

# ORIGINAL

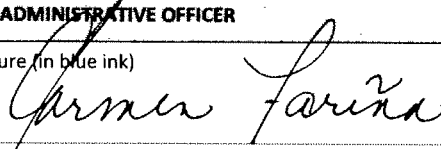
Application Cover Sheet  
School Improvement Grant (SIG) 1003[g]

|            |               |
|------------|---------------|
| Log Number | Date Received |
|------------|---------------|

|   |  |   |  |
|---|--|---|--|
| <b>District (LEA)</b>   |  | <b>LEA Beds Code:</b>                             |  |
| New York City Department of Education   |  | 305100010051                                      |  |
| <b>Lead Contact (First Name, Last Name)</b>   |  |   |  |
| Mary Doyle  |  |   |  |
| <b>Title</b>  | <b>Telephone</b>                           | <b>Fax Number</b>                                 | <b>E-mail Address</b>                          |
| Executive Director, Office of State Portfolio Policy  | (212) 374-2762                             | (212) 374-5760                                    | Mdoyle5@schools.nyc.gov                        |
| <b>Legal School Name for the Priority School Identified in this Application</b>   |  |   | <b>School Beds Code</b>                        |
| P.S. 230 Dr. Roland N. Patterson  |  |   | 320900010230                                   |
| <b>Grade Levels Served by the Priority School Identified in this Application</b>  |  |   | <b>School NCES #</b>                           |
| K-5   |  |   |  |
| <b>Total Number of Students Served by the Priority School Identified in this Application</b>  |  |   | <b>School Address (Street, City, Zip Code)</b> |
| 199   |  |   | 275 HARLEM RIVER PARK<br>BRIDGEBronx, NY 10453 |
| <b>School Model Proposed to be Implemented in the Priority School Identified in this Application Need to pick either Turnaround or Transformation</b> |  |   |  |
| <b>Turnaround</b><br><input checked="" type="checkbox"/>  | <b>Restart</b><br><input type="checkbox"/> | <b>Transformation</b><br><input type="checkbox"/> | <b>Closure</b><br><input type="checkbox"/>     |

### Certification and Approval


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

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

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CONTRACT ADMINISTRATION 

# 09X230 PS 230 Dr. Roland N. Patterson

2014 SIG Application Cover Page

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## Page 1

Select District (LEA) Name:

NYC GEOG DIST # 9 - BRONX

Select School Name:

320900010230 PS 230 DR ROLAND N PATTERSON

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

k-5

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

199

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

Turnaround

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

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

## **A. District Overview**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **B. Operational Autonomies**

### **i. Operational autonomies for the Priority School**

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

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

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

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

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

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

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

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

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

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

The Priority School receives funding in its budget to use flexibly and an additional funding allocation to support its school improvement activities, documented in a NYCDOE procedure known as a School Allocation Memorandum (SAM). The Priority and Focus Schools SAM for school year 2013-14 is posted here:  
[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy13\\_14/FY14\\_PDF/sam86.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam86.pdf)

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

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

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



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

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

**ii. Labor-management documentation**

The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here: [http://www.uft.org/files/contract\\_pdfs/teachers-contract-2007-2009.pdf](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.<sup>1</sup> The Measures of Student Learning (MOSL) components of the system is worth 40% of a teacher's overall evaluation rating – the State Measures component is worth 20% and the Local Measures component is worth 20%. The NYCDOE has provided in-person and online professional developments opportunities for teachers and school leaders during the summer and throughout the 2013-14 school year. The NYCDOE hired additional staff for both MOTP and MOSL. We created resources to help principals meet evaluation and development implementation milestones including the *Advance* Web Application. The NYCDOE will be working to ensure that the evaluation and development system is implemented properly and is used to assist teachers.

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

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

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

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

**D. Teacher and Leader Pipeline**

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

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

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

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

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

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

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

#### **ii. Hiring and budget processes**

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

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

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

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

The school leadership programs align to the 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 9<sup>th</sup> to discuss SIG and SIF. CPAC is the group of parent leaders in the NYCDOE; it is comprised of presidents of the district presidents' councils. The role of CPAC is to consult with the district presidents' councils to identify concerns, trends, and policy issues, and it advises the Chancellor on NYCDOE policies.

**ii. Consultation and Collaboration Form (Attachment A)**

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

### Expanded Learning Time Requirements

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

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

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

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

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



## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

### Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

### Student Participation

#### 1. How should schools identify participating students?

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

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

#### 2. Can students be required to participate in ELT?

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

### Options for Adding Time

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

### Academic Instruction

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

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

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

- The course must align to high school commencement level standards, as documented in the syllabus.
- The course must meet instructional time requirements (180 minutes per week throughout the semester/school year, or the equivalent) described in § 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.<sup>4</sup> Teachers may instruct ELT on a voluntary basis as a per-session activity, in alignment with the policies described in [Chancellor's Regulation C-175](#).

### **19. Can ELT be used for teacher planning time?**

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

## **Operations**

### **20. How should Priority Schools fund ELT programs?**

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

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

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

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



## Guidelines for Implementing Expanded Learning Time at Priority Schools

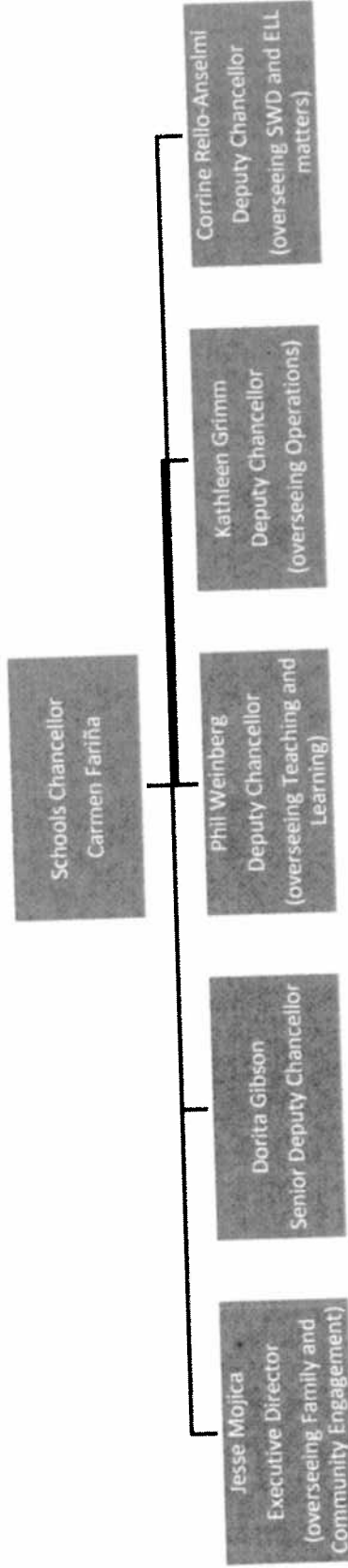
described in this document and the applicable academic policies. The following considerations apply:

- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
  - Students must be supervised by a NYCDOE teacher with NYS certification during all components of the ELT program.
  - All non-DOE staff members who regularly visit a DOE school must be fingerprinted.
- Schools wishing to use a vendor may choose from those listed [here](#) through the MTAC process.

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

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

### District-Level Leadership Organizational Chart



**Section D: District trainings offered for Year One**

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

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Local 2, American Federation  
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covering

TEACHERS

October 13, 2007 - October 31, 2009

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

**A. General Transfers**

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

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

**B. Hardship Transfers**

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

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

**C. Voluntary Teacher Exchange**

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

**D. Staffing New or Redesigned Schools<sup>9</sup>**

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

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

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

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

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

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

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

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

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

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

## **ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES**

### **A. Restriction on Union Activities**

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

### **B. Time for Union Representatives**

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

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

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

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

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

## **2. SBM / SDM Teams**

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

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

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

## **3. Staff Development**

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

## **4. Waivers**

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

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

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

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

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

## **B. School-Based Options**

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

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

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

#### **C. School Allocations**

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

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

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

#### **D. Students' Grades**

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

#### **E. Lesson Plan Format**

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

#### **F. Joint Efforts**

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

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

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

#### **G. Professional Support for New Teachers**

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

09X230 + 09X274

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<br>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)<br><i>Ernest A. Hogan</i>  | Date<br>2/24/14 |   |
| Type or print name<br>Ernest A. Hogan              |                 |   |
| Teachers Union President / Lead                    | Date            | Summary Documentation if Signature is Unobtainable<br>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)<br><i>Michael Mulgreen</i> | Date<br>2/25/14 |   |
| Type or print name<br>Michael Mulgreen             |                 |   |
| Parent Group President / Lead                      | Date            | Summary Documentation if Signature is Unobtainable<br>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)<br><i>Alim S. Gafar</i>    | Date<br>2/24/14 |   |
| Type or print name<br>Alim S. Gafar                |                 |   |

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

### **Dr. Roland N. Patterson School (09x230)**

#### **Enrollment Summary**

In P.S. 230 Dr Roland N. Patterson, students with disabilities comprise 19% of the school's population, on par with the average elementary school in the Bronx. English Language Learners comprise 18% of the school's population, 1 percentage point lower than the average elementary school in the Bronx.

#### **Leadership Information**

The characteristics and core competencies that are necessary to meet the needs of a school and produce dramatic gains in student achievement are exhibited by Ms. Rowena Penn. As noted in various accountability reports, PS 230 continues to struggle to meet proficiency in core content areas. Rowena Penn's comprehensive professional experience as a teacher, mentor, coach, assistant principal and Principal have positioned her to continue to address the needs of students, including the social/emotional needs identified in her school. At the core, Rowena believes all students can achieve at high levels which paves the way for an environment that supports the academic and personal growth of students. She communicates clearly and has the ability to positively influence those around her. She sets clear expectations and follows up accordingly when observing and providing feedback. Her thoughtful and purposeful analysis of data is the impetus for her to make key decisions and to meaningfully develop plans of action that promote academic and personal growth. Possibly her strongest quality is her deep understanding and beliefs about what quality curriculum and instruction looks like. This enables her to facilitate professional development, evaluate the effectiveness of systems and structures by analyzing student and teacher work, and provide meaningful feedback to teachers to promote professional growth and reflection. Through collaboration with staff she leverages individual teachers' strengths to revise the school's curriculum to align to the CCLS. This work is essential to ensure the effective instruction that will lead to great academic and personal success for all students.

Rowena Penn has spent the last twenty years working to provide the best possible education for the students of PS 230x. She spent ten years in the classroom as a teacher honing her craft and developing a strong vision about how students learn best. She then applied her understanding of quality teaching by supporting the development of others in her roles as a mentor, coach, and assistant principal. Rowena, having spent the majority of her career at PS 230x then seamlessly transitioned into the role of Principal. In addition to displaying strong core leadership competencies, she strives to support her school in making academic gains and is continually looking for additional opportunities for the community. For example, she successfully authored a grant that provided extra RTI support for the school. Rowena also has a strong track record in working with community based organizations to provide additional extracurricular support for all students. Through these efforts Rowena Penn has developed the capacity to lead the improvement of low-performing schools.

## **The New American Academy at Roberto Clemente State Park (09X274)<sup>1</sup>**

### **Enrollment Summary**

In The New American Academy at Roberto Clemente State Park, students with disabilities comprise 15% of the school's population, 4 percentage points lower than the average elementary school in the district. English Language Learners comprise 13% of the school's population, 14 percentage points lower than the average elementary school in the district.

### **Leadership Information**

In 2013 Mr. Gutierrez was identified for the position of principal for P.S. 274, The New American Academy at Roberto Clemente State Park. His selection was based upon his experience with and understanding of the unique model of New American Academy schools. During his tenure at TNAA P.S. 770 Mr. Gutierrez demonstrated the leadership and pedagogical skill required to make him a strong school leader. He is talented driven and hardworking. Mr. Gutierrez's ability to work well with parents helped to create a strong positive culture at P.S. 770. In addition Mr. Gutierrez's experience at M.S. 22 provides him with the ability to handle academic, social, and emotional challenges faced by students in similar communities. Mr. Gutierrez has shown the ability to make positive differences and yield positive results in schools. Mr. Gutierrez has proven himself to be a leader capable implementing change. He will provide the kind of changes that are systemic in nature, alter assumptions, goals, structures, roles, and norms.

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<sup>1</sup> This school opened in the 2013-14 school year and therefore has a current enrollment of just 312 students. Note also that its demographic data is compared to 2012-13 citywide averages.

## School Improvement Grant Application

|                     |  |
|---------------------|--|
| <b>School Name:</b> | The New American Academy at Roberto Clemente State Park and Roland Patterson |
| <b>DBN:</b>         | 09X274 & 09x230  |
| <b>Network:</b>     | CFN 401&N613   |

|   |                 |
|---|-----------------|
| <b>A. School Overview</b>   | <b>2 points</b> |
| <p>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.</p> |                 |

- 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 vision, missions, goals and plans described in this plan reflect those of two schools: The Priority School, 09X230 (Roland Patterson) which is phasing out, and the new school, 09X274 (the New American Academy at Roberto Clemente State Park) which is phasing in to replace the priority school under the Turnaround model. Goals for both schools focus on similar areas, and both schools will utilize similar resources in their work to provide high-quality instruction and support for students and teachers.

The Mission of The New American Academy at Roberto Clemente State Park (TNAA) is to empower learners and inspire leaders to make this a better world. Through collaborative teacher-teams, the mastery-based career ladder, and looping cycles, TNAA will offer personalized rigorous instruction that enables students to succeed in high school, college, and their future lives. The vision of TNAA is a school that prepares children to act as good citizens; to be positive contributing members of the republic who can innovate and who look out for number two instead of number one.

As the school continues to phase up, it will aim to achieve the following goals:

1. To provide extended learning time for our students performing below grade-level through our Saturday Scholars Academy, resulting in increased student academic achievement.
2. To provide comprehensive school based interventions that develop social and emotional educational growth in our school community, which will include individual and small group counseling for students along with professional development for all staff members.

The mission at PS 230 is to align all of the schools instructional and professional development to the CCLS and provide wrap around student social and emotional supports to foster student growth. The mission reflected within the three goals below.

1. To improve teacher effectiveness, with meaningful, formative feedback and next steps from short, frequent cycles of formative classroom observations and the formal observation process to support teacher growth
2. To provide a comprehensive wrap-around approach towards students social and emotional needs resulting in a reduction of discipline incidents both during and after the regular school day.
3. To improve student achievement in both ELA and math as measured by the NYS assessments, by aligning the curriculum to the common core standards and providing multiple entry paths for all learners to engage with and become successful with the expectation of the common core.

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

*The plan for The New American Academy (09X274) is as follows:*

Key Elements:

- The school will extend learning time by continuing to host its Saturday Scholars Academy in order to support at risk students and build capacity for targeted intervention. Teachers will utilize research-based, common-core aligned curriculum resources including Wilson’s Foundations, the Leveled Literacy Intervention System, and small group guided reading approach.
- Counseling in Schools will provide mental health professionals to work within the unique structure of the TNAA model, particularly its team based approach to instruction. The mental health professionals (social workers, school psychologists, guidance counselors)—a vastly needed resource in the community, will be hired to plan and work collaboratively with each teaching team. Counseling in Schools will support our entire community, including the students and teachers of P.S. 230.

Key Strategies:

Saturday Scholars Academy:

- Guided Reading Instruction- Teachers will use materials from Fountas and Pinnell Leveled Literacy Intervention System, Scholastic Guided Reading Library, Time for Kids Guided Reading Library and/or Scholastic Little Readers Program.
- Small Group Phonics Instruction- Teachers will use the Wilson’s Foundations Program
- Literacy through The Arts- Teachers will incorporate Reader’s Theater, visual arts, technology, kinesthetic movement, and music.

Counseling in Schools:

- Individual/Family Counseling- Sessions will be provided to address the needs of students who are consistently unable to adhere to classroom and/or school community norms.

- Professional Development- Counseling in Schools staff will engage in professional development sessions designed to build the capacity of individual teachers, small teacher cohorts, administrators and large staff groups to work individually and as a whole to build an effective learning community.
- In Class Professional Development- Individual teacher training is provided through the integration of a counselor into the classroom during prearranged class periods.

#### Key Partnerships:

Counseling in Schools has been selected to assist TNAA in meeting students' social and emotional needs.

#### *The plan for Roland Patterson (09X230) is as follows:*

The three SIG goals provide a coherent link to the schools mission and vision as well as articulated SCEP goals. Inherent within the model are key research based design elements, strategies and partnerships that will support the implementation.

#### Key Strategies:

- The core aspect of a distributive leadership structure will support the implementation for goal #1. The coach will work with teachers to provide a model which incorporates, one-to-one coaching, and modeling, facilitation of teacher team meetings & book clubs and support for aligning the curriculums to the common core. Key design elements of the model include improving the design of lessons to ensure students are supported with great questioning. Also, tasks are designed to be cognitively demanding and data will be analyzed to better support students in small groups. Common planning time will be ensured for all teachers. In each classroom there will be two teachers from 8-10am for small groups. Also, Treasures and EnVisions will be aligned to the CCLS.
- The core aspect of the teaming model, PBIS and partnership model will support the implementation of goal #2. Key design elements of the model include having an active PBIS program in the school. The REACH (Respect, Enthusiasm, achievement, caring and hard work) value system will be implemented. A Guidance Counselor will provide at risk and mandate counseling. A Young women's group will provide service projects and weekly meetings. The principal, assistant principal, guidance counselor, attendance teachers as well as the partnership (Counseling in Schools) will encompass the core team
- The Key design elements for this model will ensure that in each classroom there will be two teachers from 8-10am for small group instruction. One pedagogue will work with the coach and conduct PD. Weekly planning time will be ensured and professional development will be provided weekly as well as during the monthly faculty conference. Treasures and EnVisions will be aligned to the Common Core.

#### Key Partnerships:

- The coach would provide one to one coaching sessions and they will have coaching cycles. The model which the coach will employ will be to view the teaching – co-teach a lesson – demo a lesson – plan a lesson. Lab site model will be developed for one classroom to demonstrate good pedagogy. They will facilitate common planning



meetings and provide book clubs after school. The coach sits on the curriculum team and provides feedback on patterns and trends in teacher pedagogy.

- Counseling in Schools will be a shared partnership between the phase out 09x230 & 09x274 the phase in school to service the needs of the school community. In the final year of the phase out of 09x230, the phase in school 09x274 will absorb the cost of the partnership in order to continue providing the services to the student and families of the phase out school. They will support an identified group of students three days per week and provide one-to-one as well as group counseling. The parents will be supported by this partnership through access to the social worker and trainings provided in conjunction with the PTA and parent coordinator.
- The Coach will support teachers during teacher teams to look for leverage points within the data as well as support the alignment of the curriculums to the common core. This will also include the coach support model as articulated in goal number one.

**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).**

*Uploaded as a separate document.*

**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).**

The enrollment of the two schools is as follows:

|                            | Enrollment | Grades Served | % Students with IEPs | %ELLs | % Free/Reduced Lunch |  |
|----------------------------|------------|---------------|----------------------|-------|----------------------|--|
| 09X230<br>(phase out)      | 200        | 3 Gr3-5       | 21.5                 | 19    |                      |  |
| 09X27409X294<br>(phase-in) | 332        | Pre-K-2       | 11.4                 | 29.8  | 95.4%                |  |

Children who attend PS 230 and TNAALive in the poorest Congressional District in the nation. The poverty is systemic and persistent. There is a high rate of unemployment and under-employment and many of our families are doubled up or in temporary housing. Many conflicts that occur outside of school are carried over to the school, due to the proximity of living quarters. There is a large shelter population that feeds into both schools. Many of the children living in the

shelters come late to school. There have also been instances of bullying and confrontations. We have noticed that conflict resolution skills are lacking with this specific population. The attendance rate at 230X is 89.5%, which is also at the lower end of the peer group.

The ELL population at PS 230 is unique in that many of them have little to no formal schooling and subsequently do not have strong literacy skills. Once the children begin formalized education often their caregivers often are not proficient enough in English to assist their children at home with school work in English.

**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.**

As a new school, TNAAs has not yet received formal evaluation and students have not taken NY State tests.

NYCDOE issued a Progress Report for 09X230 in school year 2011-2012. P.S. 230 received an N/A on the 2012-2013 Progress Report due to the phase out status. The data from the 2012-13 progress report reflected the following performance:

|                                  | 2011-2012 | 2012-2013 |
|----------------------------------|-----------|-----------|
| ELA Level 3&4                    | 16.1%     | 10.2      |
| Math Level 3&4                   | 22.6%     | 8.8       |
| Average Student Proficiency ELA  | 2.41      | 2.14      |
| Average Student Proficiency Math | 2.55      | 2.14      |

The NYCDOE also conducted a Quality Review in school year 2010-2011. The review was conducted by Community Superintendent Dolores Esposito. During the review, the external evaluator visits classrooms, talks with school leaders, and uses a rubric to evaluate how well the school is organized to support student achievement. The Quality Review was developed to assist New York City Department of Education schools in raising student achievement. The process is designed to look behind a school's performance statistics to ensure that the school is engaged in effective methods of accelerating student learning. Before a reviewer visits a school, the school leadership creates a self-evaluation based on the Quality Review rubric. Reviewers draw upon this document and other school data during conversations they have with principals, teachers, students, and parents during the school visit. Reviewers have these conversations to develop a well-rounded perspective of the way in which schools use information about outcomes to guide teaching, set goals for improvement, and make adjustments (e.g. to the curriculum or via the use of resources).

After the site visit, the school receives a Quality Review rating and report that is published on its DOE website. This document provides the school community with evidence-based information about the school's development and serves as a source of feedback for the school leadership to improve the school's support for students.

During school year 2012-13, NYSED conducted a Curriculum readiness audit. This review lasted a ½ day during the summer. During this process both the principal and literacy coach worked with the state reviewer to look specifically at the literacy curriculum and develop an improvement plan. During this meeting the state provided several pieces of feedback to the principal and literacy coach.

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

Based on the NYC Progress Report, 09X230 was identified as a “Priority” school by the state and received a score of “F” overall and on Student Progress, Student Performance and School Environment.

The latest School Quality Review indicated that P.S. 230 was a developing school. Areas of improvement for the school included:

- developing a school-wide coherent set of beliefs about how students learn best;
- the need for teachers to develop their understanding and use of data, particularly for differentiation and aligning assessments to the curriculum effectively to improve instructional planning;
- utilizing a common observational tool to provide consistent and targeted feedback; improving strategic monitoring by setting interim benchmarks to periodically evaluate students’ progress towards goals and engaging in structured professional collaboration in teams.

The Curriculum Readiness Audit, evidenced the following concerns, “the curriculum needs more support around Depth of Knowledge questioning, provide more opportunities for the students to engage in accountable talk that is student-led, and provide more opportunities for students to engage in evidence-based discussions. Additional support for ELL students and students with disabilities must be provided in appropriate-level texts. The program needs to provide more opportunities for the students to read independently.”

The table below summarizes themes from the various reviews:

| Tenet  | Over-Archiving Theme from State Reviews & Existing Capacity  |
|--|--|
| a. School leadership Practices and Decisions | <ul style="list-style-type: none"> <li>• School leaders should utilize a common observational tool to provide consistent and targeted feedback to improve instruction</li> </ul> |

|  |  |
|--|--|
|  | Existing capacity: School leaders make organizational decisions that align well with the school's instructional goals  |
| b. Curriculum Development and Support;                     | <ul style="list-style-type: none"> <li>• Assessments need to be aligned to the curriculum to improve instructional planning</li> <li>• Opportunities need to exist for lessons to experience more engaging text and have differentiated opportunities to show growth.</li> </ul> <p>Existing capacity: Teachers and coaches work in collaboration to align the Treasures &amp; En Visions curriculum to the common core. The small group structure has led to a more individualized approach towards student learning.</p> |
| c. Teacher Practices and Decisions,                        | <ul style="list-style-type: none"> <li>• Teachers understanding and use of data to differentiate instruction should be improved</li> <li>• Improve strategic monitoring to periodically evaluate students' progress towards goals</li> </ul> <p>Existing Capacity: Teachers and coaches work alongside of one another during common planning and inquiry team meetings to analyze data and make adjustments to the curriculum where necessary.</p>   |
| d. Student Social and Emotional Development Health; and/or | <ul style="list-style-type: none"> <li>• Youth development, support services and partnerships are utilized to accelerate the academic and personal growth of students</li> </ul> <p>Existing Capacity: The Core team works in conjunction with teachers and families to provide effective interventions for at risk students.</p>  |
| e. Family and Community Engagement.                        | <ul style="list-style-type: none"> <li>• High expectations are conveyed to families, and families are engaged in decision-making and promoted to become actively involved in the school community</li> </ul> <p>Existing Capacity: The parent coordinator actively works to support the parent population. Parents are integral members of the SLT.</p>  |

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

*The plan for The New American Academy (09X274) is as follows:*

| Action Steps | Needs Addressed                                      | Link to Goal |
|--------------|--|--------------|
| Identify low | The need for teachers to develop their understanding | Goal 1-      |

|   |  |                                 |
|---|--|---------------------------------|
| performing students using Fountas and Pinnell Data      | <p>and use of data, particularly for differentiation.</p> <p>Improving strategic monitoring by setting interim benchmarks to periodically evaluate students' progress towards goals.</p> <p>Aligning assessments to the curriculum effectively to improve instructional planning.</p>  | Extended learning time          |
| Differentiated small group instruction                  | <p>The need for teachers to develop their understanding and use of data, particularly for differentiation.</p> <p>Developing a school-wide coherent set of beliefs about how students learn best.</p>  | Goal 1- Extended learning time. |
| Staff training for Leveled Literacy Intervention System | Engaging in structured professional collaboration in teams.  | Goal 1- Extended learning time. |
| Identify students for individual/family counseling      | The need for teachers to develop their understanding and use of data, particularly for differentiation.  | Goal 2- Counseling in Schools   |
| Individual/family counseling                            | <p>Developing a school-wide coherent set of beliefs about how students learn best.</p> <p>Improving strategic monitoring by setting interim benchmarks to periodically evaluate students' progress towards goals.</p> <p>The need for teachers to develop their understanding and use of data, particularly for differentiation.</p> | Goal 2- Counseling in Schools   |
| Professional development through Counseling in Schools  | <p>Developing a school-wide coherent set of beliefs about how students learn best.</p> <p>Engaging in structured professional collaboration in teams.</p>  | Goal 2- Counseling in Schools   |

***The plan for Roland Patterson (09X230) is as follows:***

Each goal below is an integral part of both the SIG plan as well as the SCEP for 09x230. We have aligned our SIG goals with that of our SCEP goals for a strategically aligned plan for school improvement. (Please see below)

| SIG Goal         | SIG Goal                   | SIG Goal                    |
|------------------|----------------------------|-----------------------------|
| SIG Goal #1 - To | SIG Goal #2 – To provide a | Goal #3- To improve student |

|  |  |  |
|--|--|--|
| improve teacher effectiveness, with meaningful, formative feedback and next steps from short, frequent cycles of formative classroom observations and the formal observation process to support teacher growth   | comprehensive wrap-around approach towards students social and emotional needs resulting in a reduction of incidences both during and after the regular school day.  | achievement in both ELA and math as measured by the NYS assessments. Through aligning the curriculum to the common core standards and providing multiple entry paths for all learners to engage with and become successful with the expectation of the common core.  |
| SCEP Goal  | SCEP Goal  | SCEP Goal  |
| SCEP Goal Tenet 2 - By June 2014, school leaders will offer targeted professional development designed to improve classroom assessments as measured by 80% of teachers improving one level on Danielson Domain 3d.   | SCEP goal Tenet 5 - By June 2014, the number of suspensions based on classroom incidents will decrease by 20% from the last school year.<br><br>SCEP goal Tenet 6- By June 2014, there will be an increase of at least 3 percent in the number of parents attending school functions as compared to the 2012-2013 school year.   | SCEP Tenet 3 - By June 2014, all teacher teams will engage in the work of aligning the Literacy and Math curriculum to the Common Core Learning Standards as measured by at least 80% of the staff showing one level HEDI increase in Domain 1e<br><br>SCEP Tenet 4 - By June 2014, 90 percent of the teachers will differentiate the product, process, or content of the lessons in ELA and MATH as measured by formal and informal observations.   |
| Plan to realize both SIG & SCEP Goals  | Plan to realize both SIG & SCEP Goals  | Plan to realize both SIG & SCEP Goals  |
| In order to achieve this goal the school will refine the types of assessments used in order to make sure not to over assess. One tool to do this will be to develop assessments through Treasures and EnVisions as well as outside resources. Goal setting conferences will be conducted in which conversations around data of the low performing students will be discussed. Common | In order to achieve this goal the core will support the student social and emotional piece. During this time the principal, AP, guidance counselor and parent coordinator will discuss protocols for these students to identify if the conditions of learning are having a direct impact at different times per day. A plan is then developed for the child that is also shared with the parent. The guidance counselor also pushes into the class. During these | In order to achieve this goal the school will increase student engagement by having teachers implement multiple entry points in their lessons. They will provide resources for centers in literacy and math. Teachers will have common planning time in order to refine their assessments and rubrics. The Achieve 3000 program will be used both after school as well as during the school day. The Treasures and EnVisions programs will be aligned to the Common Core. Differentiated programs for ELLs and SWDs will be utilized such as the i-Ready Reading Program. The teachers will plan |

|   |  |   |
|---|--|---|
| <p>planning time will encompass discussion of student work products and best practices.</p> | <p>meetings the group discusses OORS reports as well as other patterns and trends. This also supports the development of school wide behavioral focus as well as PD. The Counseling in Schools program will part of the core group and they will support a target group of children. This organization will also provide supports for parents.</p> | <p>reading comprehension activities and utilize the program in order to provide individualized, engaging, and systematic instruction. In order to achieve this goal the school will supplement the texts from the Treasures program to provide more rigorous and complex texts. Administration and teachers will align their rubrics, looking at the language of the standards to make them more rigorous as the students move from grades 3-5. In addition supplemental curriculums will be utilized to further support ELLs, SWDs as well as at risk.</p> <p>The i-ready Instruction Reading program is a supplemental program intended to target the English Language modalities most in need of improvement among the P.S. 230's population. It focuses on the five pillars of reading phonemic awareness, phonics, vocabulary, sight words, and reading comprehension. In addition teachers will plan writing activities to support students in the areas they struggle with the most. The BrainPOP program will be utilized. It creates animated, curricular content that engages students, supports teachers, and bolsters achievement. This is an online blended learning program that supports individual and whole-class learning in school and at home. The program helps introduce new topics and illustrate complex concepts. Through activities teachers and students can keep a record of learning accomplishments through quizzes, game play, and activities. BrainPOP also gives teachers the ability to tailor assessments to meet all students' needs.</p> |
|---|--|---|

**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 plan for The New American Academy (09X27409X294) is as follows:*

TNAA is applying under the Transformation Model because as evidenced through the NYC Progress Report, PS 230 (the phase out school) was identified as a "Priority" school by the state and received a score of "F" overall and on Student Progress, Student Performance and School Environment. This rationale is based on the latest School Quality Review conducted by the NYCDOE during the 2010-2011 school year, which indicated that P.S. 230 (the phase-out school) was a developing school. Areas of improvement for the school included:

- Developing a school-wide coherent set of beliefs about how students learn best
- The need for teachers to develop their understanding and use of data, particularly for differentiation.
- Aligning assessments to the curriculum effectively to improve instructional planning.
- Utilizing a common observational tool to provide consistent and targeted feedback.
- Improving strategic monitoring by setting interim benchmarks to periodically evaluate students' progress towards goals.
- Engaging in structured professional collaboration in teams.

Key Design Elements:

- *Small Group Guided Reading Instruction*- Teachers will use research-based materials from Fountas and Pinnell Leveled Literacy Intervention System, Scholastic Guided Reading Library, Time for Kids Guided Reading Library and/or Scholastic Little Readers Program. (Goal 1)
- *Small Group Phonics Instruction*- Teachers will use the Wilson's Foundations Program (Goal 1)
- *Literacy through The Arts*- Teachers will incorporate Reader's Theater, visual arts, technology, kinesthetic movement, and music. (Goal 1)



- *Individual/Family Counseling*- Sessions will be provided to address the needs of students who are consistently unable to adhere to classroom and/or school community norms. (Goal 2)
- *Professional Development*- Counseling in Schools staff will engage in professional development sessions designed to build the capacity of individual teachers, small teacher cohorts, administrators and large staff groups to work individually and as a whole to build an effective learning community. (Goal 2)
- *In Class Professional Development*- Individual teacher training is provided through the integration of a counselor into the classroom during prearranged class periods. (Goal 2)

School Capacity to address Key Design Elements:

- *Five Person Teaching Team*: This leads to a lower student to teacher ratio, enables targeted and AIS services for at risk students, particularly low performing subgroups
- *Looping Cycles*: The looping cycles enable strong relationships between all stakeholders. Additionally since teachers stay with the same students, targeted instruction begins on day one, effectively providing greater instructional time.
- *Mastery-based Career Ladder*: This career ladder improves the quality of instruction and incentivizes teacher performance.
- *Multi-dimensional Teacher Evaluation System*: The use of a multi-dimensional teacher evaluation system based on the Charlotte Danielson's rubric for teaching, ensures the highest quality pedagogues to ensure quality instruction for all students.
- *Lower Teacher/Student Ratio*: A lower student/teacher ratio ensures targeted assessment driven instruction for all students.
- *Embedded Master Teacher*: The master teacher ensures high quality instruction through the mentorship of their team. Additionally the Master Teacher provides AIS services for their student cohort.
- *Five Week Summer Training Program*: This provides extensive training in team building, communication and curriculum and instruction aligned to the common core.
- *Six-Step Hiring Process*: this rigorous process ensures the hiring of teachers who are well versed in curriculum, instruction, team-work, data analysis and interpersonal skills. (For Master Teachers)

***The plan for Roland Patterson (09X230) is as follows:***

The Turnaround model of SIG will help the school address its needs and targeted goals by putting into place core strategies and supports which will help the school realize their SIG & SCEP goals.

Key Design Elements:

- *Small Group Instruction*: Small group instruction allows teachers to support students in a very targeted manner that allows them the flexibility to provide differentiated tasks.

- Multi-dimensional Teacher Evaluation System: The use of a multi-dimensional teacher evaluation system based on the Charlotte Danielson's rubric for teaching, ensures the highest quality pedagogues to ensure quality instruction for all students.
  - Coaching Structure: The use of embedded professional development provided by a coach will allow teachers to receive hands on training in the classroom this ensures that teachers are receiving on the job training. The coach provides support for teachers across grade levels to ensure common core aligned instruction.
  - Teacher Study Groups: This provides teachers the opportunity to engage with their colleagues around a key text to support pedagogical growth.
- 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.**

At the district level, a dedicated cross-divisional work group is in place to recommend whole school reform models for NYCDOE's 122 Priority Schools. The work group met weekly beginning in September 2012 to review school data points and alignment to one of the three intervention options: the School Improvement Grant plan, School Innovation Fund plan, or School Comprehensive Education Plan (SCEP) crosswalk.

In keeping with NYCDOE's strategy for turnaround, once the Priority School was approved to phase-out by the Panel for Educational Policy in March 2013 and a high-quality new school was similarly approved to replace it, the work group determined that the school site would be a good candidate for the Turnaround model.

The School Improvement Grant application for the Priority School (PS230) was developed by the school leadership and key staff, consulting with the school's Children First Network, School Implementation Manager, and external partners as needed. The school presented the grant to the SLT initially during the 2012-13 school year to aggregate the best use of the funds for staffing, program, and extra-curricular activities, involving them in the realization that the school will be smaller. The priorities would be support for teachers, students, and maintaining coaching and contracting out for additional supports. For the 2013-14 SY, the SLT was presented with the grant, and they scaled the grant to best meet the needs of the school based upon allocation and timeframe. Teacher groups on the SLT include the UFT representative (representing the guidance counselor) two teachers, one out of classroom and the other in classroom and they report back to their constituency. The grant was also discussed at the last faculty conference.

The school currently has a partnership with SCAN & Wingspan. These partnerships will continue throughout the duration of the phase-out. The cost of this organization will not be allocated for within the grant, however since they are a provider of ELT activities; we included them in talks regarding the grant.

For the phase-in school TNAA, the founding principal of the new school crafted a School Improvement Grant plan and met with the district-level union representative to share the plan.

The new school's plan was also shared with the district-level Chancellor's Parent Advisory Council.

**D. School Leadership**

**8 points**

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

*The questions in this shaded box will be answered by the Clusters and/or Network. The school does not need to respond to Question i and ii.*

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

*The characteristics and core competencies for The New American Academy (09X274) are as follows:*

Consistent with the NYCDOE's School Leadership Competencies, an effective school leader:

- Fosters a culture of excellence through personal leadership;
- Uses data to set high learning goals and increase student achievement;
- Leverages deep knowledge of curriculum, instruction and assessment to improve student learning;
- Develops staff, appropriately shares leadership, and builds strong school communities; and
- Manages resources and operations to improve student learning.

In addition, the school principal should have the following characteristics:

- Have an ability to be insightful; someone who can recognize future trends and their possible impact on current strategies, and keep in mind the big picture—the citywide instructional priorities, state standards, district initiatives, etc; someone who keeps up to date with reform efforts, new curricula, and constant challenges arising from societal changes (e.g., cultural) and trends (e.g., technological).
- Have positive, strong interpersonal skills; someone who has good listening skills; encourages a good rapport among staff, among students, and with parents; someone who delegates responsibilities in order to bring new ideas to the table, to gain trust, and to reduce their own stress.
- Promotes self-growth; someone who stays abreast of new trends and requirements by reading and disseminates information and shares wisdom with colleagues so that their staff is not operating in the dark.
- Is flexible; someone who is resilient to meet current demands for results; someone who motivates others, and is willing to allow others to be risk takers.

Keeps a positive, close, and constant relationship with the community through partnerships with local legislative representatives, community-based organizations, businesses, local authorities (fire/police), and other resources

***The characteristics and core competencies for Roland Patterson (09X230) are as follows:***

The characteristics and core competencies that are necessary to meet the needs of a school and produce dramatic gains in student achievement are exhibited by Ms. Rowena Penn. As noted in various accountability reports, PS 230 continues to struggle to meet proficiency in core content areas. Rowena Penn's comprehensive professional experience as a teacher, mentor, coach, assistant principal and Principal have positioned her to continue to address the needs of students, including the social/emotional needs identified in her school. At the core, Rowena believes all students can achieve at high levels which paves the way for an environment that supports the academic and personal growth of students. She communicates clearly and has the ability to positively influence those around her. She sets clear expectations and follows up accordingly when observing and providing feedback. Her thoughtful and purposeful analysis of data is the impetus for her to make key decisions and to meaningfully develop plans of action that promote academic and personal growth. Possibly her strongest quality is her deep understanding and beliefs about what quality curriculum and instruction looks like. This enables her to facilitate professional development, evaluate the effectiveness of systems and structures by analyzing student and teacher work, and provide meaningful feedback to teachers to promote professional growth and reflection. Through collaboration with staff she leverages individual teachers' strengths to revise the school's curriculum to align to the CCLS. This work is essential to ensure the effective instruction that will lead to great academic and personal success for all students.

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

***The plan for The New American Academy (09X274) is as follows:***

Leadership Pipeline: New American Academy 9X274's school principal is Pepe E. Gutierrez. Mr. Gutierrez has served at The New American Academy—07X770 as a partner teacher since school year 2010-2011. Pepe has worked closely with two teaching teams, encompassing grades Kindergarten through grade 3. He has taken a leadership role in supporting his Master Teacher, helping to lead team meetings, design curriculum and assessments aligned to the Common Core and work with class parents. Mr. Gutierrez has also been a member of the School Leadership Team, helping to set school goals and allocating budgetary resources. Mr. Gutierrez has also been a member of the Educational Leadership Team (ELT). This team is responsible for making all curriculum and policy decisions for P.S. 770, the flagship TNAA school. Along with the Head Master and Master Teachers Mr. Gutierrez was responsible for planning and implementation of the school's five-week summer training and the design and implementation a teacher self-evaluation system based on Danielson's Rubric for Teaching. In addition he served as the school's UFT Chapter Leader. Prior to his service at P.S. 770, Mr. Gutierrez was bilingual special education mathematics and science teacher since school year 2005-2006 at M.S. 22 in Community School District 9, following a career change from the financial services sector.

Rationale for Selection: In 2013 Mr. Gutierrez was identified for the position of principal for P.S. 274, The New American Academy at Roberto Clemente State Park. His selection was based upon his experience with and understanding of the unique model of New American Academy schools. During his tenure at TNAA P.S. 770 Mr. Gutierrez demonstrated the leadership and pedagogical skill required to make him a strong school leader. He is talented, driven, and hardworking. Mr. Gutierrez's ability to work well with parents helped to create a strong positive culture at P.S. 770. In addition, Mr. Gutierrez's experience at M.S. 22 provides him with the ability to handle academic, social, and emotional challenges faced by students in similar communities. Mr. Gutierrez has shown the ability to make positive differences and yield positive results in schools. Mr. Gutierrez has proven himself to be a leader capable of implementing change. He will provide the kind of changes that are systemic in nature, alter assumptions, goals, structures, roles, and norms.

*The description for Roland Patterson (09X230) is as follows:*

Rowena Penn has spent the last twenty years working to provide the best possible education for the students of PS 230x. She spent ten years in the classroom as a teacher honing her craft and developing a strong vision about how students learn best. She then applied her understanding of quality teaching by supporting the development of others in her roles as a mentor, coach, and assistant principal. Rowena, having spent the majority of her career at PS 230x, then seamlessly transitioned into the role of Principal. In addition to displaying strong core leadership competencies, she strives to support her school in making academic gains and is continually looking for additional opportunities for the community. For example, she successfully authored a grant that provided extra RTI support for the school. Rowena also has a strong track record in working with community-based organizations to provide additional extracurricular support for all students. Through these efforts, Rowena Penn has developed the capacity to lead the improvement of low-performing schools.

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

The supporting leadership roles at TNAA are Headmaster and Master Teachers. The Headmaster (school Principal) is the primary instructional leader of the school and serves as head of the Education Leadership Team. The Headmaster evaluates all administrative roles, and plays a primary role in teacher evaluations.

Each TNAA grade-level teaching team is led by a Master Teacher. The Master Teacher role replaces many positions in a traditional school. The role of the Master Teacher encompasses that of an Assistant Principal, coach, AIS teacher, and data specialist. The Master Teacher collaborates with the Headmaster, ensures quality of instruction, ensuring appropriate division of teaching duties, monitoring student learning, developing curriculum, and actively participating as a member of the Education Leadership Team. The Master Teacher also mentors and develops the other members of their team and ensures ongoing parental involvement and communication.

At PS 230, there is a more typical leadership structure. The assistant principal conducts specific duties, such as supervising instruction using Danielson and providing targeted feedback, supporting the staff and coaches, supporting PD sessions, supporting discipline, support families and overseeing Students with Disabilities. She is a good manager of people and has effective time management skills. She delegates responsibilities and develops staff in professional growth. She has strong inter-personal skills and is respected by both staff and students.

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 description for The New American Academy (09X27409X294) is as follows:*

| <b>Leadership Role</b>                                   | <b>Skills</b>  | <b>Effectiveness and Appropriateness to the Model</b>  |
|--|--|--|
| Head Master (Principal of the school):<br>Pepe Gutierrez | <p>Extensive knowledge of curriculum and instruction, including the CCLS</p> <p>Ability to manage operations and resources effectively to improve student learning</p> <p>Ability to analyze data to make school-wide instructional decisions.</p> <p>Ability to plan and supervise professional development</p> | <p>Maximize the budget and allocate funds effectively for the use of materials for Saturday Scholars Academy and Counseling in Schools training and services.</p> <p>Uses the Educational Leadership meetings to analyze school-wide data looking for patterns and trends and insure clear and consistent usage of data to ensure student achievement and meaningful professional development in conjunction with Saturday Scholars Academy and Counseling in Schools.</p> |

|   |  |   |
|---|--|---|
| <p>Master Teachers:<br/>Rachel Levi<br/>Meghan Shore<br/>Keisha Green</p> | <p>Strong experience in pedagogy, supporting teachers, curriculum and instruction and data analysis</p> <p>Demonstrated leadership ability</p> <p>Ability to work collaboratively with teacher teams in order to coach, support, and provide and facilitate embedded professional development.</p> | <p>Provides mentoring and professional development to their team for Saturday Scholars Academy and work with Counseling in Schools to deliver professional development.</p> <p>Focuses the team in data analysis to identify and group students performing below grade-level for Saturday Scholars Academy.</p> <p>Member of the school's Educational Leadership Team, working with the Head Master to make school wide decisions around budget, personnel and curriculum for Saturday Scholars Academy and Counseling in Schools services.</p> <p>Provides a 2-way communication between the Educational Leadership Team and the teachers.</p> |
|---|--|---|

Possible barriers to Leadership Team buy-in are coming to a common consensus about the needs of the students, the strategies and resources to best address the identified needs. The Leadership Team will overcome these barriers by meeting weekly to collaboratively analyze student data to develop goals that will meet student needs academically, socially, and emotionally. This collaboration will continue through the year as we discuss allocation of funds, resources, professional development, and possible changes to the programs.

***The description for Roland Patterson (09X230) is as follows:***

The leadership profile of the school is inclusive of the principal, AP, coaches and guidance counselors. Each of these key staff members provides a significant role with the model and the realization of the three SIG goals. These staff members also play integral roles within the teaming structure of the school. The proposed model incorporates a social service provider that will specifically support student's social emotional growth as well as providing in-house coaching support for the teachers. The supports allocated for within the SIG were developed with the school leadership team. This process ensured by -in from all constituents.

The principal and AP have been leading the instructional agenda of the school through providing support for teacher effectiveness, teacher teaming and the development of the core team to support student social and emotional development as it relates to the three SIG goals. They bring the skills of strong management, leadership as well as a strong established trust relationship with the staff & the community. Throughout this school year, the principal and the AP have been providing on-going professional development for the coaches. This has enabled them to further develop their skills and coaching abilities with the teachers. The supports articulated within the SIG plan are in demand with the school and community and there are no anticipated barriers or obstacles for the articulated strategies.

|                               |                 |
|-------------------------------|-----------------|
| <b>E. Instructional Staff</b> | <b>8 points</b> |
|-------------------------------|-----------------|

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:

*The questions in this shaded box will be NYCDOE. The school does not need to respond to Question i.*  
**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.**

- 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.

*The plan for The New American Academy (09X274) is as follows:*

TNAA ensures that the master teacher position is fulfilled by qualified teachers through a rigorous six-step hiring process. Qualities that are sought include but are not limited to: knowledge of pedagogy, ability to provide professional development, supporting of teachers, and ability to analyze data and instruction for our Saturday Scholars Academy. In turn master teachers are able to provide elbow to elbow support for their teaching teams to ensure the professional growth of all staff. In order to provide social and emotional growth changes to the staff will include the hiring of school guidance counselors and our new partnership with Counseling in Schools that can work with students and families and provide professional development to the existing staff. These sessions will prepare teachers to meet the social and emotional needs of their students and will guarantee a school-wide sustainable approach to our school community's social and emotional well-being.

*The description for Roland Patterson (09X230) is as follows:*

The school will continue to operate based upon the graphic above, however due to the phase-out status the school will only be able to retain one coach that will be split between literacy and math. The programmatic and systems pieces necessary to implement the SIG plan are already functioning in the school. Both the curriculum and core team will continue to provide the same level of support to the students, teachers and community. The realized partnership brought on by the SIG funds will allow the school to continue to implement a coaching structure which is successful as well as provide a wrap-around social and emotional support model for the students and their families.

- 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.

*The description for The New American Academy (09X27409X294) is as follows:*



| <b>Instructional Staff</b>   | <b>Expectations</b>  | <b>Competencies</b>   |
|------------------------------|--|---|
| Headmaster                   | Responsible for Formal Observations of all teaching staff based on Danielson's Rubric<br>Instructional Expertise<br>Professional Development<br>Leadership Skills<br>Budget<br>Parent Outreach | Deep knowledge of Danielson's Rubric for Teaching<br>Well-developed relationship and communication skills<br>Financial understanding<br>Understands cultural diversity and the importance of parent involvement                   |
| Master Teacher               | Informal Observations<br>Coaching<br>Mentoring<br>Modeling<br>Curriculum Development<br>Academic Intervention<br>Parent outreach<br>Data systems   | Deep pedagogical knowledge<br>Adult development<br>Child development<br>Communication Skills<br>Writing Units of Study<br>Differentiation<br>Understand cultural diversity<br>Data analysis and usage<br>Leadership skills<br>AIS |
| Partner Teacher              | Some of the Master Teacher skill set and knowledge and developing others.  | Pedagogical knowledge<br>Classroom management<br>Beginning leadership skills<br>Data analysis   |
| Associate/Apprentice Teacher | Developing pedagogical skill set   | Classroom management<br>Content knowledge   |

***The description for Roland Patterson (09X230) is as follows:***

The Expectations for all staff members at 09x230 is that they actively, analyze both formative and summative data sources to make any adjustments necessary to their planning, that they are integral in building community in classrooms and across the school, that they are contributors and participators in both school and network PD opportunities and that they act in concert with the mission and vision of the school. These are the core competencies necessary to meet the needs of the students demonstrated by leadership, the coach, guidance consular, teachers as well as paras. The SIG plan was developed to support the schools three goals focusing on supporting teacher effectiveness, improving student achievement in ELA and math, as well as providing a social emotional wrap around model for students. The expectation discussed above will be integral in allowing the school to realize their goals.

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

A citywide "open market" staff hiring and transfer system is available every year from spring through summer that principals may use to identify school pedagogical staff seeking transfers as

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

***The plan for The New American Academy (09X27409X294) is as follows:***

Effective recruitment, hiring and retention is the foundation of our organizational well-being. Through job-fairs at Columbia University and Bank Street, partnership with the Office of New Schools and the United Federation of Teachers, and referrals from staff members we were able to ensure a large enough hiring pool and select the highest caliber of educators.

The TNAA six step hiring process for Master Teachers includes a written application, phone interview, group unit building activity, panel interview, reference checks, and demo lesson. As candidates progress through this process they are observed and assessed by parents, teachers, and administrators. This ensures that the candidates who are selected have been vetted multiple times and are a good fit for the school community.

Teachers hired for each team will participate in the collectively bargained 18D process that includes an interview and portfolio review. Questions asked during this interview are used to determine the teacher's pedagogical expertise, willingness and ability to work within the TNAA educational model.

A career ladder provides a continuum for teacher growth that is both supported and incentivized. The TNAA four-step career ladder (apprentice, associate, partner, master) is based on demonstrated ability, culminating with the Master Teacher. TNAA teachers receive higher salaries than their DOE counterparts. This attracts and retains quality teachers to ensure that the most talented teachers can remain in the classroom directly supporting student learning.

Another factor that makes TNAA attractive to educators is our five-year looping cycle. Looping allows for the development of trust and meaningful relationships between students, parents, and teaching teams. The relationships developed encourage greater parent involvement, student-to-student interdependence, and allows for targeted and differentiated teaching. Moreover, looping allows the teacher(s) on a team to inform new teacher members of students' learning profiles so that instruction can begin on the first day of school without having to spend weeks to get to know students and acculturate them into the classroom. Looping also provides a powerful and organic accountability system, as each teacher team will ultimately be directly responsible for their students' scores in the testing grades.

One barrier to assigning the appropriate staff as required by the TNAA model is selecting highly-qualified teachers who work collaboratively with other teachers of varying experience and work styles. In order to overcome this challenge, new hires attend our five week summer training program.

***The plan for Roland Patterson (09X230) is as follows:***

Due to the status of the school as phase-out, there will not be additional staff hired throughout the course of this grant. The grant will enable the school to partner with Counseling in Schools as well as retain one coaching position which will in-kind support the core focus on the three over-arching goals.

| <b>F. Partnerships</b>  | <b>6 points</b> |
|---|-----------------|
| <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> |                 |

- 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.**

Both schools have selected Counseling in Schools to support existing staff in meeting students’ social and emotional needs (Goal 2). Counseling in Schools will provide a variety of counseling services for students and professional development for staff to help advance the social, emotional, and educational outcomes of the entire building. Both schools have prioritized this because the schools serve children who live in the poorest Congressional District in the nation. The poverty is systemic and persistent. There is a high rate of unemployment and under-employment and many of our families are doubled up or in temporary housing. Many conflicts that occur outside of school are carried over to the school, due to the proximity of living quarters. While the schools employ guidance staff that provide counseling for mandated at-risk students, the school population requires additional social and emotional supports to strengthen academic performance. However, the type of services provided will differ for each school.

At TNAA, Counseling in Schools will provide **Individual Counseling Services** that offer students an opportunity to develop caring relationships with responsible adults who are specially trained to address their social and emotional needs. Through this process students will experience

increased self-confidence, a greater understanding of their behavioral choices, a desire to set and achieve personal goals and a greater capacity to integrate into the school/learning environment. Counseling in Schools will also provide **Group Counseling Services** to offer students the opportunity to utilize peer support to address the challenges faced during the school day. Students will become less isolated through their discovery of a common experience with their peers. Groups may be organized around common needs/themes such as impulse control, bereavement, gender-based issues, life transitions and managing family stress.

In support of the work with students to address their social and emotional needs (Goal 2), Counseling in Schools staff will also engage in professional development sessions designed to build the capacity of individual teachers, grade-level teams, administrators and large staff groups to work individually and as a whole to build an effective learning community at TNAA. A strong emphasis will be placed on building empathy for students while simultaneously understanding personal responses to student behaviors and needs. Individual teacher training will be provided through the integration of a counselor into the classroom during pre-arranged class periods. A partnership between the teacher and counselor will foster the development of a social/emotional lens for the teacher. A group of teachers that is identified by the administration will work with a Counseling in Schools trainer for a 6-week cycle.

At PS230, the partnership with Counseling in Schools will provide the school with a social worker three days per week to support a target group of student with one-to-one counseling. The target group of students will cycle throughout the year. This will allow the partnership to work with many of the student and families of 09x230. The social worker will also become a member of the core team, which will monitor and review interventions for students and make adjustments when necessary. This will support goal #2.

- 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.**

*Uploaded as a separate document.*

- 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.**

***The plan for The New American Academy (09X27409X294) is as follows:***

Before the start of the school year, TNAA Educational Leadership team will hold an initial planning meeting with Counseling in Schools and set monthly and yearly goals (such as a reduction of incidents during school hours). After understanding the model and culture of The New American Academy, Counseling in Schools will work to find counselors that are a good match for our school community. Based on feedback from teachers, students, and families, the school's Educational Leadership Team will evaluate the services and providers' progress at monthly meetings based on the goals set forth at the initial planning meeting. If progress is not met (no reduction in incidents during school hours) the TNAA Leadership Team will meet with

Counseling in Schools to modify our initial plan and goals. If needed, Counseling in Schools will reassign a counselor to better meet the needs of our school community.

***The plan for Roland Patterson (09X230) is as follows:***

Counseling in schools will be part of the core team and meet with the principal and all constituents once per week. The organization will cycle groups of student throughout the year. This model will enable the social worker to work with multiple students both at-risk, non-mandated as well as mandated. In order to assess the efficacy of these supports provided by the partner, they will attach them to key student data points. the school will use three key data points, attendance, unit test for treasures, unit envision every 4 weeks to measure the effectiveness of the supports both socially as well as academically provided by Counseling in Schools.

**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.**

*Uploaded as a separate document.*

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

***The plan for The New American Academy (09X27409X294) is as follows:***

The day-to-day operations at TNAA encompass the role of the headmaster, 90 minute daily planning meeting with teaching teams, and weekly reflective practice.

**Daily Planning Meetings:** Working as team members, all teachers will participate in regular peer observation and provide each other with critical feedback during daily planning meetings. Each team member will set individual professional development goals that will be regularly reviewed and revised. The school will use the Charlotte Danielson's Framework for Teaching to focus observation and feedback on critical aspects of instruction, including planning, delivery, classroom environment and professional responsibilities. In addition, each team includes a special education teacher and an ESL teacher who support their counterparts in developing their skills in working with students with special needs. While this professional development will occur throughout the day, formal meetings will take place in the morning for an hour and a half each day of the school year. These 90 minutes, over 183 school days, is intended to represent 274.5 hours of professional development time.

**Reflective Practice:** A weekly 90-minute reflective practice session for each team is vital to allow teachers to take a step back and reflect on their pedagogy and relationships. This reflective practice time will take place weekly after school (or on another day when school is not in session on a Thursday). These 90 minutes per week over 39 weeks of the school year are intended to represent 58.5-hours of professional development time.

**Headmaster:** The Headmaster will be a regular presence in the classroom, providing feedback to Master Teachers as well teachers under their charge. In addition, he will focus on the efficacy of teams as a whole to ensure the skills and strengths of their members are maximized. While there will be many structures in place designed to increase the strength and efficacy of individual teams and individual teachers, TNAA recognizes the importance of teachers sharing resources and best practices across classrooms, and even schools. Master Teachers meet with the Headmaster in weekly Education Leadership Team meetings to provide updates on classroom progress and use this information to focus professional development on critical areas throughout the year.

| Program/<br>Content<br>Area  | Data<br>Source                                  | Dates of<br>Collection                     | Grades | Current Data Use  | Who Analyzes   |
|--|---|--|--------|---|--|
| Saturday<br>Scholars<br>Academy<br>(Literacy)                        | Fountas<br>and<br>Pinnell<br>Running<br>Records | 4 X<br>October<br>January<br>March<br>June | K-2    | To identify and group students<br>who are reading at, above or<br>below benchmark levels and<br>to determine strengths and<br>weaknesses in literacy<br><br>Informs guided reading<br>instruction | Master<br>Teachers and<br>teachers                     |
| Counseling<br>in Schools<br>(Social and<br>Emotional<br>Development) | Observati<br>ons<br><br>Incident<br>Reports     | 6 week<br>cycles                           | K-2    | To identify and group students<br>for individual/family<br>counseling<br><br>To identify teachers for in-<br>class professional<br>development  | Counseling in<br>Schools Staff<br>and TNAA<br>teachers |

***The plan for Roland Patterson (09X230) is as follows:***

Both the core and curriculum teams meet once weekly. The teacher teams meet twice weekly for both horizontal and vertical planning in order to determine student progress, effectiveness of instruction, and school progress toward the goals. Based upon clear evidence and multiple and frequent benchmarks students will receive differentiated instruction to ensure success. The results of these meetings are both shared and archived through distributive structures. All teachers maintain data binders. It is our belief that the collection and analysis of data helps to: develop sound educational practices at all levels; improve the quality of student achievement; set

interim goals; quickly enable us to make instructional decisions about teaching practices and makes data transparent to staff/students and public.

| Content Area | Data Source                          | Dates of Collection                         | Grades                                  | Current Data Use   | Who Analyzes                            |
|--------------|--------------------------------------|---|---|--|---|
| Literacy     | Running Records                      | 4X a year<br>Sept.<br>Dec.<br>March<br>June | 3-5                                     | To identify students who are reading at, above or below benchmark levels/determine those students who may be held over/identify those students who require RTI/to inform guided reading instruction                      | Coaches,<br>Teachers,<br>Administration |
|              | Writing Assessment                   | Every 6 weeks                               | 3-5                                     | To monitor students' writing abilities after each unit of study in writing   | Coaches,<br>Teachers,<br>Administration |
|              | Informal Running Records             | Biweekly Progress monitoring                | For students who have not met benchmark | To monitor the growth of students who have not met benchmarks in the Fall administration of informal Running Records; data used to determine eligibility in RTI/ program or if a Special Education referral is necessary | Coaches,<br>Classroom Teachers          |
| Content Area | Data Source                          | Dates of Collection                         | Students Assessed                       | Current Data Use   | Who Analyzes                            |
| Literacy     | NYS ELA Exam                         | April                                       | 3-5                                     | Determine students' performance as compared to all NYS state third and fourth graders/determine grade 3 students who may be held over  | Coaches,<br>Teachers,<br>Administration |
|              | ELL Periodic Assessments             | Fall  | 3-5                                     | Gives an early indicator of how students are performing on a variety of ESL standards  | Coaches,<br>Teachers,<br>Administration |
|              | Literacy Cognitively Demanding Tasks | Fall, Spring                                | 3-5                                     | To implement pedagogical practices that require students to ground reading, writing, and discussion in evidence from text  | Coaches,<br>Teacher,<br>Administration  |

|      |                                      |                                    |     |  |                                   |
|------|--------------------------------------|------------------------------------|-----|--|-----------------------------------|
|      | Treasures Benchmark Assessments      | Winter, Spring                     | 3-5 | Multiple item type assessments designed to help measure growth against CCLS in order to determine areas of the curriculum to re-teach and to inform student grouping   | Coaches, Teachers, Administration |
|      | NYSESLAT                             | May                                | 3-5 | To measure the abilities of English Language Learners  | ESL Teacher, Data Specialist      |
| Math | Unit Assessment                      | Monthly                            | 3-5 | To assess math content at the end of each Envisions Topic. There is also a Task at the end of each Topic.  | Math Coach Classroom Teacher      |
|      | Math Cognitively Demanding Task      | Fall, Spring                       | 3-5 | To implement pedagogical practices that require fluency, application, and conceptual understanding   | Math Coach Classroom Teacher      |
|      | Envisions Exam-view Assessment Suite | Beginning Year, Mid Year, End Year | 3-5 | To monitor students' assessments using item analysis reports to track student progress and performance on a variety of Envisions assessments (e.g., BOY, MOY, EOY, Benchmark, Diagnostic Readiness, Topic Tests) | Math Coach Classroom Teacher      |
|      | NYS Math Exam                        | April                              | 3-5 | Determine students' performance as compared to all NYS state third and fourth graders/determine grade 3 students who will be held over/  | Math Coach Data Specialist        |

**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.<sup>1</sup> 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*.

*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

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

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*.

**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.**

*Uploaded in a separate document.*

|   |                 |
|---|-----------------|
| <b>H. Educational Plan</b>  | <b>8 points</b> |
| 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 plan for The New American Academy (09X27409X294) is as follows:*

At the heart of a TNAA education is the concept that students, as future leaders in the world, need a comprehensive education in order to effectively participate and contribute in society. To achieve this end TNAA will have drawn extensively the leader’s experience at P.S. 770 and from best practices worldwide.

It is critical that every child understand the world around them and communicate effectively with others. Students will be expected to achieve this goal through the use of the literacy instruction workshop model. It is also vital that students master the essential elements of math as well as how and when to apply this knowledge in real-world situations. Moreover, teaching skills, in isolation, are simply not sufficient. For this reason, unique interdisciplinary science and social studies units will be taught through the lens of how and why things work.

Currently for instructional purposes at TNAA we have adopted the ReadyGen curriculum which was written and adopted by New York State in alignment with the CCLS. A member of TNAA staff at P.S. 770 was accepted as a Common Core Fellow. As a common core fellow she sat on a board with other teachers who were selected to be a part of the Common Core Fellows. The Common Core Fellows’ goal was to write a curriculum that was closely aligned with the CCLS. This curriculum, ReadyGen, is currently what we utilize in our school community.

Our students that are working below grade level standards currently receive instruction using Wilson’s Foundations Program for remediation.

**Reading:** The guided reading approach to literacy instruction has been selected because of its track record of success, particularly with the types of students such as those of the priority site. Guided reading provides the necessary opportunity for teachers to explicitly teach reading strategies at the students' individual levels. Guided reading reinforces problem-solving, comprehension, and decoding. In addition, it provides opportunities for establishing good reading habits and strategies. The critical element, however, is the skillful teaching that helps young readers learn the effective strategies they need to become independent lifelong readers. During Reader's Workshop students will receive explicit teaching through a series of units of instruction. These units address the CCLS mandate for the reading of texts with increasing complexity and focus on nonfiction reading. This model of instruction facilitates the interaction between readers and text. In addition, students will learn to ask effective questions and to make connections with prior knowledge, previously read texts, and the world at large. This approach will lead to mastery of the higher order thinking skills students need to be effective readers and thinkers. Embedded in the model are peer conferences and teacher conferences with students that lead to assessment as well as students becoming facilitators of their own learning.

**Writing:** The writing workshop has been selected for TNAA because of its high rate of success and validity based on a gradual release of responsibility model. The structure of the writing workshop provides students with the tools needed to be effective writers across a variety of genres and for a variety of purposes. In this model of instruction, students are taught the attributes of effective writers. During Writer's Workshop, students will receive explicit teaching through a series of units of instruction. These units address the CCLS mandate for the production of writing in three key areas: narrative, persuasive and informational. It also addresses the CCLS mandate of the production of texts with increasing complexity and increasing focus on nonfiction writing.

**Mathematics:** GO Math has been selected to use at TNAA. GO Math for Kindergarten–Grade 5, combines fresh, teaching approaches with never before seen components that offer everything needed to address the rigors of new standards and assessments. GO Math helps students interact with lessons in new ways as they record their strategies, explanations, solutions, practice, and test prep right in their books—and at every grade level. (source: hmeducation.com)

**Science and Social Studies:** Interdisciplinary units of study are not only aligned to state standards but embrace the concepts of STEAM (science, technology, engineering, art and mathematics) curriculum. This interdisciplinary project based model offers students the opportunity to make sense of the world holistically, rather than fragmentally.

TNAA will teach six distinct interdisciplinary units of study: engineering, agriculture/husbandry, energy, communication, transportation, and medicine. These units will have a STEAM focus and be teacher designed with the facilitation of the Master Teacher. Having teacher teams design their own units, each lesson is tailor made to best meet the needs of the teams' students. These units will be aligned to New York State Science and Social Studies Standards. To ensure all interdisciplinary units are aligned, teachers use a rubric and chart to ensure all standards are met through the entire school year.

**H.E.A.R.T.-Based Character Education:** Character development will focus on three areas: self-awareness, efficacy and agency, and developing and maintaining healthy relationships with

others. With both intellectual and social character, students will be empowered to serve as catalysts for change in the world. TNAA's H.E.A.R.T values of Humility, Empowerment, Aspiration, Responsibility and Teamwork will be at the center of this curriculum. H.E.A.R.T will be taught through explicit instruction and informally during meals and structured play. Through character education and the H.E.A.R.T values, students will become positive citizens of the republic who can innovate, while being compassionate, and possessing a generous spirits.

***The plan for The New American Academy (09X27409X230) is as follows:***

**Literacy Curriculum: Treasures:** The Treasures literacy program is a research-based program that is aligned to NYS Common Core Learning Standards and connects learning across content areas and genres. There are multiple opportunities for observable assessment and demonstration of skill knowledge. The program includes components such as Robust Vocabulary, Reading Comprehension, Oral Language, Guided Reading, Phonics and Word Study, Grammar, and Writing, and Test Preparation.

**Math Curriculum: Envision Math (Pearson):** The envision math program is designed for students in grades K–6 and seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. Envision math is, strongly aligned to the instructional shifts required by the Common Core standards: they focus deeply on a narrower set of key topics for each grade, clearly connect students' learning across grade levels, and ensure students have the opportunity to both practice skills and apply their thinking to real-world problems

**Social Studies:** Houghton Mifflin series for social studies. It provides grade specific content aligned to the common core.

**Science Curriculum:** The school utilizes the FOSS kits. The FOSS kits are an inquiry based science curriculum that supports students critical thinking skills. It incorporates kits and modules for students to test hypothesis and science knowledge.

**The ARTS:** The school contracts with a partner (Wingspan) to provide arts education to the students. They provide ballroom dancing, global arts classes and music for the students during the regular school day.

**Supplemental Curricula for ELL's and SWD's: Brian Pop, Achieve 3000, I-Ready Reading Program:** The I-Ready Reading Program will enable teachers to plan reading comprehension activities and utilize the program in order to provide individualized, engaging, and systematic instruction. In order to achieve this goal the school will supplement the texts from the Treasures program to provide more rigorous and complex texts. Administration and teachers will align their rubrics, looking at the language of the standards to make them more rigorous as the students move from grades 3-5. In addition supplemental curriculums will be utilized to further support ELLs, SWDs as well as at risk.

The i-ready Instruction Reading program is a supplemental program intended to target the English Language modalities most in need of improvement among the P.S. 230's population. It focuses on the five pillars of reading phonemic awareness, phonics, vocabulary, sight words, and

reading comprehension. In addition teachers will plan writing activities to support students in the areas they struggle with the most.

The BrainPOP program will also be utilized. It creates animated, curricular content that engages students, supports teachers, and bolsters achievement. This is an online blended learning program that supports individual and whole-class learning in school and at home. The program helps introduce new topics and illustrate complex concepts. Through activities teachers and students can keep a record of learning accomplishments through quizzes, game play, and activities. BrainPOP also gives teachers the ability to tailor assessments to meet all students' needs. Achieve 3000 will also be utilized as a supplemental blended curriculum.

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

*The plan for The New American Academy (09X27409X294) is as follows:*

### **Curriculum Design**

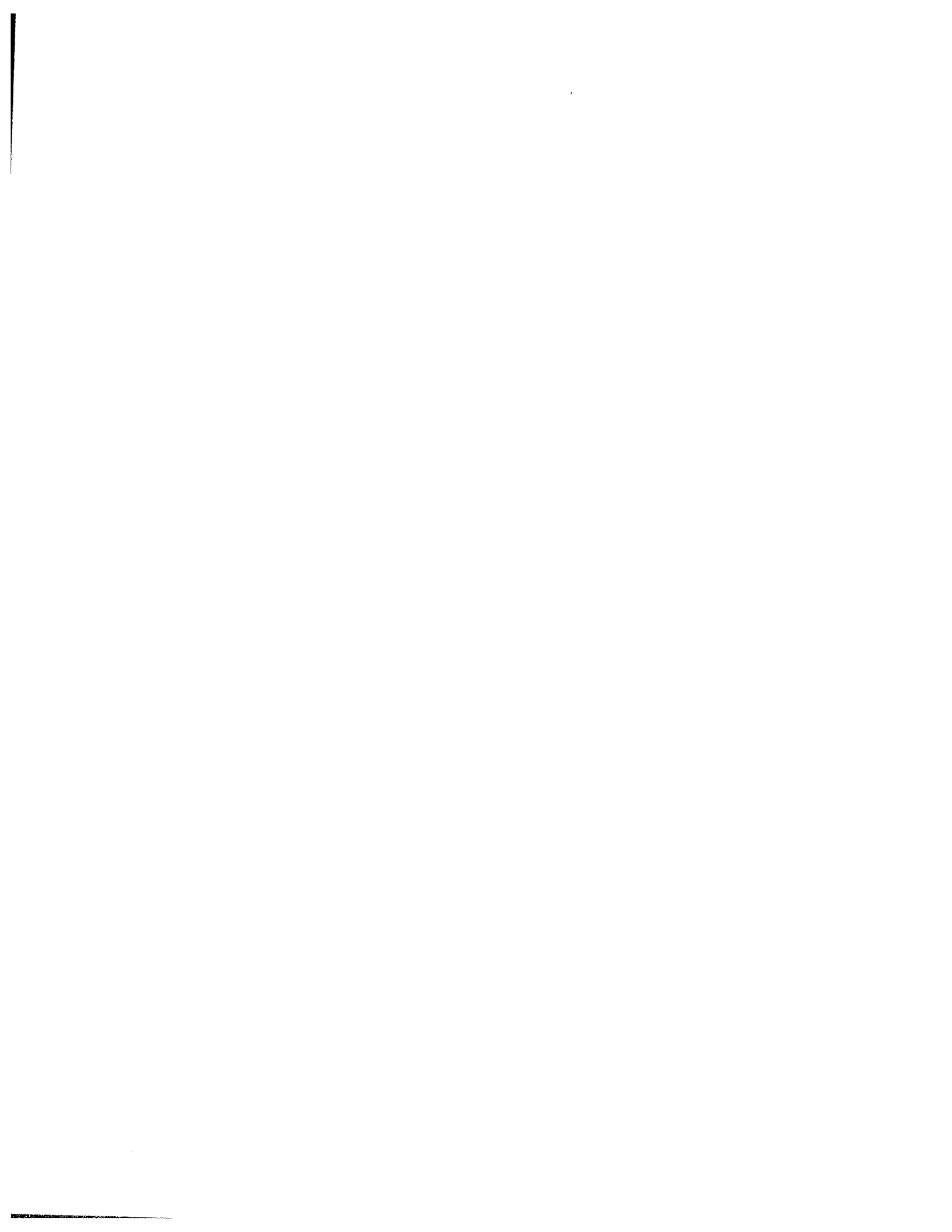
Teaching teams will work together to collaboratively design curriculum. All Master Teachers as part of the Educational Leadership Team will work together to address the instructional shifts in Mathematics and ELA. In addition the Educational Leadership Team will design the process, the frameworks and design templates used in the planning process. This will ensure cohesiveness between the classes. Cross-grade design will be employed when appropriate. The standards for curriculum design at TNAA will be as follows:

- **Standards-Based Curriculum:** The CCLS for New York State in ELA and Mathematics as well as the NYS Standards for Science and Social Studies will be used as a foundation to design curriculum at TNAA.
- **Pacing Calendars:** These will reflect the units of study and their timeframes.
- **Curriculum Maps:** A curriculum map will be generated for each unit of study. They will include: Timeframe, essential questions, CCLS, Objectives and Skills, Instructional Strategies, Language Standards and Vocabulary, Resources and Materials, and Assessment
- **Unit Plans:** The unit plans will include the strings or lists of mini lessons to be taught for each learning objective.
- **Lesson Development and Analysis:** Lessons will be vetted by each teaching team, before and after they are taught, facilitated by the Master Teacher during morning meetings.

### **Instructional Strategies**

The following instructional strategies will be utilized to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction:

- **TNAA Team Structure:** Each five person teaching team is comprised of a minimum of one special educator, one bilingual/ESL/TESOL educator, one general educator, and a Master



Teacher. This structure allows the team to share effective practice and strategies to meet the needs of their student cohort.

- **Differentiation:** to ensure that every student will have his or her individual learning needs met.
- **Student/teacher ratio:** Student/teacher ratio decisions will be made while considering the needs of the learners and the objective of the lesson. The teacher/student permutations of instructional groups will be flexible in that multiple combinations will be used.
- **Flexible grouping:** Flexible grouping within the model makes it possible for one student to interact with all teachers on a regular basis. As such, the teacher will not necessarily be responsible for direct instruction at every point throughout the day. However, the assigned teacher will facilitate and track the learning of the students during the data-driven instructional cycle.
- **Hands on inquiry based learning:** This supports multiple intelligences and provides multiple entry points for learners.
- **Student to student learning:** This will be facilitated through collaborative projects and activities.

### **Instructional Planning**

Instructional planning will ensure accelerated learning in academic subjects and make meaningful improvements to the quality and quantity of instruction to be facilitated through:

- **Summer Curriculum Planning:** Teaching teams participate in two weeks of summer training and in an annual school-wide curriculum planning week that take place at the end of each school year. This creates coherence throughout the grades.
- **Teaching Teams:** The centerpiece of instructional planning at TNAA is the teaching team. A teaching team will serve every grade-level, led by a Master Teacher. Each team will be composed of teachers at different stages of the career ladder, including Apprentice, Associate and Partner Teachers. It will be the role of the Partner teacher to act as a support for the Master Teacher and a mentor for the Apprentice and/or Associate teachers. Each team will also include members with Special Education and ELL certifications, who will ensure that students with special needs are serviced in the classroom on an ongoing daily basis and serve as an added resource to the entire team.
- **90 Minute Morning Meeting:** Each team has 90 minutes of planning time at the start of each instructional day. These 90 minute meetings are devoted to a variety of tasks including: lesson development, curriculum planning, analysis of student work, review of student performance data, determining effective instructional materials and strategies and professional development led by the Master Teacher.

### ***The plan for Roland Patterson (09X230) is as follows:***

The following instructional strategies will be employed in all classrooms to support the instructional shifts in the common core:

- Small group (extra push in); Push-in teachers will support classroom instruction by working with small groups of students. This support will allow for a more differentiated approach towards groups of students.

- Classroom models/ workshop model- the workshop model will provide students with a comprehensive approach towards learning that will incorporate different learning modalities throughout the lesson.
  - Additional Supports: Out of classroom provider will support an identified group of students. identified through data meetings with the RTI process (pull out)
  - Supplemental Curriculums: The use of supplemental curriculums will be used to support groups of targeted students and teacher teams will continue to adjust and refine the Treasures and Envisions curriculums to provide for multiple entry points for all learners.
- 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:

*Uploaded as a separate document:*

- 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).

***The plan for The New American Academy (09X27409X294) is as follows:***

A team-based teaching approach and daily 90-minute meetings will provide the time necessary to vet data and plan next steps. TNAA has procedures for using these results to inform instructional planning, to evaluate programs, and as a means of accountability. The Master Teacher is in the classroom to support teachers in the application of instructional implications of the assessments.

#### **Diagnostic/Benchmark Assessments:**

- **Intake Assessment:** In August/September the school staff meets with newly enrolled students and their families to: interview them to get to know them, share school policies and procedures, and conduct informal diagnostic assessments.
- **Reading Inventory Grades K through 5:** In August/September the school staff administers the Fountas and Pinnell Literacy Assessment. These assessments will provide a literacy benchmark and enable teachers to track student reading progress across time. These results are analyzed in September during the 90-minute teacher meetings.



- **Formative Literacy Assessments:** Fountas and Pinnell is administered three times per year to track student reading progress across time. Students reading progress is evaluated utilizing the Reading Level Benchmarks. Teachers and students use this data to set goals for increasing reading levels throughout the year. This data also provides information to parents of student progress.
- **Common Core Aligned Performance Assessments K through 5:** An on demand writing assessment is administered at the beginning and end of each 6-week unit of study to provide a writing benchmark for students and to track writing progress across time. These assessments are narrative and informative. These assessments are aligned to CCLS.
- **Observation:** Teachers are expected to document anecdotal evidence of student learning, through student observation, small group instruction, teacher to student interactions and student-to-student interactions.
- **Conferences:** Teachers confer with students, one-on-one and in small groups, to determine strengths and needs as well as assisting students in goal setting and planning for next steps.
- **Benchmark Assessments:** Teachers administer benchmark assessments to measure student progress towards goals. Teachers create benchmark assessments to evaluate student mastery of content in each subject, including familiarity with grade specific science, mathematics and social studies concepts.

#### **Summative Assessments:**

- **New York State Exams Grades 3 through 5:** Beginning in third grade all eligible students will take the state's English Language Arts and Mathematics exams annually, as well as the state's Science exam in fourth grade.
- **New York State English as a Second Language Achievement Test (NYSESLAT):** All limited English proficient students will take this exam annually to determine academic progress and eligibility for services.
- **New York State Alternate Assessment (NYSAA):** Students specified by their Individualized Education Program (IEP)
- **Common Core Aligned Performance Tasks:** These on demand literacy tasks are administered after a reading/writing unit of study. These Performance Tasks are aligned to CCLS and designed to engage students in authentic, high-level work, which enable teachers to assess if students have achieved mastery of the content in a particular unit of study.
- **Math Unit Tests Grades K - 5:** Teachers use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives.

#### ***The plan for Roland Patterson (09X230) is as follows:***

Teachers engage in DDI during common planning time. This is a routinely held meeting on a weekly basis. During these meetings, teachers review common assessments to look for patterns in trends in the data across classrooms.

The schedule for assessments is every 4-6 weeks depending upon the unit assessment pacing for the curriculums. The curriculum team as well as the individual teacher teams reviews these assessments from the Treasure and Envisions program. The teams are looking to see if there is coherence between learning results across assessments and the level of rigor within the classrooms.

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

***The plan for The New American Academy (09X27409X294) is as follows:***

Under SIG, TNAA will provide extended academic services during the Saturday Scholars program. Social emotional support will be provided to the whole school population through a partnership with Counseling In Schools.

The following systems will be used to identify students in need, key interventions, and systems to ensure the timely and effective delivery of these supports.

| <b>Evaluation systems for student Identification</b>                              | <b>Academic Support</b> | <b>Social Emotional</b> | <b>Key Interventions</b>  |
|---|-------------------------|-------------------------|---|
| <ul style="list-style-type: none"> <li>Fountas and Pinnell</li> </ul>             | x                       |                         | Small group instruction<br><br>Differentiated Content, Product and/or Process<br><br>Leveled Literacy Intervention<br><br>Wilson<br><br>Related Services<br><br>Extended Day recommendation |
| <ul style="list-style-type: none"> <li>Conference and anecdotal notes.</li> </ul> | x                       | x                       |   |
| <ul style="list-style-type: none"> <li>LAB-R</li> </ul>                           | x                       |                         |   |
| <ul style="list-style-type: none"> <li>NYSESLAT</li> </ul>                        | x                       |                         |   |
| <ul style="list-style-type: none"> <li>NYS ELA</li> </ul>                         | x                       |                         |   |
| <ul style="list-style-type: none"> <li>NYS Math</li> </ul>                        | x                       |                         |   |
| <ul style="list-style-type: none"> <li>ESI-R</li> </ul>                           | x                       | x                       |   |
| <ul style="list-style-type: none"> <li>Student Portfolios</li> </ul>              | x                       | X                       |   |
| <b>Systems to ensure the timely and effective delivery of these supports</b>      |                         |                         |   |
| <b>90 minute team meetings</b>  |                         |                         | Differentiated Content, Product and/or Process<br><br>Data driven targeted instruction  |
| <ul style="list-style-type: none"> <li>planning for instruction</li> </ul>        | x                       | x                       |   |
| <ul style="list-style-type: none"> <li>differentiation</li> </ul>                 | x                       | x                       |   |
| <ul style="list-style-type: none"> <li>data analysis</li> </ul>                   | x                       | x                       |   |

|  |   |   |   |
|--|---|---|---|
| • individual child development action plan           | x | x | Collaboration with related service providers  |
| • parent meetings                                    | x | x | Extended Day recommendation   |
| <b>Educational Leadership Team</b>                   | x | x | Weekly meetings comprised of headmaster and master teachers to discuss data and student needs |
| <b>SCAN (Supportive Children's Advocacy Network)</b> | x | x | At risk student and family services   |

***The plan for Roland Patterson (09X230) is as follows:***

The Schools frameworks to support social and emotional student support will incorporate the addition of the Counseling in Schools partnership, the CORE team as well as additional CBO's that are currently supporting the school.

The CORE Team: The CORE team meets on a weekly basis. It encompasses the principal, AP, guidance counselor, and new partnership with Counseling in Schools. This team actively reviews "early warning indicator" (attendance, lateness, and academic data) data points for students and provides supports to teachers and students as needed.

PBIS: The School will continue to employ the PBIS framework which operates on a rewards system for the school wide behavior matrix.

Counseling in Schools: The Counseling in School's social worker will also work in conjunction with school leadership to support the parent community. This social worker will provide support for a target group of at-risk students.

SCAN (CBO) provides case workers to support for ACS cases as well as social supports to the parents. They provide the after-school piece, academic support tutorial enrichment/activity, cheerleading, STEP, sports. (Not funded through the SIG)

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

***The plan for The New American Academy (09X274) is as follows:***

The New American Academy exists to inspire leaders and empower learners to help create a better world. The development and nurturing of a unique culture is a critical step in helping us achieve this goal. TNAA culture will be based upon our H.E.A.R.T values. These values are embedded daily as well as during Saturday Scholars Academy (Goal 1). Along with our staff and

students implementing these values, we will ensure Counseling in School is aware of our H.E.A.R.T values and will ask they incorporate them into their counseling sessions (Goal 2).

### Humility

- I ask for help when I don't know something.
- I am willing to try new things.
- I think before I speak.
- I listen to others to understand them when they speak.
- I am equally comfortable with being a leader and allowing others to lead.

### Empowerment

- I always give my best effort.
- If I work hard, I will get smarter.
- I learn from my mistakes.
- Instead of pointing a finger, I give a hand.
- I help others by encouraging rather than giving the answer.

### Aspiration

- I have a purpose in life.
- There are no limits to what I can accomplish.
- I am driven to realize my dreams.
- I stay focused and balanced.

### Responsibility

- I achieve the goals I set out for myself.
- I take care of myself.
- I care about the people around me.
- I protect our school environment and the world around me.

### Teamwork

- I am responsible for helping others reach their goals.
- I allow others within my team to have the opportunity to shine.
- I celebrate the success of other teams and learn from them.
- I do not leave others behind.
- Together with others, I will make this world a better place.

We are committed to practicing these values as a school and ask that caregivers, students, and outside agencies who work in conjunction with us, commit to following them as well.

**Dress Code:** The following dress code guidelines apply to all students:

1. Students are to wear the TNAA uniform every day
2. All shirts are to be tucked in and worn appropriately.
3. All pants must fit around the waist. Boys must wear a belt every day. Belts should be of appropriate size and nature, i.e., no large-faced images or symbols which may pose as a distraction.
4. Students may not wear hats, caps, do-rags, or other head coverings in the school (Except in the case of religious observance).
5. For safety reasons the following jewelry will not be permitted: necklaces outside of shirt, chains, chokers, multiple finger rings, and dangle earrings.
6. Girls may wear earrings smaller than a dime.
7. Students may not wear makeup, contacts and hair with color, sparkles or glitter. (Students may

- use clear lip balm, such as Vaseline, Chapstick, etc. to moisturize lips. As with any items, these may be taken away for inappropriate and excessive use).
8. Students cannot wear shoes that show their toes or heels.
  9. Students may not use nail polish or fake fingernail tips.

**Code of Conduct:** While we believe at TNAA that a positive school culture and engaging academic program to help minimize negative behavior, at times they are not enough and a disciplinary process is needed. In particular, behaviors that disrupt learning or harm one’s self or others will not be allowed. Our guiding policy is to be fair, firm and consistent in the application of discipline for inappropriate behavior. To be fair, consequences will “fit the crime” and be developmentally appropriate.

We have several tiers of disciplinary action: Teacher-Directed, Master Teacher-Directed, and Headmaster-Directed.

| <b>Tier of Disciplinary Action</b> |  | <b>Examples of Negative Behavior</b>   | <b>Examples of Corresponding Directed Consequence</b>  |
|------------------------------------|--|--|--|
| Teacher Directed                   | Each teacher-team creates as part of the summer training a classroom management system. While open for adjustment, this system will be used throughout the 5 year looping cycle to ensure consistency. While they may differ from team to team each system will include a series of consequences a teacher may employ if a student misbehaves. | <ul style="list-style-type: none"> <li>• Chewing gum</li> <li>• Being out of uniform</li> <li>• Unexcused lateness</li> <li>• Making inappropriate noise</li> <li>• Not listening</li> </ul> | <ul style="list-style-type: none"> <li>• Moving a students’ pin down to a lower color on the pin chart</li> <li>• Verbal warning</li> <li>• Removal from group activities</li> <li>• Silent meal</li> <li>• Referral to Counseling in Schools (Goal 2).</li> </ul> |
| Master Teacher Directed            | If a more sever consequence is needed the matter can be referred to the Master Teacher.  | <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Disrespecting a teacher of faculty member</li> <li>• Deliberately disrupting class</li> <li>• Chronic lateness</li> </ul>       | <ul style="list-style-type: none"> <li>• Detention</li> <li>• Communication with parent/guardian</li> <li>• Removal from class</li> <li>• Parent/guardian conferences</li> <li>• Verbal or written apology to community</li> </ul>                                 |

|                     |   |   |  |
|---------------------|---|---|--|
| Headmaster Directed | For the most severe cases the matter can be referred to the Headmaster. | <ul style="list-style-type: none"> <li>• Chronic fighting</li> <li>• Chronic disrespecting a teacher of faculty member</li> <li>• Chronic deliberately disrupting class</li> <li>• Consistent lateness</li> </ul> | <ul style="list-style-type: none"> <li>• Parent/guardian conferences</li> <li>• Suspension</li> <li>• Expulsion</li> </ul> |
|---------------------|---|---|--|

The ultimate purpose of each consequence is that students learn and grow from their mistakes. Care will therefore be taken to ensure that students have time to reflect and process either during, or after, each consequence. These reflections will be shared either verbally or in writing and will form an important part of the disciplinary process. In addition, violations of the Code of Conduct and consequences are subject to the discretion of the Headmaster and may be adjusted accordingly. Finally, any breaches of state or federal law may be handled in cooperation with New York City Police.

**Disciplinary Procedures and Due Process:** Parents will be notified of all consequences that involve removing students from class, activities or the school. Students will be told of all charges against them and be provided with the opportunity to describe their side of the story. The Headmaster or other school official shall consider this explanation prior to taking disciplinary action. For minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to discuss and appeal the disciplinary action.

In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified. When the school proposes suspending (short-term or long-term) a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Headmaster or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges, to present his/her own evidence and question the complaining witness(es). A written decision will be issued after the informal conference. The written notice and informal conference shall be in the parent/guardian's dominant language or translation will be made.

In the case of conduct that in the school's judgment warrants expulsion, the student may be subjected to a short or long-term suspension first. If the Headmaster decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Headmaster will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board. If the school expels a student, the school will cooperate with any school to which the student seeks to enroll, including providing the receiving school with all relevant information regarding the student's academic performance and

student records, upon request of the school or parent/guardian.

**Students with Disabilities:** The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act (IDEA), its implementing regulations and applicable New York State law respecting students with disabilities. The school will cooperate with the Committee on Special Education (CSE) of the student's district of residence as necessary to ensure compliance with all applicable laws and regulations. Generally, a student with, or suspected of having, a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a student is suspended for more than ten days, or on multiple occasions that, in the aggregate, amount to more than ten days in a school year, additional safeguards are in place to ensure that the student's behavior was not tied to or was a manifestation of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, is considered a change in placement. A student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred to the Committee on Special Education (CSE) for consideration of a change in the guidelines. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, the school will contact the CSE for reconsideration of the student's educational placement. Such student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

TNAA will work with the CSE to ensure that it meets within seven days of notification of any of the following:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;
- The commission of any infraction resulting from the student's disability; or
- The commission of any infraction by a student with a disability, regardless of whether the student has previously been suspended during the school year, if, had such an infraction been committed by a non-disabled student, the Headmaster would seek to impose a suspension in excess of ten days.

Specifically, when a change of placement of greater than ten days is proposed, a manifestation team consisting of: (a) someone from the CSE who is knowledgeable about the student and can interpret information about the student's behavior generally; (b) the parent/guardian; and (c) relevant members of the student's CSE IEP team (as determined by the parent and CSE) shall convene immediately if possible, but in no event later than ten days after the decision to change placement, to determine whether the conduct was a manifestation of the student's disability. In the event of a proposed short-term or long-term suspension or expulsion of a student with disabilities, the school will follow the notice procedures described above for students without disabilities. The notice to the parent/guardian will advise that the CSE has been notified. The notice will state the purpose of the CSE meeting and the names of the expected attendees, and indicate the parent/guardian's right to have relevant CSE members attend.

The manifestation team must review the student's IEP together with all relevant information within the student's file and any information provided by the parent/guardian. If the manifestation team concludes that the child's behavior resulted from his disability, the manifestation team must conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior. A student whose IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the CSE may consider a change in the guidelines. Moreover, the student must also be returned to his or her original placement (i.e., the placement from which he/she was removed), unless: (a) the parent and district agree to another placement as part of the newly created or revised BIP, or (b) in cases where the child:

- (i) carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency;
- (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; or
- (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency;

The Committee on Special Education shall determine an appropriate Interim Alternative Educational Setting ("IAES"), which shall not exceed 45 days.

If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action, the school has a basis of knowledge that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

**Alternative Instruction:** Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the schools choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student's home or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction will be designed to allow the student to keep pace with school-work, receive all assignments and assessments, and generally advance with the curriculum. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension. During long-term suspensions, the school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law. As above, the school



may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district or by operation of law.

If the suspension of a student with a disability is upheld, the student, at the school's sole discretion, may be placed in alternative instruction, or be required to remain at home during the pendency of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. A suspended elementary school student will be assigned to alternative instruction for direct instruction for a minimum of one hour per day. The school will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If the school believes it is unable to accommodate the provisions of the student's IEP, it will immediately contact the CSE to convene a meeting to remedy the situation. The school will coordinate with the student's general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the school will insure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

***The plan for Roland Patterson (09X230) is as follows:***

The Core Team will support strategies to maintain a safe and orderly school climate. This will be accomplished in concert with the following partnerships:

Counseling in Schools: A social worker will support the school community.

SCAN. CBO: They provide the after-school piece, academic support tutorial enrichment/activity, cheerleading, STEP, sports. (Not funded through the SIG)

Core Team: Teachers will have access to supports as well as act as thought partners with the S.I.Ts team.

PBIS: The school will continue to employ a PBIS mode to support the school community.

- 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 plan for The New American Academy (09X274) is as follows:***

TNAA values parent teacher partnerships and will strive to create two-way communication systems. This will be accomplished in various ways:

- Parent Forum – Parents meet weekly with Headmaster to explore school, parent, and community issues.
- School Leadership Team- Monthly meetings are opportunities for parents to provide feedback, suggestions and concerns to the Educational Leadership Team. These meetings will allow teachers, administrators and parents to plan and share school-wide systems, policies, and make informed decisions.

- Town Hall- Weekly meetings for students, staff and parents led by the Headmaster to reinforce our HEART values.
- Members of Hiring process- Parents are partners in the hiring process of new staff.
- Open Classroom Policy- Parents are welcome to come in classrooms at any time of the day (class parents).
- All classes will elect class parents to act as liaisons and forge open communication between staff and parents.
- Weekly newsletters will keep families updated on ways to support student learning at home.
- Parent Meetings during 90 minute planning sessions- Parents can meet with teachers at their convenience to discuss their child.
- Looping from K-5- Looping provides a vehicle to create long-lasting and meaningful relationships with parents and students. Parents do not need to establish new relationships with teachers every year as in traditional schools.

***The plan for Roland Patterson (09X230) is as follows:***

Parents are active participations on the School Leadership Team, Parent Association,

- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the SCEP, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact; Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
  - maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. 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.;
  - conducting a parent survey at the beginning of the school year so as to structure parent workshops accordingly. Topics may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
  - provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
  - schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- community updates will be give via Newsletters, phone messenger, emails and outside Neon sign. Parents have the support of the SCAN CBO as well as Counseling in Schools.
- For the 2013-2014 school year, PS230 will offer a series of "Bilingual Family Workshops". These workshops will be geared to parents of immigrant and ELL students. The focus of these workshops will be to introducing various techniques of ways parents can help their students academically at home. At these workshops we will also "Show" rather than "tell" about our current curriculum.
- The following workshops are designed to support parents, Read about it, talk about it, and think about it! : Find ways for your child to build understanding, the ultimate goal of learning how to read. Understanding the Common Core Learning Standards (CCLS): Explains what the CCLS standards are and the changes in academic expectations for students. Making the Transition to Middle School (4th and 5th Grades): Informs participants about middle school choices, the middle school environment, and how to adapt to middle school. Tentative- March 13, 2014 4pm

### **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 plan for The New American Academy (09X27409X294) is as follows:***

When this grant opportunity was presented, the Educational Leadership Team met to review and discuss the overview, requirements and application. The ELT received and reviewed feedback from teachers in Faculty Conferences and during daily Master Teacher-led morning meetings. The leadership also gathered and analyzed feedback from parents during weekly parent forums, PTA meetings, and the School Leadership Team meetings.

***The plan for Roland Patterson (09X230) was as follows:***

The plan was rolled out to teachers, staff, and parents in stages through sessions facilitated by the SLT. During SLT a needs assessment was developed and administered to the staff and parent constituent groups. Results were analyzed and used to come up with desired leverage points. Once the leverage points were decided a survey of different organizations and support were taken and those that met the needs of the school were decided upon.

- 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.**

*Uploaded as a separate document.*

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

*The plan for The New American Academy (09X27409X294) is as follows:*

The ELT will evaluate the effects of the training, support, and professional development for Saturday Scholars Academy staff members. Based on teacher surveys, observations and students' reading data, taken three times annually using Fountas and Pinnell, modifications will be made to provide future professional development opportunities.

Also, the ELT will evaluate effects of the training, support, and professional development given by Counseling in Schools at monthly meetings using the following metrics:

- Incidents requiring student removal from the classroom will decrease by 20% by June 2015.
- Daily attendance will improve by 2% by June 2015.
- School principal will report satisfaction with community involvement and collaboration by June 2015.
- Based on the feedback and the results of teacher observations and student data, modifications will be made, as necessary.

*The plan for Roland Patterson (09X230) is as follows:*

The teaming structure exists to both build capacity as well as monitor the effectiveness of the supports put into place. Each team, both Core & Curriculum meets weekly, during these meeting the members will be reviewing specific data points respective to their focus. and the focus of the

partnerships This analysis will be cross-referenced to the supports that are being provided both in-house as well as through the partnerships. Each team will be utilizing specific data markers to evaluate progress and make adjustments where necessary.

**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.

***The plan for The New American Academy (09X27409X294) is as follows:***

TNAA will use: the Parent Coordinator, PTA, SLT and Faculty conferences which occur monthly along with Parent Forums with the Headmaster and Newsletters weekly to regularly update the parents, families, community, our superintendent, and network leader on the implementation of the SIG grant. Other methods of communication for parents who may not be

able to attend the meetings described above will be newsletters, email blasts, and when appropriate, telephone.

***The plan for Roland Patterson (09X230) is as follows:***

P.S. 230x has created systems for positive and consistent communication with parents. The program for family outreach will be coordinated with the Office of Parent Engagement parent outreach resources and staffing, school staff as well as the networks outreach staff. The top priority for family outreach will involve keeping families abreast of student progress and the systematic stages the school goes through as it rolls out the SIG plan.

The school utilizes an automated phone dialing system to make calls to students' homes regarding attendance and school activities. The guidance staff will also be part of the parent outreach program. The school will continue to partner with CBOs, namely, SCAN New York which includes a parent outreach component. The Parent Coordinator assigned to the school will also help to meet the needs of non-English speaking parents and caregivers.

**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).**

***The plan for The New American Academy (09X27409X294) is as follows:***

Goal 1: Provide extended learning time for our Kindergarten to Third Grade students performing below grade-level through our Saturday Scholars Academy, resulting in increased student academic achievement.

Strategies:

- Guided Reading Small Group Instruction
- Targeted Groupings
- Differentiated Instruction
- Multiple-Intelligence Instruction

Goal 2: Provide comprehensive school based interventions that develop social and emotional educational growth in our school community, which will include individual and small group counseling for students along with professional development for all staff members.

Strategies:

- Individual Counseling
- Group Counseling
- Staff Professional Development
- In Classroom Training

***The plan for Roland Patterson (09X230) is as follows:***

Goal 1: To improve teacher effectiveness, with meaningful, formative feedback and next steps from short, frequent cycles of formative classroom observations and the formal observation process to support teacher growth.

Strategies:

- Support the strategic implementation of the Danielson Framework through focused learning walks
- understand and implement a process for assessing teacher needs for individual growth
- understand and drive a process for aligning all administrative views of best practice

Goal 2: To provide a comprehensive wrap-around approach towards students social and emotional needs resulting in a reduction of incidences both during and after the regular school day. Strategies: monitoring targeted groups of students through data analysis, collaboration within core team as well as qualitative feedback from teachers.

Strategies:

- analysis of Danielson Domain 2 to assess teacher growth within specific competencies related to classroom environment and culture

Goal 3: To improve student achievement in both ELA and math as measured by the NYS assessments. Through aligning the curriculum to the common core standards and providing multiple entry paths for all learners to engage with and become successful with the expectation of the common core.

Strategies:

- alignment of the curricula to the CCLS and Instructional Shifts development of common assessments and CCLS rubrics to assess specific performance tasks in both ELA and math

**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.**

***The plan for The New American Academy (09X27409X294) is as follows:***

Goal 1 Early Wins:

- High Attendance in Saturday Scholars Academy
- First Round of Fountas and Pinnell Assessment completed and analyzed

Goal 2 Early Wins:

- By December 50% of students will have had an educational planning meeting.
- 90% of targeted students will attend Individual/Group and/or Family Counseling with at least a 90% attendance rate.

***The plan for Roland Patterson (09X230) is as follows:***

Goal 1 Early Win:

- By December 2014 teachers will show consistent growth within identified areas of the Danielson framework resulting in an increase in the percentage of teachers improving on the HEDI scale

Goal 2 Early Win:

- By December 2014 wraparound supports will be provided by partnership organizations as well as in house staff resulting in a reduction of OORS data as compared with the monthly average for the 2013-2014 school year

Goal 3 Early Wins

- By December 2014 unit assessments in both Treasures (Literacy) and EnVision (Math) programs will demonstrate an increase in the percentage of students scoring at proficiency

**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 plan for The New American Academy (09X27409X294) is as follows:*

| Goal   | Data Sources/Leading indicators   | Collection Process  | Analysis & Reporting Structure   |
|--|---|---|--|
| Goal 1: Provide extended learning time for our Kindergarten to Third Grade students through our Saturday Scholars Academy, resulting in increased student academic achievement | * Fountas and Pinnell assessment data<br><br>*Attendance Reports  | * Fountas and Pinnell data will be collected and analyzed by Master Teachers and teacher teams quarterly<br>*Attendance reports will be completed weekly by Master Teachers | Teacher teams will analyze data and Master teachers will report grade level trends at ELT meetings.<br><br>* Attendance reports will be analyzed quarterly in conjunction with Fountas and Pinnell data to identify trends between attendance at Saturday Scholar Academy and student growth |
| Goal 2: Provide comprehensive school based interventions that develop social and emotional educational growth in our school  | *Anecdotal reports<br>*OORS<br>*Attendance/lateness<br>*Summative & Formative data for the target group | *Teacher teams will collect and record data in partnership with Counseling In Schools staff   | Teacher teams will analyze data with Counseling in Schools staff. Master teachers will report grade level trends at ELT meetings and   |



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| community, which will include individual and small group counseling for students along with professional development for all staff members. |  |  | monthly meetings with Counseling in Schools. |
|---|--|--|--|

**The plan for Roland Patterson (09X230) is as follows:**

| Goal  | Data Sources/leading indicators   | Collection Process   | Analysis & Reporting Structure   |
|---|---|--|--|
| To improve teacher effectiveness, with meaningful, formative feedback and next steps from short, frequent cycles of formative classroom observations and the formal observation process to support teacher growth | *Danielson (ADVANCE)<br>* Formative & Summative unit test from the Treasures & Envisions program        | *Formal & Informal (once each month)<br>*treasures and Envisions (every 4-6 weeks)   | *Administrative Cabinet as well as Curriculum Team review teacher Danielson data weekly which informs PD offerings to teachers   |
| To provide a comprehensive wrap-around approach towards students social and emotional needs resulting in a reduction of incidences both during and after the regular school day.                                  | *OORS<br>*Attendance/lateness<br>*Summative & Formative data for the target group (Treasures/Envisions) | * Weekly meetings with core team to review OORS and attendance/lateness data<br>* Every 4-6 weeks formative assessments from Treasures and EnVisions are reviewed for targeted group | * Core team reviews relevant data sources for targeted group and provides or adjusts interventions as necessary. Teachers and parents are included within these discussions during S.I.T. meetings when adjustments to intervention services need to be made |
| To improve  | Monthly formative   | Curriculum team  | Curriculum and   |

|  |  |   |                      |
|--|--|---|----------------------|
| <p>student achievement in both ELA and math as measured by the NYS assessments. Through aligning the curriculum to the common core standards and providing multiple entry paths for all learners to engage with and become successful with the expectation of the common core.</p> | <p>unit assessments from Treasures and EnVisions programs Fountas and Pinnell benchmarking data Data from blending learning component Achieve 3000 MOSL beginning and end of year benchmarks</p> | <p>reviews assessment data every 4-6 weeks Teacher teams review in class formative data weekly as well as unit assessments from Treasures and EnVisions every 4-6 weeks</p> | <p>teacher teams</p> |
|--|--|---|----------------------|

- i. 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.

*The chart for The New American Academy (09X274) is as follows:*

| 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)  |
|--|---|--|
| Counseling In Schools<br><br>Kevin Dahill-Fuchel<br>Executive Director<br>212-663-3036<br><br>Comprehensive counseling services and professional development | 1. Automotive High School (14K610)  | 1. Caterina Laforgiola, Principal – <a href="mailto:Clafergola@schools.nyc.gov">Clafergola@schools.nyc.gov</a> – 718-218-9301; Alexis Penzell, Cluster 5 (New Visions) – <a href="mailto:apenzell@newvisions.org">apenzell@newvisions.org</a> – 212-645-5110   |
|  | 2. Washington Irving High School (02M460)   | 2. Sarah Hernandez, Principal – <a href="mailto:Sherman4@schools.nyc.gov">Sherman4@schools.nyc.gov</a> – 212-674-5000; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – <a href="mailto:ksuttell@schools.nyc.gov">ksuttell@schools.nyc.gov</a> – 212-374-0835 |
|  | 3. Granville T. Woods Middle School 584 (16K584)  | 3. Gilleyan Hargrove – <a href="mailto:Ghargro@schools.nyc.gov">Ghargro@schools.nyc.gov</a> – 718-604-1380; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – <a href="mailto:ksuttell@schools.nyc.gov">ksuttell@schools.nyc.gov</a> – 212-374-0835            |
|  | 4. The Heritage School (04M680)   | 4. Dyanand Sugrim, Principal – <a href="mailto:Dsugrim2@schools.nyc.gov">Dsugrim2@schools.nyc.gov</a> – 212-828-2858; Serge St. Leger, Senior Director Of Youth Development Partnerships – <a href="mailto:Sstleger@schools.nyc.gov">Sstleger@schools.nyc.gov</a> – 212-374-7534                               |
|  | 5.  | 5.   |
|  | 6.  | 6.   |
|  | 7.  | 7.   |
|  | 8.  | 8.   |
|  | 9.  | 9.   |
|  | 10.   | 10.  |
|  | 1.  | 1)   |

# **Counseling In Schools' Partnership Effectiveness**

## **Automotive High School**

Program Highlights for 63 students served as reported by school –

- More than 2% increase in attendance for cohort; school 2013-2014 ytd attendance up 3% from 2012-2013
- Reduction of Deans' referrals by classroom teachers
- Increase in students sitting for Regents exams
- Increased student participation in student government
- Increase in productive classroom participation (as reported by teachers)
- 2012-2013 graduation rate for CIS cohort is 80% (120/ 186).

## **Washington Irving High School**

Program Highlights for 97 students served

- Improved attendance for Chronically Absent Cohort from 2011 to 2012 by more than 5%
- Reduced Principal's suspension by more than 50% from year prior to service (2010)
- Overall attendance 2% increase from 2012 to 2013
- School-wide attendance highest in D2 through November 2013
- Significant increase in number of Seniors attending Regents Prep classes
- Significant increase in number of Seniors attending all classes daily
- Engaged 100% of parents of cohort in program services
- 6% increase in 2013 graduation rate compared to 2012
- 50% of graduating seniors in CIS 2013 student cohort were accepted to college (10/ 20)

## **The Heritage School**

Attendance Rate Since CIS started:

- 2011 - 84%
- 2012 – 86%
- 2012 – 92 Chronically Absent Students –
  - 52.7% improved attendance
  - 22% exited Chronic Absence list

Graduation Rate Since CIS started:

- 2011 – 59%
- 2012 – 64%
- 2013 – 72%

## **Granville T. Woods Middle School 584**

Attendance Rate Since CIS Started

- 2011 – 87%
- 2012 – 90.7%
- 2013 – 92.3%

Suspensions reduced by 80% 2012 to 2013

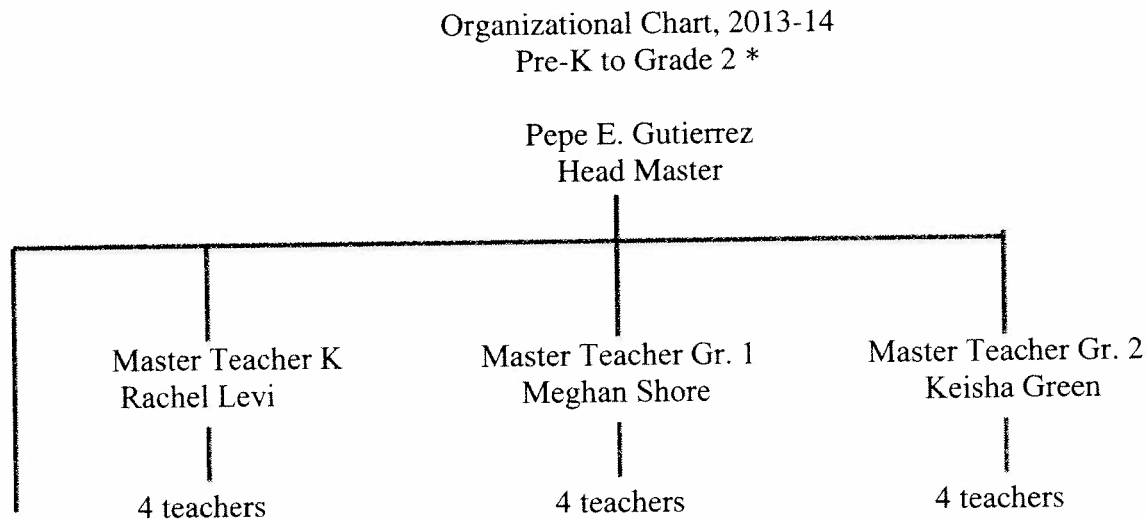
- 2012 - # of suspensions: 25
- 2013 – # of suspensions: 5

*The chart for Roland Patterson (09X230) is as follows:*

| 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) |
|--|---|---|
| Counseling In Schools  | 11. 07x385  | 11. Kimberly Shelley<br>Principal (NYC DOE – district 7)<br>KShelle@schoools.nyc.gov<br>(718) 292-5070  |
|  | 12. 08x424  | 12. Sonya Johnson<br>Principal (NYC DOE – district 8)<br>SJohnson4@schoools.nyc.gov<br>(718) 328-1972   |
|  | 13. 09x294  | 13. Daniel Russo<br>Principal (NYC DOE- district 9)<br>DRusso10@schoools.nyc.gov<br>(718) 293-5970  |
|  | 14.   | 14.   |
|  | 15.   | 15.   |
|  | 16.   | 16.   |
|  | 17.   | 17.   |
|  | 18.   | 18.   |
|  | 19.   | 19.   |
|  | 20.   | 20.   |

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

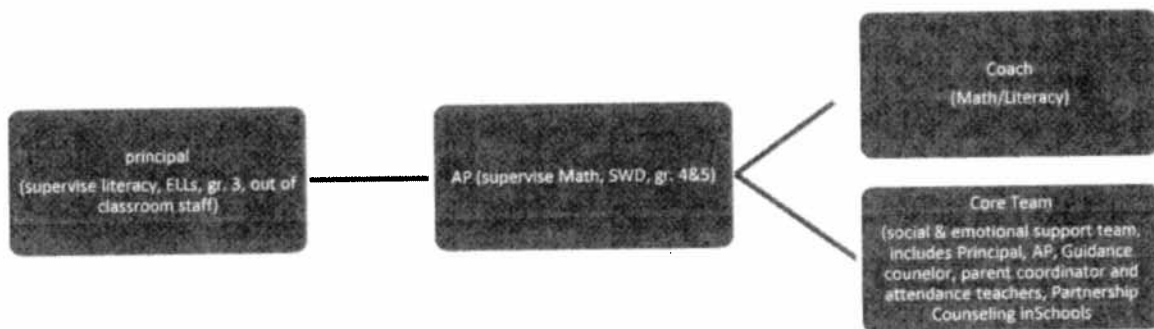
*The org chart for The New American Academy (09X27409X294) is as follows:*



Pre K  
2 teachers  
2 paraprofessionals

\*To expand by one grade each year

*The org chart for Roland Patterson (09X230) is as follows:*



|  | Curriculum Team-<br>Information is shared<br>by the distributive<br>leadership structure, ie.<br>coach | Core Team-<br>information is shared<br>through S.I.T meeting<br>(inclusive of parent,<br>guidance, SWD or<br>ELL teachers) | Teacher Teams –<br>minutes and notes<br>during grade team,<br>common planning,<br>Danielson formal<br>and informal<br>observations |
|--|--|--|--|
| Principal                                | x  | x  | x  |
| AP                                       | x  | x  | x  |
| Coach (literacy/Math)                    | x  |  | x  |
| Guidance Counselor                       |  | x  |  |
| Counseling in Schools                    |  | x  |  |
| Parent Coordinator                       |  | x  |  |
| Attendance Teacher                       |  | x  |  |
| Classroom & Out of<br>Classroom Teachers |  |  | x  |

Within the distributive model above, the reporting structures are articulated through the teaming structure. Information flows from the principal and AP through the different teaming structure, (curriculum and core) to the teacher teams. In addition the principal provides support to teachers through both formal and informal observations utilizing the Danielson framework and their individual growth plans.

- i. 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.

*The plan for The New American Academy (09X27409X294) is as follows:*

| <b>Weekly Coaching Observation Schedule (Sept-June)</b> | <b>Monday</b>                                      | <b>Tuesday</b>                                     | <b>Wednesday</b>                                   | <b>Thursday</b>  | <b>Friday</b>                        |
|---|--|--|--|--|--------------------------------------|
| 7:30-9:00   | Team meeting (Master Teacher led) Meet with K-team | Team meeting (Master Teacher led) Meet with 1-team | Team meeting (Master Teacher led) Meet with 2-team | Team meeting (Master Teacher led) Meet with Pre-k team | Team meeting (Master Teacher led)    |
| 9:00-10:00  |  | K-Team observation                                 | 1-Team observation                                 | 2-Team observation                                     | Pre-k team observation               |
| 1:00-1:30   |  | Pre-k Interdisciplinary observation                | 2-team Interdisciplinary observation               | 1-team Interdisciplinary observation                   | k-team Interdisciplinary observation |

| <b>Formal Observation Schedule</b>          | <b>School year 2013 - 2014</b>  |
|---|---|
| September/October (and throughout the year) | All teams: Informal videotaped Observations and collaborative feedback. |
| November                                    | Pre Observations, Observations and post-Observations: Pre-k and k-teams |
| December/January                            | Pre Observations, Observations and post-Observations: 1 and 2 teams     |



*The plan for Roland Patterson (09X230) is as follows:*

**P.S. 230x – Yearly Professional Development**

- Understand how the Danielson *Framework for Teaching* can be used to support professional development as part of the observation and feedback cycle.
- Articulate how the instructional shifts in literacy and mathematics will change what students and teachers do in classrooms.
- Engage meaningfully in the work of improving teacher practice through teacher reflection and development using the *Framework for Teaching*.

| <b>Goal</b>   | <b>What And Target Audience</b>  | <b>When/by Whom</b>  | <b>Desired Measurable Outcome</b> | <b>How Outcomes will be Analyzed and Reported</b> |
|---|--|--|-----------------------------------|---|
| Understand how the Danielson <i>Framework for Teaching</i> can be used to support professional development as part of the observation and feedback cycle. | <ul style="list-style-type: none"> <li>- Introducing Staff to Danielson’s <i>Framework for Teaching</i> Components (LO 467)</li> <li>A. Reflecting on Good Teaching</li> <li>B. Examining the <i>Framework</i></li> <li>C. Taking Notes</li> <li>D. Review and Sort Evidence</li> <li>E. Align Evidence to the <i>Framework</i></li> <li>F. Prioritize Areas for Feedback</li> </ul> | 37 minutes per week from September until December completing one section (A-F) each week<br>- Curriculum Team                | To enhance teacher effectiveness  | Formal and informal observations                  |
| Identify possible artifacts that demonstrate Effective or Highly Effective practice in Domains 1 and 4 of the <i>Framework for Teaching</i> .             | Danielson Component Study Guides <ul style="list-style-type: none"> <li>- Component 1b: Demonstrating Knowledge of Students (LO 598-50-90 minutes)</li> <li>- Component 4a: Reflecting on Teaching (LO 598- 50-90 minutes)</li> <li>- All Staff</li> </ul>   | Grade level teams will select one of the two study guides to engage in during their December-March grade level meetings<br>- | To enhance teacher effectiveness  | Formal and informal observations                  |

|   |  | Curriculum Team   |                                  |                                  |
|---|--|---|----------------------------------|----------------------------------|
| Engage meaningfully in the work of improving teacher practice through teacher reflection and developing using the <i>Framework for Teaching</i> . | <ul style="list-style-type: none"> <li>- Select videos from <i>Danielson Framework for Teaching</i> Component Studies to support examining Effective and Highly Effective practices in Domain 2 and 3 components (LO 598- 50-90 minutes)</li> <li>- All Staff</li> </ul> | During the months of April and May<br>- Curriculum Team           | To enhance teacher effectiveness | Formal and informal observations |
| Articulate how the instructional shifts in literacy and mathematics will change what students and teachers do in classrooms.                      | <ul style="list-style-type: none"> <li>- Supporting Students in Accessing Complex Texts (LO 691-60 minutes)</li> <li>- Literacy shifts in Science and Social Studies PD (LO 720- 60 minutes)</li> <li>- All Staff</li> </ul>   | 60 minutes during the Months of May and June<br>- Curriculum Team | To enhance teacher effectiveness | Formal and informal observations |
| Envision  | <ul style="list-style-type: none"> <li>- Supporting staff in the implementation of the Envision math program</li> <li>- All Staff</li> </ul>   | Pearson Education Inc   | To improve student achievement   | Formal and informal observations |
| Treasures   | <ul style="list-style-type: none"> <li>- Supporting staff in the implementation of the Treasures reading program</li> <li>- All Staff</li> </ul>   | Literacy Professional development                                 | To improve student achievement   | Formal and informal observations |

- i. ***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:

***The plan for The New American Academy (09X27409X294) is as follows:***

TNAA will be operational for 180 school days. Students attend an extended school day for 6 hours and 40 minutes a day, five days a week; equaling to 33 hours and 20 minutes a week. In addition to this extended learning time during the week, students also are invited to attend Saturday Scholars Academy which provides an additional 2 hours and 30 minutes of instructional time. Below you will find a sample daily schedule for TNAA along with a sample schedule of our Saturday Scholars Academy.

| Time          | Teacher   | Student   | Instructional Strategies   | Notes  |
|---------------|---|---|--|--|
| 8:00 to 8:30  | Team Meeting  | N/A   |  | Teacher begin morning meeting before students arrive   |
| 8:30 to 9:00  | Team Meeting  | Morning Exercise  | Cooperative Play<br>Gross Motor  | Students will be supervised by administrative staff  |
| 9:00 to 9:30  | Team Meeting  | Breakfast   | Family Style Dining  | Students will be supervised by administrative staff  |
| 9:30 to 12:30 | Morning Academic Block <ul style="list-style-type: none"> <li>• Reading/phonics</li> <li>• Writing/word study</li> <li>• Mathematics</li> </ul> | Morning Academic Block <ul style="list-style-type: none"> <li>• Reading/phonics</li> <li>• Writing/word study</li> <li>• Mathematics</li> </ul> | Workshop Model<br>Phonemic Awareness<br>Oral Language<br>Reading Comprehension<br>Vocabulary/ Word Study | Students are grouped based on assessments.<br><br>Whole group, small group and one on one instruction<br><br>Since students spend this block of time with their line teachers rather than cluster teachers, this |

|               |   |   |                                 |  |
|---------------|---|---|---------------------------------|--|
|               |   |   | Math                            | time provides more instructional time.   |
| 12:30 to 1:00 | Lunch with students   | Lunch   | Family Style Dining             | Teacher teams will alternate being with the students so that teachers can have a 30 minute break.  |
| 1:00 to 1:30  | Recess with students  | Recess  | Cooperative Play<br>Gross Motor | Teacher teams will alternate being with the students so that teachers can have a 30 minute break.  |
| 1:30 to 2:45  | Afternoon Academic Block<br>• Interdisciplinary Instruction | Afternoon Academic Block<br>• Interdisciplinary Instruction | STEAM                           | Students are heterogeneously grouped<br><br>Hands on science and social studies instruction across six units of study and aligned to the CCLS. |
| 2:45 to 3:10  | Dismissal   | Dismissal   |                                 | Students pack up and are dismissed or escorted to after school.  |
| 3:10 to 5:45  | N/A   | After school for participating students                     |                                 | After school will provide academic enrichment and intervention services.   |

### Saturday Scholars Academy

| Time         | Teachers     | Students | Instructional Strategies | Notes  |
|--------------|--------------|----------|--------------------------|--|
| 8:00 to 8:30 | Team Meeting | N/A      |                          | Teacher begin morning meeting before students arrive |

|                      |  |  |   |   |
|----------------------|--|--|---|---|
| 8:30<br>to<br>9:00   | Team Meeting                                   | Breakfast                                      | Family Style Dining   | Students will be supervised by administrative staff.                          |
| 9:00<br>to<br>11:30  | Guided Reading Instruction/Phonics Instruction | Guided Reading Instruction/Phonics Instruction | Guided Reading Small Group Phonemic Awareness Reading Comprehension Phonics/ Word Study | Small Group Phonics Instruction<br><br>Small Group Guided Reading Instruction |
| 11:30<br>to<br>12:00 | Lunch with Students                            | Lunch  | Family Style Dining   | Teachers serve lunch.   |

***The plan for Roland Patterson (09X230) is as follows:***

The school will be operational for 180 instructional days, for 8 periods each day allocated to core instruction. The schedule will be organized so that teachers are encouraged to work together cross-curricularly, of class partnerships in order to support departmentalization. The schedule is supportive of common planning, and articulation periods for each class partnership in order for teachers to establish explicit evidence of success that allows the school to hold itself to a meaningful standard of accountability.

In order to support students to think deeply about English Language Arts and Mathematics teachers will be given opportunities to collaborate with their push in teacher for continuity in instruction. After school and Saturday Academy will provide extra instructional support in both literacy and mathematics. The robotics and fashion design programs are designed to give the students an opportunity to participate in STEM programs of study with high levels of academic and technical content. In addition, extended day will continue to be an extension of the school day and focus on Tier III vocabulary development.

***Sample Daily Schedule – Grade 3***

|                         |           |                                 |  |
|-------------------------|-----------|---------------------------------|--|
| 7:30-8:00 am Breakfast  |           | 8:00 am Morning Line up         |  |
| Extended Time (37 min.) | 8:00-8:37 | Robust Vocabulary/Extended Time |  |

|                    |             |   |
|--------------------|-------------|---|
| Period 0           | 8:37-8:40   | Morning Routines                          |
| Period 1 (30 min.) | 8:40-9:10   | (Oral Language/Reading)<br>Guided Reading |
| Period 2 (45 min.) | 9:15-10:00  | (Reading Comprehension)<br>Guided Reading |
| Period 3 (45 min.) | 10:00-10:45 | (Writing and Grammar)                     |
| Period 4 (50 min.) | 10:50-11:40 | Math                                      |
| Period 5 (50 min.) | 11:40-12:30 | LUNCH                                     |
| Period 6 (30 min.) | 12:30—1:00  | Math                                      |
| Period 7 (45 min.) | 1:05-1:50   | Social Studies or Science                 |
| Period 8 (45 min.) | 1:55-2:45   | Technology                                |
| ELT                | 2:45-2:57   | Homework<br>Dismissal Routines            |
| ELT                | 3:00-3:20   | Supper                                    |
| ELT                | 3:20-4:30   | Academic support                          |
| ELT                | 4:30-5:30   | Activities                                |

- i. 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.

*The plan for The New American Academy (09X27409X294) is as follows:*

| Weekly Coaching Observation Schedule (Sept-June) | Monday   | Tuesday  | Wednesday  | Thursday   | Friday                               |
|--|--|--|--|--|--------------------------------------|
| 7:30-9:00  | Team meeting (Master Teacher led) Meet with K-team | Team meeting (Master Teacher led) Meet with 1-team | Team meeting (Master Teacher led) Meet with 2-team | Team meeting (Master Teacher led) Meet with Pre-k team | Team meeting (Master Teacher led)    |
| 9:00-10:00                                       |  | K-Team observation                                 | 1-Team observation                                 | 2-Team observation                                     | Pre-k team observation               |
| 1:00-1:30  |  | Pre-k Interdisciplinary observation                | 2-team Interdisciplinary observation               | 1-team Interdisciplinary observation                   | k-team Interdisciplinary observation |

| Formal Observation Schedule                 | School year 2013 - 2014   |
|---|---|
| September/October (and throughout the year) | All teams: Informal videotaped Observations and collaborative feedback. |
| November                                    | Pre Observations, Observations and post-Observations: Pre-k and k-teams |
| December/January                            | Pre Observations, Observations and post-Observations: 1 and 2 teams     |

*The plan for Roland Patterson (09X230) is as follows:*

**P.S. 230x – Yearly Professional Development**

- Understand how the Danielson *Framework for Teaching* can be used to support professional development as part of the observation and feedback cycle.
- Articulate how the instructional shifts in literacy and mathematics will change what students and teachers do in classrooms.
- Engage meaningfully in the work of improving teacher practice through teacher reflection and development using the *Framework for Teaching*.

| <b>Goal</b>   | <b>What And Target Audience</b>  | <b>When/by Whom</b>  | <b>Desired Measurable Outcome</b> | <b>How Outcomes will be Analyzed and Reported</b> |
|---|--|--|-----------------------------------|---|
| Understand how the Danielson <i>Framework for Teaching</i> can be used to support professional development as part of the observation and feedback cycle. | <ul style="list-style-type: none"> <li>- Introducing Staff to Danielson's <i>Framework for Teaching</i> Components (LO 467)               <ul style="list-style-type: none"> <li>A. Reflecting on Good Teaching</li> <li>B. Examining the <i>Framework</i></li> <li>C. Taking Notes</li> <li>D. Review and Sort Evidence</li> <li>E. Align Evidence to the <i>Framework</i></li> <li>F. Prioritize Areas for Feedback</li> </ul> </li> </ul> | 37 minutes per week from September until December completing one section (A-F) each week<br>- Curriculum Team                                | To enhance teacher effectiveness  | Formal and informal observations                  |
| Identify possible artifacts that demonstrate Effective or Highly Effective practice in Domains 1 and 4 of the <i>Framework for Teaching</i> .             | Danielson Component Study Guides <ul style="list-style-type: none"> <li>- Component 1b: Demonstrating Knowledge of Students (LO 598-50-90 minutes)</li> <li>- Component 4a: Reflecting on Teaching (LO 598- 50-90 minutes)</li> <li>- All Staff</li> </ul>   | Grade level teams will select one of the two study guides to engage in during their December-March grade level meetings<br>- Curriculum Team | To enhance teacher effectiveness  | Formal and informal observations                  |



|   |   |   |                                  |                                  |
|---|---|---|----------------------------------|----------------------------------|
| Engage meaningfully in the work of improving teacher practice through teacher reflection and developing using the <i>Framework for Teaching</i> . | <ul style="list-style-type: none"> <li>- Select videos from Danielson <i>Framework for Teaching</i> Component Studies to support examining Effective and Highly Effective practices in Domain 2 and 3 components (<b>LO 598</b>- 50-90 minutes)</li> <li>- All Staff</li> </ul> | <p>During the months of April and May</p> <ul style="list-style-type: none"> <li>- Curriculum Team</li> </ul>           | To enhance teacher effectiveness | Formal and informal observations |
| Articulate how the instructional shifts in literacy and mathematics will change what students and teachers do in classrooms.                      | <ul style="list-style-type: none"> <li>- Supporting Students in Accessing Complex Texts (<b>LO 691</b>-60 minutes)</li> <li>- Literacy shifts in Science and Social Studies PD (<b>LO 720</b>- 60 minutes)</li> <li>- All Staff</li> </ul>                                      | <p>60 minutes during the Months of May and June</p> <ul style="list-style-type: none"> <li>- Curriculum Team</li> </ul> | To enhance teacher effectiveness | Formal and informal observations |
| Envision  | <ul style="list-style-type: none"> <li>- Supporting staff in the implementation of the Envision math program</li> <li>- All Staff</li> </ul>  | Pearson Education Inc   | To improve student achievement   | Formal and informal observations |
| Treasures   | <ul style="list-style-type: none"> <li>- Supporting staff in the implementation of the Treasures reading program</li> <li>- All Staff</li> </ul>  | Literacy Professional development   | To improve student achievement   | Formal and informal observations |

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

*The plan for The New American Academy (09X27409X294) is as follows:*

For staff:

| <b>Agent/Organization</b>  | <b>Events</b>   | <b>Rational</b>  | <b>Outcomes and Methods</b>  | <b>Evaluation</b>    |
|--|---|--|--|----------------------|
| Master Teachers, Network and Cluster Personnel, and School Personnel | LLI Training to be used during Saturday Scholars Academy. | This professional development is critical to successful implementation of the LLI program and deliver quality, research based instruction during our Saturday Scholars Academy.            | Teachers effectively implement small group guided reading instruction.<br><br>Noted increase in student reading ability as measured by LLI.                  | Pretest and Posttest |
| Master Teachers, and Network and Cluster Personnel                   | Fountas & Pinnell   | This training will allow teachers to gauge students' reading development, identify students for intervention, and target instruction to meet their needs during Saturday Scholars Academy. | Teachers effectively administer and score Fountas & Pinnell Assessments.<br><br>Noted increase in student reading ability as measured by Founts and Pinnell. | Three times annually |

For partner organization Counseling In Schools:

| <b>FOCUS AREAS</b>   | <b>INTERVENTION</b>  | <b>STRATEGIES</b>  | <b>BENCHMARKS</b>  | <b>OUTCOMES</b>  | <b>PROGRESS</b>  |
|--|--|--|--|--|--|
| <p>A. Student Behavior:</p> <ul style="list-style-type: none"> <li>• Classroom disruptions</li> <li>• Physical aggression</li> <li>• Bullying</li> <li>• Student Leadership</li> <li>• Attendance</li> </ul> | <p>A. Overall improvement in school climate.</p> <ul style="list-style-type: none"> <li>• Reduce insubordinate behaviors</li> <li>• Reduce number of fights</li> <li>• Increase student participation in School Activities</li> <li>• Improvement school attendance</li> </ul> | <p>A. Improvement in school climate:</p> <ul style="list-style-type: none"> <li>• Development and implementation of Individual/Group/Family Counseling at least with a 90% attendance rate.</li> <li>• Reduction in recidivism of Counseling students by 20% monthly</li> <li>• Improvement of students' attendance by <u>2%</u> monthly</li> <li>• At least 20% of program participants will engage in Student Centered meetings with school staff</li> </ul> | <p>A. <u>90%</u> of targeted students will attend Individual/Group a/o Family Counseling at least with a 90% attendance rate.</p> <ul style="list-style-type: none"> <li>• Reduction in recidivism of Counseling students by 20% monthly</li> <li>• Improvement of students' attendance by <u>2%</u> monthly</li> <li>• At least 20% of program participants will engage in Student Centered meetings with school staff</li> </ul> <p>B. <u>Two - four</u></p> | <p>A. Incidents requiring student removal from the classroom will decrease by 20% by June 2015.</p> <p>B. Daily attendance will improve by 2% by June 2015.</p> <p>C. School principal will report satisfaction with community involvement and collaboration by June 2015.</p> | <p>A. Monthly School Safety Committee meetings –data review will demonstrate gradual/incremental improvement in school incident data.</p> <p>B. Learning Environment Survey will show improvement in Safety and Respect Domains</p> <p>C. Report Cards/Transcript or Progress Reports – in 6 week intervals followed by guidance</p> |

|   |   |   |   |   |
|---|---|---|---|---|
| <p>B. Teacher/Faculty training:</p> <ul style="list-style-type: none"> <li>Classroom behavior management techniques</li> <li>Differentiated behavior intervention techniques</li> <li>High student expectations</li> <li>Integration of Guidance Services with that of</li> </ul> | <p>C. Development of teacher/faculty skills and expertise in the areas of:</p> <ul style="list-style-type: none"> <li>Behavior Intervention techniques</li> <li>Understanding of emotional intelligence and its role in child development</li> <li>Increase student/teacher collaboration as</li> </ul> | <p>student excellence in the areas of:</p> <ol style="list-style-type: none"> <li>Academics</li> <li>Attendance</li> <li>Behavior</li> <li>Citizenship</li> <li>Leadership</li> </ol> <ul style="list-style-type: none"> <li>Co-facilitate Student Centered meetings with Teachers (in grade-specific formats)</li> </ul> | <p>award ceremonies will occur throughout the school year</p>   | <p>counselor meetings with cohorts and individual students.</p>   |
| <p>B. Learning Environment Survey will show improvement in Safety and Respect Domains as well as Academic Expectations, and Communication</p>   | <p>B. Classrooms will become more responsive to students and effective teaching environments</p> <ul style="list-style-type: none"> <li>Student referrals to the Dean from classroom teachers will reduce by 20%</li> <li>Students will increase time on task by 10%</li> </ul>                         | <p>B. All students will have an education planning meeting with their teacher</p> <ul style="list-style-type: none"> <li>50% of the students will have had a meeting by <b><u>December 31, 2014</u></b></li> </ul>  | <p>B. Development of teacher/faculty skills and expectations:</p> <ul style="list-style-type: none"> <li>Provide classroom management technique training through a schedule of push-in classroom support services</li> <li>Provide support for Cohort Team Meetings by facilitating team</li> </ul> | <p>B. Learning Environment Survey will show improvement in Safety and Respect Domains as well as Academic Expectations, and Communication</p> |

|   |  |   |  |   |   |
|---|--|---|--|---|---|
| <p>instruction</p> <p>C. Community/School Partnership:</p> <ul style="list-style-type: none"> <li>Stakeholder (all SIG recipients, CBOs, teacher rep, guidance rep, admin rep, paraprof rep etc.) development</li> <li>Parent involvement</li> <li>Community involvement</li> </ul> | <p>it relates to student leadership development</p> <ul style="list-style-type: none"> <li>Increase high expectations of students by faculty.</li> </ul> | <p>meetings with each cohort</p> <ul style="list-style-type: none"> <li>Provide day long training/consultation on during summer 2014 – possible topic “Resiliency in Schools” for school team.</li> </ul> | <p>C. School CBO and other support groups will continue to collaborate on providing targeted services to targeted students in their caseloads. These students and services received will be discussed at periodic Stakeholder meetings.</p> <p>D. Students being served will show improvement in academics and attendance. These students’ data will</p> | <p>C. School will report a 20% increase in student participation in extra curricular activities by the Spring 2015.</p> <p>D. There will be a 20% increase in parent participation in parent-teacher conference in Spring 2015.</p> | <p>C. Learning Environment Survey will show improvement in Safety and Respect Domains</p> |
|---|--|---|--|---|---|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <p>be reviewed and discussed at periodic data meetings. Interventions for these students will continue to be implemented by CIS and all service providers supporting the school.</p> |  |  |
|--|--|--|--|--|--|

*The plan for Roland Patterson (09X230) is as follows:*

| <b>PD</b>   | <b>Target Audience</b>   | <b>Organization</b>                              | <b>Measurable Outcome</b>   | <b>How outcomes will be analyzed and reported</b>                        |
|---|--|--|---|--|
| <b>Support for Literacy</b>                                   | Teachers/Paraprofessionals                                     | Generation Ready, McMillian/Coach                | To improve student achievement as evidenced by improvement on interim assessments such as MOSL benchmarks, unit summative assessments and Fountas and Pinnell results | Formal and informal observations   |
| <b>Support for Math</b>                                       | Teachers/Paraprofessionals                                     | Pearson/Generation Ready/Coach                   | To improve student achievement as evidenced by improvement on interim assessments such as MOSL benchmarks and unit summative assessments                              | Formal and informal observations   |
| <b>Support for Social &amp; Emotional (Youth Development)</b> | Teachers /Paraprofessionals/Guidance Counselors/Social Workers | Counseling in the school                         | To improve social emotional growth as evidenced by a decrease in the number OORS incidents  | Number of OORS incidences, teacher anecdotes, SAVE logs, and observation |
| <b>Danielson Framework</b>                                    | Teachers and administrators                                    | CFN (Teacher Effectiveness coach) Administration | to enhance teacher effectiveness as evidenced by improvement on the Danielson Framework HEDI scale  | Formal and informal observations   |

09X230 P.S. 230 Dr Roland N. Patterson

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

| SCHOOL-LEVEL<br>BASELINE DATA AND<br>TARGET SETTING CHART                 | Unit | District<br>Average | Baseline<br>Data | Target for 2014-15 | Target for 2015-16 | Target for<br>2016-17 |
|---|------|---------------------|------------------|--------------------|--------------------|-----------------------|
| <b>I. Leading Indicators</b>  |      |                     |                  |                    |                    |                       |
| a. Number of minutes in the school year                                   | Min  | 60390               | 60390            | Schools to Enter   | Schools to Enter   | Schools to Enter      |
| 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%                  | 0%               | Schools to Enter   | Schools to Enter   | Schools to Enter      |
| h. Number of discipline referrals   | Num  | 7%                  | 4%               | Schools to Enter   | Schools to Enter   | Schools to Enter      |
| i. Truancy rate   | %    | 1%                  | 2%               | 1%                 | 1%                 | 1%                    |
| j. Teacher attendance rate  | %    | #N/A                | #N/A             | #N/A               | #N/A               | #N/A                  |
| 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                  | Schools to Enter | Schools to Enter   | Schools to Enter   | Schools to Enter      |
| m. Hours of professional development to improve leadership and governance | Num  | 10                  | Schools to Enter | Schools to Enter   | Schools to Enter   | Schools to Enter      |
| n. Hours of professional  | Num  | 10                  | Schools to Enter | Schools to Enter   | Schools to Enter   | Schools to Enter      |



|  |       |        |     |          |          |          |
|--|-------|--------|-----|----------|----------|----------|
| development in the implementation of high quality interim assessments and data-driven action |       |        |     |          |          |          |
| <b>II. Academic Indicators</b>   |       |        |     |          |          |          |
| a. ELA performance index   | PI    | N/A    | N/A | N/A      | N/A      | N/A      |
| b. Math performance index  | PI    | N/A    | N/A | N/A      | N/A      | N/A      |
| c. Student scoring "proficient" or higher on ELA assessment                                  | %     | 26     | 10  | 13 to 15 | 16 to 20 | 19 to 25 |
| d. Students scoring "proficient" or higher on Math assessment                                | %     | 30     | 10  | 13 to 15 | 16 to 20 | 19 to 25 |
| e. Average SAT score   | Score | 442    | N/A | N/A      | N/A      | N/A      |
| f. Students taking PSAT  | Num   | 112523 | N/A | N/A      | N/A      | N/A      |
| g. Students receiving Regents diploma with advanced designation                              | %     | 17     | N/A | N/A      | N/A      | N/A      |
| h. High school graduation rate   | %     | 65     | N/A | N/A      | N/A      | N/A      |
| i. Ninth graders being retained  | %     | 21     | N/A | N/A      | N/A      | N/A      |
| j. High school graduates accepted into two or four year colleges                             | %     | 47     | N/A | N/A      | N/A      | N/A      |

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

**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 and submitted to NYSED on this form.

|   |   |
|---|---|
| <b>Principals Union President / Lead</b><br>Signature (in blue ink)<br>Type or print name<br>Date | Summary Documentation if Signature is Unobtainable<br>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)<br>Type or print name<br>Date   | Summary Documentation if Signature is Unobtainable<br>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)<br>Type or print name<br>Date   | Summary Documentation if Signature is Unobtainable<br>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)<br>Type or print name   |   |

09X274-SIG-PI

09X274-576

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/tittle 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<br>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)<br><i>[Handwritten Signature]</i> |  |      |   |
| Type or print name<br>Renee C. [unclear]                  |  |      |   |
| Teachers Union President / Lead                           |  | Date | Summary Documentation if Signature is Unobtainable<br>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)<br><i>Ronan Mason</i>             |  |      |   |
| Type or print name<br>Ronan Mason                         |  |      |   |
| Parent Group President / Lead                             |  | Date | Summary Documentation if Signature is Unobtainable<br>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)<br><i>[Handwritten Signature]</i> |  |      |   |
| Type or print name<br>Kim Graves                          |  |      |   |

1 69 x 30

# ROWENA PENN

## OBJECTIVE

*To secure a full-time, challenging position in the field of School Administration, utilizing my extensive, hands on work experience, with the opportunity for career advancement.*

## WORK EXPERIENCE

**DR. ROLAND M. PATTERSON SCHOOL, Bronx, NY**  
**Principal – Public School 230**

**9/94 to present**  
**8/07 to present**

- *Implement educational and administrative programs for 460 students of diverse population comprised of general education, special education and at risk, grades K to five*
- *Supervise the daily work performance of 45 staff members including assistant principals, teachers, paraprofessionals and office support personnel*
- *Provide overall administration on a daily basis, developing a collaborative working environment, fundamental to the achievement of educational goals*
- *Utilize various resources for the achievement of goals including human resource management, networking, information technology, etc.*
- *Interview and hire prospective staff members and delegate various work responsibilities*
- *Conduct teacher evaluations according to the Charlotte Danielson Framework on a continuous basis*
- *Perform classroom observations and evaluate educators' performance levels based on curriculum compliance, classroom management, conflict resolution, de-escalation abilities, etc.*
- *Provide continuous training related to the Community Core Learning Standards (CCLS), facilitating academic achievement in adherence to curriculum compliance principles*
- *Implement special education services and assist with the compilation of individual educational plans providing a specialized environment,, integrating instructional and supportive services based on individualized needs*
- *Compile mandated reports delineating testing performance levels, additional training requirements, educational program facilitation, etc.*
- *Develop various programs such as remediation, intervention, after-school tutoring and enrichment to facilitate academic achievement*
- *Continuously improve school's overall performance levels as per the school superintendent's annual quality review standards*
- *Successfully authored a New York State wide written grant proposal, resulting in a \$500,000 monetary award for the Response to Intervention Program, designed for the improvement of services for special education students*
- *Develop and effectuate various community based organization programs, providing comprehensive access to social services agencies for students and family members including Support Children Advocacy Network (SCAN)*
- *Institute school based enrichment programs including parenting classes, housing assistance, family counseling, preventative services, etc.*
- *Conduct parental meetings and respond to various inquiries, requests and complaints*
- *Intercede in cases of student misconduct, assist students with behavior modification techniques, and implement disciplinary action accordingly*
- *Interface with social service agencies, Child Protective Services, parents, foster parents, interim guardians, interdisciplinary team members, school administrators, etc.*
- *Implement school policies and safety procedures and interface with security officers and local law enforcement agencies*
- *Attend supervisory and staff development workshops on a monthly basis*
- *Demonstrate a professional level of confidentiality in regard to facility/teacher/student affairs*
- *Display a professional, versatile demeanor in a diverse body of circumstances, effectively contributing to educational achievement, elevated performance levels and teacher/student/parent challenges*

**Assistant Principal**

8/05 to 8/07

- Supervised the daily work performance of teachers, paraprofessionals and office support personnel
- Implemented various student programs according to principal's guidelines
- Conducted one to one meetings with parents, foster parents and guardians
- Effectuated disciplinary protocol guidelines and attended suspension and office hearings
- Ensured compliance of all school safety guidelines
- Attended staff development workshops on a monthly basis
- Assisted school principal with responsibilities outlined above

**Math Coach**

8/04 to 8/05

- Provided mathematics coaching directives to a diverse population of elementary teachers, grades K – four
- Instituted modeling lessons, identified specialized needs and assisted teachers with curriculum modification and additional training in classroom instruction
- Executed the development of appropriate classroom environments and incorporated educational methodologies and accompanying materials to achieve outlined goals
- Observed classroom activities and evaluated teachers' performance levels on a weekly basis
- Identified specialized needs and assisted teachers with curriculum modification and additional training in classroom instruction
- Developed and implemented a system of buddy teachers, pairing experienced/inexperienced teachers, significantly accelerating performance levels
- Prepared and outlined curriculum goals in compliance with the NYC chancellor and superintendent guidelines
- Utilized New York City assessment examinations to identify achievement levels
- Assisted teachers with the development of student portfolios and updated folders on a weekly basis

**Mentor**

8/03 to 8/04

- Provided mentoring strategies, developing an interactive, collaborative working environment with teaching professionals, pending certifications, within the subject areas of Literacy and Mathematics
- Additional coaching and mentoring responsibilities included those outlined above

**Teacher**

9/94 to 8/03

- Instructed a diverse population of fourth grade, general population students in all subject areas
- Created learning centers and bulletin boards and utilized structured areas of the curriculum such as audio/visual aides and computer technology
- Implemented learning strategies consistent with varying levels of educational ability
- Identified specialized needs and effectuated curriculum modification to accelerate progress
- Designed and implemented project-based, interdisciplinary curriculum
- Integrated the New York State Standards and provided intensive preparation for the New York State examinations
- Provided a specialized environment with an intensive management system to integrate instructional and supportive services
- Evaluated students' progress and implemented necessary changes to facilitate emotional and scholastic progression
- Developed and administered written examinations, maintained a written log of students' progress and compiled academic progress reports
- Successfully authored a New York City wide written grant proposal, resulting in a \$500,000 monetary award for the research based "Success for All" (SFA) reading program
- Achieved vast literacy success throughout the student body via the SFA program, resulting in the removal of 'school under registration review' status
- Attended teaching seminars and workshops

**EDUCATION**

*City University of New York, New York, NY*  
*Master of Science*  
*Major: Administration and Supervision*

*City University of New York, New York, NY*  
*Master of Science*  
*Major: Elementary Education*

*North Carolina State University, Raleigh, NC*  
*Bachelor of Science*  
*Major: Political Science*  
*Minor: Criminal Justice*

**CERTIFICATES**

*University of the State of New York – State Education Department*  
*School Administration and Supervision*  
*School Building Leader*  
*Teacher – Pre-K to 6*

*American Heart Association*  
*CPR/BLS/First Aid*

**MEMBERSHIP**

*Association for Supervision and Curriculum Development*  
*National Association of Elementary School Principals*

**SPECIAL SKILLS**

*Administration and supervision; organizational/interpersonal skills*  
*Staff development; student advocacy, mediation and problem solving*  
*Leadership, mentoring, counseling; peer/student development; computer friendly*

**BILINGUAL**

*English/Spanish (working knowledge)*

**REFERENCES**

*Available upon request*

*I am interested in securing a full-time position in the field of School Administration within your educational facility.*

*I have acquired more than fifteen years' experience in the field of education and have been an active school administrator for more than eight years. I have successfully facilitated all related responsibilities including professional staff development; course curriculum facilitation and modification; student misconduct and disciplinary protocol; and the professional performance review process.*

*While the primary aim of quality education is academic achievement, effective interaction with peer administrators, teachers, parents and students is a vital, integral component to the outcome of each student. My superiors have always recognized my personal commitment, dedication and ability to meet the many objectives assigned. I have always taken the initiative, working independently, in addition to working effectively with other staff members.*

*I have attached my resume for your review and look forward to meeting with you personally. I am confident I can be an important asset to your existing team of educational administrators and given the opportunity, I will further demonstrate my proficiency and innovative directives fundamental to the achievement of school administration goals.*

*Please contact me at your earliest convenience.*

*Thanking you in advance,*

---

**Rowena Penn**



## Professional Experience

### 2013 to Present

**The New American Academy/P.S. 274/Bronx, NY**

#### Principal (Interim Acting)

- Proposed and founded the school

### 2010 to 2013

**The New American Academy/P.S. 770/Brooklyn NY**

#### Partner Teacher

- Member of a four-person teaching team
- Developed curriculum, designed assessments and facilitated differentiated instruction
- Aligned curriculum and assessments to the CCLS
- Mentored apprentice teachers
- Member of the Educational Leadership Team with the Head master and master teachers that make educational, curricular, policy and hiring decisions
- Member of the SLT

### 2005 to 2010

**Middle School 22 Jordan L. Mott/Bronx NY**

#### Teacher

- Bilingual Special Education Teacher for Mathematics and Science
- Mini School Team Leader responsible for scheduling, budget, discipline, curriculum mapping and development

### 2002 to 2005

**Prudential Financial/Uniondale NY**

#### Financial services Associate

- Financial Services Sales
- Built strong one to one client relationships
- NASD Series 7,63,66 NYS Life, Property and Casualty Licenses

## Education

### 2009 to 2010

**Bank Street College of Education/New York, NY**

#### Master Of Science

- Bank Street Principal's Institute
- Majored in Leadership for Educational Change

### 2008 to 2009

**Bank Street College of Education**

**New York, NY**

#### Professional Certificate

- BETLA (Bilingual, ESL Teacher Leadership Academy) professional Leadership program

### 2005 to 2007

**Mercy College/Bronx, NY**

#### Master Of Science in Urban Education

- Graduated with Honors

### 1996 to 2001

**The City College of New York/Queens College**

**BA Psychology, Minor in Student Services and Counseling**

## **Additional Professional Activities**

- Harvard Graduate School of Education *Closing the Achievement Gap Conference*
- Harvard Graduate School of Education *Learning Differences Conference*

| Category   | Primary SIC Activity                  | Description of Budget Item  | Year 1   | Year 2   | Year 3   | Years 1-3 TOTAL | Sustainability  |
|--|---------------------------------------|---|----------|----------|----------|-----------------|---|
| <b>Phase out: P.S. 230 Dr Roland N. Patterson (09X230)</b> |                                       |   |          |          |          |                 |   |
| Code 15  | Instruction                           | 1.0 FTE Supplemental Coach (literacy /Math) Position will support both Goal #1 &2. The coach will provide support for teachers through, one-to-one coaching, creation of lab site, and demo lessons. 1. Goal #1: To improve teacher effectiveness, with meaningful, formative feedback and next steps from short, frequent cycles of formative classroom observations and the formal observation process to support teacher growth. Goal #3: To improve student achievement in both ELA and math as measured by the NYS assessments. Through aligning the curriculum to the common core standards and providing multiple entry paths for all learners to engage with and become successful with the expectation of the common core. | \$40,499 | \$0      | \$0      | \$40,499        | The School will be in its final year of phase out during the 2015-16 SY. The cost for this supplemental coach will be allocated for within the schools regular budget in year two of the grant.   |
| Code 15  | Data-Driven Instruction/Inquiry (DDI) | Teacher hourly per-session. This money will be provided for teachers to meet after-school to engage in DDI. The cost for this services will be absorbed through the schools regular budget in year one. This activities is connect to Goal #3. To improve student achievement in both ELA and math as measured by the NYS assessments. Through aligning the curriculum to the common core standards and providing multiple entry paths for all learners to engage with and become successful with the expectation of the common core. This will break down to 450 per-session hours to be used throughout the course of the school year to support DDI  | \$0      | \$21,043 | \$0      | \$21,043        | The School will be in its final year of phase out during the 2015-16 SY.  |
|  |                                       | Subtotal Code 15  | 40,499   | 21,043   | 0        | 61,542          |   |
|  |                                       | Subtotal Code 16  | 0        | 0        | 0        | 0               |   |
| Code 40  | Teacher Training Metamorphosis        | Metamorphosis "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards based lessons that promote student learning through improved instruction.  | 12,153   | 2,517    |          | \$14,670        | Title 1 funds will be repurposed to sustain this activity   |
| Code 40  | Student Support                       | This partnership will be with Counseling in Schools. Counseling in schools will a social worker for three days per week. This will be a shared partnership between 09x230 and school 09x274. In Year 2 of the grant the cost for this partnership will be absorbed by the phase in school 09x274. This partner will provide one-to-one sessions for a targeted group of students. This work is connected to Goal #2. To provide a comprehensive wrap-around approach towards students social and emotional needs resulting in a reduction of incidences both during and after the regular school day.   | \$58,147 | \$0      | \$0      | \$58,147        | The School will be in its final year of phase out during the 2015-16 SY. This will be a shared partnership with the phase in school 09x274. The phase out school will continue to utilize this partner throughout the duration of the grant.              |
|  |                                       | Subtotal Code 40  | 70,300   | 2,517    | 0        | 72,817          |   |
|  |                                       | Subtotal Code 45  | 0        | 0        | 0        | 0               |   |
| 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.  | 10,728   | 1,608    | 0        | \$12,336        |   |
|  |                                       | Subtotal Code 80  | 10,728   | 1,608    | 0        | 12,336          |   |
|  |                                       | Subtotal Phase-out  | 127,527  | 25,167   | 0        | 146,694         |   |
| <b>Phase In: New American Academy (09X274)</b>             |                                       |   |          |          |          |                 |   |
| Code 15  | Extended Learning Time (ELT)          | Teachers hourly per session for Saturday Scholars Academy. Year one's allocation covers ten teachers. Each subsequent year we will ad 2 additional teachers to account for our growing students population. We will be gaining a whole grade cohort each year during implementation of SIG. There are a total of 26.4-hour sessions throughout the school year.   | \$44,000 | \$53,000 | \$62,000 | \$159,000       | Both Title 1 funds and Tax Levil allocation from the schools' budget will be used to continue providing extended learning time for our students. Our community will also sought grant funding to continue funding this valuable service to our community. |
| Code 15  | Instruction                           | 0.75 FTE supplemental teacher to support the unique TNAA structure  | \$55,785 | \$0      | \$33,133 | \$88,918        | Teacher will be hired as member of the incoming Kindergarten team.  |
|  |                                       | Subtotal Code 15  | 99,785   | 53,000   | 95,133   | 247,918         |   |
|  |                                       | Subtotal Code 16  | 0        | 0        | 0        | 0               |   |



Attachment D - (1003g) Budget Summary Chart

|                    |  |
|--------------------|--|
| <b>Agency Code</b> | <b>305100010051</b>                          |
| <b>Agency Name</b> | <b>New York City Department of Education</b> |

| Pre-Implementation Period |           |          |
|---------------------------|-----------|----------|
| Categories                | Code      | Costs    |
| Professional Salaries     | 15        |          |
| Support Staff Salaries    | 16        |          |
| Purchased Services        | 40        |          |
| Supplies and Materials    | 45        |          |
| Travel Expenses           | 46        |          |
| Employee Benefits         | 80        |          |
| Indirect Cost (IC)        | 90        |          |
| BOCES Service             | 49        |          |
| Minor Remodeling          | 30        |          |
| Equipment                 | 20        |          |
| <b>Total</b>              | <b>\$</b> | <b>-</b> |

| Year 1 Implementation Period<br>(June 1, 2014 - June 30, 2015) |           |                |
|--|-----------|----------------|
| Categories   | Code      | Costs          |
| Professional Salaries  | 15        | \$ 140,284     |
| Support Staff Salaries   | 16        | \$ -           |
| Purchased Services   | 40        | \$ 296,847     |
| Supplies and Materials   | 45        | \$ 34,000      |
| Travel Expenses  | 46        | \$ -           |
| Employee Benefits  | 80        | \$ 28,867      |
| Indirect Cost (IC)   | 90        | \$ -           |
| BOCES Service  | 49        | \$ -           |
| Minor Remodeling   | 30        | \$ -           |
| Equipment  | 20        | \$ -           |
| <b>Total</b>   | <b>\$</b> | <b>499,998</b> |

| Year 2 Implementation Period<br>(July 1, 2015 - June 30, 2016) |           |                |
|--|-----------|----------------|
| Categories   | Code      | Costs          |
| Professional Salaries  | 15        | \$ 74,043      |
| Support Staff Salaries   | 16        | \$ -           |
| Purchased Services   | 40        | \$ 160,150     |
| Supplies and Materials   | 45        | \$ 10,149      |
| Travel Expenses  | 46        | \$ -           |
| Employee Benefits  | 80        | \$ 5,657       |
| Indirect Cost (IC)   | 90        | \$ -           |
| BOCES Service  | 49        | \$ -           |
| Minor Remodeling   | 30        | \$ -           |
| Equipment  | 20        | \$ -           |
| <b>Total</b>   | <b>\$</b> | <b>249,999</b> |

| Year 3 Implementation Period<br>(July 1, 2016 - June 30, 2017) |           |                |
|--|-----------|----------------|
| Categories   | Code      | Costs          |
| Professional Salaries  | 15        | \$ 95,133      |
| Support Staff Salaries   | 16        | \$ -           |
| Purchased Services   | 40        | \$ 119,350     |
| Supplies and Materials   | 45        | \$ 22,000      |
| Travel Expenses  | 46        | \$ -           |
| Employee Benefits  | 80        | \$ 13,514      |
| Indirect Cost (IC)   | 90        | \$ -           |
| BOCES Service  | 49        | \$ -           |
| Minor Remodeling   | 30        | \$ -           |
| Equipment  | 20        | \$ -           |
| <b>Total</b>   | <b>\$</b> | <b>249,997</b> |

| Total Project Period<br>(June 1, 2014 - June 30, 2017) |           |                |
|--|-----------|----------------|
| Categories   | Code      | Costs          |
| Professional Salaries                                  | 15        | \$ 309,460     |
| Support Staff Salaries                                 | 16        | \$ -           |
| Purchased Services                                     | 40        | \$ 576,347     |
| Supplies and Materials                                 | 45        | \$ 66,149      |
| Travel Expenses  | 46        | \$ -           |
| Employee Benefits                                      | 80        | \$ 48,038      |
| Indirect Cost (IC)                                     | 90        | \$ -           |
| BOCES Service  | 49        | \$ -           |
| Minor Remodeling                                       | 30        | \$ -           |
| Equipment  | 20        | \$ -           |
| <b>Total Project Budget</b>                            | <b>\$</b> | <b>999,994</b> |



**BASIC PROJECT INFORMATION**

N.Y.C. GRANT #

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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N.Y.C. DOCUMENT #

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PROJECT #

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AGENCY CODE

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 0 | 5 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 5 | 1 |
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Federal /State Program SCHOOL IMPROVEMENT GRANT 1003 (g). Cohort 5, Year 1  
P.S. 230 Dr Roland N. Patterson/New American Academy

Contact Person EDUARDO CONTRERAS

Agency Name New York City Department of Education

Mailing Address 52 Chambers Street, Room 213

New York, N.Y. 10007

Telephone # 212-374-0520

Manhattan

County

Project Operation Dates From JUN 1 2014 To JUN 30 2015

**BUDGET TOTAL**

**\$499,998**

**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 |
|--|----------------|-------------|----------------|
| <b>09X230</b> Phase out                          |                |             |                |
| Teacher  | 0.00           | 0           | 0              |
| Teacher (regular)                                | 0.00           | 0           | 0              |
| Lead Teacher                                     | 0.00           | 0           | 0              |
| Coach (Math, Literacy, Special Ed)               | 0.00           | 0           | 0              |
| Coach (Math, Literacy, Special Ed)               | 1.00           | 40,499      | 40,499         |
| Guidance Counselor                               | 0.00           | 0           | 0              |
| Education 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              | 43.93       | 0              |
| Supervisor Per Session (rate per hour)           | 0              | 43.93       | 0              |
| Social Worker Per Session                        | 0              | 45.13       | 0              |
| F-Status Teacher per diem (rate per day)         | 0              | 306.67      | 0              |
| Teacher Occasional Per Diem (rate per day)       | 0              | 154.97      | 0              |
|  |                |             | <b>40,499</b>  |
| <b>09X274</b> Phase in                           |                |             |                |
| Teacher  | 0.75           | 74,380      | 55,785         |
| 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)              | 1,048          | 41.98       | 44,000         |
| 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              |
|  |                |             | <b>99,785</b>  |
| <b>Central</b>                                   |                |             |                |
| Manager, New School Intensive                    |                |             | 0              |
|  |                |             | 0              |
| Subtotal - Code 15                               |                |             | 140,284        |

**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 |
|--|----------------|-------------|----------------|
| <b>09X230</b> Phase out                        |                |             |                |
| Family Worker (DC37 Para E-Bank)               | 0.00           | 0           | 0              |
| School Aide (E-Bank) (FTEs)                    | 0.00           | 0           | 0              |
| School Aide (E-Bank)                           | 0              | 16.20       | 0              |
| Ed. Para Bulk (Per Session) (rate per hour)    | 0              | 26.27       | 0              |
| School Aide Bulk Job (E-Bank) (rate per hour)  | 0              | 16.20       | 0              |
| Secretary Per Session (H-Bank) (rate per hour) | 0              | 25.87       | 0              |
|  |                |             | <b>0</b>       |
| <b>09X274</b> Phase in                         |                |             |                |
| Family Worker (DC37 Para E-Bank)               | 0.00           | 0           | 0              |
| School Aide (E-Bank) (FTEs)                    | 0.00           | 0           | 0              |
| School Aide (E-Bank)                           | 0              | 16.20       | 0              |
| Ed. Para Bulk (Per Session) (rate per hour)    | 0              | 26.27       | 0              |
| School Aide Bulk Job (E-Bank) (rate per hour)  | 0              | 16.20       | 0              |
| Secretary Per Session (H-Bank) (rate per hour) | 0              | 25.87       | 0              |
|  |                |             | <b>0</b>       |
| Subtotal - Code 16                             |                |             | 0              |



**PURCHASED SERVICES: Code 40**

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

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

| 09X230 Phase out                                     |                       |               |
|--|-----------------------|---------------|
| 685 - Educational Consultant                         | Counseling in Schools | 58,147        |
| 686 - Professional Services Other                    |                       | 0             |
| 689 - Curriculum & Staff Development Consultant (PD) | Metamorphosis         | 12,153        |
|  |                       | <b>70,300</b> |

| 09X274 Phase in                                      |                       |                |
|--|-----------------------|----------------|
| 685 - Educational Consultant                         | Counseling in Schools | 0              |
| 686 - Professional Services Other                    |                       | 188,700        |
| 689 - Curriculum & Staff Development Consultant (PD) | Metamorphosis         | 37,847         |
|  |                       | <b>226,547</b> |

Subtotal - Code 40

296,847

**SUPPLIES AND MATERIALS: Code 45**

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

| Object Code and Description of Item |  | Proposed Expenditure |
|-------------------------------------|--|----------------------|
| <b>09X230</b>                       | <b>Phase out</b>                             |                      |
|                                     | Computer and Printers under \$5,000 per unit | 0                    |
|                                     | Educational Software                         | 0                    |
|                                     | General and Instructional Supplies           | 0                    |
|                                     | Library Books                                | 0                    |
|                                     | Supplemental Textbooks                       | 0                    |
|                                     |  | <b>0</b>             |
| <b>09X274</b>                       | <b>Phase in</b>                              |                      |
|                                     | Computer and Printers under \$5,000 per unit | 24,000               |
|                                     | Educational Software                         | 0                    |
|                                     | General and Instructional Supplies           | 10,000               |
|                                     | Library Books                                | 0                    |
|                                     | Supplemental Textbooks                       | 0                    |
|                                     |  | <b>34,000</b>        |
|                                     | Subtotal - Code 45                           | 34,000               |

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|---|---|---|

**TRAVEL EXPENSES: Code 46**

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

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

**EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80**

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

| Item                    | Proposed Expenditure     |
|-------------------------|--------------------------|
| Social Security         |                          |
| Retirement              | New York State Teachers  |
|                         | New York State Employees |
| Health Insurance        |                          |
| Worker's Compensation   |                          |
| Unemployment Insurance  |                          |
| Welfare Benefits        |                          |
| Annuity                 |                          |
| Sabbaticals             |                          |
| ARRA FRINGE - Phase out | 10,728                   |
| ARRA FRINGE - Phase in  | 18,139                   |
| ARRA FRINGE - CENTRAL   | 0                        |
| Subtotal - Code 80      | 28,867                   |

**CALCULATION OF INDIRECT COST: Code 90**

|   |           |
|---|-----------|
| A. Modified Direct Cost Base - Sum of all preceding subtotals (Codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) | \$499,998 |
| 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                    |

N.Y.C. GRANT #

0

**PROJECT BUDGET SUMMARY**

FOR DEPARTMENT USE ONLY

Agency Name: NYC PUBLIC SCHOOLS

| ACTIVITY                  | CODE | PROJECT COSTS  |
|---------------------------|------|----------------|
| Professional Salaries     | 15   | 140,284        |
| Non-Professional Salaries | 16   | 0              |
| Purchased Services        | 40   | 296,847        |
| Supplies and Materials    | 45   | 34,000         |
| Travel Expenses           | 46   | 0              |
| Employee Benefits         | 80   | 28,867         |
| Indirect Cost             | 90   | 0              |
| Equipment                 | 20   | 0              |
| <b>GRAND TOTAL</b>        |      | <b>499,998</b> |

|                         |            |   |   |             |   |   |    |   |   |   |   |   |   |   |
|-------------------------|------------|---|---|-------------|---|---|----|---|---|---|---|---|---|---|
| SED #:                  | 0          | 0 | 0 | 0           | 0 | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Project #:              | 0          | 0 | 0 | 0           | 0 | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tracking/Contract #:    |            |   |   |             |   |   |    |   |   |   |   |   |   |   |
| Project Funding Dates   | JUN 1 2014 |   |   | JUN 30 2015 |   |   |    |   |   |   |   |   |   |   |
|                         | FROM       |   |   |             |   |   | TO |   |   |   |   |   |   |   |
| Program Office Approval |            |   |   |             |   |   |    |   |   |   |   |   |   |   |

| Fiscal Year             | Amount Budgeted | First Payment       |
|-------------------------|-----------------|---------------------|
| _____                   | \$ _____        | \$ _____            |
| _____                   | \$ _____        | \$ _____            |
| _____                   | \$ _____        | \$ _____            |
| _____                   | \$ _____        | \$ _____            |
| _____                   | \$ _____        | \$ _____            |
|                         | \$ _____        |                     |
| Voucher # _____         |                 | First Payment _____ |
| Finance Office Approval | _____           |                     |

| CHIEF ADMINISTRATOR'S CERTIFICATION   |                                      |
|---|--------------------------------------|
| <p><i>I hereby certify that the required budget amounts are necessary for the implementation of this project and that this agency is in compliance with the Federal and State Laws.</i></p> |                                      |
| <p><u>2/24/14</u><br/>DATE</p>  | <p><u>Ling Tan</u><br/>SIGNATURE</p> |
| <p><b>Ling Tan, Director, Capital &amp; Reimbursable Finance</b><br/>NAME/TITLE - CHIEF ADMINISTRATIVE OFFICER</p>  |                                      |

**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

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

|    | <b>Budget Category</b>                        | <b>Amount budgeted for items excluded from M/WBE calculation</b> | <b>Totals</b> |
|----|---|--|---------------|
| 1  | Total Budget                                  |  | \$ 999,994    |
| 2  | Professional Salaries                         | \$ 309,460   |               |
| 3  | Support Staff Salaries                        | \$ -   |               |
| 4  | Fringe Benefits                               | \$ 48,038  |               |
| 5  | Indirect Costs                                | \$ -   |               |
| 6  | Rent/Lease/Utilities                          | \$ -   |               |
| 7  | Sum of lines 2, 3, 4, 5, and 6                |  | \$ 357,498    |
| 8  | Line 1 minus Line 7                           |  | \$ 642,496    |
| 9  | M/WBE Goal percentage (20%)                   |  | 0.2           |
| 10 | Line 8 multiplied by Line 9 =MWBE goal amount |  | \$ 128,499    |

**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<br>(check all applicable)   | Description of Work<br>(Subcontracts/Supplies/Services)   | Annual Dollar Value of  |
|---|--|---|---|
| <b>NAME:</b> METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC<br><br><b>ADDRESS:</b> 165 PARK ROW # 18A<br><br><b>CITY, ST, ZIP:</b> New York NY, 10038<br><br><b>PHONE/E-MAIL:</b> 212-608-0714 / lucy@lucywestjpd.com<br><br><b>FEDERAL ID No.</b> 043713795 | NYS ESD Certified<br><br>MBE <input type="checkbox"/><br>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<br>Year 2 \$ 25,000<br>Year 3 \$ 55,000<br><b>TOTAL \$ 130,000</b> |

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

**Date:** 01/21/14

**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

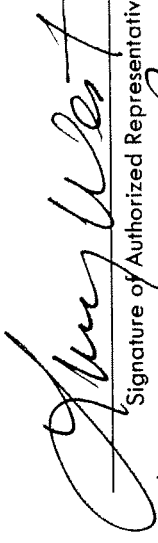
(M/W/BD)

The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (M/WBD) 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: \$ 130,000

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 Telephone: 212-233-0419  
 Address: 165 Park Row #189 Federal ID No.: 04-371-3795  
 City, State, ZIP: New York, NY 10038 Project No:

Report includes:

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

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

| EEO - Job Categories                          | Hispanic or Latino |        | Race/Ethnicity - report employees in only one category |   |       |                                  |                        |          |         |       |                  |   |       |                                  |                   |          |         |  |  |  |  |  |
|---|--------------------|--------|--|---|-------|----------------------------------|------------------------|----------|---------|-------|------------------|---|-------|----------------------------------|-------------------|----------|---------|--|--|--|--|--|
|   | Male               | Female | Male   |   |       |                                  | Not-Hispanic or Latino |          |         |       |                  |   |       |                                  |                   |          |         |  |  |  |  |  |
|   |                    |        | 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 |                    |        |  |   |       |                                  |                        |          |         |       |                  |   |       |                                  |                   |          |         |  |  |  |  |  |
| First/Mid-Level Officials and Managers        |                    |        |  |   |       |                                  |                        |          |         |       |                  |   |       |                                  |                   |          |         |  |  |  |  |  |
| Professionals                                 |                    |        | 1  |   |       |                                  |                        |          |         |       |                  |   |       |                                  |                   |          |         |  |  |  |  |  |
| Technicians                                   |                    |        |  |   |       |                                  |                        |          |         |       |                  |   |       |                                  |                   |          |         |  |  |  |  |  |
| Sales Workers                                 |                    |        |  |   |       |                                  |                        |          |         |       |                  |   |       |                                  |                   |          |         |  |  |  |  |  |
| Administrative Support Workers                |                    |        |  |   |       |                                  |                        |          |         |       |                  |   |       |                                  |                   |          |         |  |  |  |  |  |
| Craft Workers                                 |                    |        |  |   |       |                                  |                        |          |         |       |                  |   |       |                                  |                   |          |         |  |  |  |  |  |
| Operatives                                    |                    |        |  |   |       |                                  |                        |          |         |       |                  |   |       |                                  |                   |          |         |  |  |  |  |  |
| Laborers and Helpers                          |                    |        |  |   |       |                                  |                        |          |         |       |                  |   |       |                                  |                   |          |         |  |  |  |  |  |
| Service Workers                               |                    |        |  |   |       |                                  |                        |          |         |       |                  |   |       |                                  |                   |          |         |  |  |  |  |  |
| TOTAL   |                    |        | 2  |   |       |                                  |                        |          |         |       |                  |   |       |                                  |                   |          |         |  |  |  |  |  |

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