

ORIGINAL

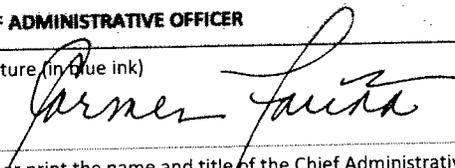
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

Log Number	Date Received
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District (LEA)		LEA Beds Code:	
New York City Department of Education		305100010051	
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	Telephone	Fax Number	E-mail Address
Executive Director, Office of State Portfolio Policy	(212) 374-2762	(212) 374-5760	Mdoyle5@schools.nyc.gov
Legal School Name for the Priority School Identified in this Application			School Beds Code
PS. 092 Bronx			321200010092
Grade Levels Served by the Priority School Identified in this Application			School NCES #
PreK-5			
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
470			700 EAST 179 STREET Bronx, NY 10457
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

Certification and Approval

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

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

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FEB 28 2014
CONTRACT ADMINISTRATION
NB 1

12X092 PS 92

2014 SIG Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST #12 - BRONX

Select School Name:

321200010092 PS 92

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

prek-5

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

470

Enter LEA Administrator's Name:

Mary Doyle

Enter LEA Administrator's Title:

Executive Director

LEA's Street Address:

52 Chambers Street

LEA's City:

New York

Zip Code:

10007

Lead Contact (First Name, Last name):

Mary Doyle

Phone number:

212-374-2762

Fax number:

212-374-5760

Email address:

mdoyle5@schools.nyc.gov

Select the SIG Model for this School Application

Transformation

SIG SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

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

A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

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

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

(click on “one of nearly 60 networks”):

<http://schools.nyc.gov/AboutUs/schools/support/default.htm>

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

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

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

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

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

<http://schools.nyc.gov/AboutUs/leadershippathways/schoolleadership/default.htm>

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

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

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

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

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

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

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School’s enrollment

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

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

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

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

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Expanded Learning Time Requirements

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

Student Participation

1. How should schools identify participating students?

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

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

2. Can students be required to participate in ELT?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

AIS criteria are defined by New York State Commissioner's Regulations [Part 100.2](#) as follows:

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

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

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

Options for Adding Time

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

10. Must schools reconfigure their schedules to implement ELT?

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Academic Instruction

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

15. Must schools award grades for ELT programs?

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

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

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

Teachers

17. Who may oversee ELT programs?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

18. Can teachers be required to participate in ELT?

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

19. Can ELT be used for teacher planning time?

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

Operations

20. How should Priority Schools fund ELT programs?

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

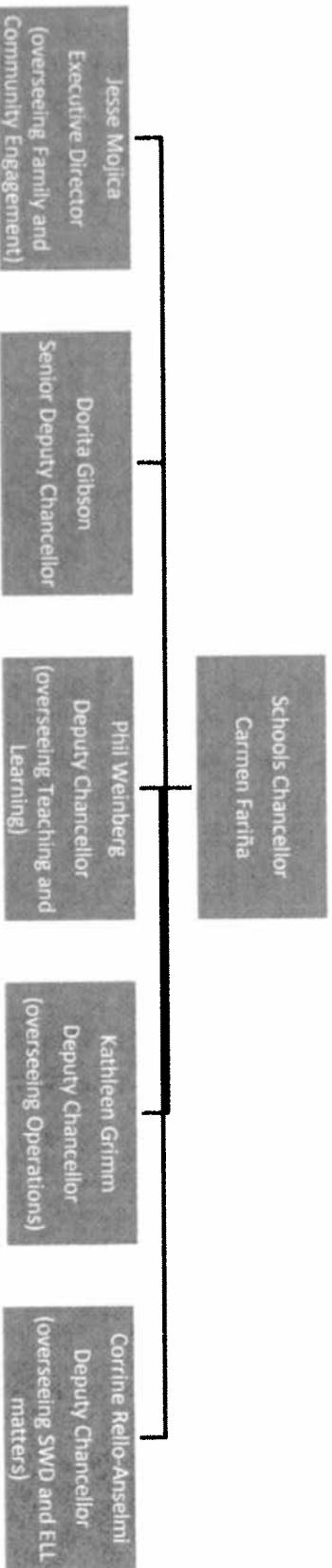
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

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

District-Level Leadership Organizational Chart



Section D: District trainings offered for Year One

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

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

AGREEMENT

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covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

⁹ The rights of teachers to staff the New Programs in District 79 are set forth in Appendix 1, paragraph 2.

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

127092

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

Attachment A
 Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable 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	Date 9/24/14	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.
Type or print name Ernest A. Logan	Date 9/24/14	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.
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 Johnson	Date 9/25/14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Type or print name Michael Johnson	Date 9/25/14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Signature (in blue ink) Ailin S. Goff	Date 9/24/14	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.
Type or print name Ailin S. Goff	Date 9/24/14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.

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

Community School 92 (12X092)

Enrollment Summary

In P.S. 092 Bronx, students with disabilities comprise 25% of the school's population, 5 percentage points higher than the average elementary school in the Bronx. English Language Learners comprise 23% of the school's population, 4 percentage points higher than the average elementary school in the Bronx.

Leadership Information

Ms. Hall serves as an instructional leader and role model for teachers, parents and students. She analyzes and examines data to set SMART goals with teachers and develop systems, and monitor progress toward achieving those goals. She supports teacher analysis and uses assessment data to reflect on teaching practices, make instructional decisions, informed lesson plans, and meet the needs of diverse learners. Ms. Hall regularly analyzes data with other teacher groups, such as the instructional cabinet/inquiry leaders. She possesses a deep understanding of content knowledge, curriculum, assessment, instruction to support teachers' development and professional growth. She effectively supports and builds teacher leaders through feedback cycles. She monitors professional development and provides teachers with feedback and next steps with which to improve their practice. Ms. Hall possesses strong classroom management and discipline skills. She demonstrates excellent communication and interpersonal skills, especially with students, parents, and partner organizations. Ms. Hall has a strong sense of resourcefulness and flexibility.

Cheryl Hall has been the Interim Acting Principal of C.S. 92X since April 2013. As one of the school's Assistant Principals since 2009, she quickly stepped up to the principal position, after the previous principal abruptly resigned. She has also served as a Math Coach, Academic Intervention Specialist, Lead Teacher for grades 3-5 and a Grade two Special Education teacher.

Although Ms. Hall became I.A. Principal during the critical state testing period, she managed to make a seamless transition into her new position. She led the school with confidence and demonstrated her ability to collaborate and motivate staff. During her brief time as I.A. Principal, Ms. Hall has placed the school in a positive trajectory of change. She has effected several staff changes, such as the hiring of a second ESL teacher to ensure that ELL students are provided with appropriate instruction, which will positively impact their achievement. She has also worked with her instructional teacher leaders to select new curriculum choices like Core Knowledge Language Arts (3-5) and Go Math.

The curriculum choices were made to support a deeper implementation of the Common Core Learning Standards. The school has recognized the need for data driven instruction. Ms. Hall and C.S. 92X has partnered with School Data Corp. This organization provides professional development to teachers on how to analyze data and use it to plan instruction.

Ms. Hall is a collaborative leader who respects all stakeholders. She has worked with Network and DOE Talent Coaches to implement the Danielson Teacher Effectiveness Framework for Teaching. She understands the needs of the school, based on her previous role as Asst. Principal and her continued strategic analysis of all State and City reports. To this end, she developed a thorough and insightful SCEP, as a focus for the current school year.

Ms. Hall will continue to develop and grow as a principal, as she is both dedicated and reflective of her work. Under her leadership, the C.S. 92 school community will improve and work hard to achieve their goals.

School Improvement Grant Application

School Name:	Community School 92
DBN:	12X092
Network:	Fordham PSO CFN 551

A. School Overview

2 points

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

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

The mission of Community School 92 (“CS 92”) is to emphasize the growth and development of all members of the school community, in order to enrich the lives of students both academically and socially. *Our vision* is to be a school where students engage in rigorous learning experiences during the school day and in extended day activities. Activities are carefully planned to give all students the opportunity to think critically and generate questions for further exploration. Our focus is on academic skills, the arts, and social intelligence. Students at C.S. 92 use the skills learned to make well thought out decisions about college and a future career. We believe that student success is furthered by engaging and rigorous learning experiences that allow for multiple points of access for all students with a focus on English language learners and students with disabilities. We collaborate with our families and community to ensure that our students’ academic and social growth is directly related to their community and family experiences. Students achieve a well-developed foundation of self and will become successful members of society.

Our research-based, data and standard driven instructional and professional development activities are designed to assure growth and development of all members of our school community. Our curriculum aligned to New York State Learning Standards and Common Core State Standards, job-embedded professional development and outside partnerships will allow us to provide high quality, increased learning time activities to all students including English Language Learners and Students with Disabilities. The following goals will assure sustainable transformation and allow CS 92 to regain academic standing by the end of year three of the SIG grant. The goals that drive our mission are the following:

GOAL 1: By year three students will improve performance on the ELA and Mathematics assessments with a focus on English Language Learners and Students with Disabilities. To this end, we have analyzed our school reports and student data as well as reviewed successful research based programs and strategies which would address the academic needs of the students. Strategies will include but are not limited to extend learning time and academic intervention homogenous grouping, which will focus on individual student needs. Additionally, we will be

providing intensive and comprehensive professional development to teachers and paraprofessionals on the implementation of our ELA and Mathematics curriculum as well as the intervention Voyager Math and Literacy program. This two fold approach will strengthen our instructional program which will then positively impact student instruction. The implementation of the Extended Learning Time includes students with disabilities and English Language Learners, who are not meeting standards in ELA and Mathematics and or not making substantial gains on the NYSESLAT.

GOAL 2: By the third year of the implementation, all teacher teams will be well-versed in data collection and data analysis. A leader will be identified in each grade for literacy and mathematics support to colleagues. Teacher teams with support from the lead teacher will continuously make data-driven adjustments to instruction in order to provide flexible grouping and to intellectually challenge all students, including Students with Disabilities and English Language Learners. CS 92 will strengthen teacher understanding of data driven instruction, by providing comprehensive professional development through our continued partnership with School Data Corp Consultants, Core Knowledge Consultants, and Voyager Smart Education Consultants. All consultants will meet with teacher teams to analyze data, make adjustments and develop best practices to provide multiple access points for all students.

GOAL 3: By the third year of the implementation, our school will have a comprehensive, well established professional development plan for each teacher, driven by the Danielson's Framework for Teaching and student data analysis. The plan will continuously support teachers in providing effective, data-driven, standard-based instruction. To this end our professional development will be provided by contracted consultants in ELA and Math, a reading specialist, and input from two academic intervention teachers for Special Education and English Language Learners. This team approach will foster ownership and build internal capacity.

Based upon CS 92's student data reports, CS 92 will focus SIG funding on a professional development plan led by curriculum consultants from Core Knowledge and Go Math, intensive academic support led by certified teachers in both Literacy and Math, an extended school day before and after school made available to all students as well as additional extended learning opportunities (Saturday Academy, and a six-week summer program) providing academic intervention and enrichment. With SIG funding, CS 92 will purchase technology equipment such as laptops and software to support instruction and academic intervention in ELA and Math.

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

Professional development will be based on research based strategies. Professional development will occur both inside and outside the school building, during the school day, on Saturdays, and during the summer. Professional development will be based on the needs of students, the needs of teachers driven by observations and best practices, and support in implementing the curriculum. Teachers in grades K-2 are currently using the Core Knowledge Curriculum and have participated in two full days of training. Teachers have shared feedback on the usefulness of the resources provided. Teachers are currently utilizing the Expeditionary learning curriculum but have addressed concerns about its pacing and the need to have continuity for students in grade 3-5. The hope is by providing the same curriculum in grades K-5, there will be continuity in instruction from year to year. Go Math is currently being utilized in grades K-5.

Professional development will also be available through our Fordham PSO/CFN 551 Network and based on initiatives and expectations of NYC Department of Education and NYS Department of Education. Professional development for all staff will enable all stakeholders to provide guidance and support to students based on the CCLS. Professional development will be provided by contracted consultants from School Data Corp, Core Knowledge, Go Math and Voyager Smart Education. The school will hire a reading specialist who will be well versed on the challenges students are facing and provide classroom teachers with strategies to support struggling students. Two Academic Intervention Specialists focusing on ELL's and SWD will provide intensive instruction to targeted students who have not shown progress on the NYS and NYSESLAT assessments. Both Academic Intervention Specialists will work closely with the classroom teachers to track students' progress.

Teacher teams will meet to review both formal and informal assessments for Core Knowledge and Go Math, and determine the tasks and outcomes for each assessment. The teams will determine the areas of focus for each assessment and student outcomes individually and as a grade. The teams will pay close attention to results of ELL's and SWD's. Each team will set learning goals based on selected learning outcomes students found challenging. The goal is to target that specific challenge and tailor instruction to meet student needs. Teachers will review outcomes of future assessments based on adjustments made. Grade teams will evaluate vocabulary and discuss potential questioning techniques at the beginning of each unit of study for each content area. Separately, questioning techniques and leveled questions will be incorporated into learning task based on Normal L. Webb Depth of Knowledge (DOK) Levels.

Grade teams along with ESL teachers, AIS specialists, and Special Education teachers and Fordham PSO Network staff will advise on strategies for introducing content vocabulary. By June 2014, teachers will develop a common teaching framework that incorporates vocabulary and questioning that is aligned to the curriculum, engaging and meeting the needs of all students so that all students produce grade level and meaningful work products. Based on informal and formal student assessments grade teams will revise units of study as needed. Teachers will share best practices, recommend peer inter-visitations, and participating in targeted professional development. The school leader will establish after school opportunity for teachers to work on effective teaching practices around questioning and developing vocabulary to improve instruction.

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

4 points

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

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

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

CS 92 is an elementary school with 531 students serving grades pre-kindergarten through grade 5. The school is located in East Tremont one of the poorest communities when compared to other communities in the U.S. Most students families are faced with poverty and receive some form of assistance including: (AFDC, Home Relief, Supplemental Security Income, and Medicaid). East Tremont has one of the highest concentrations of Puerto Ricans in New York City. There is a small but growing Dominican population of which most immigrant students currently enrolled were born. We currently have 36 immigrant students. As a result there is a large population of English language learners with parents who struggle to support their child academically at home. With a large number of temporary housing within the community, there is a large transient population of students enrolled. Currently we have 32 students in temporary housing and 50 students doubled up living with other family members. We are struggling to increase our attendance rate of student attendance. Low attendance rate at CS 92 is due to a large number of students with asthma, a large number of parents with young children who often get sick, and frequent mental health appointments for students outside of school. We currently have a partnership with Bronx Lebanon Hospital which provides mental health service to students and their families in school and offsite. Nonetheless students and their siblings attend a medical appointment at least once a week, leaving an impact on their attendance. The high number of students diagnosed with asthma which affects the overall attendance and performance level of students throughout the school year.

The school population is comprised of 21% Black, 76% Hispanic, 1% White, and 1% Asian and 1% American Indian/Alaskan. Out of the 24% that are classified as special education students, 11% are in least restrictive environment and 5% are in most restrictive environment. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the 2012-2013 school year was 89.7%. The current year to date attendance is 90%. The student body includes 103 English Language Learners who represent 21% of all students in the school: 25% of them are beginners, 42% are intermediate and 33% are advanced. Ninety percent of students at CS92 are eligible for free lunch and 1% is eligible for reduced lunch.

In 2012-2013, a more rigorous common core aligned exam was implemented. Over 70% of students in grades 3-5 scored a level 1 on the ELA and Math State Assessments. Our goal of increasing the number of students meeting proficiency is a challenge with only 5% of students in ELA and 4% inudent at proficiency during the 2013-2014 school year. Lack of parent involvement in school community activities and workshops is a factor in not many students meeting proficiency. Parents are more available to discuss behavioral issues and rarely participate in curriculum activities. This is more likely due to their own experiences in school and their level of education. Parents will usually complain that the work given to their child is more complicated than when they were in school. The parent coordinator in collaboration with the Parent Teacher Association provides monthly workshops to help support parents.

A large percentage of students are currently in temporary housing within the community. Parents are living below the poverty line and find it difficult to maintain housing for their family. Some

become discouraged by the process of getting assistance. At this time there are a large number of students being cared for by foster parents and distant relatives. Many foster parents have relied on the school and principal to support them in ensuring the welfare of their foster children.

In addition, to meet the needs of our ELL students an additional ESL teacher was hired this year. Appropriately licensed teachers have been hired to service all ELLs grades K-5. The ESL teachers' schedules were modified in order to meet the needs of the ESL program.

A new Literacy and Mathematics curriculum is being introduced to both students and teachers and is being implemented this school year. Materials for the new literacy and math curriculum are being developed by publishers throughout the year.

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

In February 28-29, 2012, representatives of the Office of Accountability of the New York State Education Department conducted School Quality Review to observe teaching and learning, to review the way the school collects, analyzes and utilizes data, develops staff and allocates resources. Following the NYS review, February 27-28, 2013 representatives of NYCDOE conducted 2012-2013 Quality Review resulting in a report which has been posted in the "statistics and budget" section of the schools portal. On this review CS092 was rated as Developing.

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

The NYSED School Quality Review from February 28-29, 2012 proceeded with the following findings and recommendations. There was limited evidence of teachers using data to differentiate instruction and recommended that the school provides more professional development on interpretation of data, data-driven lesson planning and differentiation of instruction. The reviewers recommended that the school focuses on engaging students in higher order thinking and on using rubrics to provide feedback. The reviewers noted that the school did not have a literacy coach or reading specialist and that there was little evidence of sufficient AIS services. Common planning time, although present, was not always used effectively to bring about improvements in teaching, learning, and student achievement.

The 2012-2013 Quality Review identified that the school began fostering a culture for learning through questioning techniques, which resulted in high levels of engagement by more students and produced some improved levels of student achievement in the classroom. The reviewers found that teachers began to engage in collaborative teams, targeting groups of students who have not achieved grade level, using an inquiry approach to data analysis and instruction. Throughout the year parent workshops provided parents with information and skills to better meet their child's educational needs at home.

The 2012-2013 Quality Review recommended school wide focus on checking for understanding by teachers to make necessary daily adjustments so students learning needs are met. The reviewers recommended that more emphasis is placed on lesson planning and deciding on

appropriate materials to match the developmental levels of students in the classrooms. The review recommended that ELLs and SWDs are given more opportunities to develop high thinking skills and the schools' higher achieving students are challenged with rigorous levels of questioning.

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

The school will use its theory of action to prioritize the identified needs. Teachers will be provided effective professional development which will focus on strategies and skills for collecting and analyzing student data throughout the year, and creating flexible groupings. Teachers will meet regularly within grade teams and across grade levels to adjust their lessons and the curriculum throughout the school year based on the results of the data, which will increase student performance on local and state level assessments.

Teachers will be provided with professional development through per session activities and in teacher teams, to analyze current data based on student results on a class, school and grade level. There will be careful consideration when looking at students with disabilities and English Language Learners. With support from administration, Fordham Network Support, and consultants an item analysis will determine the needs of students based on the Common Core Learning Standards on each grade level. Instruction will be tailored to skills and abilities of students within each teacher's classroom. Since instruction will be adjusted to better serve students all students, areas of deficiencies will be addressed.

C. School Model and Rationale

4 points

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

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

The transformation model will be used to capitalize on the transformation change that has already begun with the recent leadership change. The school has a new principal who is in the process of reviewing and updating policies and setting higher expectation for teaching and learning. Currently teachers meet in teams with a grade leader to discuss data and make adjustments to the curriculum. School Leaders regularly join teacher meetings providing effective professional development which will focus on strategies and skills to analyzing student data, collect student data throughout the year, and create flexible groupings. Teachers will meet regularly within grade teams and across grade levels to adjust their lessons and the curriculum throughout the school year based on the results of the data, which will increase student performance on local and state level assessments. School leaders provide meaningful feedback to

teachers using the Danielson's Framework for Learning. The SIG will help our school build this strong foundation in order to address our challenges.

The school will utilize ELA and Mathematics Curriculum that is aligned to the Common Core Learning Standards emphasizing using questions that help students reason, reflect, and make sound decisions. Comprehensive professional development will be provided to support teachers in these methods. Teachers will also be provided with professional development through per session activity and in teacher teams to analyze current data based on student results on a class, school and grade level. There will be careful consideration when looking at Students with Disabilities and English Language Learners. With support from administration, Fordham Network Support, and consultants an item analysis will determine the needs of students based on the Common Core Learning Standards on each grade level.

Instruction will be tailored to skills and abilities of students within each teacher's classroom. Areas of deficiencies will be addressed. Instruction will be adjusted to better serve students. This will allow for high achieving students to be challenged with more complex levels of questioning to develop higher order thinking skills that will allow them to achieve academically at higher levels.

On the other hand, ELLs and SWDs often have difficulty in engaging in the tasks because the academic vocabulary is not introduced strategically. Thus, there are lost opportunities to adequately engage students in their learning and/or extend their knowledge and develop a deeper understanding of the concepts and content. SIG would allow us provide extensive professional development and data analysis that would impact teaching and learning at CS92 to address these issues and ultimately affect student performance.

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

The transformation model was recommended by our school support network. Since the school has a new principal and a new teacher evaluation system based on Danielson's Framework for Teacher Effectiveness, the transformation model was most appropriate. The school administrators met with network support personnel to discuss the SIG plan template and the rubric which would be used to assess the proposal. The principal met with groups of teachers, including grade leaders, the School Leadership Team members, parents and community members to discuss the SIG plan and to illicit suggestions for the plan's content as well as the strategies for its implementation. Feedback during the staff meeting and parent engagement meeting showed enthusiasm for change within the school and support for the school principal with her vision and mission. Parents wanted information on strategies they could use to support their children at home, in order to be involved in the progress for all children at CS 92.

D. School Leadership

<i>8 points</i>

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.**

Ms. Hall serves as an instructional leader and role model for teachers, parents and students. She analyzes and examines data to set SMART goals with teachers and develop systems, and monitor progress toward achieving those goals. She supports teacher analysis and uses assessment data to reflect on teaching practices, make instructional decisions, informed lesson plans, and meet the needs of diverse learners. Ms. Hall regularly analyzes data with other teacher groups, such as the instructional cabinet/inquiry leaders. She possesses a deep understanding of content knowledge, curriculum, assessment, instruction to support teachers' development and professional growth. She effectively supports and builds teacher leaders through feedback cycles. She monitors professional development and provides teachers with feedback and next steps with which to improve their practice. Ms. Hall possesses strong classroom management and discipline skills. She demonstrates excellent communication and interpersonal skills, especially with students, parents, and partner organizations. Ms. Hall has a strong sense of resourcefulness and flexibility.

- 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.**

Cheryl Hall has been the Interim Acting Principal of C.S. 92X since April 2013. As one of the school's Assistant Principals since 2009, she quickly stepped up to the principal position, after the previous principal abruptly resigned. She has also served as a Math Coach, Academic Intervention Specialist, Lead Teacher for grades 3-5 and a Grade two Special Education teacher.

Although Ms. Hall became I.A. Principal during the critical state testing period, she managed to make a seamless transition into her new position. She led the school with confidence and demonstrated her ability to collaborate and motivate staff. During her brief time as I.A. Principal, Ms. Hall has placed the school in a positive trajectory of change. She has effected several staff changes, such as the hiring of a second ESL teacher to ensure that ELL students are provided with appropriate instruction, which will positively impact their achievement.

She has also worked with her instructional teacher leaders to select new curriculum choices like Core Knowledge Language Arts (3-5) and Go Math. The curriculum choices were made to support a deeper implementation of the Common Core Learning Standards. The school has recognized the need for data driven instruction. Ms. Hall and C.S. 92X has partnered with School Data Corp. This organization provides professional development to teachers on how to analyze data and use it to plan instruction.

Ms. Hall is a collaborative leader who respects all stakeholders. She has worked with Network and DOE Talent Coaches to implement the Danielson Teacher Effectiveness Framework for Teaching. She understands the needs of the school, based on her previous role as Asst. Principal and her continued strategic analysis of all State and City reports. To this end, she developed a thorough and insightful SCEP, as a focus for the current school year. Ms. Hall will continue to develop and grow as a principal, as she is both dedicated and reflective of her work. Under her leadership, the C.S. 92 school community will improve and work hard to achieve their goals.

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

Using the Danielson Framework for Teaching the Assistant Principal will conduct formal and/or informal observations using low inference data. Instructional observations will be conducted and constructive feedback will be provided. This will promote professional growth and reflection for all teachers so they may increase effectiveness in 22 component areas by the end of each school year.

The Assistant Principal will support the school leader in the following activities:

Conduct an Initial Planning Conference with each teacher to articulate clear expectations for teacher practice, and timeline for teacher development. Conduct informal or formal observations which will be short and frequent examination of student work, evidence based feedback teachers can implement to increase the effectiveness of their instruction. Strengths and weakness of student success will also be discussed. Provide feedback through communication with a supervisor. Provide observation report detailing teacher's current level of effectiveness in selected domains and strategies to increase effectiveness. Provide professional development activities for teachers to continually improve teaching practice. The assistant principal will oversee all aspects of professional development, data analysis as well as supervise, support and evaluate teachers. The school will not be utilizing a School Implementation Manager.

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

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

The school currently has a Principal and an Assistant Principal. The Principal oversees all grade levels but is also focused on specific needs of students in grades Pre- K through 2. The Assistant Principal is in charge of grades 3-5. Both school leaders share the responsibility of being active members in all committees within the school community. The school leaders are responsible for facilitating one grade meeting each month for the grades they supervise. Using the Danielson Framework for Teaching, school leaders conduct frequent observations and provide teachers with timely feedback. Student data is discussed regularly at grade meetings and teachers are required to share all formal and informal assessment results with school leaders. Each grade is represented by a grade leader who is responsible for turn keying information. School leaders, instructional specialist and grade leaders will provide time during professional development sessions in which teachers can provide feedback, make suggestions, and reflect upon strategies that were presented. Additionally teachers will be given opportunities to model or present best practices to their colleagues. In this way we will build capacity and ensure teacher buy in.

All information will be shared with our School Leadership Team and Parent Teacher Association regarding new programs and materials to ensure buy in from these critical stakeholders. One obstacle that we will address through SIG funding is the scheduling of Per Session for professional development opportunities.

Core Knowledge Consultant Role – to teach the teachers through intense academic sessions as well as sessions within each teacher’s classroom. Consultant will be in the school 1 – 2 days per month (Cost for each visit is \$3200 so annual cost is \$64,000)

Consultant will work with teachers in the following ways: Lower grade group and upper grade group to teach the rationale for the program and how it works on a global scale; Individual grades to help with grade level information about the program as well as how to teach the components of the program and how to integrate Amplify technology into the program; Individual teachers inside of the classroom to demonstrate best practices

Rationale – teachers will learn the programs over time, but we need to take a shortcut and rather than take a couple of years getting up to speed on the new program, teachers must be able to teach it effectively within a few months of the beginning of school. Consultant must be an experienced teacher who has used the program successfully within the classroom over time.

Go Math Consultant

Role – to teach the teachers through intense training both whole school and grade level training as well as demonstrating within classrooms. In addition the consultant will help teachers to become experts using the technology that is part of the program. Consultant will be in the school at least 1 day per month. Consultant will work with teachers in the following ways; Whole school to develop expertise in how, when and with which students to use the many components of the program; Individual grades to augment teachers’ ability to teach math in a way that every child will succeed; Individual teachers within the classroom by teacher or principal’s request.

Rationale – teachers will learn the programs over time, but we need to take a shortcut and rather than take a couple of years getting up to speed on the new program, teachers must be

able to teach it effectively within a few months of the beginning of school. Teachers need strategies they can use immediately to reach the ELL and Students with Disabilities population. Consultant must be an experienced teacher who has used the program successfully within the classroom over time.

Reading Specialist, part time position.

Role – to evaluate children who have not responded to best practices by teachers over time. The reading specialist will meet with specific children at the teacher’s recommendation and determine what issues are creating hurdles for the child. The reading specialist will then teach strategies to teachers, paraprofessionals, and parent volunteers. Our belief is that these children will need intense intervention by a trained person. At this point we anticipate the job would be 2 ½ days/ per week.

Rationale – The belief is that we can reach and teach these children if we know why they are not reading.

Two Academic Intervention Specialists, one for reading and one for math each with certification in Special Education and or English as a Second Language .

Role – the specialists will meet with students based on teacher request. The intervention specialists will test students and determine their level. Based on the results of their testing they will work with children using various strategies that have been proven records of success. Wherever practical they will use the intervention programs of Core Knowledge and Go Math. The rationale is that this will help children stay on track with their classes. Academic Intervention Specialists will test the children every 6 weeks to determine progress. They will also train the children’s family members to consistently work with the strategy that is being used in school.

E. Instructional Staff

8 points

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

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

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

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

Currently, CS 92 has 42 teachers. Among instructional staff, 14 % are within their first 3 years in the classroom, 36% are within their first 10 years of teaching, and the remaining 50% have 11 or more years of experience in the classroom. The lack of professional development curriculum aligned to standards, and knowledge of data analysis over the last six years has played a significant role in the poor performance of CS 92 students and presents ongoing challenges to the implementation of a more tailored curriculum for students.

Under the proposed SIG plan we are increasing our staff by hiring two consultants, one for Math and one for English Language Arts, as well as a Reading Specialist and two Math/ELA Academic Intervention Specialists.

In order to address professional development needs and ensure that all CS 92 students including ELLs and SWDs are provided with high quality instruction, the school leader is requiring that every teacher attends professional development and workshops addressing the implementation of Core Knowledge and Go Math curriculum. One of the curriculum shifts that will take place with the support of the SIG grant will be expanding the use of Core Knowledge Curriculum to all grades of the schools and the professional development will address this shift assuring ELA curriculum coherence across the grades, similarly to the GO Math which currently spans all grades.

Professional development is essential to our SIG program and school wide transformation model. CS 92 will implement a mandatory two-week Summer Professional Development Institute for all teachers and a comprehensive Professional Development Plan led by the Literacy and Math Consultants. In addition, a Professional Learning Community will be established throughout the year (i.e. weekly shared planning and three half-days of training each month) which will be facilitated by grade team leaders with the support of the consultants.

Effective teachers who have leadership potential are being encouraged to take advantage of the leadership opportunities provided by NYCDOE in order to build distributive leadership and teacher leadership capacity within CS92. As these teachers progress through their programs, they will be given opportunities to become involved in a multitude of collaborative leadership opportunities: leading teams and delivering professional development related to data analysis, effective teaching practices as well as curriculum planning and instruction.

Our team structure will be reconfigured to assure that a strong leader from each grade will support and guide teachers on their grade level and effectively interface with the school leadership, consultants and intervention specialists. The current schedule will be revised to assure that the impact of Reading Specialist and Academic Intervention Specialists is maximized and it is focused on specific students identified by data. We are closely examining our current schedule to assure the maximum possible time when teachers on each grade and in cross-grade subject teams can meet to plan, analyze data and create learning plans that address the needs of all students.

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

Under the SIG plan, all members of CS92 community will have a critical role in strengthening the school's teaching and learning culture as reflected by the requirements and expectations for these positions. To that end, instructional members of CS92 are expected to be proactive in the improvement of their instructional practice and knowledge of the content area in which they are working; maintain student-centered focus while nurturing positive result-driven learning environment; adopt and modify their instructional approach assuring that the needs of all students are met; provide students with timely, actionable and informative feedback; Utilize all forms of assessment to adjust lessons to the needs of all students; have the highest of expectations from themselves and from their students; be reflective practitioners who use feedback from supervisors and their peers to improve their effectiveness; be active participants in grade teams and other grade and school-wide initiatives.

In addition to the characteristics listed above all grade leaders with support from the school leader will have established grade level inquiry assessment teams to look, annotate, and analyze student assessments and prepare next steps in literacy and math. Each grade level team will meet weekly, evidence by agenda, and meeting minutes to align daily and periodic assessments to curricular using CCLS grading practices, and analyzing information collected to make adjustments to the curriculum and student groupings. Each team will meet to review assessments being utilized for the year; determine the task and outcome for each assessment; determine the areas of focus for each assessment and student outcome individually and as a grade. The team will pay close attention to results of ELL's and SWD's. Each team will set learning goals based on selected standards students found challenging. The goal is to target that specific challenge and tailor instruction to meet student needs. Teachers will review outcomes of future assessments based on adjustments made.

Literacy and Mathematics consultants are expected to provide professional development in their content area and curriculum; Conduct model lessons; assist with classroom environment and management as it relates to the curriculum and pedagogy; Analyze assessment results and facilitate team meetings on data driven instruction.

Academic Intervention Specialist are expected to know and understand the need of students they are working with; Provide instruction to these students in the manner which allows them to reach their highest academic potential; Constantly monitor student learning and make continued data-driven adjustment to instruction to assure that all students are learning; Collaborate with their colleagues, parents, administration, consultants, network and DOE personnel in order to gather information, share best practices, exchange innovative ideas and more effectively meet the needs of the students.

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

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

In order to attract high qualified teachers to CS 92, the school leader will work with the human resource director and hiring school based team to recruit well qualified candidates. Candidates will also be selected through job fairs, staff member recommendations, recruitment from local colleges and the open market system. Candidates will be screened during the interview by a hiring committee established in the school comprised of individuals currently within that role and other stakeholders. New teachers will be paired with a veteran teacher in the area of concentration. New teachers and existing teachers will also meet periodically with school leaders to discuss effective teaching practices utilizing the Danielson Framework of Effective practices. All teachers will be provided with professional development tailored to individual needs and based on student data results as a class, grade, and school. Professional development will be based on research based strategies, occur both in and outside of the school building, will be based on the needs of students in the school, needs of teachers based on observations and teacher request, and based on the current curriculum being used. Professional development will also be available through our Partnership support organizations and based on initiatives and expectations of NYC Department of Education and NYS Department of Education. Professional development for all staff will enable all stakeholders to provide guidance and support to students based on the CCLS.

F. Partnerships	
<p>The school must be able to establish effective partnerships for areas where the school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Partner Organization (EPO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. Schools are encouraged to have a few targeted and purposeful partnerships with a shared goal of college and career readiness, rather than a large variety of disconnected partner groups/services with multiple goals. For partnerships selected to support the implementation of the SIG plan, the school must provide a response to each of the following elements:</p>	6 points

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

Voyager Smart Education is an academic solutions company led by experienced educators who provide proven results-oriented preK-12 instructional solutions. Voyager Smart Education has been providing high quality educational services in seven states including New York for seven years, delivering learning programs that improve academic achievement, enhance self-esteem, raise test scores, and promote excellence in teaching and learning.

Voyager Smart Education has helped 48 schools make Adequate Yearly Progress (AYP), including three schools in New York City who have been removed from the Schools In Need of Improvement (SINI) list. Voyager Smart Education is a full service academic solutions organization providing high-quality academic instructional services and courses to Academically disadvantaged students and under achievers; English Language Learners and Special Education students; PreK-12 schools; As well as high-quality; Professional development programs aligned the CCLS. All of Voyager Smart Education's programs are aligned to New York State Standards and Common Core State Standards.

Since 2007, Voyager Smart Education has served over 10,000 students. Each year, SmartStart collects pre/post test data, as well as surveys from parents, classroom teachers, and school administrators to evaluate their own programs. Voyager Smart Education's students, on average, achieved an **overall increase of 24.7% in Literacy and Math scores** - as measured by our pre and posttest assessments.

Voyager Smart Education English Language Learners (ELL) succeed at an even higher rate than our overall student population. 91% of our ELL students improve their scores from pretest to posttest by at least 10% and 54% improves their scores from pretest to posttest by 25% or more. 77% of Voyager Smart Education students with special needs improve their scores from pretest to posttest by at least 10%, and 43% improve their scores from pretest to posttest by 25% or more. Based on our research of Voyager we think it is a viable academic intervention program for our lowest achieving program with a focus on our English Language Learners and our Students with Disabilities.

Professional Development

Voyager Smart Education has provided **pedagogical training to over 1,000 teachers and school leaders**. 95% of respondents stated that they learned the following skills: differentiated instruction, data gathering and analysis, using formative assessments, instructional strategies for teaching ELLs, effective use of technology, and classroom management.

Parent Engagement

Voyager Smart Education has provided **parent engagement workshops aligned to standards one through three of the national PTA to hundreds of parents**. Over 95% of responding parents report learning the following: effective discipline strategies, communication strategies, understanding CCSS and state assessments, bullying prevention, effective use of technology, helping with transition from pre-K to elementary school and middle school to high school, and developing effective partnerships with teachers.

High Quality and Research-based Instruction

Voyager Smart Education's philosophy has been to allow students to reach their full potential by providing high quality, research-based and targeted academic instruction. The program has been designed to provide accurate assessments of students' strengths and weaknesses, and then to provide targeted instruction based on those results. Using student learning plans developed for each student, our teachers utilize a variety of multi-sensory approaches—auditory, kinesthetic, visual, and tactile—to ensure that instructional methods and lesson plans are compatible to the student's style of learning. Research-based instructional methods include data driven instruction, diagnostic assessments at intake, followed by ongoing and post program assessments, differentiated instruction, pre-service professional development, understanding learning styles, higher order thinking skills, effective questioning techniques, and small group instruction. As a result of using these methods, student achievement is maximized.

Alignment with Common Core Learning Standards

Voyager Smart Education's entire curriculum is closely aligned with the **Common Core Learning Standards (CCLS)**.

In addition to using Voyager Smart Education, CS92 will continue the following partnerships that have been successful meeting the needs of our students and will not require additional SIG grant funds:

Experience Corps- Grades 1-3 Year 2 (Year 1 they only served grade 1 and approximately 4 grade 2 students). Experience Corps literacy volunteers, working in teams of 10-12 at our school, provide one-on-one individualized tutoring to first, second and third grade students who are reading significantly below grade level and are in danger of failing. The volunteers follow a structured tutoring model called Book Buddies developed by the University of Virginia's McGruffy Reading Center. They are community volunteers, who provide one-on-one literacy instruction using the Book Buddies tutorial program.

Jumpstart- Grade Pre K. College students from Fordham University works with our 2 Pre K classes helping students develop language, literacy, and social skills they need to succeed in school and life. Students are assessed twice a year using its School Success Checklist. Jumpstart also provides regular parent workshop with strategies parents can use at home to support their children with literacy. Resources such as books are given out periodically for students to take home and share with their families.

Quality Improvement for Students with Disabilities- In collaboration with Josie Suarez, our Special Education School Improvement Specialist, and school administration, teachers are receiving professional trainings in the UDL principals. Multiple and flexible methods of expression that provide diverse students with alternatives for demonstrating what they have learned. Multiple and flexible methods of engagement that tap into diverse learners interest, challenge them appropriately, and motivate them to learn. Teachers are participating in professional development and goals are set for follow up. Teachers are introduced to a variety of tier 2 literacy strategies, and will have the opportunity to implement them in the classroom. Classroom visits will take place as well as opportunities for inter-visitation.

RBERN- In collaboration with Eva Garcia through Fordham University, our Bilingual Specialist, teachers are receiving professional trainings in the language and Vocabulary Acquisition for English language Learners. Teachers are participating in professional development and goals are set for follow up. Teachers are introduced to a variety of strategies in Listening, Speaking, Reading and Writing for Ell's, and will have the opportunity to implement them in the classroom. Classroom visits will take place as well as opportunities for inter-visitation. Ongoing professional development with NYC R-BERN ie, Language Acquisition

alignment with CCLS, NYSESLAT Data Analysis, continue the development of student writing samples, SIOP Training, Universal Design for Learning. Our New ESL/TBE teachers receive support from NYC R-BERN.

Teachers will be trained and supported by NYC R-BERN in the development of student writing samples. Ongoing review and analysis of NYSESLAT results in each modality.

New York Junior Tennis and Learning- An Afterschool extended day program running five days a week from 2:20-5:30PM. The program is currently funded by a 21 Century Grant and serves about 100 students from K-5. We anticipate about 100 additional students joining the program. The program has several components including tutoring in ELA and Math, visual arts with a writing component, character education, homework help linked with technology, project based learning focusing on STEM and literacy. Weekends may include educational trips, tennis events, and community learning. There is also parent outreach and career and college readiness.

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

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

All external partners will meet with administrative team upon entry to the schools to set goals and benchmarks. All external partners will be receiving the schools statistical data as well as the Comprehensive Educational Plan Goals . Each partner will meet with stakeholders as well as the school leadership team. An action plan will be established, with scheduled mid year and post year assessments. Analysis of summative and formative data as well feedback from observations will be used to evaluate the performance of the external partners. Feedback will be submitted by teachers as well as students. Services provided by external partners will be monitored by administration by observations and participation in all professional development sessions. Feedback collected from teachers on regular basis, will serve as performance indicators. All agendas, evaluations and related documents will be maintained in administrative offices. Administrative team and external partner representative will meet monthly to assess the implementation of the program and address any need for modification.

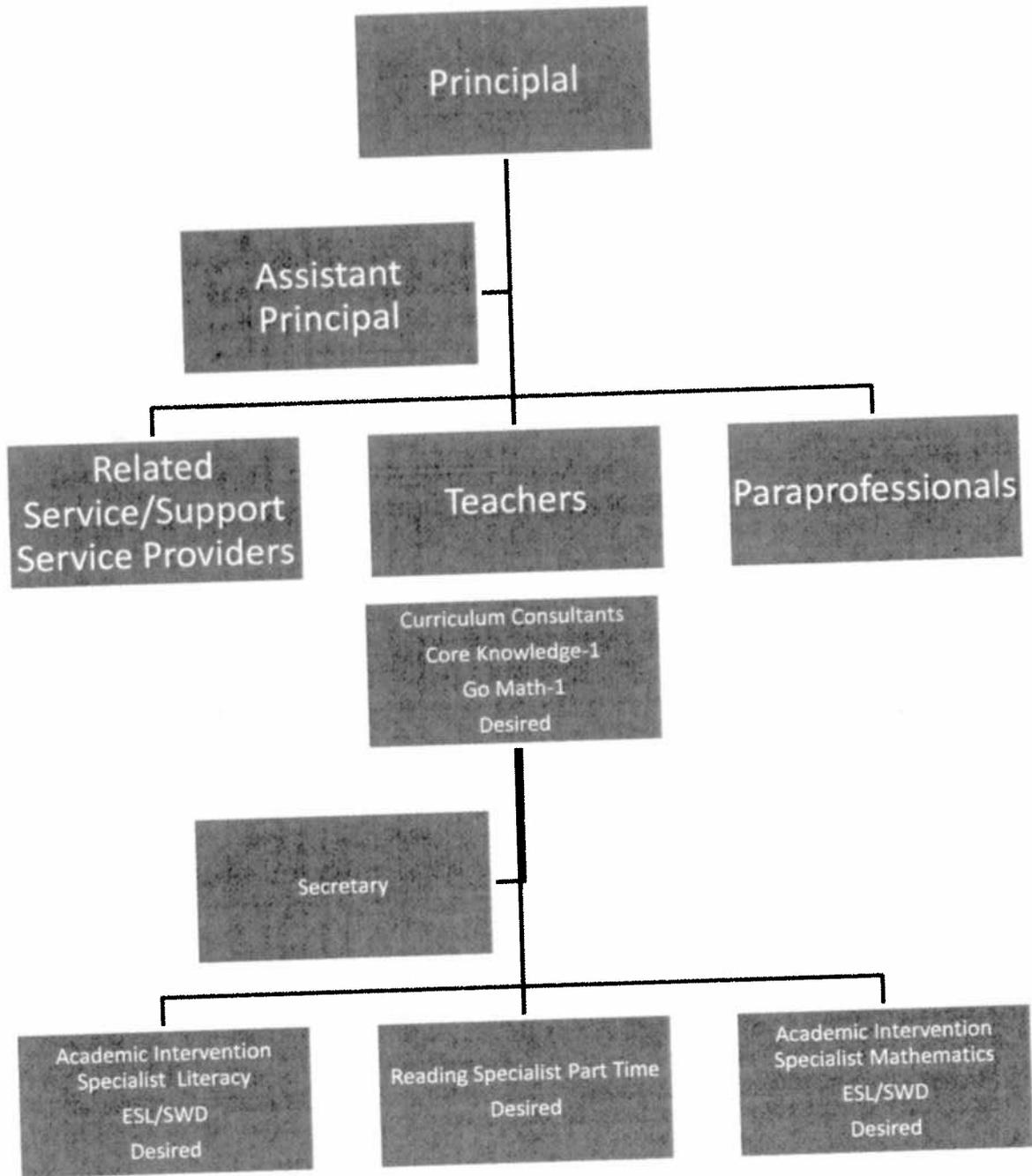
G. Organizational Plan

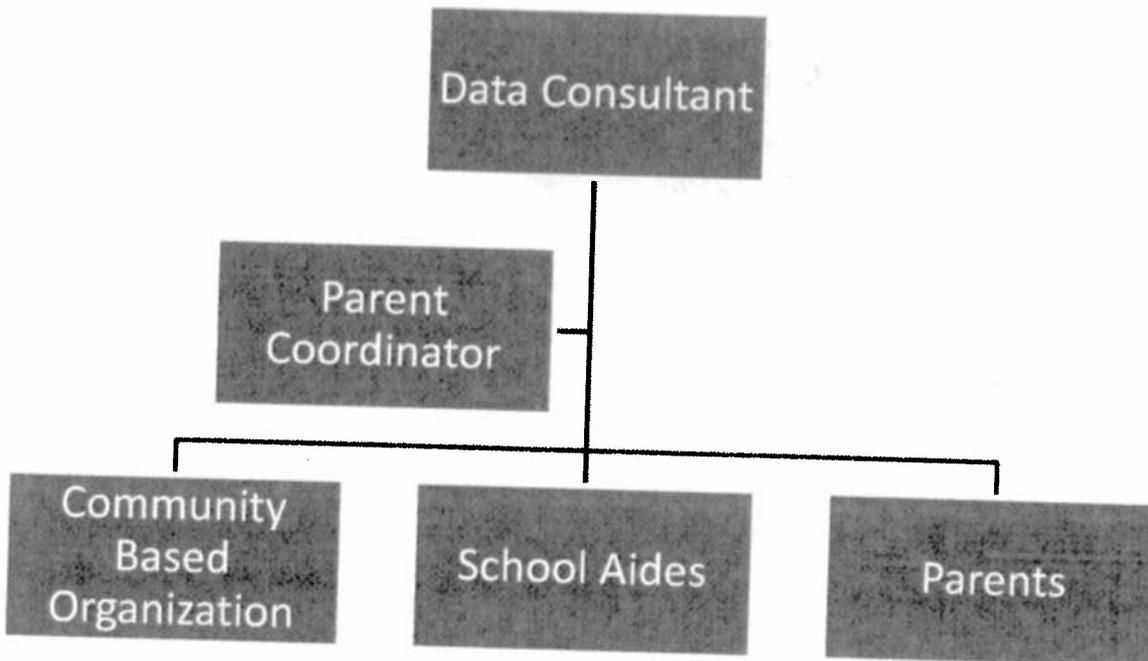
8 points

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 Attachment G and below organizational chart





- 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.).

C.S. 92 believes we should be organized around the child. With the children at the center, the school has built a viable organizational structure. With a new principal this is a work in progress. With the funds that could become available with the SIG grant we would expand our ability to do this. We have multiple open lines of communication at all times. This includes the school website, monthly events, calendar prepared by the Parent Coordinator with input from the school community, and Monthly Newsletters on each grade level. All communication is translated in Spanish to meet the needs of the community population. The School Leadership Team engages in a monthly meeting where school issues are discussed and voted on. Members then share this information with others in their constituent groups. Regular meeting with constituent groups affords time for input from all stakeholders.

Teams Include: Instructional Cabinet , which is comprised of a grade leader from K-5, an ESL teacher, and an IEP Teacher. At these weekly meeting curriculum is discussed, initiatives implemented within the classroom, and input is given regarding next steps. Grade Leaders are responsible for turn keying to other teacher on their grade level. Common planning time is built into the school schedule for each team to meet and analyze student data. In addition to report cards each student receives a progress report to inform parents of their children progress three times per year.

- 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 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*.

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.

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 CS 92, initial planning conferences will be held between the first day teachers report (September in 2014-2015) and the last Friday in October (October, 25th in 2014-2015). The Initial Planning Conference is a mandatory meeting between the teacher and evaluator that occurs prior to any formal or informal classroom observations. For teachers who select observation option #1, the initial planning conference may serve as a teacher's Pre-Observation Conference if the teacher chooses and if the initial planning conference occurs between 1 and 20 days prior to the formal observation. It is recommended that teachers utilize the initial planning conference to prepare for the school year by a) self-assessing their professional practice on the Danielson Framework for Teaching and b) setting 2-4 formative professional goals.

Formal Observation Protocol

Formal observations are announced, full-period observations. The evaluator and teacher must meet, in-person, for pre-and post-observation conferences. Teachers have an opportunity to submit to the evaluator up to two artifacts for review at each conference. Evaluators must include a written post-observation report in the teachers' file within 90 school days of the observation, excluding any days that the teacher is absent. This formal process yields a rating for all 22 Danielson components.

Informal Observation Protocol

Informal observations are at least 15 minutes in duration and need not be announced. There is no maximum time for an informal observation. Informal observations do not require pre- and post-observation conferences. After each informal observation, evaluators must provide feedback to teachers via email, verbally, in writing, or by using any other form of communication. Evaluators must include the post-observation report in the teacher's file within 90 school days of the informal observation, excluding any days that the teacher is absent. (NYCDOE.gov) A schedule of informal and formal observations will be established by the Principal and Assistant Principal early in the school year. All completed observation will be entered into the *Advance* portal in a timely manner. Both informal and formal observation will include next steps with which teachers can improve their practice. School and teacher reports are analyzed and individualized professional development plans are created for teachers. Teachers may be asked to meet with specialist, participate in intervisitation, or read articles that will fine tune their practices. School leaders will set up schedule times for these activities. Subsequent observations will include references to these activities and monitor the impact upon their practices.

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

H. Educational Plan

8 points

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

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

The SIG grant would give us an opportunity to do what we know is right for our students, but which we have never been able to do before because of a lack of resources. Our overarching plan is to use the SIG grant to reach all of our students with extraordinary teachers, programs and structures. We would use the SIG grant in a much focused way. Rather than select a litany of programs, we plan to use what we believe are the single best reading program and math program currently available. We will use the SIG grant to hire specialized intervention teachers and to train our classroom teachers to be sure they know everything they can about how to reach every student with these programs. We would do this by increasing the time allocated to PD and by bringing in the best, most experienced people who have classroom experience and experience with both the math and the literacy program. We would have structures in place to measure the progress our students are making. We would use the SIG grant to purchase tablets for our third-grade students so the teachers would have immediate feedback for remediation. We would seek additional funding from other sources to purchase tablets for the other grades beginning with fourth, then fifth, then second and first.

Teachers: We have dedicated teachers who take every opportunity to continue their training and education to augment their ability to teach the children entrusted to them. We would support our staff by adding professional development for the programs we have selected and by adding to our staff. We plan to add two AIS teachers. One would specialize in ELA and the other in Math. We would also add a reading specialist to zero in on the hurdles our struggling readers are facing and to help guide us in remediation strategies based on this careful analysis.

Curriculum Programs: Our philosophy is to zero in on the programs that are extraordinarily well researched and that have the components to address the needs of all of our students to provide them with a challenging, meaningful, successful education. Our ideal curriculum will inspire all of our students and their families. Further, we chose programs that have the highest levels of teacher support. We chose programs that we believe will make a difference in our student’s lives by giving them the best education we can.

English Language Arts Program: Core Knowledge Language Arts
C.S. 92 will use Core Knowledge Language Arts (CKLA) in our Transformation model. We began using the program in our K-2 classrooms in September, 2013. We are having excellent results. Although the program is too new in our school to have definitive data, anecdotally we

know that the program is working for our students. In fact, it is working so well that during year one of the SIG grant we would extend the program to grades 3-5.

We have a great many students who are struggling with reading and writing and our belief is that the approach to skills and comprehension would bring the results we want for our students. We feel particular urgency in our upper grades based on current data. 70% of our students are reading and writing below grade level. We have not significantly moved our ELL or Students with Disabilities populations.

Research shows that students with deficits in alphabetic knowledge; phonological processing and/or vocabulary face hurdles that are addressed in the CKLA Skills program. In addition, there is an equally strong comprehension component. The CKLA Skills component is aligned with CCSS. The standards are noted in the teacher guides, which gives teachers the resources they need to determine whether they need to spend more or less time on the standards that the students need to master. In addition CKLA addresses the six pedagogical shifts demanded by the Common Core State Standards.

The Listening and Learning (L&L – the comprehension component of the program) similarly notes each CCSS throughout the teacher guides. This allows teachers to both individualize work for students who have not mastered specific standards, as well as adjust whole class plans to areas in which the majority of the students need support to master specific standards. The program addresses the new rigorous content within the New York State ELA assessments. Students who succeed in the program should do well on the New York State test.

The CKLA program includes developmentally appropriate writing. It begins with teaching children the fundamentals of creating writing strokes in kindergarten and expands to teach how to write narrative, persuasive and informational pieces with ever increasing complexity throughout grades K-5. We will use the CKLA remediation materials for our extended day students who are working below grade level expectations.

C.S. 92 will continue to implement the Go Math program in grades K-5. This is a new program in our school this year. The program is written in alignment with the CCLS as well as the six instructional shifts. Early results indicate that many of our students are not able to work at grade level within the program. However, Go Math curriculum includes Tier 1, Tier 2 and Tier 3 lessons that can be adjusted to meet student needs. The SIG grant will be used to add an AIS teacher with a specialization in math to assist struggling students. This person will push into classrooms. Since grade teams are working together and keeping pace with one another, wherever necessary, the AIS specialist will group children together and push into a specific grade's classroom. In addition we will hire professionals from Go Math to come into our school one day each month to work with our teachers to demonstrate when and how to use the remedial components of the program. The Go Math program literally has an array of program options so rather than spend a couple of years getting up to speed on which components to use in which circumstances, we can provide short cuts to our teachers by paying a professional with long and deep teaching experience and intimate knowledge of Go Math. We will also use the Go Math Tier 2 and 3 activities in our extended day program.

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

Shifts in Mathematics

Go Math was developed with the CCLL and the six pedagogical shifts

Shift 1: Focus-Go Math is designed so “teachers (can) significantly narrow and deepen the scope of how time and energy is spent in the math classroom.” Go Math is designed so that the areas of concentration are aligned with the CCSS. Each area is taught systematically and in depth.

Shift 2: Coherence-Go Math has been carefully designed so that “principals and teachers (can) carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.” A basic concept that is initially introduced in kindergarten is expanded in first grade and built on in second and so on and so forth.

Shift 3: Fluency-Go Math includes the expectation that students will calculate with speed and accuracy. There is enough time and resources for students to practice during the school day and at home. There is specific work for re-teaching concepts and for enrichment. Students in the Go Math program are expected to memorize through repetition and “core functions.”

Shift 4: Deep Understanding-Building on the focus and coherence of the Go Math program, students will gain a deep understanding of each specific concept. The program is designed so students learn more than a trick to get an answer. They gain a deep understanding by talking about math on a daily basis and by working with partners.

Shift 5: Application-Through continual practice and problems that demand higher order thinking, children develop expertise in being able to apply the appropriate concept in situations where they are not even prompted to apply the specific concept.

Shift 6: Dual Intensity-Students are continually practicing and understanding. This is inherent in the development of the Go Math program. From the beginning of each lesson where students are involved in participating in an engaging activity, through the portion of the lesson that involves the children listening and drawing to the third part of each lesson that involves students and teachers in modeling and drawing. Following this is a quick assessment so the teacher can target those students who need further instruction, while others are able to engage in working individually or in small groups. Higher order thinking questions and at least one test prep question are components of every lesson.

Shifts in ELA

Shift 1: Balancing Informational & Literary Text-The CKLA program includes a variety of texts. Students read both informational and literary texts and in the Listening and Learning component the students hear, discuss and write about both informational and literary texts.

Shift 2: Knowledge in the Disciplines-CKLA provides students with many opportunities to build knowledge about the world through text rather than the teacher or activities. Domains include content knowledge about ancient civilizations, science, social studies, mythology, and classic

literature to name a sampling. This kind of background knowledge is essential for our students to be able to make sense out of the world in which they are growing up.

Shift 3: Staircase to Complexity-CKLA provides students with ever increasing text complexity beginning in kindergarten and continuing through fifth grade. CKLA teachers create time and space to support close reading. This is specifically address by CKLA by their development of GRAIR (Guided Reading/Accountable Independent Reading

Shift 4: Text-based Answers-CKLA embeds text-based answers in every component of the program. The read alouds are rich with opportunities for text based answers beginning in kindergarten and continuing through 5th grade. In addition the children learn very early how to develop text-based answers. Given that many of the people at CKLA are the same people who helped create the CCLL we are comfortable that the questions embedded in the various areas of study reflect the instructional shift.

Shift 5: Writing from Sources-CKLA supports writing by introducing students to the kinds of writing structures that support them and are developmentally appropriate. They learn opinion/argument writing based on their new knowledge of history, real world issues, science, and other content knowledge. They learn to write narratives and informational texts.

Shift 6: Academic Vocabulary-CKLA is built on a rich vocabulary. Complex vocabulary is integral within the Listening and Learning component of the program. Vocabulary is introduced throughout the read aloud with many opportunities to practice the new words. Vocabulary is also a rich component of the Student Readers in the Skills component of the program. Not only are the actual words included in both parts of the program, but phrases that add to the richness of the written and spoken word are introduced with opportunities for deep understanding. Go Math also provides vocabulary building opportunities with a great deal of time allocated for the discussion of math.

- iii. ***Use of Time.*** Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here:

CS 092X SIG Application

Attachment E Tentative School Year 181 Days
Class Schedule Chart

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00-8:50	Independent Reading Core Knowledge					
8:50-9:40	Independent Reading	Saturday				

	Core Knowledge	Academy				
9:45-10:35	Lunch	Lunch	Lunch	Lunch	Lunch	and
10:40-11:35	Go Math	Expanded Learning				
11:40-12:30	Independent Reading Core Knowledge	Drama	Independent Reading Core Knowledge	Independent Reading Core Knowledge	PE	8:00am-12:00pm
12:35-1:25	Music	Independent Reading Core Knowledge	Tech	Music	Independent Reading Core Knowledge	
1:30-2:20	Science & Soc. Studies					
2:20-3:10		Extended Day	Extended Day	Professional Development		
2:25-5:25	Expanded Learning Time				Expanded Learning Time	

Based upon the significant achievement gaps and challenges faced by CS 92 students, CS 92 will focus SIG funding on several strategies to provide academic support for students and to ensure they are provided with support to improve proficiency levels on the New York State 2013 English Language Arts and Mathematics Assessment. To provide individualized support for students and to improve academic performance, during the school day. To prepare students for state and local assessments. To improve student attendance. Teacher Based Training on the program being implemented by an implementation specialist. Teacher Assess identified students and place information in a data bank and determine areas of need to provide flexible grouping. Data will be collected at the beginning of the program, during the midpoint, and at the end of the program. Teachers will then administer lessons in literacy and during each session focuses on phonemic awareness, Phonics, fluency, comprehension and other reading strategies using small group instruction.

In addition there will be a focus on math, during each session there will be a focus on number and numeration, fluency, comprehension of word problems, and basic math facts using a hands-on approach. Students will be provided with opportunities for discussion and project based learning, and participate in activities online. To strengthen the school home connection students will be provided with user ID's to utilize online resources at home.

Expanded day for 2 hour after school (2:25-5:25 PM, Monday and Friday) open to all students and providing academic intervention. All of CS92 teachers are on contract to lead extended day activities to support students' individualized needs. Transportation will be requested ensuring every student has access to and participates in extended learning opportunities. These hours will focus exclusively on the individual learning plans for each student and ensure they are kept on track to improve academically.

Saturday Academy (8:00 AM to 12:00PM) held 4 hours/day to provide an additional opportunity for academic remediation and enrichment. Teachers will provide individual and group instruction and work one-on-one with students using the Voyager Reading Program, and a current resource Reading A-Z.

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

Instructional Grade Leaders Committee on Board

Staff Meeting Dates (Every Tuesday). There is one representative on each grade, and ESL teacher, and a special education teacher.

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

See attachment "Academic Intervention Services"

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

Establish classroom routines on the first day of school. *Responsive Classroom* techniques should be evident throughout the year. Rules, consequences, and rewards should be posted and referred to daily. Students should be incorporated in this process for best results. Be sure you have identified the areas for yourself that are non-negotiable – what you can live with and what you cannot. Sometimes negotiations of classroom rules and consequences are appropriate.

Consequences are directly related to the rule. They are both logical and natural and they help the rule breaker learn acceptable behavior from the experience.

Fair and consistent enforcement of class rules assure better compliance. It is not fair to create a rule after a situation has occurred. Once rules and consequences have been developed, students should be specifically taught them, acting out situations if necessary.

Before Making Guidance Referral:

- Confer with the student
- Set up a daily Behavior Progress report with the child and parent
- Maintain an Anecdotal Record-Record date and time and an objective statement of the incident or unusual behavior and how the teacher dealt with/resolved the problem.
- These records are most important for justifying disciplinary actions for referral.
- Confer with the grade leader in order to refer the case to the RTI Team for further evaluation.

Ladder of Discipline:

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

The School leadership Team Committee meets the Third Thursday of every month.

School Responsibilities:

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related; convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved, respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education; providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand; involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact; providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year; ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents; notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member; arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to

observe classroom activities; planning activities for parents during the school year, e.g., Parent-Teacher Conferences; Family Friday, Curriculum Night. Inform parents of decisions made by the School Leadership Team regarding the implementation of the SIG grant.

I. Training, Support, and Professional Development

4 points

The school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs.

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

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

The instructional cabinet members met with network support personnel to discuss the plans template and the rubric which would be used to assess it. The principal met with groups of teachers, including grade leaders, School Leadership Team members and parents to discuss the SIG plan and to illicit suggestions for the plan's content and strategies for its implementation.

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

C.S. 92X Professional Development Calendar 2014-2015 (Attachment K)

Month	Planned Training/ Professional Development	Responsibility for delivery	Desired outcomes	Reporting and analysis
June 2014	Consultants Orientation, School Data Review, Planning	School Leaders and Teachers	Review of school statistics and 2013-2014 assessment results	
July	Summer Professional Development Institute	Voyager Smart Education and CS 92 Consultants	Timely implementation/launch of Core Knowledge and Go Math curriculum for all grades	
September	Workshops on classroom management, data gathering and analysis, using formative assessments, differentiated instruction, instructional strategies for teaching ELLs and SWD.	Voyager Smart Education	Strengthening inquiry team work, lesson planning, implementation of differentiated instruction	Classroom visits, observations, walk-through.
October	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly - Grade Leaders Meeting	C Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Timely implementation/launch of Core Knowledge and Go Math curriculum for all grades Individual teachers inside of the classroom to demonstrate best practices.	Classroom visits, observations, walk-through.
November	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with	Consultant Consultant Network Staff Network Staff Administrators Administrators	Classroom visits, observations, walk-through.	Classroom visits, observations, walk-through.

	Teachers and Administrators (weekly - Grade Leaders Meeting	& staff		
December	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly - Grade Leaders Meeting	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff		
January 2015	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly - Grade Leaders Meeting	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Timely implementation/launch of Core Knowledge and Go Math curriculum for all Individual teachers inside of the classroom to demonstrate best practices	Classroom visits, observations, walk-through.
February	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly - Grade Leaders Meeting	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Timely implementation/launch of Core Knowledge and Go Math curriculum for all grades how to integrate Amplify technology into the program. Individual teachers inside of the classroom to demonstrate best practices	Classroom visits, observations, walk-through.
March	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly - Grade Leaders Meeting	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Timely implementation/launch of Core Knowledge and Go Math curriculum for all grades Lower grade group and upper grade group to teach the rationale for the program and how it works on a global scale. Individual teachers inside of the classroom to	Classroom visits, observations, walk-through.

			demonstrate best practices	
April	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly - Grade Leaders Meeting	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Timely implementation/launch of Core Knowledge and Go Math curriculum for all Individual teachers inside of the classroom to demonstrate best practices	
May	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly - Grade Leaders Meeting	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Timely implementation/launch of Core Knowledge and Go Math curriculum for all grades Individual teachers inside of the classroom to demonstrate best practices	Classroom visits, observations, walk-through.
June	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly - Grade Leaders Meeting	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Timely implementation/launch of Core Knowledge and Go Math curriculum for all grades Individual teachers inside of the classroom to demonstrate best practices	Classroom visits, observations, walk-through.

Network support throughout the year i.e. Danielson, Special Ed, Bilingual

iii. 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.).

C.S. 92 believes we should be organized around the child. With the children at the center, the school has built a viable organizational structure. With a new principal this is a work in progress. With the funds that could become available with the SIG grant we would expand our ability to do this. We have multiple open lines of communication at all times. This includes the school website, Monthly events calendar prepared by the Parent Coordinator with input from the school community, Monthly Newsletters on each grade level. All communication is translated in Spanish to meet the needs of the community population. The School Leadership Team engages in a monthly meeting where school issues are discussed and voted on. Members then share this

information with others in their constituent groups. Regular meeting with constituent groups affords time for input from all stakeholders.

Teams Include: Instructional Cabinet , which is comprised of a grade leader from K-5, an ESL teacher , IEP Teacher. At these weekly meeting curriculum is discussed, initiatives implemented within the classroom, and input is given regarding next steps. Grade Leaders are responsible for turn keying to other teacher on their grade level. Common planning time is built into the school schedule for each team to meet and analyze student data. In addition to report cards each student receives a progress report to inform parents of their children progress three times per year.

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

Please see Professional Development/Teacher Observation Schedule Attachment

J. Communication and Stakeholder Involvement/Engagement

4 points

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

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

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

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

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

Within the CS 92 community, a community engagement meeting was held with the Network Cluster Leaders and all stakeholders at the beginning of the 2013-2014 school year. The engagement meeting discussed the state of the school currently and ways all stakeholders can get involved in returning the school to good academic standing. For parents who are unable to attend meetings written reports of the minutes will be sent home. All parents will receive surveys in which they can give suggestions for future meeting and/or future training sessions.

The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office; conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations.

Our school will further encourage school-level parental involvement by: providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; providing school website for regular communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

K. Project Plan and Timeline

4 points

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

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

GOAL 1: students will improve performance on the ELA and Mathematics assessments with a focus on English language learners and students with disabilities. Strategies will include but are not limited to extend learning time and academic intervention homogenous grouping, which will focus on individual student needs. Additionally, we will be providing intensive and comprehensive professional development to teachers and paraprofessionals on the implementation of our ELA and Mathematics curriculum as well as the intervention Voyager math and literacy program. This two fold approach will strengthen our instructional program which will then positively impact student instruction. Teachers will meet regularly in teams to

review and adjust curriculum. Teachers will provide progress notes to inform parents of student progress.

GOAL 2: During year one all teacher teams will identify data that will be collected periodically. A leader will be identified in each grade for literacy and mathematics support to colleagues. Teacher teams with support from the lead teacher will continuously make data-driven adjustments to instruction in order to provide flexible grouping and to intellectually challenge all students, including Students with Disabilities and English Language Learners. CS 92 will strengthen teacher understanding of data driven instruction, by providing comprehensive professional development through our continued partnership with School Data Corp consultants, Core Knowledge Consultants, and Voyager Smart Education Consultants. All Consultants will meet with teacher teams to analyze data, make adjustments and develop best practices to provide multiple access points for all students.

GOAL 3: During year one of implementation, our school will have a comprehensive, well established professional development plan for each teacher, driven by the Danielson's Framework for Teaching, teacher needs and student data analysis. Each teacher will develop two goals using the components from the Framework for teaching. The plan will continuously support teachers in providing effective, data-driven, standard-based instruction. To this end our professional development will be provided by contracted consultants in ELA and math, a reading specialist, and input from two academic intervention teachers for Special Education and English Language Learners. This team approach will be foster ownership and build internal capacity.

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

GOAL 1: Teachers will provide progress notes to inform parents of student progress. Student data that is periodically collected will show an increase in students' academic ability during the school day and when utilizing intervention resources. An increase in reading level of one year and the ability to master math skills such as number and numeration will prove strategies implemented are effective. Assessments will include end of unit, running records, and teacher observation. GOAL 2: Early wins will include each teachers ability to analyze routine data collected, group students, and begin differentiating at least one subject area when planning.

GOAL 3: Each teacher will develop two goals using the components from the Framework for teaching. Early wins include a teacher who participated in a PD activity and is able to turnkey information to colleagues. Also, teachers being comfortable to accept inter-visitation due to mastery or success in reaching a goal. Other early indicators is teachers utilizing feedback given by school leaders in developing teacher practice.

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

The following documents will be collected by school leaders and analyzed with teacher teams and consultants. Other Assessments for ELA and Math using Core Knowledge and Go Math will be analyzed during the time frame below.

Running Records

Reading Logs

A revised reading log has been distributed to all teachers. It is important to ensure that the students record the title, author, book level and date of completion on each log. Grades K-1 may revise the log to minimize writing but emphasis the completion of the book.

Independent Reading

Students must be engaged in sustained silent reading from 8:00-8:30am daily. Students' seat sacks and desks must contain books appropriate to their levels. There should be **no read aloud** at this time. Student logs will be checked by the classroom teacher daily.

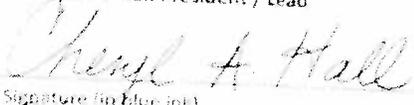
Student Writing Samples

Continually analyze student writing samples. Prepare the grade, class and individual students' strengths, struggles and strategies to improve writing. This information is to be kept in an assessment binder. The NYSESLAT rubric will be used to assess the student writing samples.

**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 development of this SIG application. This form must be completed and submitted to NYSED as a part of the complete SIG application in order to document 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 is required.)
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary must be completed and submitted to NYSED on this form.

Principals Union President / Lead  Signature (in blue ink) Cheryl A. Hall Type or print name	Date 2/3/14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary of supporting documentation that provides evidence of consultation and collaboration on the constituent identified in this SIG application.
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Teachers Union President / Lead  Signature (in blue ink) Lissette Vazquez Type or print name	Date 2/3/14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary of supporting documentation that provides evidence of consultation and collaboration on the constituent identified in this SIG application.
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Parent Group President / Lead  Signature (in blue ink) Jannelle Valet Type or print name	Date 2/3/14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary of supporting documentation that provides evidence of consultation and collaboration on the constituent identified in this SIG application.
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Attachment B
School-level Baseline Data and Target-Setting Chart

12X092 PS 92

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	100	100	100	100
c. Student participation in State Math assessment	%	100	100	100	100	100
d. Drop-out rate	%	11	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	94%	90%	91%	92%	93%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	0%	1%	2%	1%	1%
h. Number of discipline referrals	Num	7%	27%	20%	15%	10%
i. Truancy rate	%	1%	3%	3%	2%	2%
j. Teacher attendance rate	%	96%	96%	96%	96%	96%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20	30	45	45	40
m. Hours of professional development to improve leadership and governance	Num	10	8	14	14	12

n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	Num	10	20	80	60	50
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	6	9 to 12	12 to 18	15 to 24
d. Students scoring "proficient" or higher on Math assessment	%	30	4	7 to 10	10 to 16	13 to 22
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 targets yearly*

Attachment C Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>Voyager Smart Education, LLC 59 Elm Street Suite 330A New Haven, CT 06510 Phone: 203-772-4331 Fax: 203-773-3228 Contacts: Isaak Aronson, President 203-772-4331 Ext. 305 Laura Hickey, Account Executive 203-772-4331 t.437</p>	<p>PS 309 (16K309) 794 Monroe Street Brooklyn, NY 11221 MS 113 (13K113) 300 Adelphi Street Brooklyn, NY 11205 PS 82 (28Q082) 88-02 144 Street Jamaica, NY 11435 PS 94 (10X094) 3530 Kings College Place Bronx, New York 10467 Career Academy 4375 E. Brookstown Drive Baton Rouge, LA 70805 Patrick F. Taylor School 701 Churchill Parkway Avondale, LA 70127 Pinelands Regional Jr. High 520 Nuggentown Road Little Egg Harbor, NJ 08087 PS 146 (08X146) 968 Cauldwell Avenue Bronx, New York 10456 Hill Central Music Academy 140 Dewitt Street New Haven, CT 06519 IS 5 (24Q005) 50-40 Jacobus Street Queens, NY 11373</p>	<p>Glen Worthy Principal, Hill Central Music Academy (203) 946-8680 / glen.worthy@new-haven.k12.ct.us Nicole Perry Principal, PS 309 (718) 574-2381 / nperry@schools.nyc.gov Cheryl Stevenson Director of Curriculum, Pinelands Regional Board of Ed. (609) 296-3106 Ext. 4115/ cstevenson@prsdnj.org Dawnique Daughtry Principal, MS 113 (718) 834-6734/ ddaught@schools.nyc.gov Stephanie Marcum, Louisiana Course Choice Academic Manager, (225) 342-1721/ stephanie.marcum@LA.gov Kelly Nepogoda, Principal, IS 5 (718) 205-6788/ klobson@schools.nyc.gov Janet-Ann Sanderson, Principal, PS 146 (718) 378-9664/ jsander@schools.nyc.gov Angela Boykin Principal, PS 82 (718) 526-4139/ aboykin@schools.nyc.gov Rachel Cherry Program Manager- Curriculum & Instruction, Philadelphia SD (215) 400-4212/ rcherry@philasd.org Mandy LaCerte, Assistant Principal, Career Academy (225) 388-5252/ lacerte@careeracademybr.org</p>

Cheryl A. Hall

Professional Profile

A highly skilled and passionate educational leader with a strong commitment to the development of students and staff. Dynamic visionary and solid team player. A track record in collaborating with the school and community to improve student learning while maintaining a student focused environment. Trustworthy professional with superior communication skills necessary to develop strong and lasting relationships with all members of the school community.

Core competencies include:

- NYS Common Core Learning Standards Program /Schedule Management
- Differentiated Instruction Leadership and Team Building
- Classroom/Teacher Evaluation (Danielson Framework) Professional Development
- Teacher Supervision Interactive Learning
- Curriculum Development and Improvement Student Assessment
- Data Analysis Mentoring
- Response To Intervention Students with Disabilities/English Language Learners

EDUCATION AND CREDENTIALS

Masters of Science School District Leader (2006); Major; Educational Administration
Touro College - New York, NY

Masters of Science in Education (2000); Major; Early Childhood/Elementary Education
College of New Rochelle - New Rochelle, NY

Bachelor of Arts (1997); Major; Psychology
Iona College - New Rochelle, NY

New York State Permanent Certification Pre K- 6

New York State Permanent Certification School District Administrator

New York State Provisional Certification School Administrator/Supervisor

Certificate of Eligibility for Supervisory Placement

NYC Principal Candidate Pool

EXPERIENCE

C.S. 92-Bronx, NY

2013-Present

Interim Acting Principal- Establish and supervise a safe and positive learning environment for all. Plan and set goals for students and teachers and make adjustments regularly using a

April

researched based approach. Plan and set goals for student performance and progress by facilitating the analysis and alignment of assessment tools and the curriculum and Common Core Learning Standards. Comply with legal requirements on a city and state level. Analyze, synthesize, and promote coherence among teams and committees. Interact with students, staff, parents and community members regularly for feedback regarding the school community. Build professional relationships and empower and engage staff in decision making.

C.S. 92-Bronx, NY
April 2013

2008-

Assistant Principal- Program development, Supervise grades k-5, Special Education, and Literacy Programs. Curriculum development and implementation. Develop and facilitate weekly professional instructional development. Monitor attendance and provide incentives. Gather and analyze school wide data and grade reports in order to set goals and adjust curriculum. Facilitate meetings and coordinate school wide activities to include parent involvement. Supervise and evaluate staff, students, and instruction daily. Set systems that provide clear expectations. Communicate with school community and outside organizations to meet the needs of the school and students.

John Peter Zenger Bronx, NY

2007-2008

Math Coach- Assist teachers in improving classroom math instruction. Develop and deliver professional development in order to promote growth and development. Provide teachers with specific instructional strategies for students. Maintain logs, set goals and engaged in reflective conversations. Assist in identifying and implementing methods for assessing student progress. Communicate data related information to the entire school community. Ensured a safe school environment throughout the day with support in scheduling, and other administrative duties.

The School of Higher Expectations Bronx, NY
2007

2006-

Academic Intervention Specialist-Analyze data and evaluate instruction using a variety of measurable tools. Provide target intervention to students not meeting State Standards. Conduct ongoing assessments to monitor school and student progress. Generate progress reports and parent updates. Collaborate with the Family Support Team and other support staff. Improve parent involvement and attendance through school wide incentives.

Dr. Evelina Lopez Antonetty Children Literacy Center

1999-2006

Classroom/Lead Teacher Grades 3-5-Developed a solid cohesive learning environment by setting high expectations and establishing a team approach. Implemented core programs in all subject areas through standard-based teaching, learning and assessment. Prepared ongoing assessment to track individual student development and plan instruction. Established and

maintained communication with all stakeholders in the learning community. Supervised grade level and new teachers. Created and directed before and after-school programs. Provided Grade 5 students with transitional support into Middle School.

Public School 68

February 1999

Classroom Teacher Grade 2- Special Education

Developed a structured and safe learning environment for emotionally challenged students. Differentiated instruction in accordance with each Individualized Educational Plan and state standards. Scheduled activities that fostered personal growth and social development. Integrated specialized techniques to meet individual student needs. Utilized support services. Delegated responsibility and supervised classroom paraprofessionals.

CAREER DEVELOPMENT

Teachers College Reading and Writing Project, Wilson/Fundations Reading System, Depth of Knowledge,

Everyday Mathematics Success with Differentiated Instruction, Go Math, Meeting the Needs of English Language Learners/Students with Disabilities, Universal Design for Learning, Depth Of Knowledge, Balanced Literacy, Formative Assessments, Data Analysis, Individualized Educational Plans, SESIS, Smart Goals, Danielson Framework, NYS Common Core Standards and NYC Instructional Expectations.

PROGRAMS FACILITATED

Ballroom Dancing in Public Schools, Digital Documentaries, New York Cares, Arts Achieve, Learning through the Arts, Jumpstart, Experience Corps, Urban Voices, Book PALS, Good Sheppard Family Intervention Services, New York Junior Tennis and Learning.

C.S. 92X Professional Development Calendar 2014-2015 (Attachment K)

Month	Planned Training/ Professional Development	Responsibility for delivery	Desired outcomes	Reporting and analysis
June 2014	Consultants Orientation, School Data Review, Planning	School Leaders and Teachers	Review of school statistics and 2013-2014 assessment results	
July	Summer Professional Development Institute	Voyager Smart Education and CS 92 Consultants	Timely implementation/launch of Core Knowledge and Go Math curriculum for all grades	Classroom visits, observations, walk-through.
September	Workshops on classroom management, data gathering and analysis, using formative assessments, differentiated instruction, instructional strategies for teaching ELLs and SWD.	Voyager Smart Education	Strengthening inquiry team work, lesson planning, implementation of differentiated instruction	
October	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly – Grade Leaders Meeting	C Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Timely implementation/launch of Core Knowledge and Go Math curriculum for all grades Individual teachers inside of the classroom to demonstrate best practices.	Classroom visits, observations, walk-through.
November	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly – Grade	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Classroom visits, observations, walk-through.	Classroom visits, observations, walk-through.

	Leaders Meeting			
December	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly – Grade Leaders Meeting)	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff		
January 2015	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly – Grade Leaders Meeting)	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Timely implementation/launch of Core Knowledge and Go Math curriculum for all Individual teachers inside of the classroom to demonstrate best practices	Classroom visits, observations, walk-through.
February	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly – Grade Leaders Meeting)	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Timely implementation/launch of Core Knowledge and Go Math curriculum for all grades how to integrate Amplify technology into the program. Individual teachers inside of the classroom to demonstrate best practices	Classroom visits, observations, walk-through.
March	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly – Grade Leaders Meeting)	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Timely implementation/launch of Core Knowledge and Go Math curriculum for all grades Lower grade group and upper grade group to teach the rationale for the program and how it works on a global scale. Individual teachers inside of the classroom to demonstrate best practices	Classroom visits, observations, walk-through.
April	Core Knowledge Go Math	Consultant Consultant	Timely implementation/launch of	

	Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly – Grade Leaders Meeting)	Network Staff Network Staff Administrators Administrators & staff	Core Knowledge and Go Math curriculum for all Individual teachers inside of the classroom to demonstrate best practices	
May	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly – Grade Leaders Meeting)	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Timely implementation/launch of Core Knowledge and Go Math curriculum for all grades Individual teachers inside of the classroom to demonstrate best practices	Classroom visits, observations, walk-through.
June	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly – Grade Leaders Meeting)	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Timely implementation/launch of Core Knowledge and Go Math curriculum for all grades Individual teachers inside of the classroom to demonstrate best practices	Classroom visits, observations, walk-through.

Network support throughout the year i.e. Danielson, Special Ed, Bilingual

C.S. 92X Professional Development Calendar 2014-2015 (Attachment K)

Month	Planned Training/ Professional Development	Responsibility for delivery	Desired outcomes	Reporting and analysis
June 2014	Consultants Orientation, School Data Review, Planning	School Leaders and Teachers	Review of school statistics and 2013-2014 assessment results	
July	Summer Professional Development Institute	Voyager Smart Education and CS 92 Consultants	Timely implementation/launch of Core Knowledge and Go Math curriculum for all grades	Classroom visits, observations, walk-through.
September	Workshops on classroom management, data gathering and analysis, using formative assessments, differentiated instruction, instructional strategies for teaching ELLs and SWD.	Voyager Smart Education	Strengthening inquiry team work, lesson planning, implementation of differentiated instruction	
October	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly – Grade Leaders Meeting	C Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Timely implementation/launch of Core Knowledge and Go Math curriculum for all grades Individual teachers inside of the classroom to demonstrate best practices.	Classroom visits, observations, walk-through.
November	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly – Grade	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Classroom visits, observations, walk-through.	Classroom visits, observations, walk-through.

	Leaders Meeting			
December	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly – Grade Leaders Meeting	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff		
January 2015	Core Knowledge Go Math Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly – Grade Leaders Meeting	Consultant Consultant Network Staff Network Staff Administrators Administrators & staff	Timely implementation/launch of Core Knowledge and Go Math curriculum for all Individual teachers inside of the classroom to demonstrate best practices	Classroom visits, observations, walk-through.
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April	Core Knowledge Go Math	Consultant Consultant	Timely implementation/launch of	

	Special Education Meeting Bilingual Meeting Meeting with Teachers and Administrators (weekly – Grade Leaders Meeting	Network Staff Network Staff Administrators Administrators & staff	Core Knowledge and Go Math curriculum for all Individual teachers inside of the classroom to demonstrate best practices	
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Network support throughout the year i.e. Danielson, Special Ed, Bilingual

Attachment E Tentative School Year 181 Days
Class Schedule Chart

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00-8:50	Independent Reading Core Knowledge					
8:50-9:40	Independent Reading Core Knowledge	Saturday Academy and Expanded Learning 8:00am-12:00pm				
9:45-10:35	Lunch	Lunch	Lunch	Lunch	Lunch	
10:40-11:35	Go Math					
11:40-12:30	Independent Reading Core Knowledge	Drama	Independent Reading Core Knowledge	Independent Reading Core Knowledge	PE	
12:35-1:25	Music	Independent Reading Core Knowledge	Tech	Music	Independent Reading Core Knowledge	
1:30-2:20	Science & Soc. Studies					
2:20-3:10		Extended Day	Extended Day	Professional Development		
2:25-5:25	Expanded Learning Time				Expanded Learning Time	

Cheryl A. Hall



Professional Profile

A highly skilled and passionate educational leader with a strong commitment to the development of students and staff. Dynamic visionary and solid team player. A track record in collaborating with the school and community to improve student learning while maintaining a student focused environment. Trustworthy professional with superior communication skills necessary to develop strong and lasting relationships with all members of the school community.

Core competencies include:

- NYS Common Core Learning Standards Program /Schedule Management
- Differentiated Instruction Leadership and Team Building
- Classroom/Teacher Evaluation (Danielson Framework) Professional Development
- Teacher Supervision Interactive Learning
- Curriculum Development and Improvement Student Assessment
- Data Analysis Mentoring
- Response To Intervention Students with Disabilities/English Language Learners

EDUCATION AND CREDENTIALS

Masters of Science School District Leader (2006); Major; Educational Administration
Touro College - New York, NY

Masters of Science in Education (2000); Major; Early Childhood/Elementary Education
College of New Rochelle - New Rochelle, NY

Bachelor of Arts (1997); Major; Psychology
Iona College - New Rochelle, NY

New York State Permanent Certification Pre K- 6

New York State Permanent Certification School District Administrator

New York State Provisional Certification School Administrator/Supervisor

Certificate of Eligibility for Supervisory Placement

NYC Principal Candidate Pool

EXPERIENCE

C.S. 92-Bronx, NY
2013-Present

April

Interim Acting Principal- Establish and supervise a safe and positive learning environment for all. Plan and set goals for students and teachers and make adjustments regularly using a researched based approach. Plan and set goals for student performance and progress by

facilitating the analysis and alignment of assessment tools and the curriculum and Common Core Learning Standards. Comply with legal requirements on a city and state level. Analyze, synthesize, and promote coherence among teams and committees. Interact with students, staff, parents and community members regularly for feedback regarding the school community. Build professional relationships and empower and engage staff in decision making.

C.S. 92-Bronx, NY

2008-

April 2013

Assistant Principal- Program development, Supervise grades k-5, Special Education, and Literacy Programs. Curriculum development and implementation. Develop and facilitate weekly professional instructional development. Monitor attendance and provide incentives. Gather and analyze school wide data and grade reports in order to set goals and adjust curriculum. Facilitate meetings and coordinate school wide activities to include parent involvement. Supervise and evaluate staff, students, and instruction daily. Set systems that provide clear expectations. Communicate with school community and outside organizations to meet the needs of the school and students.

John Peter Zenger Bronx, NY

2007-2008

Math Coach-Assist teachers in improving classroom math instruction. Develop and deliver professional development in order to promote growth and development. Provide teachers with specific instructional strategies for students. Maintain logs, set goals and engaged in reflective conversations. Assist in identifying and implementing methods for assessing student progress. Communicate data related information to the entire school community. Ensured a safe school environment throughout the day with support in scheduling, and other administrative duties.

The School of Higher Expectations Bronx, NY
2007

2006-

Academic Intervention Specialist-Analyze data and evaluate instruction using a variety of measurable tools. Provide target intervention to students not meeting State Standards. Conduct ongoing assessments to monitor school and student progress. Generate progress reports and parent updates. Collaborate with the Family Support Team and other support staff. Improve parent involvement and attendance through school wide incentives.

Dr. Evelina Lopez Antonetty Children Literacy Center

1999-2006

Classroom/Lead Teacher Grades 3-5-Developed a solid cohesive learning environment by setting high expectations and establishing a team approach. Implemented core programs in all subject areas through standard-based teaching, learning and assessment. Prepared ongoing assessment to track individual student development and plan instruction. Established and maintained communication with all stakeholders in the learning community. Supervised grade

level and new teachers. Created and directed before and after-school programs. Provided Grade 5 students with transitional support into Middle School.

February 1999

Public School 68

Classroom Teacher Grade 2- Special Education

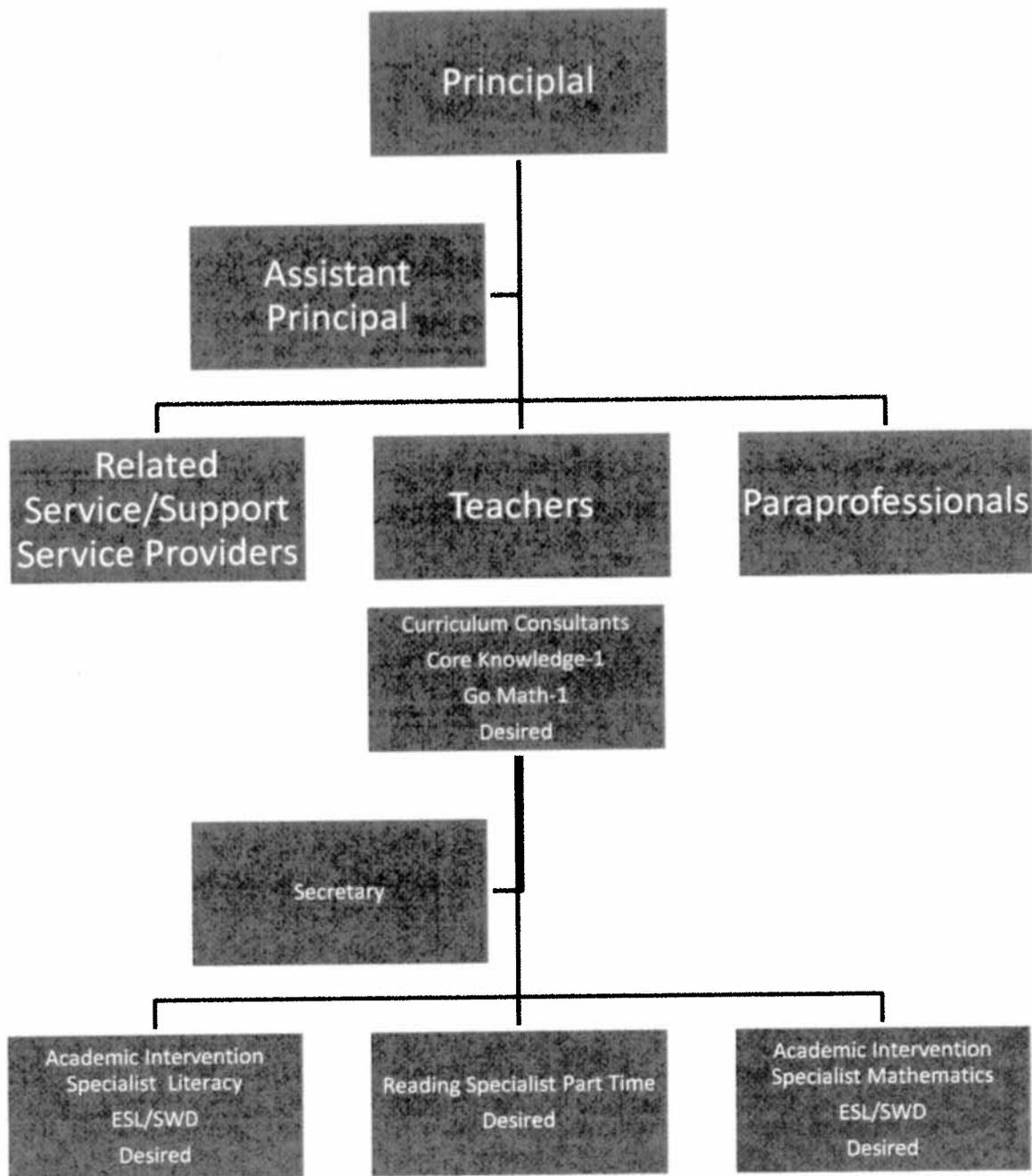
Developed a structured and safe learning environment for emotionally challenged students. Differentiated instruction in accordance with each Individualized Educational Plan and state standards. Scheduled activities that fostered personal growth and social development. Integrated specialized techniques to meet individual student needs. Utilized support services. Delegated responsibility and supervised classroom paraprofessionals.

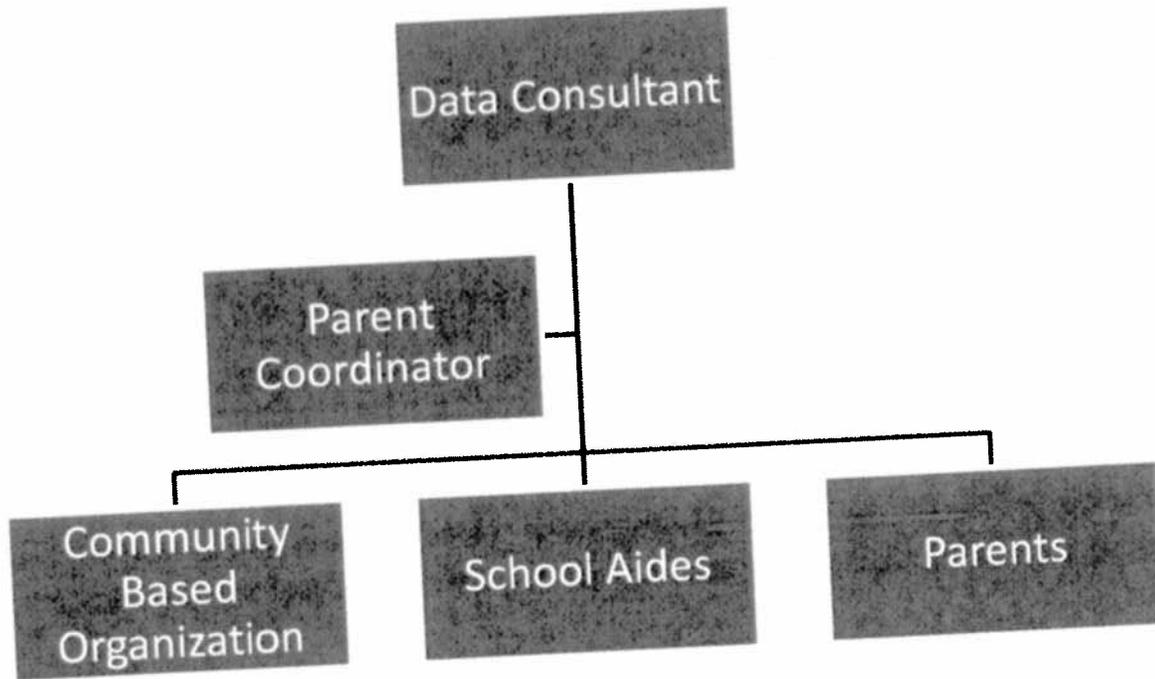
CAREER DEVELOPMENT

Teachers College Reading and Writing Project, Wilson/Fundations Reading System, Depth of Knowledge, Everyday Mathematics Success with Differentiated Instruction, Go Math, Meeting the Needs of English Language Learners/Students with Disabilities, Universal Design for Learning, Depth Of Knowledge, Balanced Literacy, Formative Assessments, Data Analysis, Individualized Educational Plans, SESIS, Smart Goals, Danielson Framework, NYS Common Core Standards and NYC Instructional Expectations.

PROGRAMS FACILITATED

Ballroom Dancing in Public Schools, Digital Documentaries, New York Cares, Arts Achieve, Learning through the Arts, Jumpstart, Experience Corps, Urban Voices, Book PALS, Good Sheppard Family Intervention Services, New York Junior Tennis and Learning.





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)
<p>Voyager Smart Education, LLC 59 Elm Street Suite 330A New Haven, CT 06510 Phone: 203-772-4331 Fax: 203-773-3228 Contacts: Isaak Aronson, President 203-772-4331 Ext. 305 Laura Hickey, Account Executive 203-772-4331 t .437</p>	<p>PS 309 (16K309) 794 Monroe Street Brooklyn, NY 11221</p>	<p>Glen Worthy Principal, Hill Central Music Academy (203) 946-8680 / glen.worthy@new-haven.k12.ct.us</p>
	<p>MS 113 (13K113) 300 Adelphi Street Brooklyn, NY 11205</p>	<p>Nicole Perry Principal, PS 309 (718) 574-2381/ nperry@schools.nyc.gov</p>
	<p>PS 82 (28Q082) 88-02 144 Street Jamaica, NY 11435</p>	<p>Cheryl Stevenson Director of Curriculum, Pinelands Regional Board of Ed. (609) 296-3106 Ext. 4115/ cstevenson@prsdnj.org</p>
	<p>PS 94 (10X094) 3530 Kings College Place Bronx, New York 10467</p>	<p>Dawnique Daughtry Principal, MS 113 (718) 834-6734/ ddaught@schools.nyc.gov</p>
	<p>Career Academy 4375 E. Brookstown Drive Baton Rouge, LA 70805</p>	<p>Stephanie Marcum, Louisiana Course Choice Academic Manager, (225) 342-1721/ stephanie.marcum@LA.gov</p>
	<p>Patrick F. Taylor School 701 Churchill Parkway Avondale, LA 70127</p>	<p>Kelly Nepogoda, Principal, IS 5 (718) 205-6788/ kdobson@schools.nyc.gov</p>
	<p>Pinelands Regional Jr. High 520 Nuggentown Road Little Egg Harbor, NJ 08087</p>	<p>Janet-Ann Sanderson, Principal, PS 146 (718) 378-9664/ jsander@schools.nyc.gov</p>
	<p>PS 146 (08X146) 968 Cauldwell Avenue Bronx, New York 10456</p>	<p>Angela Boykin Principal, PS 82 (718) 526-4139/ aboykin@schools.nyc.gov</p>
	<p>Hill Central Music Academy 140 Dewitt Street New Haven, CT 06519</p>	<p>Rachel Cherry Program Manager- Curriculum & Instruction, Philadelphia SD (215) 400-4212/ rcherry@philasd.org</p>
<p>IS 5 (24Q005) 50-40 Jacobus Street Queens, NY 11373</p>	<p>Mandy LaCerte. Assistant Principal, Career Academy (225) 388-5252/ lacerte@careeracademybr.org</p>	

12X092 PS 92

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	100	100	100	100
c. Student participation in State Math assessment	%	100	100	100	100	100
d. Drop-out rate	%	11	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	94%	90%	91%	92%	93%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	0%	1%	2%	1%	1%
h. Number of discipline referrals	Num	7%	27%	20%	15%	10%
i. Truancy rate	%	1%	3%	3%	2%	2%
j. Teacher attendance rate	%	96%	96%	96%	96%	96%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20	30	45	45	40
m. Hours of professional development to improve leadership and governance	Num	10	8	14	14	12
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	Num	10	20	80	60	50

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	6	9 to 12	12 to 18	15 to 24
d. Students scoring "proficient" or higher on Math assessment	%	30	4	7 to 10	10 to 16	13 to 22
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 target

Academic Intervention Services (AIS)

CS 92X - Response to Intervention (RTI) Plan 2013-2014

School: X092
CFN: 551

<p>Describe the school's RTI nature, Specifically how it will provide services in Tiers I, II, and III.</p>	<p>The teacher refers the child to the RTI team if the student is not progressing. The teacher completes RTI referral form and attaches relevant data using a checklist. The clerical schedules a meeting with the RTI team and the teacher. The case is discussed and a caseworker is assigned. Interventions are established and a follow-up meeting is scheduled in 8 weeks. During the first 8 weeks of Tier I, the parent is informed by a parent letter, the parent and child interviews are completed, and specific strategies are implemented and followed consistently. The teacher and caseworker will monitor progress and documents results. During the follow-up meeting, the child's progress is discussed. The team will determine if Tier II services should be considered or should the teacher continue with Tier I.</p>
<p>What assessment tools will be used to monitor progress monitoring? (these should correlate to the targeted intervention)</p>	<ul style="list-style-type: none"> • www.jimwright.com has customizable behavior report cards and targeted intervention tools • Monthly unit tests and NYC performance assessments • Tier I - ELA and Math state exams/ report cards/ Lab-R and NYSESLAT/ progress reports • Teacher observations, teacher made tests, and class work • Wilsons and Foundation reading program • Running records • Reading A-Z
<p>What interventions will the school provide in each targeted area? (list resources and areas that apply)</p>	
<p>How many times during the current school year will universal screening be conducted?</p>	
<p>How will the school assess implementation and effectiveness at each Tier?</p>	
<p>How will the school</p>	

current RTI services provided?

- Dibels data system

Tier I

Tier II

Tier III

Each case will have a completed RTI packet in a folder and a case worker to assist the teacher. The follow-up RTI meetings will be used to track the cases and review progress monitoring. Each AIS provider will also track their caseload and document progress monitoring regularly.

12 x 092

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
Cheryl A. Hall Signature (in blue ink) Cheryl A Hall Type or print name	2/3/14	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.
Teachers Union President / Lead Lissette Vazquez Signature (in blue ink) Lissette Vazquez Type or print name	2/3/14	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.
Parent Group President / Lead Jannelle Valet Signature (in blue ink) Jannelle Valet Type or print name	2/3/14	Summary Documentation if Signature is Unobtainable if the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.

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

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g. Suspension rate	%	0%	1%	2%	1%	1%
h. Number of discipline referrals	Num	7%	27%	20%	15%	10%
i. Truancy rate	%	1%	3%	3%	2%	2%
j. Teacher attendance rate	%	96%	96%	96%	96%	96%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20	30	45	45	40
m. Hours of professional development to improve leadership and governance	Num	10	8	14	14	12
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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 target

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

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

I. Leading Indicators

- a. **Number of minutes in the school year**
Baseline data for 2011-12 was determined based on the number of instructional days in the school year (183 days) and the minimum required daily instructional time (5 hours for grades 1-6 and 5.5 hours for grades 7-12)
- b. **Student participation in State ELA assessment**
K-8; from State Report Card Accountability table.
- c. **Student participation in State Math assessment**
K-8. from State Report Card Accountability table.
- d. **Drop-out rate**
Dropout rate from NYSED; 2008, 4-year August cohort
- e. **Student average daily attendance**
All schools: Calculation based on aggregate of days students were present divided by days present + absent for school year 2011-12
- f. **Student completion of advanced coursework**
High Schools: This includes Advanced Placement, International Baccalaureate, college-credit courses, etc. See recommended range of growth under "Target for 2014-15" showing the recommended to use to set targets.
- g. **Suspension rate**
All schools: Represents the number of suspensions as reported to SED (School Report Card) divided by the number of students enrolled in 2011-12.
- h. **Number of discipline referrals**
All schools: Represents total count of Level 3-5 incidents in 2011-12
- i. **Truancy rate**
K-8: Aggregate number of students absent 30% or more divided by register.
High Schools: Aggregate number of students absent 50% or more in 9-12 divided by register.
- j. **Teacher attendance rate**
All schools: Calculated based on 2011-2012 school year: $1 - (\text{total absent days} / \text{total active days})$
Absent days: defined as total of time teachers were reported to be absent for discretionary reasons (personal, sick, and grace period) during 2011-2012 school year. Excludes school holidays and weekends, or when teachers were otherwise not required to report to school.
Active days: defined as all days where teachers were to report to school based on DOE school calendar (excludes school holidays, snowdays, and weekends) where they were in the title of teacher, and were not on leave or sabbatical.
- k. **Teachers rated as "effective" and "highly effective"**
Data for percentage of teachers rated "Effective" and "Highly Effective" (HEDI categories) does not exist for all schools at this time. NYCDOE will calculate NYC APPR ratings following Education Law 3012-c

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

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

<ul style="list-style-type: none"> • PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions) • PD to build a shared understanding of Danielson's <i>Framework for Teaching</i> and develop a shared picture of effective teaching • PD to understand the new system of teacher evaluation and development • PD to implement Response to Intervention (RtI) • PD for teachers working with English Language Learners • PD to implement Positive Behavioral Interventions and Supports (PBIS) • Observation and feedback to individual teachers • PD/mentoring to support new teachers • PD to implement CTE courses in which increased percentages of historically underserved students will enroll 	<ul style="list-style-type: none"> • PD to implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which NYSED has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD to implement virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll • PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs • Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work
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Note: A large and well-regarded federal study of PD programs (Yoon et al., 2007) found that 14 hours was the minimum amount of time that yielded statistically significant impact on student outcomes; i.e., 14 hours of PD on a particular topic or coherent set of topics, as a coherent PD experience, rather than 14 disconnected one-hour workshops. More than 14 hours of professional development showed a positive and significant effect on student achievement—the three studies that involved the least professional development (5–14 hours total) showed no statistically significant effects on student achievement. Teachers who received substantial PD—an average of 49 hours among nine studies—boosted their students' achievement by about 21 percentile points.

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

<ul style="list-style-type: none"> • Regular meetings in which school leaders: <ul style="list-style-type: none"> ◦ Review data and establish an instructional focus ◦ Evaluate curricular alignment with standards in all content areas ◦ Plan and adjust PD to support implementation of the school's curricula ◦ Plan and adjust PD to improve instruction • Regular meetings in which team leaders develop facilitation, data analysis, and planning skills • PD specifically designed for teacher leaders, principals, and assistant principals, including PD provided to principals at network meetings • Support for instructional coaches, teacher leaders, and others in conducting evidence-based observations using the Danielson rubric, providing coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system • Support for school leaders supporting teachers with the new teacher evaluation and development system 	<ul style="list-style-type: none"> • Support for highly effective teachers who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools • PD for principals/ instructional supervisors regarding the implementation of CTE courses in which increased percentages of historically underserved students will enroll • PD for principals/instructional supervisors regarding the implementation of Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD for principals/instructional supervisors regarding the implementation of virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of
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- o. Hours of professional development in the implementation of high quality interim assessments and data-driven action**
- p. This may include the following types of professional development activities:**
 - o Teacher team meetings in which teams review student work products and other data to adjust teaching practice ("inquiry team meetings")
 - o Professional development on creating and using periodic assessments
 - o Training on information systems that track assessment outcome

II. Academic Indicators

- q. ELA performance index**
Does not yet exist for 2012-13 and therefore cannot be used to create targets for the future, which will be based on a new exam
- r. Math performance index**
Does not yet exist for 2012-13 and therefore cannot be used to create targets for the future, which will be based on a new exam
- s. Student scoring "proficient" or higher on ELA assessment**
2012-13 data used as baseline due to change in exam
- t. Students scoring "proficient" or higher on Math assessment**
2012-13 data used as baseline due to change in exam.
- u. Average SAT score**
Averaged between three subjects.
- v. Students taking PSAT**
All students are required to take the PSAT.
- w. Students receiving Regents diploma with advanced designation**
Advanced regents rate from NYSED; 2008, 4-year August cohort.
- x. High school graduation rate**
Graduation rate from NYSED; 2008, 4-year August cohort.
- y. Ninth graders being retained**
100% minus percent earning 10+ credits in year 1 from 2011-12
- z. High school graduates accepted into two or four year colleges**
College enrollment rate from 2011-12.

Cheryl A. Hall



Professional Profile

A highly skilled and passionate educational leader with a strong commitment to the development of students and staff. Dynamic visionary and solid team player. A track record in collaborating with the school and community to improve student learning while maintaining a student focused environment. Trustworthy professional with superior communication skills necessary to develop strong and lasting relationships with all members of the school community.

Core competencies include:

- NYS Common Core Learning Standards Program /Schedule Management
- Differentiated Instruction Leadership and Team Building
- Classroom/Teacher Evaluation (Danielson Framework) Professional Development
- Teacher Supervision Interactive Learning
- Curriculum Development and Improvement Student Assessment
- Data Analysis Mentoring
- Response To Intervention Students with Disabilities/English Language Learners

EDUCATION AND CREDENTIALS

- Masters of Science School District Leader** (2006); Major; Educational Administration
Touro College - New York, NY
- Masters of Science in Education** (2000); Major; Early Childhood/Elementary Education
College of New Rochelle - New Rochelle, NY
- Bachelor of Arts** (1997); Major; Psychology
Iona College - New Rochelle, NY
- New York State Permanent Certification Pre K- 6**
- New York State Permanent Certification School District Administrator**
- New York State Provisional Certification School Administrator/Supervisor**
- Certificate of Eligibility for Supervisory Placement**
- NYC Principal Candidate Pool**

EXPERIENCE

C.S. 92-Bronx, NY
2013-Present

Interim Acting Principal- Establish and supervise a safe and positive learning environment for all. Plan and set goals for students and teachers and make adjustments regularly using a researched based approach. Plan and set goals for student performance and progress by

April

facilitating the analysis and alignment of assessment tools and the curriculum and Common Core Learning Standards. Comply with legal requirements on a city and state level. Analyze, synthesize, and promote coherence among teams and committees. Interact with students, staff, parents and community members regularly for feedback regarding the school community. Build professional relationships and empower and engage staff in decision making.

C.S. 92-Bronx, NY
April 2013

2008-

Assistant Principal- Program development, Supervise grades k-5, Special Education, and Literacy Programs. Curriculum development and implementation. Develop and facilitate weekly professional instructional development. Monitor attendance and provide incentives. Gather and analyze school wide data and grade reports in order to set goals and adjust curriculum. Facilitate meetings and coordinate school wide activities to include parent involvement. Supervise and evaluate staff, students, and instruction daily. Set systems that provide clear expectations. Communicate with school community and outside organizations to meet the needs of the school and students.

John Peter Zenger Bronx, NY

2007-2008

Math Coach- Assist teachers in improving classroom math instruction. Develop and deliver professional development in order to promote growth and development. Provide teachers with specific instructional strategies for students. Maintain logs, set goals and engaged in reflective conversations. Assist in identifying and implementing methods for assessing student progress. Communicate data related information to the entire school community. Ensured a safe school environment throughout the day with support in scheduling, and other administrative duties.

The School of Higher Expectations Bronx, NY
2007

2006-

Academic Intervention Specialist- Analyze data and evaluate instruction using a variety of measurable tools. Provide target intervention to students not meeting State Standards. Conduct ongoing assessments to monitor school and student progress. Generate progress reports and parent updates. Collaborate with the Family Support Team and other support staff. Improve parent involvement and attendance through school wide incentives.

Dr. Evelina Lopez Antonetty Children Literacy Center

1999-2006

Classroom/Lead Teacher Grades 3-5- Developed a solid cohesive learning environment by setting high expectations and establishing a team approach. Implemented core programs in all subject areas through standard-based teaching, learning and assessment. Prepared ongoing assessment to track individual student development and plan instruction. Established and maintained communication with all stakeholders in the learning community. Supervised grade

level and new teachers. Created and directed before and after-school programs. Provided Grade 5 students with transitional support into Middle School.

February 1999

Public School 68

Classroom Teacher Grade 2- Special Education

Developed a structured and safe learning environment for emotionally challenged students. Differentiated instruction in accordance with each Individualized Educational Plan and state standards. Scheduled activities that fostered personal growth and social development. Integrated specialized techniques to meet individual student needs. Utilized support services. Delegated responsibility and supervised classroom paraprofessionals.

CAREER DEVELOPMENT

Teachers College Reading and Writing Project, Wilson/Fundations Reading System, Depth of Knowledge, Everyday Mathematics Success with Differentiated Instruction, Go Math, Meeting the Needs of English Language Learners/Students with Disabilities, Universal Design for Learning, Depth Of Knowledge, Balanced Literacy, Formative Assessments, Data Analysis, Individualized Educational Plans, SESIS, Smart Goals, Danielson Framework, NYS Common Core Standards and NYC Instructional Expectations.

PROGRAMS FACILITATED

Ballroom Dancing in Public Schools, Digital Documentaries, New York Cares, Arts Achieve, Learning through the Arts, Jumpstart, Experience Corps, Urban Voices, Book PALS, Good Sheppard Family Intervention Services, New York Junior Tennis and Learning.

Category	Priority/Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability	
Code 15	Student Support	2.0 FTE - 2 Supplemental AIS teachers to provide intervention and support classroom teachers. Two teachers with experience working with English language learners and/or students with disabilities. Teacher will provide intervention to students data and determine for not meeting standards. The AIS teachers will closely monitor student data and determine the effectiveness of the interventions given. Also AIS teachers will provide teachers with strategies to support students not meeting standards. 75x75000=112,5000. Goal 1.	\$112,500	\$112,500	\$112,500	\$337,500	The AIS positions will be funded 75 % by the SIG Grant. The other 25% of funding will be funded by the school budget after adjustments are made.	
Code 15	Instruction	Substitute Per Diem: 12 teachers - 6 for literacy and 6 for math who will attend professional development throughout the school year to develop expertise in Core Knowledge and Go Math. The teachers will learn the components of the program, support with lesson planning, and create unit of studies. These teachers will turnkey training to staff and offer parent workshops afterschool. 150x155=23,250. Goal 2	\$23,250	\$23,250	\$23,250	\$70,020	The strategies and skills acquired during the trainings will be sustained through ongoing collaboration by the entire school, community and supported by Grade Leaders. Strategies and skills learned will be observable in both formal and informal observation.	
Code 15	Use of Time	Hourly Per Session: Per Session for 6 teachers to teach for 6 hours for 6 weeks during the summer with the focus on Special Education Students and English Language Learners. 4 Monolingual Teachers and 2 ESL Teachers. Goal 1. 560x42=23,520. Goal 1	\$23,520	\$23,520	\$5,040	\$52,080	The strategies and skills acquired during the trainings will be sustained through ongoing collaboration by the entire school, community and supported by Grade Leaders. Strategies and skills learned will be observable in both formal and informal observation.	
Code 15	Use of Time	Hourly Per Session: Per Session for 6 teachers to teach afterschool for 2 hours twice a week and 6 teachers to teach Saturday school for 4 hours for 16 weeks. Goal 1	\$30,240	\$5,040	\$23,250	\$58,530	Additional grant funding will be sought to continue the Afterschool and Saturday School when this grant expires.	
Code 15	Instruction	Hourly Per Session: Per Session for 1 Supervisor to provide professional development and orientation, observe participating teachers and provide resources to teachers of Afterschool and Saturday Academy. Goal 1	\$5,040	\$0	\$0	\$5,040	The strategies and skills acquired during the trainings will be sustained through ongoing collaboration by the entire school, community and supported by Grade Leaders. Strategies and skills learned will be observable in both formal and informal observation.	
			Subtotal Code 15	194,550	164,310	164,310	\$231,700	
			Subtotal Code 16	50,000	25,000	25,000	\$100,000	Title 1 funds will be repurposed to sustain this activity.
Code 40	Teacher Training	Metamorphosis	50,000	25,000	25,000	\$100,000	The strategies and skills acquired during the trainings will be sustained through ongoing collaboration by the entire school, community and supported by Grade Leaders. Strategies and skills learned will be observable in both formal and informal observation.	
Code 40	Instruction	Core Knowledge consultant will provide onsite pull out/push in support for teachers in grade K-5 to help develop effective implementation of the Core Knowledge Curriculum and alignment with the Common Core Learning Standards. Year 1: 2x per month for 20 days @ 1,750 /day= 55,000. Year 2: 8 half day sessions during the year @ 2,500 /day= 10,000. Year 3: 6 half days 3 for Teachers of grades K-2 and 3 for Teachers of grades 3-5 @ 2,750 /day= 10,000.	\$55,000	\$10,000	\$10,000	\$75,000	The strategies and skills acquired during the trainings will be sustained through ongoing collaboration by the entire school, community and supported by Grade Leaders. Strategies and skills learned will be observable in both formal and informal observation.	
Code 40	Instruction	Go math consultant will provide onsite pull out/push in support for teachers in grade K-5 to help develop effective implementation of the Go Math Curriculum and alignment with the Common Core Learning Standards. 2x per month for 20 days @ 2,550 /day= 55,000. Year 2: 10 half day sessions @ 875 /day=10,000. Year 3: 8 half day sessions @ 2,500/day= 10,000.	\$50,000	\$10,000	\$10,000	\$70,000	The strategies and skills acquired during the trainings will be sustained through ongoing collaboration by the entire school, community and supported by Grade Leaders. Strategies and skills learned will be observable in both formal and informal observation.	

Code 40	Instruction	Voyager Smart Education Consultant will provide onsite pull out/push in support for teachers in grade K-5 to help develop effective implementation of the Voyager Passport and Voyager Math. The Voyager Smart Education Consultant will be available during the afterschool program to assist teachers and the supervisor of the program. 2x per month for 20 days @ 2550 /day= 50,000.	\$50,000	\$5,000	\$5,000	\$50,000	\$50,000	\$0	\$22,000	\$60,000	The strategies and skills acquired in Literacy and Math interventions and using technology will be sustained through ongoing collaboration by the entire school community and supported by Grade Leaders. Strategies and skills learned will be observable in both formal and informal observation.
Code 40	Instruction	School Data Corp Consultant will support school with the collection of data, choosing baseline data, analyzing data, and adjusting the curriculum based on data. Attendance, EIA, Math, and subgroup data analysis will be performed. Data Specialist will meet with teachers in grade teams and during faculty conference to analyze data.	\$22,000	\$0	\$0	\$0	\$0	\$0	\$22,000	\$22,000	The strategies and skills acquired in interventions in Literacy and Math and using technology will be sustained through ongoing collaboration by the entire school community and supported by Grade Leaders. Strategies and skills learned will be observable in both formal and informal observation.
Code 45	Instruction	Voyager Math 2 teacher Kits and 10 student Kits @ 2900.00	\$2,900	\$0	\$0	\$0	\$0	\$0	\$2,900	\$2,900	This will be funded through school funds.
Code 45	Instruction	Voyager Passport 2 teacher Kits and 10 student Kits @ 2400.00	\$2,400	\$0	\$0	\$0	\$0	\$0	\$2,400	\$2,400	This will be funded through school funds.
Code 45	Instruction	In year one 33 laptops will be purchased. The laptops will support teachers in implementing the online component of Voyager Passport and Voyager Math where students can independently engage in learning experiences online and teachers can track student progress. Goal 1	\$36,500	\$0	\$0	\$0	\$0	\$0	\$36,500	\$36,500	Additional laptops will be purchased through school funds and/ or by applying for grants to cover the cost of additional laptops.
Code 45	Parent and Community Engagement	Supplies and materials for parent workshops and events. During the school day and in the evenings to inform parents of the progress with funds from the SIG Grant	\$578	\$0	\$0	\$0	\$0	\$0	\$578	\$578	School parent engagement monies will continue to support parent workshops and information sessions.
Code 45	Use of Time	Supplies for Summer Program	\$0	\$1,928	\$0	\$1,928	\$0	\$0	\$1,928	\$1,928	This will be funded through school funds.
Code 45	Instruction	Supplies for Summer Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	This will be funded through school funds.
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	36,072	33,762	33,762	33,762	33,762	33,762	103,596	103,596	
			Subtotal Code 80	36,072	33,762	33,762	33,762	33,762	103,596	103,596	
			Subtotal Transformation	500,000	250,000	250,000	250,000	250,000	1,000,000	1,000,000	
			Subtotal Code 45	42,378	1,928	1,928	1,928	1,928	46,234	46,234	
			Subtotal Code 40	227,000	50,000	50,000	50,000	50,000	327,000	327,000	
			TOTAL	1,472,034	736,016	736,016	736,016	736,016	2,944,066	2,944,066	
			Other sources of income								
			Non-Core Instruction Tax Levy								
			Title I for Priority and Focus Schools								
			Other Title I allocations								
			TOTAL	1,472,034	736,016	736,016	736,016	736,016	2,944,066	2,944,066	
			Subtotal Central	500,000	250,000	250,000	250,000	250,000	1,000,000	1,000,000	
			TOTAL SIG	644,015	322,007	322,007	322,007	322,007	1,288,029	1,288,029	
			Code 15	644,015	322,007	322,007	322,007	322,007	1,288,029	1,288,029	
			Code 16	0	0	0	0	0	0	0	
			Code 40	222,767	111,383	111,383	111,383	111,383	445,533	445,533	
			Code 45	105,252	52,626	52,626	52,626	52,626	210,504	210,504	
			Code 80	222,767	111,383	111,383	111,383	111,383	445,533	445,533	
			TOTAL	1,472,034	736,016	736,016	736,016	736,016	2,944,066	2,944,066	

CENTRAL

PS 92 Bronx

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	\$ 194,550
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 227,000
Supplies and Materials	45	\$ 42,378
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 36,072
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	\$ 164,310
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 50,000
Supplies and Materials	45	\$ 1,928
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 33,762
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	\$ 164,310
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 50,000
Supplies and Materials	45	\$ 1,928
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 33,762
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	\$ 523,170
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 327,000
Supplies and Materials	45	\$ 46,234
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 103,596
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 1,000,000



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

PROPOSED BUDGET
FOR THE OPERATION OF A
FEDERAL OR STATE PROJECT FS-10 (2/94)

BASIC PROJECT INFORMATION		
N.Y.C. GRANT # <input style="width: 100%;" type="text"/>	N.Y.C. DOCUMENT # <input style="width: 100%;" type="text"/>	PROJECT # <input style="width: 100%;" type="text"/>
AGENCY CODE	<input style="width: 100%;" type="text" value="3 0 5 1 0 0 0 1 0 0 5 1"/>	
Federal /State Program	SCHOOL IMPROVEMENT GRANT 1003 (g). Cohort 5, Year 1 PS 92 Bronx	
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

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
12X092	Transformation			
	Teacher	2.00	56,250	112,500
	Teacher (regular)	0.00	0	0
	Lead Teacher	0.00	0	0
	Coach (Math, Literacy, Special Ed)	0.00	0	0
	Coach (Math, Literacy, Special Ed)	0.00	0	0
	Guidance Counselor	0.00	0	0
	Education Administrator	0.00	0	0
	Social Worker	0.00	0	0
	Teacher Per Session (rate per hour)	1,281	41.98	53,760
	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)	115	43.93	5,040
	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)	150	154.97	23,250
				194,550
	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
	Educuation 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				194,550

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
12X092 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
[]			
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
Subtotal - Code 16			0

PURCHASED SERVICES: Code 40

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

Object Code and Description of Item (Potential Vendors)	Proposed Expenditure
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12X092	Transformation	
685 - Educational Consultant		0
686 - Professional Services Other		0
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis, Core Knowledge, Go Math Consultant, Voyager Smart Education Consultant, School Data Corp Consultant	227,000
		227,000

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

Subtotal - Code 40

227,000

SUPPLIES AND MATERIALS: Code 45

Include computer software, library books and equipment items under \$1000 per unit cost

Object Code and Description of Item	Proposed Expenditure
12X092 Transformation	
Computer and Printers under \$5,000 per unit	36,500
Educational Software	0
General and Instructional Supplies	5,878
Library Books	0
Supplemental Textbooks	0
	42,378
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	42,378

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	36,072
ARRA FRINGE - Other	0
ARRA FRINGE - CENTRAL	0
Subtotal - Code 80	36,072

CALCULATION OF INDIRECT COST: Code 90

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

EQUIPMENT : Code 20

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

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

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

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

NAME OF APPLICANT: NYC DEPARTMENT OF EDUCATION

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

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

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

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

M/WBE Documents

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

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

Applicant Name: NYC DEPARTMENT OF EDUCATION

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

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

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1	Total Budget		\$ 1,000,000
2	Professional Salaries	\$ 523,170	
3	Support Staff Salaries	\$ -	
4	Fringe Benefits	\$ 103,596	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ 626,766
8	Line 1 minus Line 7		\$ 373,234
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		\$ 74,647

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 <input type="checkbox"/> WBE <input checked="" type="checkbox"/>	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 \$ 25,000 TOTAL \$ 100,000

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

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-1.5 NYCRR PART 143 AND THE ABOVE REFERENCE SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL/APPLICATION DISQUALIFICATION.

NAME AND TITLE OF PREPARER: Eduardo Contreras
 TELEPHONE/E-MAIL: 212-374-0520 / econtreras3@schools.nyc.gov
 DATE: February 27, 2014

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

M/WBE SUBCONTRACTORS AND SUPPLIERS NOTICE OF INTENT TO PARTICIPATE

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

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

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

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

Signature of Authorized Representative of Bidder/Applicant's Firm


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

Date: 2/21/14

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

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

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

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

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

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

DESIGNATION: MBE Subcontractor WBE Subcontractor MBE Supplier WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

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

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

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

The estimated dollar amount of the agreement: \$ 100,000

Date: 2/21/14

Signature of Authorized Representative of M/WBE Firm

Lucy West, President

Printed or Typed Name and Title of Authorized Representative

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

Applicant Name: Metamorphosis Teaching Learning Communities Inc. Telephone: 212-233-0419
 Address: 165 Park Row #18g Federal ID No.: 04-371-3795
 City, State, ZIP: New York, NY 10038 Project No: _____

Report includes:

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

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

EEO - Job Categories	Hispanic or Latino		Race/Ethnicity - report employees in only one category																
	Total Work Force		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								16	1		2					
Professionals			1																
Technicians																			
Sales Workers																			
Administrative Support Workers											1	1							
Craft Workers																			
Operatives																			
Laborers and Helpers																			
Service Workers																			
TOTAL		2									19	2		2					

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

NAME AND TITLE OF PREPARER: David Howell, Operations Mgr. TELEPHONE/EMAIL: 212-233-0419 david@lucyjustpd.com
 (Print or type)