	10,007	10,007	30,021	City Tax Levy funds will be repurposed.
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.	45,161	45,161	45,161	\$135,484	
			Subtotal Code 80: 45,161	45,161	45,161	135,484	
			Subtotal SIF: 250,000	250,000	250,000	750,001	
<b>CENTRAL</b>							
Code 15							
Code 16							
Code 40							
Code 45							
Code 80							
			Subtotal Central: 0	0	0	0	
			TOTAL SIF: 250,000	250,000	250,000	750,001	
			221,550	221,550	221,550	664,650	
			58,952	58,952	58,952	176,856	
			124,905	124,905	124,905	374,715	
	Other sources of income	Non-Core Instruction Tax Levy Title 1 for Priority and Focus Schools Other Title 1 allocations	124,905	124,905	124,905	374,715	
			TOTAL: 655,407	655,407	655,407	1,966,222	

M.S. 301 Paul L. Dunbar

Attachment D - 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	\$
<b>Total</b>		<b>\$ -</b>

Year 1 Implementation Period		
(June 1, 2014 - June 30, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 191,832
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 3,000
Supplies and Materials	45	\$ 10,007
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 45,161
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ 250,000</b>

Year 2 Implementation Period		
(July 1, 2015 - June 30, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 191,832
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 3,000
Supplies and Materials	45	\$ 10,007
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 45,161
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ 250,000</b>

Year 3 Implementation Period		
(July 1, 2016 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 191,832
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 3,000
Supplies and Materials	45	\$ 10,007
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 45,161
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ 250,000</b>

Total Project Period		
(June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 575,496
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 9,000
Supplies and Materials	45	\$ 30,021
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 135,484
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total Project Budget</b>		<b>\$ 750,001</b>



<b>BASIC PROJECT INFORMATION</b>																																										
<b>N.Y.C. GRANT #</b>	<b>N.Y.C. DOCUMENT #</b>	<b>PROJECT #</b>																																								
	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>																					<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>																				
<b>AGENCY CODE</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> <td style="width: 20px; height: 20px; text-align: center;">1</td> </tr> </table>		3	0	5	1	0	0	0	1	0	0	5	1																												
3	0	5	1	0	0	0	1	0	0	5	1																															
<b>Federal /State Program</b>	<b>SCHOOL INNOVATION FUND. Round 3</b>																																									
	M.S. 301 Paul L. Dunbar																																									
<b>Contact Person</b>	EDUARDO CONTRERAS																																									
<b>Agency Name</b>	New York City Department of Education																																									
<b>Mailing Address</b>	52 Chambers Street, Room 213																																									
	New York, N.Y. 10007																																									
<b>Telephone #</b>	212-374-0520	Manhattan																																								
		County																																								
<b>Project Operation Dates</b>	From <u>JUN</u> <u>1</u> <u>2014</u>	To <u>JUN</u> <u>30</u> <u>2015</u>																																								

**BUDGET TOTAL**

<b>\$250,000</b>
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**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
08X301	SIF		
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
			<b>0</b>
	Subtotal - Code 16		0

**PURCHASED SERVICES: Code 40**

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

Object Code and Description of Item (Potential Vendors)	Proposed Expenditure
---	----------------------

08X301	SIF		
685 - Educational Consultant			0
686 - Professional Services Other			0
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis		3,000
			<b>3,000</b>


Subtotal - Code 40

3,000
-------

**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
<b>08X301</b>	<b>SIF</b>
Computer and Printers under \$5,000 per unit	0
Educational Software	0
General and Instructional Supplies	10,007
Library Books	0
Supplemental Textbooks	0
	<b>10,007</b>
Subtotal - Code 45	10,007

**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 - SIF	45,161
ARRA FRINGE - Other	0
ARRA FRINGE - CENTRAL	0
Subtotal - Code 80	45,161

**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)	\$250,000
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**

**School Innovation Fund Round 3. RFP #TA-15**

**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)

**School Innovation Fund Round 3. RFP #TA-15**

**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**

	<b>Budget Category</b>	<b>Amount budgeted for items excluded from M/WBE calculation</b>	<b>Totals</b>
1	Total Budget		\$ 750,001
2	Professional Salaries	\$ 575,496	
3	Support Staff Salaries	\$ -	
4	Fringe Benefits	\$ 135,484	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ 710,980
8	Line 1 minus Line 7		\$ 39,021
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =M/WBE goal amount		\$ 7,804

**M/WBE UTILIZATION PLAN**

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

**Bidder/Applicant's Name:** NYC DEPARTMENT OF EDUCATION

Telephone/Email: (212) 374-0520

**Address:** Chambers St.

Federal ID No.: 13-6400434

**City, State, Zip:** New York, NY 10007

RFP No: RFP Number: TA-15

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of
<p><b>NAME:</b> METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC</p> <p><b>ADDRESS:</b> 165 PARK ROW # 18A</p> <p><b>CITY, ST, ZIP:</b> New York NY, 10038</p> <p><b>PHONE/E-MAIL:</b> 212-608-0714 / lucy@lucywestpd.com</p> <p><b>FEDERAL ID No.</b> 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 \$ 3,000</p> <p>Year 2 \$ 3,000</p> <p>Year 3 \$ 3,000</p> <p><b>TOTAL \$ 9,000</b></p>

PREPARED BY (Signature) [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  MBE Subcontractor \_\_\_\_\_ MBE Supplier \_\_\_\_\_ WBE Supplier

**PART C - CERTIFICATION STATUS (CHECK ONE):**

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

(M/WBD)

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: \$ 9,000

Signature of Authorized Representative of M/WBE Firm

Lucy West, President

Printed or Typed Name and Title of Authorized Representative

Date: 2/21/14

