ORIGINAL

Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

Log Number	Date Received

District (LEA)	LEA Beds Code:
New York City Department of Education	305100010051

Lead Contact *(First Name, Last Name)*			
Mary Doyle			
Title	**Telephone**	**Fax Number**	**E-mail Address**
Executive Director, Office of State Portfolio Policy	(212) 374-2762	(212) 374-5760	Mdoyle5@schools.nyc.gov

Legal School Name for the Priority School Identified in this Application	School Beds Code
MS 596 Peace Academy	331300010596
Grade Levels Served by the Priority School Identified in this Application	**School NCES #**
6-8	
Total Number of Students Served by the Priority School Identified in this Application	**School Address *(Street, City, Zip Code)***
87	300 WILLOUGHBY AVENUE Brooklyn, NY 11205

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

Turnaround	Restart	Transformation	Closure
☐	☐	☒	☐

Certification and Approval

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

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

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FEB 28 2014
CONTRACT ADMINISTRATION

13K596 MS 596 Peace Academy

2014 SIG Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST #13 - BROOKLYN

Select School Name:

331300010596 MS 596 PEACE ACADEMY

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:

87

Enter LEA Administrator's Name:

Mary Doyle

Enter LEA Administrator's Title:

Executive Director

LEA's Street Address:

52 Chambers Street

LEA's City:

New York

Zip Code:

10007

Lead Contact (First Name, Last name):

Mary Doyle

Phone number:

212-374-2762

Fax number:

212-374-5760

Email address:

mdoyle5@schools.nyc.gov

Select the SIG Model for this School Application

Transformation

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

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

M/WBE Documents Package (containing original signatures)

☑ Full Participation ☐ Request Partial Waiver ☐ Request Total Waiver

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

SED Comments:

Has the applicant submitted all of the documents listed above? ☐ **Yes** ☐ **No**

Reviewer: _____ **Date:** _____

A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

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

	implement a Principal Intervention Plan in 2014-15. Each of those principals will also receive two additional support visits from their network team in 2014-15.	
Quality Review	Schools that meet at least one of the following criteria will have a formal Quality Review (based on the 2013-14 school year): • 2012-13 Quality Review rating of Underdeveloped • 2012-13 Progress Report rating of D or F • Schools at the 10th percentile or below of the 2012-13 Progress Report • Schools that participated in a Developing Quality Review (DQR) in 2012-13 (except those that received a DQR solely because of Focus or Priority status) • Schools in their third year of existence (that did not have a formal Quality Review in 2012-13) • All schools that have not had a review since 2009-10 (that do not qualify for a Peer Review) • A portion of schools chosen from a lottery that have not had a review since 2010-11 (that do not qualify for a Peer Review); schools in the lottery that do not receive a review this year will receive one in 2014-15. Schools that received a Developing rating in 2012-13, received three consecutive "A" Progress Report metrics, are designated as Priority or Focus schools, or are in their first or second year of existence may qualify for an Alternative Quality Review. These reviews are led by network teams and because they are designated as formative experiences, results are not made public.	Schools Chancellor Carmen Fariña Senior Deputy Chancellor Dorita Gibson Deputy Chancellor for Teaching and Learning Phil Weinberg
Progress Report	Fall, For each school annually. Historically: • Each school receives a Progress Report grade. Reports are comprised of the following sections: Student Progress, Student Performance, School Environment, and (for high schools only) College and Career Readiness. • The Progress Report is designated to differentiate among schools in a way that provides educators with performance data, supports parents in choosing schools, and informs the NYCDOE's work around supports and intervention for struggling schools.	Schools Chancellor Carmen Fariña Senior Deputy Chancellor Dorita Gibson Deputy Chancellor for Teaching and Learning Phil

	• The methodology attempts to take into account the different challenges schools face so that the evaluations are a reflection of what the school contributes to the student, not what the student brings to the school. • Scores are based on comparing results from each school to a citywide benchmark and to a group of about 40 other schools. Schools are also provided with student-level data workbooks that contain the underlying information from the Progress Report that can be used for planning purposes and to identify areas for improvement.	Weinberg

*Based on school year 2013-14 activities.

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School's enrollment

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

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

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

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

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

Department of Education
Dennis M. Walcott, Chancellor

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Expanded Learning Time Requirements

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

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

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

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

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

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

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

Frequently Asked Questions (FAQ)

Student Participation
Academic Instruction
Options for Adding Time
Teachers
Operations

Student Participation

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

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

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

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

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

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

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

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

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

Options for Adding Time

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

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

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

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

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

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

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

  These types of schedule changes should only be implemented at the start of a school year. To begin a revised schedule at the start of the 2014-2015 school year requests must be submitted in May 2014 during our annual session time entry period. See the session time memo for additional information on changes to regular school session times.

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

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

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

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

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

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

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

6. **How should schools calculate the 200 required contact hours for the ELT program?**
Contact hours are defined as the total number of hours delivered to participating students through the ELT program beyond the minimum instructional requirements described in question 4. The ELT program must provide a minimum of 200 student contact hours beyond the instructional time requirements described above.

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

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

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

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

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

8. **What is the timeframe for completing the required 200 hours of ELT?**
   The 200 hours of ELT must be completed between July 1 and June 30 of the school year. For 2013-14, schools may include ELT conducted during the summer of 2013.

9. **My school day/week/year already exceeds minimum instructional requirements. Can I use this additional time to fulfill the ELT requirement?**
   Additional instructional time incorporated to a school's existing academic program may be considered ELT only if the use of that time fulfills all of the requirements described on page 1. If existing additional time does not fulfill these requirements, the school may consider augmenting the use of this time to fulfill the requirements.

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

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

session time may only be implemented at the start of the school year after the annual session time entry period in May.

Academic Instruction

11. Can I use ELT to provide credit-bearing instruction for high school students?

Yes, provided that all students have the opportunity to earn all course credits required to graduate within the regular school day. Courses required for graduation may not be offered solely during ELT, but ELT may be used to supplement required course offerings. For example, ELT may be used to provide students with opportunities for credit recovery, independent study, blended or online courses, electives, advisory, or internships, in alignment with the applicable policies and the ELT requirements described in this document.

To bear credit, the program must align with the following policies:

- The course must align to high school commencement level standards, as documented in the syllabus.
- The course must meet instructional time requirements (180 minutes per week throughout the semester/school year, or the equivalent) described in 8 NYCRR §100.1(a).
- The course must be taught by a teacher with a New York State secondary certification in the course's subject area.

Students may not receive additional credit for time spent reinforcing the learning standards already addressed in another credit bearing course. For example, students may not receive additional credit for participating in a math ELT program that reinforces algebra learning standards already addressed in students' regular algebra courses.

All academic instruction during ELT, regardless of credit value, must be delivered under the supervision of a NYCDOE teacher certified in the content area.

12. Can ELT fulfill academic program requirements for elementary and middle schools?

No. New York State Commissioner's Regulations §§100.3 and 100.4 describe the program requirements for students in pre-kindergarten through grade eight. Schools may not use ELT to deliver academic program requirements. However, schools may use ELT to supplement required academic instruction provided during the regular school day. Any academic instruction provided during ELT must be delivered under the supervision of a NYCDOE teacher certified in the subject area.

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

13. **Can schools use ELT to deliver academic intervention services (AIS)?**
    Yes. AIS may be delivered as a component of a school's overall ELT program if it is conducted outside of the standard school day. Mandated AIS delivered during the school day may not be considered ELT.

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

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

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

Teachers

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

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

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

18. Can teachers be required to participate in ELT?

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

19. Can ELT be used for teacher planning time?

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

Operations

20. How should Priority Schools fund ELT programs?

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

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

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

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

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

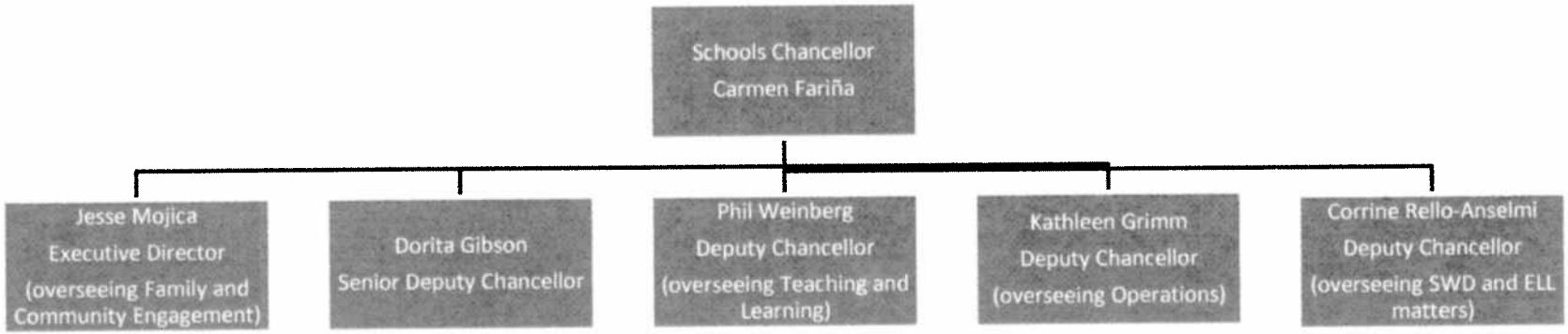
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

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

District-Level Leadership Organizational Chart



Section D: District trainings offered for Year One

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

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

AGREEMENT

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Local 2, American Federation
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covering

TEACHERS

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools[9]

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN
UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

13K596

Attachment A
Consultation and Collaboration Documentation Form

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

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

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

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

PEACE Academy (13K596)

Enrollment Summary

In MS 596 Peace Academy, students with disabilities comprise 26% of the school's population, 5 percentage points higher than the average middle school in the city. English Language Learners comprise 12% of the school's population, on par with the average middle school in the city. The average incoming proficiency (4th grade ELA/math) of the school's students is 2.7, which is 0.3 lower than the average middle school in the city.

Leadership Information

PEACE Academy needs a leader who is strong in order to hold together the small faculty and student body and to support the struggling students and diverse population of the school. This small school has approximately 100 students in grades 6 to 8—but they represent the full spectrum of need. The teachers work overtime to know each student well and to work at closing the academic and social-emotional gaps that keep these students from reaching grade level standards. The school needs a teacher leader in a Principal, someone who can roll up their sleeves, get in there and work with students, step in and demo lessons with teachers. The school requires a hands-on Principal, with a strong background in literacy, and a strong foundation in working with Special Education and even ELL students.

Amy Rodriguez has been an Assistant Principal since 2009. Before that she was a Literacy Coach, teacher leader and teacher since 2003. Before that she worked for Scholastic in merchandising and internet production. Amy has served as the AP at PEACE 13K596 and has become the new Principal at that school as of February 1st of this school year. Amy was chosen as Principal because of her strong work in literacy and her support of the struggling students in her school. She is well known and respected by the teachers. It is a natural transition for the school, as Amy has been intimately involved and instrumental in all the forward movement at the school. Under her administration, the school has gone from an F to a B on the NYC Progress Report.

School Improvement Grant Application

School Name:	PEACE Academy
DBN:	13K596
Network:	CFN 112

A. School Overview — 2 points

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

PEACE Academy
Purpose, Ethics, Advocacy, Community & Environment

Vision: At PEACE Academy, we believe that each child has the potential through his/her voice and actions to change the world. PEACE Academy will empower students to be future leaders through the expertise of dedicated educators who are committed to providing rigorous, differentiated curriculum that promotes academic achievement, social development, as well as personal growth. Working together as a community towards creating a positive impact on our world, PEACE Academy students will graduate prepared to succeed at competitive high schools, colleges, and excel as citizens of the world.

Instructional focus: Over the next three years our instructional focus will be to develop and administer Common Core aligned units and lessons in ELA, Math, Science, and Social Studies. Through the use of data, we will create strategic student groupings that allow students to engage in collaborative work, including performance tasks and discussions that lead to discourse. Teacher teams will use protocols to analyze student work, and ensure students have access to rigorous tasks and instruction aligned to the Common Core Standards. The completion and effectiveness of these units will be evidenced by collected completed units and student work, as well as an increase in the ELA median percentile growth on the NYS exams from 2.05 to 2.5 and an increase in the Math median percentile growth on the NYS exam from 1.98 to 2.5.

Our primary goal will be to continue to improve the culture of the school for students, families and staff so that PEACE Academy actively engages all stakeholders in the school improvement process to drive our the vision of empowering students to be future leaders. We plan on implementing a multi-tiered approach to achieve our goal: by providing quality professional development around research-based and data-driven instructional practices and coaching for all teachers, by developing a cohesive advisory curriculum and after school program that will meet the social-emotional needs of students to achieve college and career readiness, and by meaningfully engaging families to actively participate in the school community, we will strengthen and empower the entire school community and provide the quality, transformative education our students deserve.

The School Improvement Grant will amplify the school's efforts to improvement achievement, social- emotional growth and outcomes for all students. At the end of the three years, PEACE Academy will be a school poised to meet the needs of all stakeholders: prospective students, families and staff will consistently see us as providing a caring and welcoming environment within which all students, teachers and leaders can grow and flourish academically, professionally and personally.

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

All stakeholders embrace the schools vision, mission and goals including working together as a community towards ensuring that every student will graduate prepared to succeed at competitive high schools, colleges, and excel as citizens of the world. However, if we are to achieve this ambitious goal, then over the next three years it is essential that the SIG funds are used to translate these values and beliefs into practices that effectively support the academic and social-economic well-being for all students while at the same time building staff and family capacities to sustain these initiatives beyond SIG.

In order to achieve this goal our school community will focus on:

- Enabling all students to achieve the academic and social outcomes that will ensure that they are truly career and college ready.
- Engaging and empowering families to support and encourage their children's active participation and their social, emotional and academic growth and attainment.
- Ensuring that all teachers have access to high quality professional development and resources which enables them to develop and grow personally and professionally.
- Supporting school leaders to ensure that we are able to utilize our personal skills and attributes, to ensure successful implementation of the three year implementation plan.

At PEACE Academy, we embrace C2OP3R2 (pronounced Copper) values: Confident, Compassionate, Open-minded, Prepared, Present, Respectful and Responsible. Each value has been explored individually during our current, daily advisory periods. Students who demonstrate these traits, both in and out of the classroom, receive "Panther Pesos." Panther Pesos can be redeemed at a monthly "Panther Market" for items selected by the Student Leadership Council. This behavioral support system has been inconsistently implemented across the school community due to lack of consistent buy-in from teachers and students. In order to enhance the social-emotional well-being of students, we plan to use SIG funding to partner with Educators for Social Responsibility (ESR), who will assist us in creating, implementing, and sustaining a year-long, cohesive Advisory program which will enable staff to provide support and guidance to all students on academic and social-emotional attainment. Advisories create a more personalized learning environment where all students are well known by at least one adult through weekly small group meetings and one-to-one interactions. Adolescents stand at a crucial intersection in their social, emotional and academic development, and they need support to navigate the complexities of their middle and high school years. Skills like analyzing academic data, setting and reflecting upon academic and personal goals, managing time, organizing materials, developing efficient study skills, acquiring effective communication skills, working collaboratively with others, problem solving and advocating for oneself become especially important during this time. Advisories provide the structure for students to have multiple opportunities to practice and rehearse these skills in an authentic setting with a peer group that

supports each other, grows together, and learns from one another. SIG funding will support plans to increase staff capacity to implement an engaging advisory program. We believe that creating and sustaining a coherent Advisory program will empower staff with the skills and resources needed to meet the social-emotional development of our students.

SIG will also provide the opportunity for us to better engage families and parents in the school community and their children's learning experiences. This is a key area for development which is critical to us achieving our vision, mission and goals. The Parent Coordinator will be responsible for implementing a range of activities, including establishing a **Parent University,** which will enable parents to gain recognition for attending a range of training programs and workshops. Key components of this approach will include:

1. Creating a parent survey to identify community needs for training.
2. Building training into monthly PTA meetings. Teachers will be asked to facilitate a different training each month.
3. Creating monthly parent newsletters with helpful resources and reminders about PTA meetings and topics.
4. Developing parent workshops based on survey and offer extended workshop on a Saturday at least 2 times a year.

We will also seek support from local community groups, organizations and higher education institutes, including, for example, the Pratt Institute, which is located less than two blocks from the school, to support and enrich the Parent University program. We believe that empowering and engaging parents and families meaningfully within the school community will result in an increase in participation in SLT and PTA meetings, as well as attendance at school and district-wide events, such as District 13's Student of the Month ceremony.

With a staff of only eleven teachers, the majority of whom have less than 3 years teaching experience, the leadership team at PEACE Academy made a very strategic decision to select core curricula which have been adopted and recommended by the New York City Department of Education for use in middle schools throughout the city due to their high-quality. In ELA, we selected Scholastic's *CodeX*, CMP3 for mathematics, Glencoe for science and Holt for social studies. We believe that by using a research-based curriculum vetted by the DOE, we can concentrate our efforts to improve instructional practices, guided by *Danielson's Framework for Effective Teaching*. With quality curricula materials and a framework that objectively measures teaching practice, we can concentrate SIG funding on using the materials and data available for professional development, coaching, and data-driven inquiry which will unilaterally shift teaching practice to enhance student outcomes.

SIG funds will also enable PEACE Academy to appoint an F-status administrator who will serve as a data coach. The data coach will be responsible supporting existing data-driven inquiry teams to enable us to turn data into meaningful information to drive instruction. Currently, our data-driven inquiry approach consists of all teachers participating in weekly department and/or grade team meetings, which use 'looking at student work' and 'looking at teacher work' protocols to assess the impact of instructional decisions on student achievement. We plan to designate the data coach's time and energy into building and accelerating teachers' capacity to

understand the nuances of a variety of data sources, from students' performance on statewide tests to classroom formative and summative assessments to attendance, to shift pedagogy, efficiently and expediently, positively impact student learning outcomes.

The data coach will also be responsible for SIG Plan Management including, establishing processes and procedures for monitoring, evaluating, reviewing and revising the implementation of the SIG plan and ensuring that the school meets all State and City accountability requirements.

To assist us in building teachers' repertoire of pedagogical skill, we plan to partner with Cambridge Education, who will provide a range of coaches who have extensive experience and expertise of supporting school leadership teams, content area specialists, teachers and paraprofessional staff in SIG and Priority schools and have all worked with New York City schools for over 10 years. One professional consultant from Cambridge will focus on math, science and the integration of classroom technologies, while another will focus on ELA, ELL and social studies. Cambridge Education has a partnership with the Tripod Project, they administer the surveys, which will be taken in every New York City school in 2014 and they can provide a range of professional development programs, including for example The Motivated Classroom and Assessment for Learning which enable teachers to utilize the outcomes of the Tripod surveys to enhance the climate and culture in their classrooms. The Cambridge Education team will also provide in school training, coaching and support on effective classroom observation and the provision of collegial feedback as the basis for goal setting and profession learning to empower effective teachers.

Cambridge Education will also coach me, as a new Principal, and the data coach in the on-going monitoring, evaluation, review and revision of the SIG implementation plan. Cambridge Education supports and actively encourages schools to adopt an Accelerated Planning Process which utilizes Strategies in Action which focuses on up to three key strategies, each supported by no more than three key action points, to ensure that the school improvement work is clearly focused on the key strategies for improvement.

In addition to engaging external partners, PEACE Academy will continue to avail itself and gain maximum benefit from the high quality advice, support and training we receive from CFN.

SIG funds will enable the school to further develop and embed its Extended Learning Time provision. Based on student interest we have created after school clubs that allow students to enhance their academic lives. Students are able to participate in Student Leadership Council which develops their leadership skills and allows for student voice in the school. Additionally, students participate in Art Club and Broadway Jr. enhancing their artistic capacities.

All students are invited to attend Saturday Academy which is designed to directly improve their progress in both ELA and Math. In all after school clubs students are taught how to collaborate and work together towards a common goal whether that goal is raising money for a homeless shelter or putting on a Broadway production. These are needed skills for future success in high school and college and career.

SIG will provide for partnerships that improve both instruction for all students and targeted sub-groups. To ensure coherence across SIG partnerships, administration, data coach, and teacher leaders will meet with each partner monthly to assess and monitor each partner's progress towards achieving our school wide vision, mission, and goals. We will also gradually assess our capacity to take on the continued work of supporting students, families, and staff beyond the SIG funding cycle.

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

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

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

ii. Description of school's student population and needs of sub-groups

100% of the students attending PEACE Academy qualify for free / reduced lunch. Approximately 16% of the school's population is comprised of English language Learners and 20% are students with disabilities. Eighty-five percent of the student population is Black or Hispanic, traditionally underrepresented populations in colleges and universities. Our students who do attend college are typically first-generation college goers. No students, including general education, students with disabilities, English language learners, nor students in the city's lowest third, attained a level 3 or 4 on either of the statewide assessments in 2012-2013.

The narrative of our students' needs transcends the school's statistics; we are rooted in the story of the many transitions of our school. 13K596, formerly known as KAPPA VII (Knowledge and Power Preparatory Academy) was co-located with phase-out school Middle School 117 in 2007. In 2008, MS 117 closed due to poor student performance on statewide assessments and a history of behavior issues. 13K596 was designed to be a small school to meet the diverse needs of the community through systems based upon the KIPP (Knowledge is Power Program) private school model, including student interviews prior to the school year, an extended day, uniform policy, the use of chants at the beginning of every class to motivate students, and a number of other "essential features" designed to create consistency across the school culture. Due to inconsistent implementation of the KAPPA model and a lack of buy-in across the school community, students, from the same areas of Bedford Stuyvesant, Brooklyn who attended MS 117, did not perform consistently at grade level, as evidenced by statewide test scores and pass rates from core courses ELA, math, science, and social studies. In 2010, the founding principal retired and during school year 2010-2011, the school was led by two, different interim acting principals. In September 2011, Lisa Reiter was appointed principal, and under her leadership, she renamed the school to PEACE Academy, implemented programming and school-wide structures that enabled us to move from an F on the Progress Report to a B. Due to the systems, coherent vision, and

implementation of structures such as data-driven inquiry that is guided by protocols for weekly grade and department teams during the school day and weekly professional development sessions based upon data collected from frequent cycles of observation using *Danielson's Framework for Effective Teaching*, we are poised to increase the positive trajectory of students' academic performance.

The current total enrollment at PEACE Academy is 90 students, with 20 students in grade 6, 20 students in in Grade 7 and 50 students in in Grade 8. One of the impacts of having such a small student population is that the diverse needs of the students and families are magnified. The school provides a wide range of additional individualized support to all our students to enable them to have the opportunity to achieve traditional, standardized and system-wide definition and measures of success. According to census data, the population within PEACE Academy's home zip-code increased 12% from 2000-2010, and based upon the rate of new housing/condominium development within our immediate community, we expect the middle school-age population to increase dramatically within the next few years. With the assistance of SIG funding, PEACE Academy stands poised to incubate, build, and sustain a school community of academic excellence, social-emotionally developmental support, quality professional development and family engaged geared towards the needs of the community.

iii.Diagnostic school review of the school conducted by the district or NYSED
The State completed a review of PEACE Academy in January 2014. At the time of writing this proposal review team has not yet compiled its report and the findings have not been calibrated by NYC and NYSED. However, at the end of the review 1/24/14 the State Review team's feedback to the school leaders included the following:

School Leader Practices and Decisions:
All school staff demonstrate a strong commitment to implement a widely held long-term vision of social-emotional well-being and improved academic performance. Strategic planning with available resources has enabled the school leader to address the immediate programmatic needs of the school and hold staff accountable for continuous improvement. The leader is in the process of developing formalized systems of progress monitoring in order to expand the measurable progress that has been already demonstrated by all students.

Curriculum Development and Support:
The school staff has adopted programs in ELA and math and develops unit plans with a school-wide lesson plan template to implement the CCLS. However, a coherent, rigorous, curriculum that includes a variety of complex materials, interdisciplinary connections, CCLS aligned formative/summative assessments to adequately meet high levels of student achievement have not yet been fully implemented. This results in missed opportunities to prepare students for high school, college and career success, especially in identified sub-groups.

Teacher Practices and Decisions:
Led by school and teacher leaders, staff members have used instructional practices focused on implementing the CCLS shifts. Student expectations are clear across the school and classroom, but inconsistent enforcement and informal monitoring of effectiveness has prohibited high levels of engagement for some students, especially those in pertinent subgroups.

Students Social and Emotional Developmental Health:
While some researched based protocols and procedures are in place to support the social and emotional developmental health of students, lack of a comprehensive system with formal monitoring and feedback mechanisms limits the schools ability to appropriately address all the needs of the students.

Family and Community Engagement:
The school has developed an open door policy and has prioritized the creation of a welcoming environment. Nevertheless, the absence of a comprehensive plan to foster an environment rich in family engagement and community partnerships, is not yet in place. This limits families' ability to support and advocate for their student to achieve at high levels.

iv. The results of this systematic school review
Three years ago the NYC Progress Report rated the school as an F the most recent Progress Report rates the School as a B. A number of overarching themes have been raised in recent NYC reviews, feedback from other agencies, including CFN, the Learning Environment surveys and the school self-assessment, many of which echo the draft findings of the very recent State review.

School leadership Practices and Decisions:
The School Leadership Team (SLT), PTA, Principal's cabinet (existing of the Principal, Guidance Counselor and Dean of Student Services) have developed a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults. The school has effective systems in place. For example, the Principal attends weekly department meetings and coach in as needed to ensure effective student work analysis. A bi-monthly teacher leader meeting is held to ensure teacher leaders have the capacity and knowledge to facilitate department meetings. The Principal has created a monthly schedule to ensure frequent cycles of observations.

Based upon meetings across leaders of administration, teacher, and parent constituencies, issues have been raised regarding the need to establish a culture for learning that communicates high expectations to staff, students and families, and provides the necessary supports to achieve.

Curriculum Development and Support:
The school leaders make strategic organizational decisions to support the school's instructional goals and meet student's learning needs as evidenced by meaningful student work products. For example the school has adopted the NYC Department of Education-approved core curriculum including Scholastic's *CodeX* for English Language Arts and CMP3 for mathematics, which are both fully aligned with CCSS. However, there is a need to build the capacity of teachers' decisions in making curricular adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS and to align teacher practices with the school's beliefs about how students learn best when engaged in rigorous curricula so that all students produce meaningful work.

Teacher Practices and Decisions

Teachers want to do well and they work collaboratively in subject and grade level teams to plan tasks and assignments. We use the *Framework of Effective Teaching* to evaluate teachers and provide immediate, actionable feedback and align professional development to meet teachers' needs. Teacher observations indicated an improvement in engaging students in learning and designing coherent instruction. Additionally, the school scored a B overall on the NYC Progress Report and an A in student progress which indicates both teachers and students improved.

However there is still a need to strengthen teacher practices across all content areas by further developing teacher pedagogy from a coherent set of beliefs about how students learn best and to ensure that all teachers are engaging and meeting the needs of all learners so that all students produce meaningful work. Using *Danielson's Framework*, we have identified Component 3b. Using Questioning and Discussion Techniques and Component 3c. Engaging Students in Learning as two areas teachers need additional supports, based upon last school year and this school year's observation cycle. There is also a need to strengthen the alignments to the curricula in order to determine student progress and needed adjustments to curricula and instruction, as evidenced by weekly analysis of student work during grade and department team meetings.

Student Social and Emotional Development Health

This school year, administration has focused on supporting the needs of students and staff in order for them to develop and grow in a safe and inclusive environment. We use *Health Smart* curriculum, taught by the Physical Education teacher who has received training in this curriculum. Additionally the Dean of Student Services teaches a 7th grade "Teen Issues" class, based upon the *Overcoming Obstacles* curriculum. The Dean makes modifications to the curriculum based upon feedback and anecdotal evidence from teachers, behavioral referrals, as well as by regularly surveying students about which topics they feel they need support in. Advisory is included in our daily program, and lessons are written by the Principal, based around embedding our school's C2OP3R2 values, as well as mindfulness and growth mindset, into students' skill sets. We recognize the need to strengthen, formalize, and monitor progress across all social-emotional development supports within the school, which will enable staff to provide support and guidance to all students on academic and social-emotional attainment. We plan to utilize SIG funding to partner with ESR to assist us in creating and maintaining formalized alignment and progress monitoring of the effectiveness of our social-emotional developmental supports.

Family and Community Engagement.

The results of the Learning Environment Survey are aligned with the State review. 63% of parents reported never attending a PTA meeting and 21% reported attending a PTA meeting 1-2 a year as indicated on the 2012-2013 Learning Environment Survey.

On the 2013-2014 School Comprehensive Educational Plan (SCEP) we identified the need for a comprehensive plan for the better engagement of families and parents in the school community and their children's learning experiences as a key area for development which is critical to PEACE Academy achieving our vision, mission and goals. Our Parent Coordinator will be

responsible for coordinating and implementing this plan which will include a range of activities, including establishing a Parent University which will enable parents to gain recognition for attending a range of training programs and workshops.

v. Priority areas of identified need for the school's improvement.

An underlying key area of focus is if PEACE Academy students are going to graduate prepared to succeed at competitive high schools, colleges, and excel as citizens of the world, we must better align our vision and practice, particularly in relation to meeting the social-emotional well-being and academic success of all students. Our plan to use SIG funding to partner with ESR, Cambridge Education, and hire a data coach will ensure that, as a school, we provide better and more enhanced support for all stakeholders to ensure a purposeful and deliberate impact on student achievement. We strategically selected partnerships, which will be facilitated by SIG, to include a range of targeted initiatives, and resources to support all stakeholders through the various stages of a systematic change process which will ensure a purposeful and deliberate impact on student achievement.

Early initiatives that we have already implemented are restructuring of the school day to incorporate collaborative planning through weekly grade and department team meetings for all teachers and the introduction of an advisory program which enables the school to address students' social-emotional welfare, as well as academic support programs such as Saturday Academy and Literacy and Math Intensive classes which enable teachers additional time to work with small groups of students on specific CCSS skills. Our SIG plan would amplify the effectiveness of these existing initiatives through providing additional supports for students, teachers, and administration.

Additional initiatives we identified for our SIG plan include a radical review, overhaul and re-launch of its Parent and Community Engagement practices to ensure that more stakeholders are actively engaged and truly have purposeful and deliberate impact on student achievement.
SIG funds will also be allocated to appoint an F-status data coach to support teacher leaders as they develop and monitor students' progress, thus improving teacher abilities to realize their beliefs about learning in practice, to institute data driven inquiry teams for the systematic analysis of data throughout the school to drive instruction.

SIG partners would also be used to provide staff and students with supports and partnerships in areas of need to build capacity and additional opportunities for all for all stakeholders to participate in and succeed as members of the school community.

C. School Model and Rationale

4 points

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

SIG funds will enable the school to ensure that school leaders receive coaching and support to enable them to develop and implement a strategic improvement planning process which incorporates a continuous monitoring and evaluation.

SIG will enable our school to radically change our approach to addressing student needs. The professional development training and partnerships supported by SIG will sustain our efforts to institute formalized structures and cycles for data-driven inquiry teams which focus on needs assessment, goal setting, action planning, capacity building and outcome analysis. Coaches and consultants from Cambridge Education will support each of these initiatives.

In order to improve social-emotional outcomes for all students the school has identified the need to implement an Advisory program. SIG will enable the school to ensure that the Advisory program is grounded in a well-developed robust curriculum and that all teachers receive training and ongoing support to ensure that the program is implemented with fidelity.

SIG funds will also enable the school to further develop and embed its Extended Learning Time provision. Based on student interest we have created after school clubs that allow students to enhance their academic lives. Students are able to participate in Student Leadership Council which develops their leadership skills and allows for student voice in the school. Additionally, students participate in Art Club and Broadway Jr. enhancing their artistic capacities.

All students are invited to attend Saturday Academy which is designed to directly improve their progress in both ELA and Math. In all after school clubs students are taught how to collaborate and work together towards a common goal whether that goal is raising money for a homeless shelter or putting on a Broadway production. These are needed skills for future success in high school and college and career.

SIG funds will also enable the school to undertake the radical review, overhaul and re-launch of its Parent and Community engagement practices. The Parent coordinator will be responsible implementation a range of activities including establishing a Parent University which will enable parents to gain recognition for attending a range of training programs and workshops. SIG will provide an additional catalyst for the school to seek support from local community groups, organizations and higher education institutes, organizations, including for example, the Pratt Institute which is located less than two blocks from the school, to support and enrich the Parent University program.

A major benefit of SIG is that it will enable the school to provide the support and structures for teachers, staff, leaders and all stakeholders to reflect and make informed decisions about effective practices and initiatives for the future.

D. School Leadership	8 points
The school must have the mechanisms in place to support a school leadership team that possesses the strengths and capacity to drive the successful implementation of the SIG Plan.	

i. Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school and produce dramatic gains in student achievement.

This school needs a leader who is strong in order to hold together the small faculty and student body and to support the struggling students and diverse population of the school. This small school has approximately 100 students in grades 6 to 8—but they represent the full spectrum of need. The teachers work overtime to know each student well and to work at closing the academic and social-emotional gaps that keep these students from reaching grade level standards. The school needs a teacher leader in a Principal....someone who can roll up their sleeves, get in there and work with students, step in and demo lessons with teachers. The school requires a hands-on Principal, with a strong background in literacy, and a strong foundation in working with Special Education and even ELL students.

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

Amy Rodriguez has been an Assistant Principal since 2009. Before that she was a Literacy Coach, teacher leader and teacher since 2003. Before that she worked for Scholastic in merchandising and internet production. Amy has served as the AP at PEACE 13K596 and has become the new Principal at that school as of February 1st of this school year. Amy was chosen as Principal because of her strong work in literacy and her support of the struggling students in her school. She is well known and respected by the teachers. It is a natural transition for the school, as Amy has been intimately involved and instrumental in all the forward movement at the school. Under her administration, the school went from an F to a B on the NYC Progress Report!

See attached for copy of Principal Resume.

iii. Supporting leadership

At the start of February 2014, the previous school principal who has been responsible for leading the growth and development of the school over the past three years from an F to a B on the New York City Report Card left to take up a the post of Founding Principal in a new school within the City. However, the current Interim Acting Principal, who has been a member of staff in the school for the past seven years and Assistant Principal for five of those years, has been appointed Interim Acting Principal and she has been actively involved at every stage in the changes which have led to the recent developments and growth trends within the school.

The new Interim Acting Principal, Amy Rodriguez, has a passionate belief and commitment to the vision and mission of PEACE Academy. She has a wide range of personal skills and attribute, she is highly skilled in observing instruction is committed to improving teachers' instructional practice and providing feedback through the Danielson Framework. Additional support will be provided by CFN 112, and through Executive Coaching provided by Cambridge Education. With embedded support through the CFN and additional supports from SIG funding, the new principal's growth will be amplified by professional development and coaching from both CFN (instructional rounds, principal meetings, mentoring.) and Cambridge Education (professional coaching).

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. Current supporting leadership profile and appropriateness for the model an strategies for plan buy-in

The school has team of 4 teacher leaders (content-area team leaders and grade team leaders), and their role is to provide support to their content-area and grade teams, by sharing the vision for improving student achievement and ownership. They facilitate weekly grade and department teacher teams, and twice monthly with administration to insure their message is aligned. The focus of their meetings is around triangulation of student achievement. They have participated in the following protocols - reviewing student work, reviewing teacher's work, developing tasks and curriculum, inter-visitations, and weekly check-ins. Teacher leaders share best practices and align instruction across grades and within content areas, as well as align and share the vision for improving student achievement. This is a functioning team of leaders, but they need support in providing feedback and building the capacity of their teacher teams especially to deepen data driven instruction. The nature of the relationship between the new principal and teacher leaders is augmented by daily informal conversations which center around building climate and culture as well as improving student outcomes.

The Dean of Student Services provides support to students especially on the social-economic development, including running a 'Teen Issues' class for 7th grade students. The Dean mediates between students and, with SIG funding, will oversee the introduction of the new Advisory Program. She has the personal commitment to meeting the social-emotional needs of all students, and her role will be strengthened with training and support to ensure that, with supports from SIG-partner ESR, the advisory program curriculum is robust and implemented with fidelity by all teachers.

The school is seeking to implement a paradigm shift for all students, and specifically in relation to ELLs and students with disabilities with a clear focus on relevant and appropriate interventions and supports as opposed to remediation. Current ELL and SWD support is coordinated by the current leader, with assistance from the school guidance counselor, school psychologist, and the network. While progress has been made in ensuring all students are placed in the least restrictive environment and appropriate materials are available to assist students, student work and formative and summative assessments reveal the necessity to implement more systemic progress monitoring and additional professional development to assist teachers in providing more appropriate and varied scaffolds with the intention of moving all students to grade level achievement.

The school has a guidance counselor who supports all students through the high school articulation process, meeting counseling mandates for students with disabilities, and at-risk counseling as needed. The guidance counselor's experience and buy-in to the vision and mission of the school can be leveraged to assist in the implementation and support the SIG supported Advisory program.

The school's Parent Coordinator oversees the current Parent and Family Engagement programs. She will require additional training and support to enable her to successfully oversee the planned expansion of this key area of work. This support will be facilitated through support from SIG partner Cambridge Education.

The SIG funds will allow the school to build much needed capacity in the areas of social-emotional aspects, Advisory, data-driven instruction, guidance, intervention and support for ELL and students with disabilities, and Family and Community Engagement.

E. Instructional Staff — *8 points*

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

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

ii. Current school staff overview and changes the school will put in place.

The school has 11 teachers all of whom are highly qualified for their teaching assignment, meaning that they are certified in their areas of instruction. The majority of the current teachers have less than 3 years of experience. All teachers are very willing to learn and are committed to the values and beliefs of PEACE Academy, including wholehearted support for the concept that all students can learn. The majority of teachers are performing at developing across the board on the Danielson *Framework for Effective Teaching,* which given the profile of the teaching staff is very realistic. Four teachers currently are consistently assessed within the Effective, with the remaining seven teachers falling within Developing.

Teachers have received considerable professional development and time to align their teaching plans to the CCSS and Charlotte Danielson's *Framework for Effective Teaching*. However, actual implementation is an area of needed growth.

The school is undergoing a paradigm shift from remediation to individualized learning based on relevant and appreciate interventions and support for all students, but especially ELLs and students with disabilities, which make up the approximately one-third of the student population, to enable every student to make academic progress and achieve attainment targets. The ELA department has pioneered this change, they currently conference will all students on an almost daily basis providing explicit feedback to each student linking their current performance with agreed achievement goals and learning objectives with expectations for next steps. There is a need for this emerging best practice to be spread across all content areas. For example, in math while the teachers provide feedback to students it is less structured than that provided by ELA staff.

SIG-funded partner Cambridge Education will enable all teacher leaders and teacher to receive targeted coaching and support in planning for effective instructional design and teaching through ongoing coaching and professional development specific to teachers' needs and driven by student achievement data. This support would improve the effectives of teaching and its impact on student learning and student achievement levels throughout the school. Another area of identified need for developments is in the area of social-emotional support and responsiveness in the classroom, which will be supported by SIG partner ESR. In addition to the revamping of a cohesive, research-based Advisory program, additional support to better respond to social-emotional and academic needs in all classrooms will be provided through SIG.

iii. Characteristics and core competencies of instructional staff to meet student needs

In addition to being highly qualified teachers with the relevant qualifications and certification to teach the allocated classes all instructional staff are expected to have the following key characteristics: they need to be 100% committed to the values and beliefs of the school, especially the belief that all students can learn and that their role is to provide a learning environment within which all students achieve personal, social-emotional and academic growth.

Teachers will be supported by Cambridge Education to assist them in consistently exhibiting the Tripod 7C constructs:

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

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

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

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

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

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

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

iv. Formal hiring mechanisms for instructional staff, strategies to assign necessary staff

Applicants are expected to read and respond to specific articles about learning and teaching and then are involved an interview process with a committee comprised of Principal, teacher leaders, teachers, and students. All teachers must deliver a demo lesson and provide committee with a portfolio.

v. Hiring Selection Process

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

F. Partnerships ***6 points***

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

Existing partner

Sports and Arts in Schools
PEACE Academy is partnered with The Sports and Arts In Schools Foundation which provides additional academic and enrichment programs to all students both during school breaks as well as after the school day (2:37 – 5:30 PM Tuesday through Fridays). To enrich the Sports and Arts program so that it more fully meets the social and emotional development of students, SIG funds will be needed to provide more varied programing, such as drumming and modern dance, which will in-turn increase students' attendance in the SASF after school program.

New Partners

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

Educators for Social Responsibility – will provide a range of social and emotional services designed to support a restorative approach, which provides an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability, to school wide discipline and implementation of a rich advisory program that addresses the needs of the community.

ii. Evidence of Partner Effectiveness Chart (Attachment C).

iii. Partner accountability
All SIG funded partners will be held accountable for helping to achieve specific, measurable school goals. Each partner will have regular, scheduled meetings with the principal to set goals, determine benchmarks, and monitor progress. The purpose of these meetings will be to assess the impact of the partnership on student achievement levels, or other relevant school goals. Where partnerships are not yielding results, the partner in collaboration with the school leadership will be required to modify and adjust plans or risk termination of the contract and partnership.

Partners will be required to keep and submit logs of services that will be reviewed by the Principal on a periodic basis, at least quarterly. The benchmarks for each partner will be dependent on the types of services provided. Instructional coaches from Cambridge Education will be bound to student achievement and instructional effectiveness goals. Student support partners will be linked with behavioral and social-economic well-being assessments. Partners supporting parent engagement will be accountable for parent engagement and participation levels.

In collaboration with the school administration, the partner will meet to analyze the impact of their work as it aligns to preset goals. The frequency of partner meeting will depend on how

often the partner organization work with the school community. SIG funded partners will have monthly meetings with administration. Where progress is not clear, partners will be expected to revise their actions plans and / or redefine benchmarks to improve outcomes in the future. Where partners are unable, or unwilling, to adjust their practice, the school administration will determine whether or not the contract should be terminated and funding allocated to a new or a different existing partner organization.

G. Organizational Plan	***8 points***
The school must provide a sound plan for how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders. The organizational plan must contain the following elements:	

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

See attached.

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.).**

Each of the leadership, teacher teams, or individuals, identified in Attachment G, has a regularly scheduled meeting with the school leader. Principal's cabinet meets weekly to identify and prioritize any issues that may arise in compliance, student discipline, school culture, and high school articulation. Teacher leaders meet with administration twice a month to norm the process of teacher inquiry. Grade team and department teams meet weekly to analyze students' work to inform instructional practices as well as align performance tasks to the CCSS. The Parent Teacher Association and School Leadership Team meet monthly with the Principal. The purpose of each meeting is to provide stakeholders with the opportunity to receive and share information and ideas that are crucial for impacting student achievement and the alignment of a school wide vision and purpose, and make sure this is translated into the SCEP.

Meetings follow a general routine and process where action areas are identified, practices and needs are reviewed, recommendations for future actions are shared, and responsibilities and duties are assigned with timelines. Each teacher leaders is responsible both to expectations and the needs of those same staff members. When appropriate, each of these groups will explore student achievement, behavior, or fiscal data with the school leader to devise action plans and make recommendations. The data examined in these meetings leads to conclusions about instructional expectations, approaches to managing school climate and student behavior, or the allocation of financial resources that are then rolled out with the entire staff during team, department, and/or faculty meetings.

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

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

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

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

Network Support: The NYCDOE provides support to schools through the cluster and networks. The NYCDOE hired specialists for both MOTP and MOSL to build the capacity of networks and clusters to support schools with the implementation of *Advance* and in some cases, to provide direct support to schools themselves. Talent Coaches – support staff who

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

help schools implement the Measures of Teacher Practice component of *Advance* – have made over 4,000 school visits since the beginning of the school year. MOSL Specialists work to build network capacity to support school in administering, scoring, and submitting the assessments required to evaluate teachers' impact on student growth in the MOSL component of *Advance*.

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

At PEACE Academy, teachers who select option 1 of Advance receive one formal observation and at least 4 informal observations, while teachers who select option 2 receive at least 6 informal observations. These observations are conducted using Charlotte Danielson's *Framework for Effective Teaching* and include a brief walkthrough observation, teacher reflection and debrief, and written summary of next steps. In addition to conducting these walkthroughs the administrator conducts periodic Learning Walks with network instructional staff and instructional consultants to calibrate their interpretation of components as feedback topics shift during the school year. Aggregate and disaggregated data about teacher performance using the *Framework* is used to design full staff, sub-group, and individual professional development opportunities.

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

Month	Activity
June 2014	- Administrator concludes formal observations - Conclude end of year conferences
July 2014	- Review 2013-2014 teacher effectiveness data to set initial goals and focus components for growth (school-wide, sub-groups, and individual teachers)
August 2014	- Schedule 2014-2015 assessment cycles
September 2014	- Set formal observation expectations at initial faculty conference - Conduct Learning Walks to calibrate understanding of components for school wide focus - Meet with all teachers to review 2013-2104 feedback and set individual goals aligned to *Framework*. Record goals - Administration begins individual informal observations and feedback sessions (1 per teacher) - Administrators commence formal observations (1st Round)
October	- Administration conclude first informal observation cycle and set

2014	components for second round - Round 1 data reviewed for PD scheduling - Administrators conduct Learning Walks for round 2 components for informal feedback and calibrate interpretations of rubric. - Administrator continues formal observations (1st Round) - Administrator commences informal observations Round 2
November 2014	- Round 2 of informal observations continue - Administrator continues formal observations (1st Round)
December 2014	- Round 2 data reviewed for PD scheduling and recommendations - Administrator commences informal observations Round 3 - Calibration using Learning Walks begin - Administrator continues formal observations (1st Round)
January 2015	- Round 3 of informal observations concludes - Mid-year check in with teachers. Action plans for growth recorded. - PM plan updates for Spring based on teacher performance data - Administrators conclude formal observations (1st Round)
February 2015	- Return to Round 1 components, conduct learning walks and individual observation - Administrator commences informal observations Round 4
March 2015	- Conclude fourth cycle of informal observation. Assess gain / loss in data. Action plan for staff and / or individual teachers. - Commence fifth cycle (Round 2 components revisited)
April 2015	- Fifth cycle concludes. Assess annual gain / loss in data components. Action Plan - Sixth cycle of informal observation begins (Round 3 components)
May 2015	- Sixth cycle concludes. Assess annual gain / loss in data components. Action Plan - Schedule end of year conference with teachers - Commence end of year conferences with teachers to assess goals and summative rating - Administrators continue formal observations (Round 2)
June 2015	- Administrators conclude formal observation (2nd Round) - Conclude end of year conferences - Review end of year data to set initial goals for 2015-2106

H. Educational Plan — *8 points*

i. ***Curriculum.***

With a staff of eleven teachers, the majority of whom have less than 3 years teaching experience, the leadership team at PEACE Academy has made a very strategic decision to select core curricula which have been adopted and recommended by the New York City Department of Education for use in middle schools throughout the city due to their high-quality. In ELA we

selected Scholastic's *CodeX*, CMP3 for mathematics, Glencoe for science and Holt for social studies.

All 2014 NY State Tax Levy funds will be used to purchase relevant Core Curriculum instructional materials to ensure teachers and students have access to instructionally aligned texts in the middle school's math, science, social studies and literacy courses. Additional SIG funds will be allocated to support the purchase of CCSS- aligned texts and resource for middle school students as they become available. SIG funds will also be used to support the development of classroom libraries which will be required to enable the introduction of an Independent reading program for all students.

In addition to purchasing Core Curriculum resources for students and teachers, the SIG plan will allocate funds for significant teacher support and curriculum development. Partnerships will offer teachers training and professional development and guidance as they align all instruction in the four core content areas – math, literacy, socials students and science to the CCSS for literacy and math. Not only will the SIG plan support the alignment to appropriate CCSS standards, assessment and instructional delivery it will also ensure effective supports for ELLs and students with disabilities.

The professional development and support that teachers receive in curriculum development will lead to increase student achievement through the strategic examination of student work, alignment of resources and scaffolds necessary for all students work towards grade level mastery in the CCSS. Additionally it is expected that 100% of curriculum maps will align to CCSS and include effective supports for students with disabilities and ELLs by the end of the 2014-2015 school year. The administration, teacher leaders and coaches/ trainers from partner organizations will be held responsible for these shifts in teacher curriculum design. Periodic meetings with these stakeholders will be conducted to assess the impact to of the professional development and resource allocation to teachers on deliver instruction, student learning and student achievement.

ii. **Instruction.**

As required by the six instructional shifts - balancing informational and literary text, knowledge in the disciplines, staircase of complexity, text-based answers, writing from sources, and academic vocabulary for literacy; focus, coherence, fluency, deep understanding, application and dual intensity in math - SIG will provide professional development and coaching for teachers to assist students in deepening their understanding in math and literacy. Instructional coaches from Cambridge Education will continue to provide teacher with professional development as they align their instruction to CCSS literacy and math standards and related assessments. These coaches will focus teacher's attention on each of the six shifts in math and literacy. Literacy instruction across content areas has focused on student-centered, text and evidence-based reading and writing. Teachers will continue to build and revise units around grade-level tasks and reading passages while also creating time and space for students to practice and engrain fundamentals. In mathematics teachers will align their planning and instruction to the CCSS and ensure that units of study deepen students understanding of core concepts and material. Balanced with these instructional practices will be routines, expectations, and procedures for memorizing and mastering fundamental of mathematics. In both subject areas, coaches and teachers will

develop units of study and culminating tasks that require higher order thinking skills and the application of deep content understanding for success. These tasks will be designed to challenge students to make choices about which skills are appropriate to apply for within certain situations and with given prompts.

The SIG plan includes many supplements for effective instruction. As teachers plan learning activities to deepen student understanding they will need additional, engaging avenues and media for instruction. Among them are additions and upgrades to classroom technologies. While every classroom has a Smart Board, teachers would benefit from learning instructional strategies with this technology. As teachers integrate more technology into their instruction, students will also require support and guidance with the acquisition of computer based skills.

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

iii. **Use of Time.**

Period	Mon, Tues, Wed, Thurs	Friday	Activity
0	7:40 – 8:17		Advisory (M-Th); Core Instructional Time (F)
1	8:17 – 9:05	7:40 – 8:21	Core Instructional Time
2	9:05 – 9:52	8:21 – 9:02	Core Instructional Time
3	9:52 – 10:39	9:02 – 9:43	Core Instructional Time
4	10:39 – 11:26	9:43 – 10:24	Lunch (M-Th) Core Instructional Time (F)
5	11:26 – 12:13	10:24 – 11:05	Core Instructional Time
6	12:13 – 1:00	11:05 – 11:46	Core Instructional Time
7	1:00 – 1:47	11:46 – 12:27	Core Instructional Time
8	1:47 – 2:37	12:27 – 1:10	Core Instructional Time
	2:37 – 5:30	1:20 – 2:20	Students' After School Program (M-Th)/Teacher PD (F)

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

SIG will transform the use of data within the school. The four teacher leaders will lead and support teachers in planning and delivery of instruction through inter-visitations and they will be responsible for the effective implementation of data-driven inquiry by which all teachers will use 'looking at student work' and 'looking at teacher work' protocols to assess the impact of instructional decisions on student achievement as part of their weekly meetings. In addition at the end of each marking period every teacher will prepare and present portfolios of student work and formative assessments to a team of peers to identify which students are on track to meet end of year goals and which students require additional support. SIG funds will also provide for more co-teacher collaboration and assessment of student work. The Inquiry Teams will have relevance

in content areas across grade levels as the will also double as grade level teams. Each team will develop and build a keep a student portfolio for each content area. These binders will be repositories for evidence and provide an indication of the attempts to develop appropriate CCSS aligned tasks and will be used to set goals for individuals, and groups of students.

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

Date	Events / Actions	Intended Outcome
Inquiry Cycle #1 September – October 2014	• Baseline math and literacy assessment for all students • Review "looking at student work protocols • Inquiry Team scoring and analysis of student baselines • Design of math and literacy interim assessment #1 • Students complete interim assessment #1 in math and literacy • Teacher present initial portfolio of student work	• Inquiry Teams identify key math and literacy standards to address in the 2014-2015 school year • Inquiry Teams select Inquiry students to monitor throughout the year • Inquiry teams complete one cycle of Inquiry analysis of work, interventions recommendation, collection of student work, and analysis of outcomes and impact of recommended practice / intervention • Interim assessment #1 is prepared for implementation • Inquiry Teams select student example of student work to be archived in the student binders
Inquiry Cycle #2 November-December 2014	• Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #2 • Teams recommend supports and intervention(s) • Teacher present initial portfolio of student work • Results are analyzed for impact • Design of math and literacy interim assessment #2 • Assign interim assessment #2	• Teams establish routines for meeting and collaboration. • Recommended supports and interventions are implemented across disciplines as relevant. • Effective teaching practice spread across grade levels • Inquiry Teams select student example of student work to be archived in the student binders
Inquiry Cycle #3 January – February 2015	•Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #3 •Teams recommend supports and intervention(s) •Teacher present initial portfolio of student work •Results are analyzed for impact	•Teams refine routines for meeting and collaboration. •Recommended supports and interventions are implemented across disciplines as relevant. •Effective teaching practice spread across grade levels • Literacy and math instructional

	•Design of math and literacy interim assessment #3 •Assign interim assessment #3 • School wide assessment of mid-year student progress with key literacy and math standards	strategies are common across classrooms, horizontal and vertical pollination continues. • Assessment of progress on key standards and spread of best practice •Inquiry Teams select student example of student work to be archived in the student binders
Inquiry Cycle # 4 March- April 2015	•Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #4 •Teams recommend supports and intervention(s) for key standards and students •Teacher present initial portfolio of student work •Results are analyzed for impact •Design of math and literacy interim assessment #4 •Assign interim assessment #4	•Recommended supports and interventions are implemented across disciplines as relevant. •Effective teaching practice spread across grade levels •Literacy and math instructional strategies are common across classrooms, horizontal and vertical pollination continues. •Assessment of progress on key standards and spread of best practice •Inquiry Teams select student example of student work and assessment items to be archived in the Inquiry binders
Inquiry Cycle #5 May – June 2015	•Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #5 •Teams recommend supports and intervention(s) for key standards and students •Teacher present initial portfolio of student work •Results are analyzed for impact •Design and assign summative assessment in math and literacy. •Employ summative assessments, analyze results and report findings	•Recommended supports and interventions are implemented across disciplines as relevant. •Effective teaching practice spread across grade levels •Literacy and math instructional strategies are common across classrooms, horizontal and vertical pollination continues. •Assessment of progress on key standards and spread of best practice •Inquiry Teams select student example of student work and assessment items to be archived in the Inquiry binders •Analysis of student growth and impact of Inquiry on instruction

To complete and support this work, SIG will provide for teachers to conduct inter-visitations. These inter-visitations will allow Inquiry Team members to help one another monitor the impact of instructional practices as they complete Inquiry cycles. Additionally, these funds will allow collaboration and co-teacher planning. Instructional coaches and partnerships will impact the Inquiry cycle by supporting teachers with recommendations for effective practices and

interventions as teams meet. Time and funds to facilitate meetings with coaches will positively impact the effectiveness of the Inquiry Teams' recommended instructional supports and intervention, and therefore improve student achievement and engagements throughout the school.

v. ***Student Support.***

Under SIG, the school will increase the range and extent of support and interventions available to students. SIG partner ESR will work with the Principal, Dean of Student Services, and Guidance Counselor to customize an approach using advisory standards to help districts and schools do the following: 1) organize an advisory leadership team; 2) collect, analyze, and communicate data to build understanding, commitment and ownership for the advisory program; 3) identify advisory goals that are based on the mission/vision of the school and the school's/students' current realities as well as based in adolescent research; 4) identify a grouping structure (size, mix, and continuity) that promotes social bonding and a positive peer culture, and supports the development of interpersonal and intrapersonal skills; 5) identify an advisory schedule (length, time of day, frequency) that supports the advisory goals; 6) identify rituals, routines, protocols, and key target skill lessons; 7) create a professional development plan to build the knowledge, skills and competencies of advisors; 8) implement a research and evaluation plan to assess program effectiveness; 9) develop a program that links to the wider school context. SIG will also enable the school to expand the number of enrichment programs to more effectively engage and motivate all students in activities which extended their learning, such as Student Leadership Counsel, Broadway, Jr. Art Club and programs through SIG partner SASF for Drum Corp, Basketball, and Modern Dance.

vi. ***School Climate and Discipline.***

Under SIG, the school will continue to grow and refine its school wide positive behavior policies. The engagement of all students in Advisory and after-school activities will enhance student motivated and have a positive impact on the school climate. The after school program will include the following: Drum Corp, Basketball, and Modern Dance. Current after school provision, based on student interests, allows students to enhance their academic lives. Students are able to participate in Student Leadership Council which develops their leadership skills and allows for student voice in the school. Additionally, students participate in Art Club and Broadway Jr enhancing their artistic capacities. All students are invited to attend Saturday Academy which is designed to directly improve their progress in both ELA and Math through small group instruction focusing on CCSS-aligned tasks.

In all after school clubs students are taught how to collaborate and work together towards a common goal whether that goal is raising money for a homeless shelter or putting on a Broadway production. These are needed skills for future success in high school and college and career.

vii. ***Parent and Community Engagement.***

As previously indicated, SIG funding will enable PEACE Academy to undertake the radical review, overhaul and re-launch of its Parent and Community engagement practices. With the support of SIG partner Cambridge Education, the Parent Coordinator will be responsible implementation a range of activities including establishing a Parent University which will enable

parents to gain recognition for attending a range of training programs and workshops. The Parent Coordinator will be responsible implementation a range of will enable parents to gain recognition for attending a range of training programs and workshops.

Key components of this approach will include creating a parent survey to identify community needs for training; building training into in monthly PTA meetings; creating monthly parent newsletters; developing parent workshops based on survey and offer extended workshop on a Saturday at least two times a year. SIG will also provide an additional catalyst for the school to seek support from local community groups, organizations and higher education institutes, organizations, including for example, the Pratt Institute which is located less than two blocks from the school, to support and enrich the Parent University program.

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

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

Decisions about the appropriate training, support, and professional development to be pursued under SIG were made based on staff feedback, school data analysis, and leadership assessments of practice. School data reveals all students fall far below grade level standards, according to the latest iteration of statewide assessments. Throughout the school year, school leaders and staff members have analyzed student level data across core content areas. In full faculty, teacher leader, grade-level, and content area teams, staff members have expressed the need for more support with the implementation of effective instructional practices for all students, and the development of appropriate scaffolds for ELLs and students with disabilities. Additionally, overall school climate and tone have been repeatedly an area of concern, as documented on the Learning Environment Survey as well as staff feedback in meetings and professional development. Throughout these conversations, staff members were asked directly about programs and initiatives that they believe would support the transformation of the overall school culture and student performance.

School leaders also analyze data about student and teacher performance during the school year. School leaders have highlighted the underperformance of ELLs and students with disabilities in the school. Additionally, they have observed trends in teacher ratings that support the need for professional development in the Danielson areas of Using Questioning and Discussion Techniques and Engaging Students in Learning, lesson planning, effective behavior management, effective literacy instruction across disciplines, and engaging math instruction. Each of these topics, along with teacher recommendations formed the core initiatives outlined in this SIG proposal.

ii. Year One Implementation Period. (June 1, 2014, to June 30, 2015).

PD Activity	Target Audience	Organization / Agent Delivering PD	Desired Measurable Outcome	How Outcome will be analyzed and reported
Content area coaching and job embedded PD	All teachers	Cambridge Education	Through regular coaching, teacher effectiveness in all content areas will improve as measured by the *Framework for Effective teaching*	Monitoring of teacher performance using Framework by administrators Subjective reports of coaches Observed instruction
Executive Coaching	School leaders	Cambridge Education	Through regular coaching the school leaders will provide high quality leadership and management of implementation of the improvement plan.	Monthly motoring meetings indicate that all aspects of the SIG plan are on track. Surveys and focus group meetings indicate that the SIG plan is having a positive impact on all identified aspects
Building a Three-Tiered, Restorative Approach to School-wide Discipline	All Teachers	ESR	Through a summer institute, regular coaching and professional development, teachers will use restorative practices that help students repair harm done, repair relationships, and create a culture of community.	Monthly motoring meetings indicate that all aspects of the SIG plan are on track. Surveys and focus group meetings indicate that the SIG plan is having a positive impact on all identified aspects
Designing and Implementing Effective Student Advisory Programs	All Teachers	ESR	Through a summer institute, regular coaching and professional development,	Monthly motoring meetings indicate that all aspects of the SIG plan are on track. Surveys and focus group

			teachers will implement a structured advisory program that aligns to the school's mission and helps students obtain college and career readiness skills.	meetings indicate that the SIG plan is having a positive impact on all identified aspects

vi. Plan for training, support and professional development.

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

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

SIG funding will assist us in securing partnerships with staff developers and trainers who will offer teachers and support staff with training on gaining proficiency across the Danielson Competencies, deepening teachers' fluency of the shifts in instruction for CCSS, and implementing a coherent advisory curriculum to meet the academic and social-emotional needs of every child. Much of this support will be job-embedded happening during the instructional day, including in class support, as well as on staff development days. SIG funds will also be allocated to enable staff members and coaches to meeting and participate in training outside the school day. In addition to the support for teachers Cambridge education will provide Executive Coaching to school leaders on leading and managing change and accelerating improvement planning. One of the key elements of the Executive Coaching approach will include a focus from day 1 on the exit strategy form the SIG grant. In particular this will include how the school will build internal capacity to ensure that the initiatives continue at the end of the three-year SIG funding.

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

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

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

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

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

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

K. Project Plan and Timeline — *4 points*

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

1. Through Executive Coaching and professional development, administration, teacher leaders, dean of student services will manage change and accelerate improvement planning, and build capacity within the school and facilitate a shared vision on the creation, maintenance, and sustainability of a school culture that supports improved student outcomes. This goal will be measured by a reduction in behavioral referrals to the dean and an increase in students' attendance.

2. Teachers will be routinely observed and given actionable feedback using *Danielson's Framework for Teaching*, and based on the data, school administration will collaborate with SIG partners to provide quality coaching and professional development based upon targeted pedagogical needs to have the greatest impact on students' achievement. This will translate into teachers gaining higher Danielson proficiency ratings and higher levels of achievement in ELA, math, social studies, and science.

3. Teachers will provided professional development and coaching around restorative school wide discipline and the implementation of an effective advisory model, resulting in fewer behavioral issues and students' adoption of college and career readiness skills.

ii. Early wins

The 'early wins; that will indicate successful early implementation of the SIG plan will include:

1. Fully active and on-schedule work with partners
2. Professional development in the summer which addresses the need to triangulate, curriculum, assessment and instruction.
3. Restructuring of the school's daily schedule to incorporate the introduction of an effective advisory program which enables the school to address students' social-emotional welfare as well as academic support programs
4. Coaching and support for school leaders as they develop and monitor to improve teacher abilities to realize their beliefs about learning in practice.
5. The creation of a comprehensive plan to foster an environment rich in family engagement and community partnerships

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

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

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

2. By December 1, 2014 suspension rates will be 20% below the 2012-2013 averages. Suspension rate is reported in Online Occurrence Reporting System. The school will conduct monthly safety meetings where suspension data will be shared and analyzed. A data specialist, funded by SIG, will monitor this data, report to administration, who will in-turn create monthly action plans with other key players – counselors, teachers, and school safety agents.

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

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

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Sports & Arts in Schools Foundation 5812 Queens Blvd. Woodside, NY 11377 718-347-8100	1. Brooklyn Collegiate	1. Amote Silas (Principal) 718-922-1145
	2. DeWitt Clinton	2. Santiago Taveras (Principal) 718-543-1000
	3. Jane Addams High School	3. Joel DiBartolomeo (Principal) 718-292-4513
	4. Richmond High School	4. Kim Himonidis (AP) 718-846-3335
	5. Harry S. Truman High School	5. Keri Alfano (Principal) 718-904-5400
	6. Flushing High School	6. James Brown (Principal) 718-888-7500
	7. Frederick Douglas Academy HS	7. Joseph Gates (Principal) 212-491-4107
	8. IS 318 K	8. Leander Whitley (Principal) 718-782-0598
	9. MS 53 Q	9. Shawn Rux (Principal) 718-741-6900
	10. PS 40 K	Leonnie Hibbert (Principal) 718-574-2353
Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)

ESR (attached as separate document)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
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	8.	8.
	9.	9.
	10.	10.
Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Cambridge Education (attached as separate document)	1.	1.
	2.	2.
	3.	3.
	4.	4.
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Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
	1.	1)
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13K596 KNOWLEDGE AND POWER PREP VII MS

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators						
a. Number of minutes in the school year	Min	60390	60390	60390	60390	60390
b. Student participation in State ELA assessment	%	100	95	100	100	100
c. Student participation in State Math assessment	%	100	96	100	100	100
d. Drop-out rate	%	11	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	94%	87%	88%	89%	90%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	2%	14%			
h. Number of discipline referrals	Num	18%	165%			
i. Truancy rate	%	1%	10%	9%	9%	9%
j. Teacher attendance rate	%	96%	90%	90%	90%	90%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20				
m. Hours of professional development to improve leadership and governance	Num	10				
n. Hours of professional development in the	Num	10				

implementation of high quality interim assessments and data-driven action						
II. Academic Indicators						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	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*

131596_SIG

Attachment A
Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Amy Rodriguez Type or print name AMY RODRIGUEZ	2/12/14	
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Charles DeGregorio Signature (in blue ink) C. DeGregorio Type or print name Charles DeGregorio		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Carla Kelly Signature (in blue ink) Carla Kelly Type or print name	2/12/14	

Amy Drever Rodriguez

[redacted]

Professional Experience

February '14 – Present

Principal, Interim Acting, PEACE Academy, Brooklyn, NY

- ***Observation and Assessment*** – using *Danielson's Framework for Effective Teaching,* objectively assess teachers' pedagogy across domains, provide actionable feedback, and make school-wide decisions to increase student outcomes
- ***Data Analyst*** – review and disseminate pertinent school, grade, class and other disaggregate data from Quality Review, Learning Environment Survey, Periodic Assessments, Test Histories, NYstart, and ARIS to pertinent stakeholders and create action plans based upon findings
- ***Professional Developer*** – based on school and staff needs, design and conduct professional development sessions, including Quality Review preparation, Backwards Design, Differentiated Instruction, Danielson Framework, Team Planning, Choice Theory

August '09 – February '14

Assistant Principal, PEACE Academy, Brooklyn, NY

- ***Coordinator of Special Education*** – manage all aspects of the Special Education program, including ensuring Individualized Education Programs are updated in SESIS, CAPS, and ATS, modifications are in place across content areas and during periodic assessments and statewide tests
- ***Manager of English as a Second Language*** – assure all ESL students are identified through administration of the Home Language Survey, the LAB-R, and NYSESLAT, coordinate ESL pull-outs to make sure mandated amount of minutes are met, advocate for appropriate testing modifications
- ***Supervisor of Humanities Department*** - oversee teachers in English Language Arts, Social Studies, and Spanish departments with curriculum maps, lesson plans and units for instruction to align with city, state, and new CCLS
- ***Data Analyst*** – review and disseminate pertinent school, grade, class and other disaggregate data from Quality Review, Learning Environment Survey, Periodic Assessments, Test Histories, NYstart, and ARIS to

pertinent stakeholders and create action plans based upon findings

- ***Professional Developer*** – based on school and staff needs, design and conduct professional development sessions, including Quality Review preparation, Backwards Design, Differentiated Instruction, Danielson Framework, Team Planning, Choice Theory
- ***Co-Test Coordinator*** – facilitate, manage, and oversee the ordering, receipt, distribution and return of secure test materials, and oversee that mandated protocols are followed
- ***Dean*** - attend meetings and conferences with administration, teachers, and/or parents to assess students' academic and socio-emotional needs with the focus to improve instruction
- ***Co-chair School Leadership Team*** - work with team to update CEP and to create and maintain effective school-wide policies

June '07 – August '09

Coordinator, Knowledge and Power Preparatory Academy VII, Brooklyn, NY

- Work with faculty in planning and implementing KAPPA VII essential features
- Serve as *Inquiry Team Chairperson*, providing professional development to staff in collecting data on Inquiry Team Target Population to gather disseminate best teaching practices school-wide
- Act as *Data Specialist* to ensure purity of data in all school-based data systems
- *Co-chair School Leadership Team* meetings, working with team to update CEP and to create and maintain effective school-wide policies
- Act as *Testing Coordinator* to ensure all mandated testing protocols are followed
- Teach sixth grade Humanities course to supplement low-functioning 6th grade ELA students
- Manage Academic Intervention extended day program three times a week

July '05 – April '07

Literacy Coach, Knowledge and Power Preparatory Academy II, New York, NY

- Lead professional development workshops to school staff, specializing in *Understanding by Design*, data-driven instruction, test preparation across content areas and within real life contexts
- Provide professional development at weekly English

Language Arts department meetings
- Collect skills-based data from student work, including informal and formal assessments, anchor projects, and homework samples
- Model best practices and lessons within classrooms
- Turnkey professional development received from off-site sources

August '03 – June '05

Teacher, Knowledge and Power Preparatory Academy III, Bronx, NY
- Provide multi-tiered, differentiated instruction in English Language Arts, News & Technology
- Design units and lesson plans around NYS Standards and *Understanding by Design* concepts
- Implement all Essential Features, as outlined by Replications, Inc.
- *Chairperson*, School Leadership Team - '04-'05 School Year
- *Professional Development Facilitator*, specializing in Backwards Design, Tuning Protocol, and Critical Friends workshops

August '01 - June '03

Assistant Merchandising Manager, Scholastic Store Online, Scholastic, Inc.
- Gather, manage and maintain data for tracking, planning, and uploading product into online store
- Act as liaison with other business units and vendors for data acquisition, including managing and collaborating with copy and image resources to ensure timely asset delivery
- Review product from industry shows and vendor recommendations for assortment consideration

September '00 - June '01

Assistant Internet Producer, Scholastic, Inc.
- Oversee production and maintenance of 1000+ online pages monthly
- Act as liaison between development and business units
- Troubleshoot problems/defects in development and live environments
- Create functionality specification, sitemap & screen flows for summer website

June '99 - September '00

Executive Assistant & Office Manager, Scholastic, Inc.
- Provide administrative support to executives, including acting as contact to facilities, operations, and network services

- Complete and submit expense reports

August '98 - December '98 **Public Relations Intern**, Office of News & Media Relations, Frostburg State University

- Write news releases and feature stories
- Interview faculty members and students for campus publications
- Gather data and perform campus research

July '98 **Resident/Teacher's Assistant**, Summer Institute for the Gifted, Vassar Campus

- Supervise and counsel camp counselors and 46 adolescent females
- Assist teaching *Introduction to Psychology* and *Brain, Mind, and Human Behavior* classes

Education

August '09 **School Building Leader Professional Certificate**
CITE, College of St. Rose; Albany, NY

May '05 **Masters of Education**, Common Branch
Mercy College; Dobbs Ferry, NY

December '98 **Bachelor of Science in Psychology**; Minor: Writing, *Magna Cum Laude*
University of Maryland: Frostburg; Frostburg, MD

Certifications/Activities

April '10 Learning and the Brain Conference Attendee, Washington, DC

August '09 School Building Leader, *Initial Certificate*

June '09 CPR Certified

June '05 Permanent Teacher Certification, *Common Branch K-6*

i. **Use of Time.**

Period	Mon, Tues, Wed, Thurs	Friday	Activity
0	7:40 – 8:17		Advisory (M-Th); Core Instructional Time (F)
1	8:17 – 9:05	7:40 – 8:21	Core Instructional Time
2	9:05 – 9:52	8:21 – 9:02	Core Instructional Time
3	9:52 – 10:39	9:02 – 9:43	Core Instructional Time
4	10:39 – 11:26	9:43 – 10:24	Lunch (M-Th) Core Instructional Time (F)
5	11:26 – 12:13	10:24 – 11:05	Core Instructional Time
6	12:13 – 1:00	11:05 – 11:46	Core Instructional Time
7	1:00 – 1:47	11:46 – 12:27	Core Instructional Time
8	1:47 – 2:37	12:27 – 1:10	Core Instructional Time
	2:37 – 5:30	1:20 – 2:20	Students' After School Program (M-Th)/Teacher PD (F)

i. **Calendar of events for the 2014-2015 school year**

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

	– Commence end of year conferences with teachers to assess goals and summative rating – Administrators continue formal observations (Round 2)
June 2015	– Administrators conclude formal observation (2nd Round) – Conclude end of year conferences – Review end of year data to set initial goals for 2015-2106

i. Year One Implementation Period. (June 1, 2014, to June 30, 2015).

PD Activity	Target Audience	Organization / Agent Delivering PD	Desired Measurable Outcome	How Outcome will be analyzed and reported
Content area coaching and job embedded PD	All teachers	Cambridge Education	Through regular coaching, teacher effectiveness in all content areas will improve as measured by the *Framework for Effective teaching*	Monitoring of teacher performance using Framework by administrators Subjective reports of coaches Observed instruction
Executive Coaching	School leaders	Cambridge Education	Through regular coaching the school leaders will provide high quality leadership and management of implementation of the improvement plan.	Monthly motoring meetings indicate that all aspects of the SIG plan are on track. Surveys and focus group meetings indicate that the SIG plan is having a positive impact on all identified aspects
Building a Three-Tiered, Restorative Approach to School-wide Discipline	All Teachers	ESR	Through a summer institute, regular coaching and professional development, teachers will use restorative practices that help students repair harm done, repair relationships, and create a culture of community.	Monthly motoring meetings indicate that all aspects of the SIG plan are on track. Surveys and focus group meetings indicate that the SIG plan is having a positive impact on all identified aspects
Designing and Implementing Effective Student	All Teachers	ESR	Through a summer institute, regular coaching and	Monthly motoring meetings indicate that all aspects of the SIG plan are on track.

Advisory Programs			professional development, teachers will implement a structured advisory program that aligns to the school's mission and helps students obtain college and career readiness skills.	Surveys and focus group meetings indicate that the SIG plan is having a positive impact on all identified aspects

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Sports & Arts in Schools Foundation 5812 Queens Blvd. Woodside, NY 11377 718-347-8100	1. Brooklyn Collegiate	1. Amote Silas (Principal) 718-922-1145
	2. DeWitt Clinton	2. Santiago Taveras (Principal) 718-543-1000
	3. Jane Addams High School	3. Joel DiBartolomeo (Principal) 718-292-4513
	4. Richmond High School	4. Kim Himonidis (AP) 718-846-3335
	5. Harry S. Truman High School	5. Keri Alfano (Principal) 718-904-5400
	6. Flushing High School	6. James Brown (Principal) 718-888-7500
	7. Frederick Douglas Academy HS	7. Joseph Gates (Principal) 212-491-4107
	8. IS 318 K	8. Leander Whitley (Principal) 718-782-0598
	9. MS 53 Q	9. Shawn Rux (Principal) 718-741-6900
	10. PS 40 K	Leonnie Hibbert (Principal) 718-574-2353
Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
ESR (attached as	1.	1.

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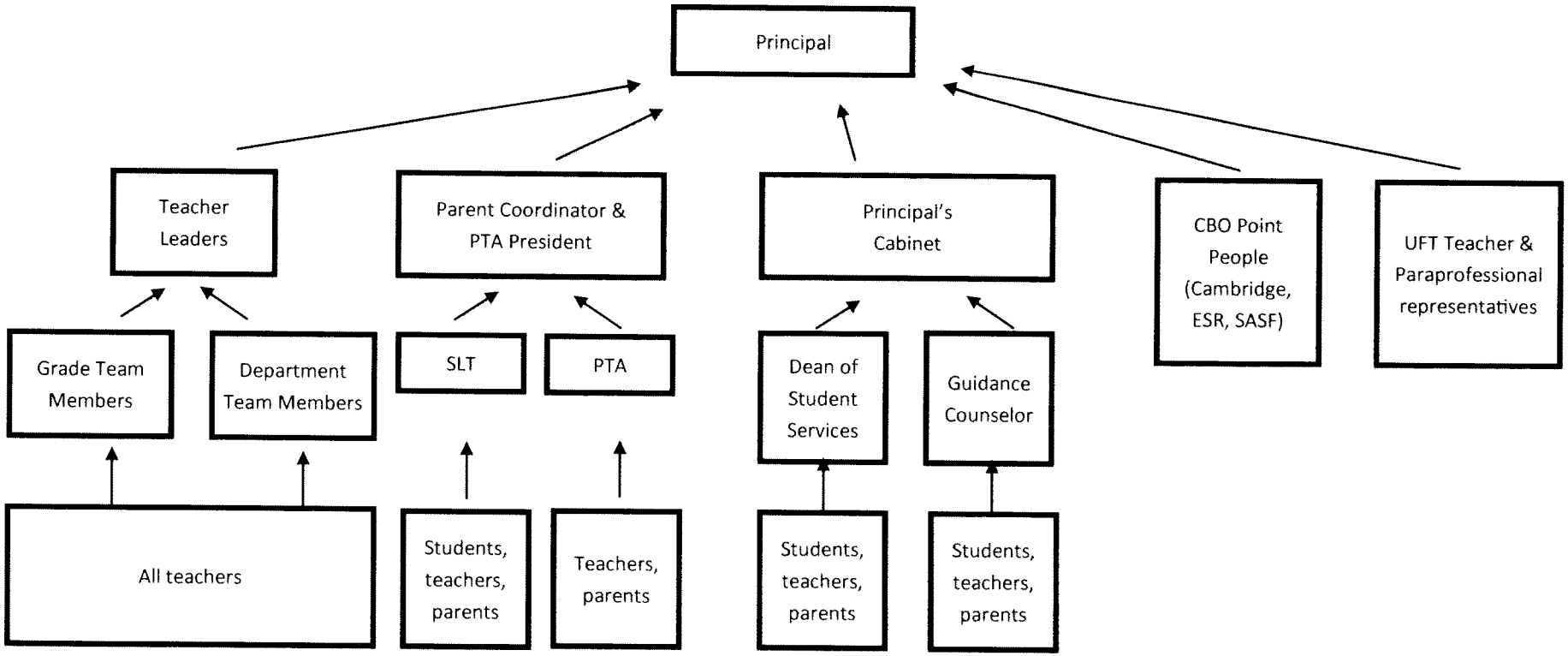
	1.	1)
	2.	2)
	3.	3)
	4.	4)
	5.	5)

	6.	6)
	7.	7)
	8.	8)
	9.	9)
	10.	10)

Attachment G, PEACE Academy School Organizational Chart



William J. Dean Technical High School
Contact: William Diehl
Collaborative for Educational Services
97 Hawley Street
Northampton, MA 01060
(413) 586-4900
wdiehl@collaborative.org

Background

During the 2010-11 school year, the Massachusetts Department of Elementary and Secondary Education (DESE) required the Holyoke School District to adopt the Restart Model as its turnaround approach for the William J. Dean Vocational Technical High School (Dean Tech), which the state had taken over, and to contract with an educational management organization (EMO) to manage the school. The Collaborative for Educational Services (CES) served as the EMO for Dean Tech from late July 2011 through June 2013, and CES contracted ESR to provide services for the 2012-13 school year.

In August 2012 ESR began to assemble a data snapshot of students at the school: nearly 50% of the population were identified to receive special education services, over 90% qualified for free or reduced lunch, close to 10% homeless, and 35% identified as English Language Learners (ELL).

Plans Formulated/ Actions Taken

CES contracted ESR to provide training in Guided Discipline and Personalized Support as a more structured and comprehensive model for providing behavior supports and interventions and increasing student engagement in the classroom. Guided Discipline also contributes to strengthening school culture and improving school climate. This approach provided teachers structures and strategies for:

- Integrating principles of prevention, resiliency, and youth development into classroom management to create a healthier and more supportive classroom environment
- Fostering habits of learning and self-discipline among students
- Pro-actively identifying and avoiding potential discipline problems, and avoiding escalation of confrontations when they occur with students
- Addressing more disciplinary problems in the classroom without using office referrals

Positive Outcomes

The initial impacts of the work on climate and culture created a renewed sense of ownership of the school, an increase in student average daily attendance, and a dramatic decrease in the number of suspensions. This trend continued for the full year, resulting in the following data in the 2012-13 school year released by the MA Department of Elementary and Secondary Education (DESE) in January of 2014:

- 4-year graduation rate was 39.3% - low, but much improved from 27.5% in 2011-12 and 24.6% in 2010-11. This is an increase of 43% from 2011-2012. The 4-year adjusted graduation rate was 45.6%

- Decreased the dropout rate from 15.2% in 2011 to 10.1%. This is a decrease of 50% from 2011.
- Increased the average daily attendance from 79% in 2009 to 87%
- ELL student graduation - 26.4% (up from 11.1% in 2012 and 15.6% in 2011). This is an increase of 138% from 2012.
- Students with special needs graduation - 24.6% - (up from 15% in 2012 and only 5.7% in 2011). This is an increase of 64% from 2012.

Results reported by an independent evaluator in September of 2013 indicate further direct results from the work that ESR did with Dean Tech in the 2012-13 school year:

- Decreased the suspension rate from 50% to 24%.
- Decreased the number of referrals to in-house suspension from 784 to 89
- Decreased the number of arrests from 35 to 5

Academic outcomes through the 2012 school year*:

- *MCAS Performance*: CPI for 10th Grade ELA improved from 72 in 2011 to 76 in 2012.

*Results from the 2013 school year have not yet been released.

Testimonial

Bill Diehl, Deputy Director for the Collaborative for Educational Services, the former EMO of Dean Technical High School in Holyoke, MA said, *"The baseline data for Dean Tech (2009-10) showed that the suspension rate was 72.2%, the highest in a city that had been cited as the fifth worst offender in the entire United States for suspending Latino students. Between absences and suspensions, on average, students were missing about 30% of the school year and less than 25% were graduating. With the help of ESR's Guided Discipline in the classrooms, and the schoolwide focus on restorative, rather than punitive discipline practices, by 2012-13 the suspension rate was reduced to 23.9%."*

Fiscal Performance

ESR is in a strong financial position. Over the last five years, our unrestricted net assets have increased by a total of $194,599. Our net unrestricted assets as of the close of our most recent fiscal year, June 30, 2013, were $1,469,851. Our annual revenue during this five year period ranged from $2,173,018 to $3,279,010.

ESR - Trend Summary Financial Data					
	2009	2010	2011	2012	2013
Unrestricted net assets	$1,275,252	$1,429,041	$1,708,389	$1,710,926	$1,469,851
Increase (decrease) in unrestricted net assets	$346,651	$153,789	$279,348	$2,537	$(241,075)

Bronx Design and Construction Academy (BDCA)
333 East 151st St.
Bronx, NY 10451
Contact: Matthew Williams
(718) 402-7690
mwilliams@bdxdca.org

Background

Bronx Design and Construction Academy (BDCA) aims to prepare students for college while providing hands-on training in construction trades or architectural drafting. The school opened in 2011 in the poorest congressional district in the nation, and it won't graduate its first class until 2015, but early signs indicate it has the momentum, focus and dedicated faculty needed to succeed where other CTE (Career and Technical Education) schools have struggled. 92% of BDCA's students qualify for free or reduced lunch, and their demographic makeup is 68% Latino, 28% Black, 2% Asian, and 1% White, with 20% of students identified as English Language Learners.

Plans Formulated/Actions Taken

ESR has served as a primary thought partner with BDCA since before the school opened. ESR coaches, collaborates and consults with BDCA leadership, faculty and staff implementing the High-Performing, High-Achieving Classrooms model, with a strong emphasis on schoolwide culture and discipline, and advisory. The overarching goal is to help them build a safe, orderly and respectful school climate, high performing classrooms, and a socially responsible school culture that supports healthy development, academic success, and postsecondary access for all students.

Positive Outcomes

For those students coming into BDCA in the 2011-12 school year at or above grade level gains came quickly. For those coming in one or more years behind grade level, the gains are equally impressive, and subsequent cohorts of incoming students are faring at least as well as the original group.

3-year gains by subject area for students entering in 2011-12:

Subject	Entering at/above grade level	Year 3 growth	2 or more years below grade level	Year 3 growth
Reading	50%	200%	50%	38%
Writing	40%	320%	60%	146% ≥Level 2
Algebra	36%	440%	64%	35%

68% of students earned at least 10 credits in the first year the school was in operation, with 36% of students in the lowest third earning 10+ credits. The school also boasts an 84.5% attendance record.

Regents Pass Rate

BDCA students had exemplary Regents passing rates compared to their peers citywide.

Subject	BDCA	Citywide
Algebra	36%	14%
LE	79%	42%
Global	68%	43%
English	74%	30%

Testimonial

Assistant principal Abby Lovett says, *"Guided Discipline works for students. We model for students the way to treat each other and it becomes natural for students, like visiting a town where everyone is friendly. It creates a culture of communication and it empowers students. The students don't want to leave!"*

Fiscal Performance

ESR is in a strong financial position. Over the last five years, our unrestricted net assets have increased by a total of $194,599. Our net unrestricted assets as of the close of our most recent fiscal year, June 30, 2013, were $1,469,851. Our annual revenue during this five year period ranged from $2,173,018 to $3,279,010.

ESR - Trend Summary Financial Data					
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Increase (decrease) in unrestricted net assets	$346,651	$153,789	$279,348	$2,537	$(241,075)

Queens Preparatory Academy
143-10 Springfield Boulevard
Queens, NY 11413
Contact: Tashon Haywood
shon1003@gmail.com
(718) 712-2304

Background

Queens Preparatory Academy (QPA) opened in the Springfield Gardens High School complex in 2005. It was one of 40 city high schools selected to participate in the Expanded Success Initiative (ESI), a program that began during the 2012-13 school year to improve college and career-readiness rates for Black and Latino boys. The school's small size (less than 500 students) allows it to provide personalized attention to students, most of whom are ill-prepared for high school. QPA's students are 80% Black, 10% Latino, 5% Asian, and 1% White, with English Language Learners making up 5% of the student population.

Plans Formulated/Actions Taken

Beginning with the 2012-13 school year, ESR has provided professional learning and embedded coaching services that create High-Performing, High-Achieving Classrooms, where teachers maximize their capacity to create safe, caring, engaging and rigorous classrooms. Through institutes, embedded team coaching, targeted proficiency modules and a peer classroom visitation model, teachers have learned and are implementing a range of research-based instructional strategies and classroom management practices, protocols and procedures that support student achievement, engagement and disciplined classroom environments. In these classrooms, students move from being passive recipients of academic content to active learners who develop core habits of learning and academic behaviors and mindsets that enable each and every student to set goals, assess their progress, persist in difficult tasks and develop authentic strategies to tackle the Common Core standards and master complex academic content.

For the 2013-14 school year the work includes instructional rounds and facilitation of professional learning sessions. At these sessions, instructional rounds data will be shared with grade level teams and teachers will focus on the practice of group learning protocols. In particular, QPA is interested in supporting teachers in 1) modeling, teaching, practicing and assessing expected behaviors for each protocol 2) distributing cognitive demand in group tasks in order to foster robust student-to-student discussions and enable the teacher to assess student learning rather than mediate student participation.

Positive Outcomes

Although the work with ESR began only a year ago, principal Tashon Haywood reports that QPA had a 30 percent increase in 11th graders earning 10 credits or more, which is a NYC metric. She feels there was a direct impact in the work ESR did with the 11th grade team last year in terms of increasing teacher efficacy.

Fiscal Performance

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High Point Academy (HPA)
6750 Dunkirk Street
Aurora, CO 80019
Contact: Terry Croy-Lewis
(303) 217-5152
tcroylewis@highpointacademy.net

Background

High Point Academy is a free public charter school serving students in preschool through eighth grade founded in 2006 by a group of parents and local business, civic, and educational leaders. The founders sought to create a school focused not only on high academic standards, but also on character education, community involvement, technology, language, and wellness. HPA has a diverse student body with 33% Black, 33% White, 27% Latino, 6% Asian, and 1% Native American, and 26% are English Language Learners.

Plans Formulated/Actions Taken

In the spring of 2011 HPA partnered with ESR to provide the High-Performing, High-Achieving classrooms program. In the 2011-12 school year, the school began full implementation of HPHA with middle school staff. In 2012-13 the school continued work with HPHA, and began planning for Advisory that launched with students in January of that year. For 2013-14, work continues on HPHA from grades K-8, along with full implementation of Advisory
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  - Respect Vs. Disrespect
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Positive Outcomes

Since implementing the High-Performing, High-Achieving Classroom and an advisory program, HPA reports the following changes in key outcomes:

- Failure Rates (D's and F's)
  - 2012/2013 Quarter 1 = 91 (total D's or F's on final report cards)
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- Referral data
  - 2012/2013 Quarter 1 = 66
  - 2013/2014 Quarter 1 = 59

Testimonial

Assistant principal Kelle Bongard says, *"ESR has really given our middle school a purpose. It brought in some beliefs and core practices about engaging students and about relationships with students so now we don't just have one or two outstanding teachers we have a whole team. They're all working together to make sure our students are not only prepared academically but that they have core beliefs about social things, that they do the right thing when no one is watching."*

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Attachment C

Evidence of Partner Effectiveness Chart

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

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

William J. Dean Technical High School
Contact: William Diehl
Collaborative for Educational Services
97 Hawley Street
Northampton, MA 01060
(413) 586-4900
wdiehl@collaborative.org

Background

During the 2010-11 school year, the Massachusetts Department of Elementary and Secondary Education (DESE) required the Holyoke School District to adopt the Restart Model as its turnaround approach for the William J. Dean Vocational Technical High School (Dean Tech), which the state had taken over, and to contract with an educational management organization (EMO) to manage the school. The Collaborative for Educational Services (CES) served as the EMO for Dean Tech from late July 2011 through June 2013, and CES contracted ESR to provide services for the 2012-13 school year.

In August 2012 ESR began to assemble a data snapshot of students at the school: nearly 50% of the population were identified to receive special education services, over 90% qualified for free or reduced lunch, close to 10% homeless, and 35% identified as English Language Learners (ELL).

Plans Formulated/ Actions Taken

CES contracted ESR to provide training in Guided Discipline and Personalized Support as a more structured and comprehensive model for providing behavior supports and interventions and increasing student engagement in the classroom. Guided Discipline also contributes to strengthening school culture and improving school climate. This approach provided teachers structures and strategies for:

- Integrating principles of prevention, resiliency, and youth development into classroom management to create a healthier and more supportive classroom environment
- Fostering habits of learning and self-discipline among students
- Pro-actively identifying and avoiding potential discipline problems, and avoiding escalation of confrontations when they occur with students
- Addressing more disciplinary problems in the classroom without using office referrals

Positive Outcomes

The initial impacts of the work on climate and culture created a renewed sense of ownership of the school, an increase in student average daily attendance, and a dramatic decrease in the number of suspensions. This trend continued for the full year, resulting in the following data in the 2012-13 school year released by the MA Department of Elementary and Secondary Education (DESE) in January of 2014:

- 4-year graduation rate was 39.3% - low, but much improved from 27.5% in 2011-12 and 24.6% in 2010-11. This is an increase of 43% from 2011-2012. The 4-year adjusted graduation rate was 45.6%

- Decreased the dropout rate from 15.2% in 2011 to 10.1%. This is a decrease of 50% from 2011.
- Increased the average daily attendance from 79% in 2009 to 87%
- ELL student graduation - 26.4% (up from 11.1% in 2012 and 15.6% in 2011). This is an increase of 138% from 2012.
- Students with special needs graduation - 24.6% - (up from 15% in 2012 and only 5.7% in 2011). This is an increase of 64% from 2012.

Results reported by an independent evaluator in September of 2013 indicate further direct results from the work that ESR did with Dean Tech in the 2012-13 school year:

- Decreased the suspension rate from 50% to 24%.
- Decreased the number of referrals to in-house suspension from 784 to 89
- Decreased the number of arrests from 35 to 5

Academic outcomes through the 2012 school year*:

- *MCAS Performance*: CPI for 10th Grade ELA improved from 72 in 2011 to 76 in 2012.

*Results from the 2013 school year have not yet been released.

Testimonial

Bill Diehl, Deputy Director for the Collaborative for Educational Services, the former EMO of Dean Technical High School in Holyoke, MA said, *"The baseline data for Dean Tech (2009-10) showed that the suspension rate was 72.2%, the highest in a city that had been cited as the fifth worst offender in the entire United States for suspending Latino students. Between absences and suspensions, on average, students were missing about 30% of the school year and less than 25% were graduating. With the help of ESR's Guided Discipline in the classrooms, and the schoolwide focus on restorative, rather than punitive discipline practices, by 2012-13 the suspension rate was reduced to 23.9%."*

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Bronx Design and Construction Academy (BDCA)
333 East 151st St.
Bronx, NY 10451
Contact: Matthew Williams
(718) 402-7690
mwilliams@bdxdca.org

Background

Bronx Design and Construction Academy (BDCA) aims to prepare students for college while providing hands-on training in construction trades or architectural drafting. The school opened in 2011 in the poorest congressional district in the nation, and it won't graduate its first class until 2015, but early signs indicate it has the momentum, focus and dedicated faculty needed to succeed where other CTE (Career and Technical Education) schools have struggled. 92% of BDCA's students qualify for free or reduced lunch, and their demographic makeup is 68% Latino, 28% Black, 2% Asian, and 1% White, with 20% of students identified as English Language Learners.

Plans Formulated/Actions Taken

ESR has served as a primary thought partner with BDCA since before the school opened. ESR coaches, collaborates and consults with BDCA leadership, faculty and staff implementing the High-Performing, High-Achieving Classrooms model, with a strong emphasis on schoolwide culture and discipline, and advisory. The overarching goal is to help them build a safe, orderly and respectful school climate, high performing classrooms, and a socially responsible school culture that supports healthy development, academic success, and postsecondary access for all students.

Positive Outcomes

For those students coming into BDCA in the 2011-12 school year at or above grade level gains came quickly. For those coming in one or more years behind grade level, the gains are equally impressive, and subsequent cohorts of incoming students are faring at least as well as the original group.

3-year gains by subject area for students entering in 2011-12:

Subject	Entering at/above grade level	Year 3 growth	2 or more years below grade level	Year 3 growth
Reading	50%	200%	50%	38%
Writing	40%	320%	60%	146% ≥Level 2
Algebra	36%	440%	64%	35%

68% of students earned at least 10 credits in the first year the school was in operation, with 36% of students in the lowest third earning 10+ credits. The school also boasts an 84.5% attendance record.

Regents Pass Rate

BDCA students had exemplary Regents passing rates compared to their peers citywide.

Subject	BDCA	Citywide
Algebra	36%	14%
LE	79%	42%
Global	68%	43%
English	74%	30%

Testimonial

Assistant principal Abby Lovett says, *"Guided Discipline works for students. We model for students the way to treat each other and it becomes natural for students, like visiting a town where everyone is friendly. It creates a culture of communication and it empowers students. The students don't want to leave!"*

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Queens Preparatory Academy
143-10 Springfield Boulevard
Queens, NY 11413
Contact: Tashon Haywood
shon1003@gmail.com
(718) 712-2304

Background

Queens Preparatory Academy (QPA) opened in the Springfield Gardens High School complex in 2005. It was one of 40 city high schools selected to participate in the Expanded Success Initiative (ESI), a program that began during the 2012-13 school year to improve college and career-readiness rates for Black and Latino boys. The school's small size (less than 500 students) allows it to provide personalized attention to students, most of whom are ill-prepared for high school. QPA's students are 80% Black, 10% Latino, 5% Asian, and 1% White, with English Language Learners making up 5% of the student population.

Plans Formulated/Actions Taken

Beginning with the 2012-13 school year, ESR has provided professional learning and embedded coaching services that create High-Performing, High-Achieving Classrooms, where teachers maximize their capacity to create safe, caring, engaging and rigorous classrooms. Through institutes, embedded team coaching, targeted proficiency modules and a peer classroom visitation model, teachers have learned and are implementing a range of research-based instructional strategies and classroom management practices, protocols and procedures that support student achievement, engagement and disciplined classroom environments. In these classrooms, students move from being passive recipients of academic content to active learners who develop core habits of learning and academic behaviors and mindsets that enable each and every student to set goals, assess their progress, persist in difficult tasks and develop authentic strategies to tackle the Common Core standards and master complex academic content.

For the 2013-14 school year the work includes instructional rounds and facilitation of professional learning sessions. At these sessions, instructional rounds data will be shared with grade level teams and teachers will focus on the practice of group learning protocols. In particular, QPA is interested in supporting teachers in 1) modeling, teaching, practicing and assessing expected behaviors for each protocol 2) distributing cognitive demand in group tasks in order to foster robust student-to-student discussions and enable the teacher to assess student learning rather than mediate student participation.

Positive Outcomes

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Enabling Sustainable Change through Partnerships: Evidence of Impact

February 2014

Cambridge Education

New York City Children First Network 103

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

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

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

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

Newark, New Jersey (2010-2011)

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

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

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

Chambliss Elementary School, Sussex VA

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

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

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

Prince Edward High School, VA LTP 2010 -2013

Initial Impact:

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

Overall Performance

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

African American Achievement

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

Economically Disadvantaged

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

Special Needs

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

Sustainable Impact:

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

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

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

Position relative to all high schools in the state:

English: Reading

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

English: Writing

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

Mathematics

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

Science

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

History and Social Science

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

Bryan Elementary School, Hampton, VA (2013)

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

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

Illinois Lead Turnaround Partner

Cahokia High School (CHS), Illinois

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

Overview of year 1

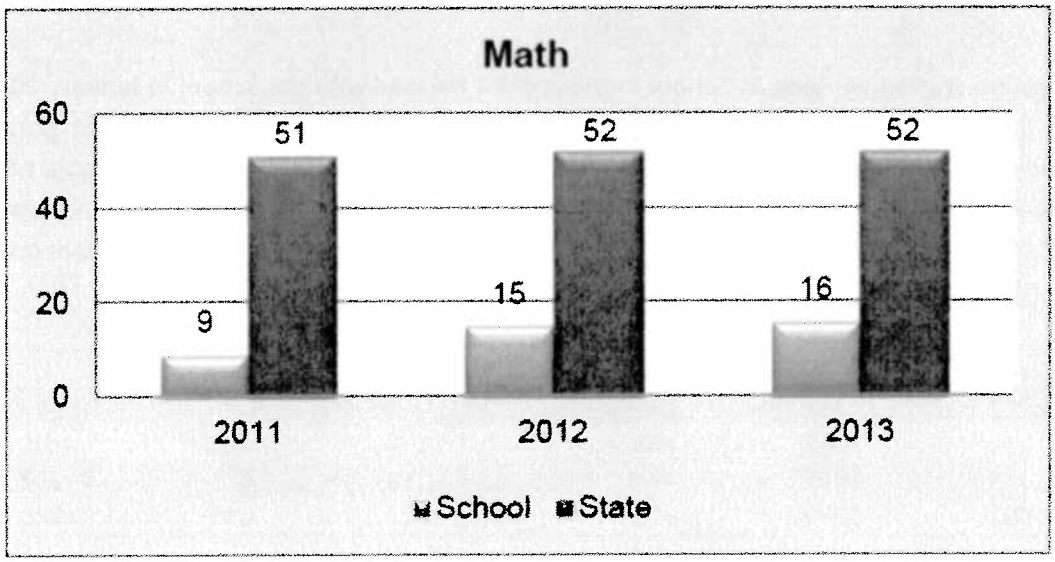
All performance indicators showed some improvement over the first year and the SIG goal for improving attendance was met. Although Prairie State Assessment Examination (PSAE) results improved, goals were not fully met. Nevertheless, secure foundations had been established on which to pursue significantly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

Goal 1

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

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

Figure 2.1: Percentage of All Students in the Meets/Exceeds Category for Math PSAE



Although the increase from 2012 to 2013 was modest at just over 1%, the math PSAE at 16% was slightly below the target of 18%; this compares favorably with a slight fall across the State. Informal data also suggests that this was the largest increase by any school in our SIG cohort.

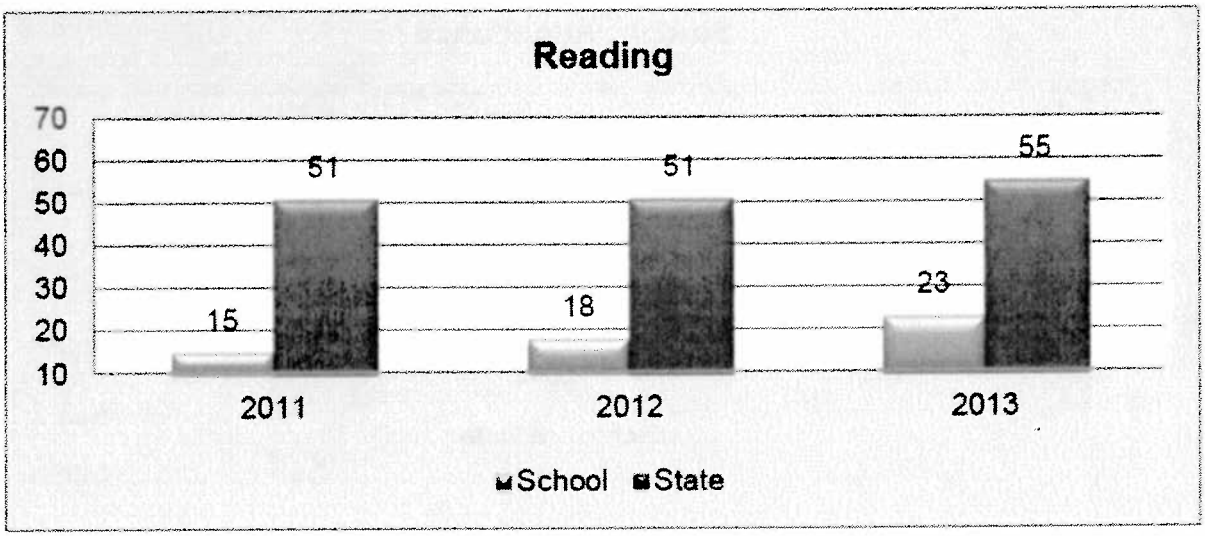
There was little difference in the performance of male and female students. This contrasts with the previous two years when the proportion of female students who met or exceeded was much lower than the proportion of males.

Goal 2

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

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

Figure 2.2 Percentage of All Students in the Meets/Exceeds Category for Reading PSAE



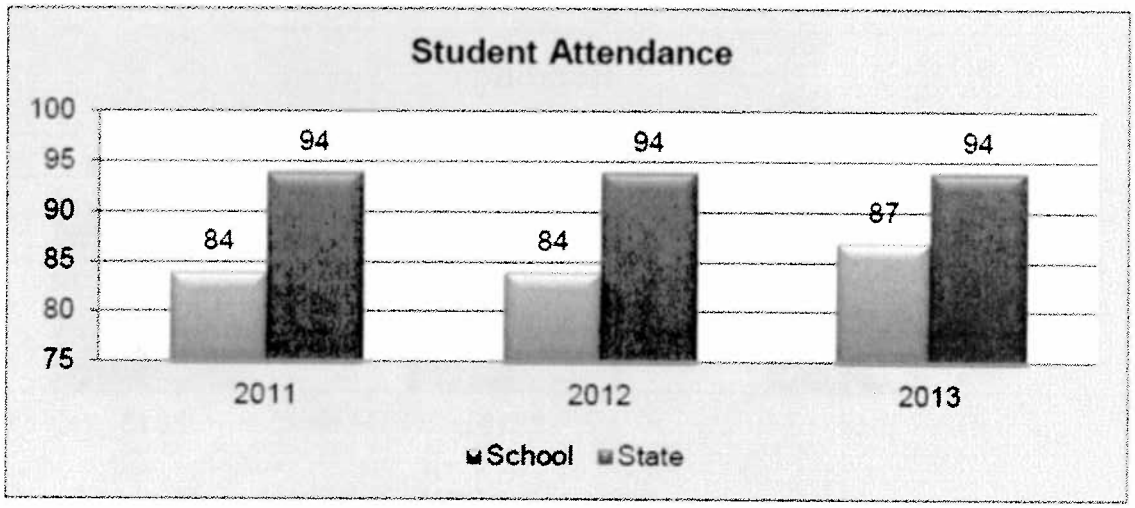
While the target of 30% was not reached, the increase in reading was ahead of that for the State and informal data shows that this was the second largest in our SIG cohort. Female students performed much higher than male students in both SY 2012-13 and 2010-11.

Goal 3

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

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

Figure 2.3. Student Attendance Rates



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

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

Other Indicators

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

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

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

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

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

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

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

13IC596_SIG

Attachment A
Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Amy Rodriguez Type or print name AMY RODRIGUEZ	2/12/14	
Teachers Union President / Lead Charles DeGregorio Signature (in blue ink) C DeGregorio Type or print name Charles DeGregorio	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Parent Group President / Lead Carla Kelly Signature (in blue ink) Carla Kelly Type or print name	Date 2/12/14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.

13IC596

13K596 KNOWLEDGE AND POWER PREP VII MS

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators						
a. Number of minutes in the school year	Min	60390	60390	60390	60390	60390
b. Student participation in State ELA assessment	%	100	95	100	100	100
c. Student participation in State Math assessment	%	100	96	100	100	100
d. Drop-out rate	%	11	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	94%	87%	88%	89%	90%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	2%	14%			
h. Number of discipline referrals	Num	18%	165%			
i. Truancy rate	%	1%	10%	9%	9%	9%
j. Teacher attendance rate	%	96%	90%	90%	90%	90%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20				
m. Hours of professional development to improve leadership and governance	Num	10				
n. Hours of professional development in the	Num	10				

implementation of high quality interim assessments and data-driven action						
II. Academic Indicators						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	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 – (total absent days/total active days)

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

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

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

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

l. Hours of professional development to improve teacher performance

This may include the following types of professional development activities:

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

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

m. Hours of professional development to improve leadership and governance

n. This may include the following types of professional development activities:

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

	historically underserved students will enroll

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

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

II. Academic Indicators

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

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

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

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

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

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

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

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

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

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

13K596

Amy Dreyer Rodriguez

[redacted]

Professional Experience

February '14 – Present

Principal, Interim Acting, PEACE Academy, Brooklyn, NY

- ***Observation and Assessment*** – using *Danielson's Framework for Effective Teaching,* objectively assess teachers' pedagogy across domains, provide actionable feedback, and make school-wide decisions to increase student outcomes
- ***Data Analyst*** – review and disseminate pertinent school, grade, class and other disaggregate data from Quality Review, Learning Environment Survey, Periodic Assessments, Test Histories, NYstart, and ARIS to pertinent stakeholders and create action plans based upon findings
- ***Professional Developer*** – based on school and staff needs, design and conduct professional development sessions, including Quality Review preparation, Backwards Design, Differentiated Instruction, Danielson Framework, Team Planning, Choice Theory

August '09 – February '14

Assistant Principal, PEACE Academy, Brooklyn, NY

- ***Coordinator of Special Education*** – manage all aspects of the Special Education program, including ensuring Individualized Education Programs are updated in SESIS, CAPS, and ATS, modifications are in place across content areas and during periodic assessments and statewide tests
- ***Manager of English as a Second Language*** – assure all ESL students are identified through administration of the Home Language Survey, the LAB-R, and NYSESLAT, coordinate ESL pull-outs to make sure mandated amount of minutes are met, advocate for appropriate testing modifications
- ***Supervisor of Humanities Department*** - oversee teachers in English Language Arts, Social Studies, and Spanish departments with curriculum maps, lesson plans and units for instruction to align with city, state, and new CCLS
- ***Data Analyst*** – review and disseminate pertinent school, grade, class and other disaggregate data from Quality Review, Learning Environment Survey, Periodic Assessments, Test Histories, NYstart, and ARIS to

pertinent stakeholders and create action plans based upon findings

- ***Professional Developer*** – based on school and staff needs, design and conduct professional development sessions, including Quality Review preparation, Backwards Design, Differentiated Instruction, Danielson Framework, Team Planning, Choice Theory
- ***Co-Test Coordinator*** – facilitate, manage, and oversee the ordering, receipt, distribution and return of secure test materials, and oversee that mandated protocols are followed
- ***Dean*** - attend meetings and conferences with administration, teachers, and/or parents to assess students' academic and socio-emotional needs with the focus to improve instruction
- ***Co-chair School Leadership Team*** - work with team to update CEP and to create and maintain effective school-wide policies

June '07 – August '09

Coordinator, Knowledge and Power Preparatory Academy VII, Brooklyn, NY

- Work with faculty in planning and implementing KAPPA VII essential features
- Serve as *Inquiry Team Chairperson*, providing professional development to staff in collecting data on Inquiry Team Target Population to gather disseminate best teaching practices school-wide
- Act as *Data Specialist* to ensure purity of data in all school-based data systems
- *Co-chair School Leadership Team* meetings, working with team to update CEP and to create and maintain effective school-wide policies
- Act as *Testing Coordinator* to ensure all mandated testing protocols are followed
- Teach sixth grade Humanities course to supplement low-functioning 6th grade ELA students
- Manage Academic Intervention extended day program three times a week

July '05 – April '07

Literacy Coach, Knowledge and Power Preparatory Academy II, New York, NY

- Lead professional development workshops to school staff, specializing in *Understanding by Design*, data-driven instruction, test preparation across content areas and within real life contexts
- Provide professional development at weekly English

Language Arts department meetings
- Collect skills-based data from student work, including informal and formal assessments, anchor projects, and homework samples
- Model best practices and lessons within classrooms
- Turnkey professional development received from off-site sources

August '03 – June '05 **Teacher**, Knowledge and Power Preparatory Academy III, Bronx, NY
- Provide multi-tiered, differentiated instruction in English Language Arts, News & Technology
- Design units and lesson plans around NYS Standards and *Understanding by Design* concepts
- Implement all Essential Features, as outlined by Replications, Inc.
- *Chairperson*, School Leadership Team - '04-'05 School Year
- *Professional Development Facilitator*, specializing in Backwards Design, Tuning Protocol, and Critical Friends workshops

August '01 - June '03 **Assistant Merchandising Manager**, Scholastic Store Online, Scholastic, Inc.
- Gather, manage and maintain data for tracking, planning, and uploading product into online store
- Act as liaison with other business units and vendors for data acquisition, including managing and collaborating with copy and image resources to ensure timely asset delivery
- Review product from industry shows and vendor recommendations for assortment consideration

September '00 - June '01 **Assistant Internet Producer**, Scholastic, Inc.
- Oversee production and maintenance of 1000+ online pages monthly
- Act as liaison between development and business units
- Troubleshoot problems/defects in development and live environments
- Create functionality specification, sitemap & screen flows for summer website

June '99 - September '00 **Executive Assistant & Office Manager**, Scholastic, Inc.
- Provide administrative support to executives, including acting as contact to facilities, operations, and network services

- Complete and submit expense reports

August '98 - December '98 **Public Relations Intern**, Office of News & Media Relations, Frostburg State University
- Write news releases and feature stories
- Interview faculty members and students for campus publications
- Gather data and perform campus research

July '98 **Resident/Teacher's Assistant**, Summer Institute for the Gifted, Vassar Campus
- Supervise and counsel camp counselors and 46 adolescent females
- Assist teaching *Introduction to Psychology* and *Brain, Mind, and Human Behavior* classes

Education

August '09 **School Building Leader Professional Certificate**
CITE, College of St. Rose; Albany, NY

May '05 **Masters of Education**, Common Branch
Mercy College; Dobbs Ferry, NY

December '98 **Bachelor of Science in Psychology**; Minor: Writing, *Magna Cum Laude*
University of Maryland: Frostburg; Frostburg, MD

Certifications/Activities

April '10 Learning and the Brain Conference Attendee, Washington, DC

August '09 School Building Leader, *Initial Certificate*

June '09 CPR Certified

June '05 Permanent Teacher Certification, *Common Branch K-6*

Category	Primary SIG Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Transformation: MS 596 Peace Academy (13K596)							
Code 15	Data-Driven Instruction/Inquiry (DDI)	**0.5 FTE EDUCATION ADMINISTRATOR.** SIG funds will also enable PEACE Academy to appoint an F-status administrator who will serve as a data coach. The data coach will be responsible supporting existing data-driven inquiry teams to enable us to turn data into meaningful information to drive instruction. Currently, our data-driven inquiry approach consists of all teachers participating in weekly department and/or grade team meetings, which use 'looking at student work' and 'looking at teacher work' protocols to assess the impact of instructional decisions on student achievement. We plan to designate the data coach's time and energy into building and accelerating teachers' capacity to understand the nuances of a variety of data sources, from students' performance on statewide tests to classroom formative and summative assessments to attendance, to shift pedagogy, efficiently and expediently, positively impact student learning outcomes.	$41,000	$27,500	$27,500	$96,000	Data driven instructional practice will be internalized by all teachers and teacher leaders will continue to facilitate inquiry across grade and department team meetings.
		Subtotal Code 15	66,000	32,500	42,500	141,000	
			$0	$0	$0	$0	
		Subtotal Code 16	0	0	0	0	
Code 40	Teacher Training Metamorphosis	**Metamorphosis'** "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.	50,000	25,000	95,000	$170,000	Title 1 funds will be repurposed to sustain this activity
Code 40	Instruction	**Cambridge Education** will provide a range of coaches who have extensive experience and expertise of supporting school leadership teams, content area specialists, teachers and paraprofessional staff in SIG and Priority schools and have all worked with New York City schools for over 10 years. Cambridge Education has a partnership with the Tripod Project, they administer the surveys, which will be taken in every New York City school in 2014 and they can provide a range of professional development programs which enable tea chers to utilize the outcomes of the Tripod surveys to enhance the climate and culture in their classrooms. The Cambridge Education team will also provide in school training, coaching and support on effective classroom observation and the provision of collegial feedback as the basis for goal setting and profession learning to empower effective teachers. Professional Development and coaching from Cambridge will yield teachers planning CCSS-aligned lessons with scaffolds and resources in place to meet the needs of every student, and yield higher academic performance.	$130,000	$65,000	$30,000	$225,000	Executive Coaching from Cambridge will build leadership across stakeholders and allow sustainability to evolve over the 3 years of SIG
Code 40	School Climate and Discipline	**ESR** will provide training in Guided Discipline and Personalized Support as a more structured and comprehensive model for providing behavior supports and interventions and increasing student engagement in the classroom. Guided Discipline also contributes to strengthening school culture and improving school climate. This approach provided teachers structures and strategies for: · Integrating principles of prevention, resiliency, and youth development into classroom management to create a healthier and more supportive classroom environment · Fostering habits of learning and self-discipline among students · Pro-actively identifying and avoiding potential discipline problems, and avoiding escalation of confrontations when they occur with students · Addressing more disciplinary problems in the classroom without using office referrals	$119,363	$63,207	$26,308	$208,878	Coaching and development that gradually tapers over the course of 3 years of SIG allows for stakeholders to authentically internalize the structures and practices necessary to sustain a positive school culture going forward.
Code 40	School Climate and Discipline	**ESR** has developed Advisory Design Standards to support schools in both the design and implementation of their advisory program. ESR will work strategically with PEACE Academy to identify goals for the advisory program that are in support of increased academic performance and achievement and post-secondary planning. Our goals in creating the Advisory program will include creating community, academic advisement, postsecondary planning and social and emotional learning. This will yield increased academic achievement by increasing students' social-emotional skills needed to excel in a classroom and reduced behavioral referrals.	$47,247	$29,942	$13,255	$90,444	Coaching and development that gradually tapers over the course of 3 years of SIG allows for stakeholders to authentically internalize the structures and practices necessary to sustain a positive school culture going forward.

Code 40	School Climate and Discipline	**Sports and Arts in Schools** will provide a variety of programs, such as Drum Corp and Modern Dance, after the regular school day (2:37 - 5:30) to support students' social and emotional growth, which will in turn positively impact students academic performance. This will be evidenced by increased performance on statewide assessments as well as fewer behavioral referrals.	$59,619	$25,000	$14,506	$99,125	SASF will enhance the draw of PEACE Academy middle school, increasing enrollment, thus increasing the school budget to sustain SASF as a fixture in the school.
		Subtotal Code 40	406,229	208,149	179,069	793,447	
Code 45	Student Support	Supplies will be used to support students' academic growth.	$15,000	$1,684	$20,000	$36,684	
		Subtotal Code 45	15,000	1,684	20,000	36,684	
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.	12,771	7,667	8,431	$28,868	
		Subtotal Code 80	12,771	7,667	8,431	28,868	
		Subtotal Transformation	*500,000*	*250,000*	*250,000*	*999,999*	
CENTRAL							
Code 15							
Code 16							
Code 40							
Code 45							
Code 80							
		Subtotal Central	*0*	*0*	*0*	*0*	
		TOTAL SIG	*500,000*	*250,000*	*250,000*	*999,999*	
	Other sources of Income	Non-Core Instruction Tax Levy	280,689	140,344	140,344	*561,378*	
		Title 1 for Priority and Focus Schools	28,996	14,498	14,498	*57,992*	
		Other Title 1 allocations	57,702	28,851	28,851	*115,404*	
		TOTAL	***867,387***	***433,693***	***433,693***	***1,734,773***	

MS 596 Peace Academy

Attachment D - (1003g) Budget Summary Chart

Agency Code	**305100010051**
Agency Name	**New York City Department of Education**

Pre-implementation Period

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

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

Categories	Code	Costs
Professional Salaries	15	$ 66,000
Support Staff Salaries	16	$ -
Purchased Services	40	$ 406,229
Supplies and Materials	45	$ 15,000
Travel Expenses	46	$ -
Employee Benefits	80	$ 12,771
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 500,000**

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

Categories	Code	Costs
Professional Salaries	15	$ 32,500
Support Staff Salaries	16	$ -
Purchased Services	40	$ 208,149
Supplies and Materials	45	$ 1,684
Travel Expenses	46	$ -
Employee Benefits	80	$ 7,667
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 250,000**

Year 3 Implementation Period
(July 1, 2016 - June 30, 2017)

Categories	Code	Costs
Professional Salaries	15	$ 42,500
Support Staff Salaries	16	$ -
Purchased Services	40	$ 179,069
Supplies and Materials	45	$ 20,000
Travel Expenses	46	$ -
Employee Benefits	80	$ 8,431
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 250,000**

Total Project Period
(June 1, 2014 - June 30, 2017)

Categories	Code	Costs
Professional Salaries	15	$ 141,000
Support Staff Salaries	16	$ -
Purchased Services	40	$ 793,447
Supplies and Materials	45	$ 36,684
Travel Expenses	46	$ -
Employee Benefits	80	$ 28,868
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total Project Budget	**$ 999,999**

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

PROPOSED BUDGET

FOR THE OPERATION OF A

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

BASIC PROJECT INFORMATION

N.Y.C. GRANT #

N.Y.C. DOCUMENT #

PROJECT #

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

Federal /State Program **SCHOOL IMPROVEMENT GRANT 1003 (g). Cohort 5, Year 1**
MS 596 Peace Academy

Contact Person EDUARDO CONTRERAS

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

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

New York, N.Y. 10007

Telephone # 212-374-0520

Manhattan
County

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

BUDGET TOTAL

$500,000

N.Y.C. GRANT #

0	0	0	0	0	0	0

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
13K596 Transformation			
Teacher	0.00	0	0
Teacher (regular)	0.00	0	0
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.00	0	0
Education Administrator	0.50	82,000	41,000
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	596	41.98	25,000
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Guidance Counselor Per Session	0	43.93	0
Supervisor Per Session (rate per hour)	0	43.93	0
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	0	154.97	0
			66,000
Teacher	0.00	0	0
Teacher (regular)	0.00	0	0
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.00	0	0
Eduacation Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	0	41.98	0
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Guidance Counselor Per Session	0	19.12	0
Supervisor Per Session (rate per hour)	0	43.93	0
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	0	154.97	0
			0
Central			
School Implementation Manager			0
			0
		Subtotal - Code 15	66,000

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
13K596 Transformation			
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	0	16.20	0
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
			0
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	0	16.20	0
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
			0
		Subtotal - Code 16	0

N.Y.C. GRANT #

0	0	0	0	0	0	0

PURCHASED SERVICES: Code 40

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

Object Code and Description of Item (Potential Vendors)		Proposed Expenditure
13K596 Transformation		
685 - Educational Consultant	Cambridge Education	166,610
686 - Professional Services Other	Sports and Arts in Schools	59,619
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis, ESR	180,000
		406,229
685 - Educational Consultant		0
686 - Professional Services Other		0
689 - Curriculum & Staff Development Consultant (PD)		0
		0

Subtotal - Code 40	406,229

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
13K596 Transformation	
Computer and Printers under $5,000 per unit	0
Educational Software	0
General and Instructional Supplies	15,000
Library Books	0
Supplemental Textbooks	0
	15,000
Computer and Printers under $5,000 per unit	0
Educational Software	0
General and Instructional Supplies	0
Library Books	0
Supplemental Textbooks	0
	0
Subtotal - Code 45	15,000

N.Y.C. GRANT #

0	0	0	0	0	0	0

TRAVEL EXPENSES: Code 46

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

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

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80

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

Item		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Welfare Benefits		
Annuity		
Sabbaticals		
ARRA FRINGE - Transformation		12,771
ARRA FRINGE - Other		0
ARRA FRINGE - CENTRAL		0
Subtotal - Code 80		12,771

CALCULATION OF INDIRECT COST: Code 90

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

N.Y.C. GRANT #

0	0	0	0	0	0	0

EQUIPMENT : Code 20

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

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

N.Y.C. GRANT #

0

PROJECT BUDGET SUMMARY

FOR DEPARTMENT USE ONLY

Agency Name: NYC PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	66,000
Non-Professional Salaries	16	0
Purchased Services	40	406,229
Supplies and Materials	45	15,000
Travel Expenses	46	0
Employee Benefits	80	12,771
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		500,000

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

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

Tracking/Contract #:

Project Funding Dates: **JUN 1 2014** FROM — **JUN 30 2015** TO

Program Office Approval

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

Voucher # $ First Payment

Finance Office Approval

CHIEF ADMINISTRATOR'S CERTIFICATION

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

2/24/14 DATE — Ling Tan BZ for SIGNATURE

Ling Tan, Director, Capital & Reimbursable Finance

NAME/TITLE - CHIEF ADMINISTRATIVE OFFICER

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

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

NAME OF APPLICANT: NYC DEPARTMENT OF EDUCATION

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

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

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

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

M/WBE Documents

M/WBE Goal Calculation Worksheet

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

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

Applicant Name: NYC DEPARTMENT OF EDUCATION

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

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

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1	Total Budget		$ 999,999
2	Professional Salaries	$ 141,000	
3	Support Staff Salaries	$ -	
4	Fringe Benefits	$ 28,868	
5	Indirect Costs	$ -	
6	Rent/Lease/Utilities	$ -	
7	Sum of lines 2, 3 ,4, 5, and 6		$ 169,868
8	Line 1 minus Line 7		$ 830,131
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		$ 166,026

M/WBE UTILIZATION PLAN

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

Bidder/Applicant's Name: NYC DEPARTMENT OF EDUCATION
Address: Chambers St.
City, State, Zip: New York, NY 10007

Telephone/Email: (212) 374-0520
Federal ID No.: 13-6400434
RFP No: RFP Number: TA-14

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of
NAME: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC **ADDRESS:** 165 PARK ROW # 18A **CITY, ST, ZIP:** New York NY, 10038 PHONE/E-MAIL: 212-608-0714 / lucy@lucywestpd.com FEDERAL ID No. 043713795	NYS ESD Certified MBE _____ WBE X	Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.	Year 1 $ 50,000 Year 2 $ 25,000 Year 3 $ 95,000 **TOTAL $ 170,000**

PREPARED BY (Signature) _____ DATE 2-22-14

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 __X__WBE Subcontractor ____ MBE Supplier ____WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

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

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

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

The estimated dollar amount of the agreement:	$ 170,000

Lucy West

Signature of Authorized Representative of M/WBE Firm

Lucy West, President

Printed or Typed Name and Title of Authorized Representative

Date: 2/21/14

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

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

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

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

Report includes:

☐ Work force to be utilized on this contract OR ☐

☑ Applicant's total work force ☐

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

EEO - Job Categories	Total Work Force	Race/Ethnicity - report employees in only one category																	
		Hispanic or Latino		Not-Hispanic or Latino															
				Male								Female							
		Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran
Executive/Senior Level Officials and Managers												2							
First/Mid-Level Officials and Managers				1															
Professionals				1								16	1		2				
Technicians																			
Sales Workers																			
Administrative Support Workers												1	1						
Craft Workers																			
Operatives																			
Laborers and Helpers																			
Service Workers																			
TOTAL				2								19	2		2				

PREPARED BY (*Signature*): [signature] DATE: 2/28/2014

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

(Print or type)

EEO 100