Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

Log Number	Date Received

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

Lead Contact *(First Name, Last Name)*			
Mary Doyle			

Title	Telephone	Fax Number	E-mail Address
Executive Director, Office of State Portfolio Policy	(212) 374-2762	(212) 374-5760	Mdoyle5@schools.nyc.gov

Legal School Name for the Priority School Identified in this Application	School Beds Code
PS 328 Phyllis Wheatley	331900010328

Grade Levels Served by the Priority School Identified in this Application	School NCES #
K-8	

Total Number of Students Served by the Priority School Identified in this Application	School Address *(Street, City, Zip Code)*
354	330 ALABAMA AVENUE Brooklyn, NY 11207

School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround ☐	**Restart** ☐	**Transformation** ☒	**Closure** ☐

Certification and Approval

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

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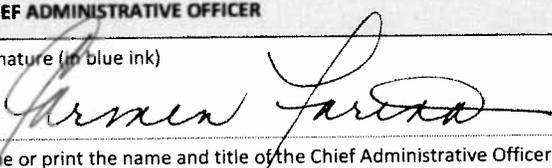
DO NOT WRITE IN THIS SPACE

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19K328 PS 328 Phyllis Wheatley

2014 SIG Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST #19 - BROOKLYN

Select School Name:

331900010328 PS 328 PHYLLIS WHEATLEY

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

K-8

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

354

Enter LEA Administrator's Name:

Mary Doyle

Enter LEA Administrator's Title:

Executive Director

LEA's Street Address:

52 Chambers Street

LEA's City:

New York

Zip Code:

10007

Lead Contact (First Name, Last name):

Mary Doyle

Phone number:

212-374-2762

Fax number:

212-374-5760

Email address:

mdoyle5@schools.nyc.gov

Select the SIG Model for this School Application

Transformation

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

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

M/WBE Documents Package (containing original signatures)

☑ Full Participation   ☐ Request Partial Waiver   ☐ Request Total Waiver

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

SED Comments:
Has the applicant submitted all of the documents listed above? ☐ Yes ☐ No

Reviewer: _____   Date: _____

A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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

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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/s am86.pdf

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

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support
i. Oversight of district's school turnaround effort and management structure

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

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

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

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

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

*Based on school year 2013-14 activities.

D. Teacher and Leader Pipeline
i. Recruitment goals and strategies at schools to access high-quality leaders and teachers

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

The NYCDOE created the Principal Candidate Pool selection process to make clear the expectations for principals in the recruitment process. The process is used to discern all candidates' readiness for the position of principal and ability to impact student achievement. The NYCDOE has launched an enhanced version of the Principal Candidate Pool process in order to meet the following objectives:
- Align the screening process to clear, high standards that are consistent with the expectations to which principals will be held accountable under 3012-c.
- Offer participants an opportunity to receive high-quality professional development about the NYCDOE's expectations of principals.
- Provide hiring managers with multi-dimensional information to help enhance strategic placement hiring decisions related to principals.

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School's enrollment

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

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

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

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

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

ii.   Consultation and Collaboration Form (Attachment A)

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

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

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

Expanded Learning Time Requirements

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

In addition, NYSED requires that ELT programs address the following academic priorities which will lead to academic improvement:
- The program must integrate academics, enrichment, and skill development through hands-on learning experiences;
- The program must strengthen student engagement in learning to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation;
- The program must actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting; and

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

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

**NYC
Department of
Education**
Dennis M Walcott, Chancellor

- 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 <u>Guidebook on Designing an Expanded Learning Time Programs</u> for additional information on strategies for designing ELT programs. The questions below provide additional clarification on structuring ELT programs.

Frequently Asked Questions (FAQ)

<u>Student Participation</u>
<u>Academic Instruction</u>
<u>Options for Adding Time</u>
<u>Teachers</u>
<u>Operations</u>

Student Participation

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

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

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

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

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

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

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

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

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

Options for Adding Time

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Academic Instruction

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

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

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

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

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

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

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

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

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

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

Teachers

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

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

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

18. **Can teachers be required to participate in ELT?**

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

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

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

Operations

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

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

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

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

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

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

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

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

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

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

District-Level Leadership Organizational Chart

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                          Schools Chancellor
                            Carmen Fariña
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  |              |              |              |              |

Jesse Mojica   Dorita Gibson  Phil Weinberg   Kathleen Grimm   Corrine Rello-Anselmi
Executive      Senior Deputy  Deputy          Deputy           Deputy Chancellor
Director       Chancellor     Chancellor      Chancellor       (overseeing SWD and ELL
(overseeing                   (overseeing     (overseeing       matters)
Family and                    Teaching and    Operations)
Community                     Learning)
Engagement)
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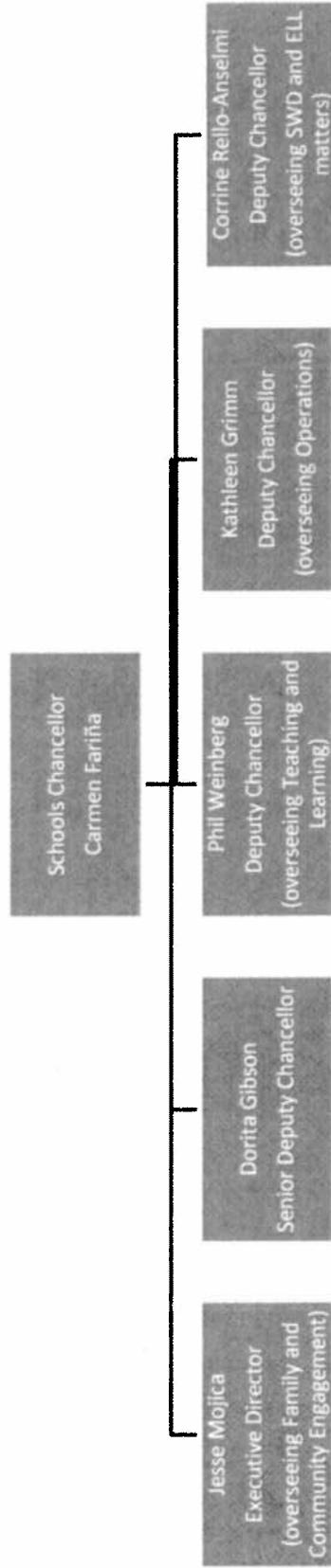
Section D: District trainings offered for Year One

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

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

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[9]

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN
UNION ACTIVITIES, PRIVILEGES
AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

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

Attachment A
Consultation and Collaboration Documentation Form

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

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature *does not* indicate agreement).

2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

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

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

Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable. If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SiG application.
Signature (in blue ink) 	2/24/14	
Type or print name Alim S. Gafer		

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

Phillis Wheatley (19K328)

Enrollment Summary

In P.S. 328 Phyllis Wheatley, students with disabilities comprise 14% of the school's population, 5 percentage points lower than the average K-8 school in the district. English Language Learners comprise 17% of the school's population, on par with the average K-8 school in the district.

Leadership Information

Barbra Gedacht has been a New York City teacher since 1974, holding licenses in Junior High School and High School English as well as Elementary Education (Common Branches) and Supervisory Licenses as Assistant Principal and Principal. She earned a B.A. in English with a minor in Secondary Education from Brooklyn College (CUNY) and a Master's Degree in Elementary Education with a minor in Reading from Adelphi University and a Certificate in Supervision and Administration from Brooklyn College (CUNY).

In 1990 she began her elementary school career as an upper grade elementary school teacher and social studies curriculum specialist at PS 104Q in Far Rockaway, Queens, New York. In 1994 she authored the Multicultural Framework for Elementary Education and in 1999 co-authored the Grade 4 Social Studies Curriculum Guide for the Office of Multicultural Education for the NYC Department of Education, which was distributed citywide.

In September 2001, Ms. Gedacht became Assistant Principal of PS 223Q in South Jamaica, Queens, New York. Ms. Gedacht's responsibility was the supervision of Grades 3-6 and special education. In June 2002, Ms. Gedacht's federally funded Comprehensive School Reform Grant application was approved and PS 223Q was awarded $564,000 to implement a school wide redesigned program. At that time, PS 223 was a "Corrective Action" school with 17% of the students scoring in Levels 3 & 4 in ELA and 15% of students scoring in Levels 3 & 4 in Math. By 2005, PS 223 was a "School in Good Standing" with 44.2 % of the students scoring a Level 3 or 4 in ELA and 52.7% in Levels 3 & 4 in Math.

In September 2008, Ms. Gedacht assumed the position of Assistant Principal of PS 214K in East New York, Brooklyn. She was responsible for Grades 3-5 and also served as Supervisor for Special Education. During her tenure the NYS ELA Performance Data shows that the percentage of all students in grades 3-5 moved from 42% to 51% in Levels 3 & 4 and that NYS Math Performance Data shows that the percentage of all students in grades 3-5 went from 55% to 62% in Levels 3 & 4.

In August 2013, Ms. Gedacht assumed the position of Principal of PS/IS 328K in East New York, Brooklyn.

School Improvement Grant Application

School Name:	Phillis Wheatley
DBN:	19K328
Network:	CFN 210

A. School Overview

2 points

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

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

PS/IS 328 is a PreK-5 + 8 community elementary school in East New York, Brooklyn where the daily focus is building a safe and positive environment where all students are engaged in an enriched, content based instructional program while working at their maximum potential. The middle school is being phased out and when the current 52 eighth graders graduate in June, 328 will become a PreK-5 school. Student engagement is moving from whole group instruction to small group instruction, where students are intentionally grouped to maximize learning and build social and positive behavioral skills by working collaboratively with their peers. Teachers use small group and individualized instruction to frequently monitor student understanding, and adapt lessons and curriculum through differentiated tasks and activities that are designed to promote higher level critical thinking skills and rigor. PS/IS 328 is a small learning community of under 400 students that continues to address the social, emotional and academic needs of our students, with 27.9% our students living in temporary housing. We provide every student the educational opportunity to build a strong foundation of knowledge which will be the cornerstone of their education and prepare them as college and career ready students.

Goal # 1 – Technology will be infused throughout the curriculum, to develop teacher and student computer skills and provide instructional support in all grades, and across content areas. Teachers need updated, working technology and support in integrating educational technology into instructional practices, including differentiation, to meet the needs of all learners. We will provide on-going professional development for all teachers that will allow them to improve their pedagogy by infusing interactive technology into their daily practice which will increase student engagement, resulting in increased student achievement.

Goal # 2 – A comprehensive curriculum, with an initial focus on ELA and Math, will be developed and implemented in every classroom, supported by the use of strategic partnerships providing professional development and supports that are tailored to meet the needs of both teachers and students. Teacher teams will meet to plan and design curriculum map before and after school, on Saturdays and during the summer. Additional academic and behavioral support

opportunities will be given to struggling students, including ELLs, SWDs and Students in Temporary Housing before school, throughout the school day and during AM/PM and Saturday programs. The additional instructional time will increase student progress and performance as measured by targeted assessments, including Achieve 3000, and Scholastic Reading Inventory.

Goal # 3 – We will create a safe and welcoming environment for all students and their families. Teachers, staff and trained personnel will provide additional social and emotional support through additional professional development programs, assemblies and presentations, parent outreach workshops, newsletters and programs which will be measured by attendance at these events, surveys conducted by the staff and PTA, and the school environment survey.

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.

Our plan to achieve our vision, mission and goals at PS/IS 328 will center on implementing several research based strategies which include extending the school day for all students, using in house coaches, staff developers and external consultants to provide instructional support for teachers by modeling best and highly effective practices continually during the school day, and with additional workshops and professional development activities offered after school. Partnerships with Literacy Support Services, Studio in a School and the New York Historical Society will focus on integrating literacy with content based lessons, art and technology. Teachers will receive training and support in collecting and understanding data and then using the data to drive planning and instruction. Educational software technology programs, such as Achieve 3000, Imagine Learning and Scholastic Reading Inventory will be utilized in the classrooms to provide differentiated instruction and baseline data with interim assessments. Student support personnel will utilize PBIS as a school wide behavior modification/intervention program implementing strategies that encourage positive social and emotional interactions between students, and support teachers, parents and staff.

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

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

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

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).

According to the New York State Report Card 2011-2012, over the last three years, 95% of the students are receiving free lunch and 2% are receiving reduced price lunch. The percentage of students receiving free or reduced lunch as remained at 97-98% as the total population of students has dropped, due to the phase out of the middle school. Presently there are 383 students, a drop from 519 students in 2009-2010.

Presently, the New York City Department of Education Progress Report 2012-2013 reports 55% of the students are African American and 43% are Hispanic, 16.5% are English Language Learners and 13.8% are students with disabilities. According to NYC DOE data of January 2014, many students are living in foster care, in a situation where students and their family members are residing within other households or in one of the 7 shelters within a 5 block radius of the school, resulting in 27.9% of the student population designated as STH – Student in Temporary Housing. As a large amount of our students' population lives in transient housing circumstances; we must modify our curriculum to meet the students' needs.

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

PS/IS 328K had two Quality Reviews in 2012, in March and in December. The Quality Review is a city wide diagnostic review that involves a two day visit by an experienced lead reviewer. During the Quality Review, one or more external evaluators visit classrooms, speak with school administrators, teacher, students and parents and use a rubric to evaluate overall school performance and practices in place or in development to support student progress and achievement. The reviewers use the data and information collected during the site visit, through interviews with many members of the school community, classroom visits and data available from the NYSED and NYC Department of Education to determine the school's level of performance in three major categories 1) instruction that prepares students for college and careers; school organization; and the quality of the learning environment. At the conclusion of the site visit, the school receives verbal feedback and a Quality Review Score. A written report will be published later on the NYCDOE website for public knowledge. This report provides the entire school community with evidence based information about the quality of instruction and management at the school and is a source of recommendations and feedback for the school leaders to use to develop programs and plans for school improvement. The overall scores for both Quality Reviews that were conducted in 2012 were rated Undeveloped. Additionally, the school had a Joint Intervention Team (JIT) review in February 2011.

In addition to the Quality Reviews and JIT, NYC Yearly Progress Reports are an in-depth accountability and feedback review that is designed to assist school leaders, teachers, parents, students and the entire school community with identified areas of strengths and weaknesses, including a demographic breakdown of sub groups, highlighting where effective teaching practices have resulted in improved student performance, student progress, as well as school environment. Each school can amass scores in different categories that are then calculated into overall scores ranging from A to F and then rank them based upon comparable schools with similar demographics and subgroups, based on the peer index. On the 2012-2013 New York City Progress Report PS/IS 328 received an overall score of "C".

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

According to the Quality Reviews that were conducted in 2012,

What the School Does Well:

- Teams of teachers utilize rubrics and refine common assessments to inform instructional adjustments in order to address student needs.
- Structures for professional collaboration and inquiry provide all teachers opportunities to share ideas and make decisions to improve instruction and student learning.
- Teacher development is guided by the use of a research based evaluation framework that is beginning to influence pedagogical practices resulting in moderate improvements in the delivery of instruction.

What the School Needs to Improve:

- Improve teacher practice so that across grades and content areas, all learners, including English language learners and students with disabilities, are engaged in rigorous lessons and are able to produce meaningful work products.
- Establish a school wide approach to discipline and student engagement that promotes respectful relationships and supports the academic and personal growth of students and adults.
- Develop systems for monitoring the effectiveness of the school's organizational and instructional decisions in response to students' learning needs with particular attention to the expectations of the Common Core Learning Standards.
- Align human resources and student programming with the instructional priorities and students' learning needs to ensure that students are prepared to succeed.
- Establish a respectful and safe school culture that supports the academic and social-emotional development of all students in order to improve outcomes for all learners.
- Develop structures to improve the level of parent involvement and consistently engage families in understanding the performance of students in order to advance school-wide improvement.
- Strengthen the development of a school culture that consistently communicates high expectations for all students and families, thereby accelerating school-wide performance.

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

PS 328 will prioritize:

4

- Align existing human resources and create positions for additional support staff to better serve the identified needs of the students and the teachers before school, throughout the school day and with additional afterschool and Saturday programs.

- Develop a content based balanced literacy program that addressed the needs of all students and results in increased student achievement.

- Provide comprehensive technology integration for both staff and students in order to infuse technology across content areas.

- School wide systems and structures will be designed to create a safe school environment and culture that supports academic and social-emotional growth of all students through a school wide discipline program that reinforces positive behaviors and addresses students who present challenging behavioral issues.

- Ongoing parent workshops and outreach programs will address strategies to help parents assist their children with academic, social and emotional support.

- Provide all students with expanded learning opportunities that address both academic and enrichment activities that include the arts.

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.**

PS/IS 328 is a former PreK-8 community elementary school located in East New York, Brooklyn presently serving 383 students in grades PreK-5, and includes 52 eighth graders. The school building shares space with HYDE charter school, a K-4 elementary school. Under the former principal, the school faced many challenges and difficulties which resulted in poor student performance.

Over the last year, there have been many staffing changes due to the middle school phase out resulting in excessing and movement of staff to other grades and positions. Assistant principals and coaches left and staff assignments were not aligned for maximum effectiveness or consistency. The March 2012 Quality Review highlights that there was no evidence showing that the designated math coach provided substantive support to guide teacher development in the area of math, despite a six (6) percent decline in the schools previous years overall math performance. The math coach's other responsibilities were teaching Spanish, servicing ESL

students, as the IEP teacher, data specialist and budget and purchasing agent. Funds and human resources were used inconsistently regardless of the data that showed identified school decline. The lack of strategic planning such as the "wholesale placement of ineffective teachers in fifth grade" compromised instruction for the whole grade. The lack of strategic student programming inhibited targeted student growth. Presently, there is one Academic Support Teacher on medical leave, the program has been covered since November by a district teacher in reserve who is supporting students in grade 2-4 and the part time dean who is providing instructional support services for Grade 5 students. A recently hired F status teacher is providing academic support for students in grades K-2.

The eighth grade NYS certified math teacher will remain for the 2014-2015 school year to as a content specialist coach. Her responsibilities will be teacher professional development in mathematics, providing academic support for targeted students in grades 3-5 and as data specialist. A second content specialist will hired to provide professional development and academic intervention support for math and literacy instruction for Grades 1 and 2 and the F status early childhood staff developer will support Pre – grade 2 teachers and students. The addition of these three specialists, funded through the SIG grant, will provide individualized professional development as well as team building across grades. The additional personnel will allow for strategic scheduling of extended professional development activities that will include internal staff, working collaboratively with external partnerships. The additional and reassigned personnel will provide small group intervention for targeted students, including ELL's, SWDS and Students in Temporary Housing, which will result in higher student achievement. Teachers will have the opportunity to receive continuous in house support from experienced staff developers who will assist in lesson and unit planning and model best practices and parallel teach so that each teacher can strengthen their practice which will result in effective and highly effective pedagogy as evidenced by observations aligned to the Danielson Framework for Effective Teaching.

The data specialist will provide teachers with individualized professional development specifically geared toward understanding the data and application of this information to design effective instruction that addresses the needs of all students with emphasis on the lowest performing students. Teachers and administrators will develop partnerships with cultural institutions to extend the educational experience outside of the school through trips that are aligned to the curriculum. Parents will be encouraged to attend trips so that the home-school connection is supported.

Presently, teacher teams are working collaboratively to design curriculum maps that enable them to implement the ReadyGen Core Curriculum. Professional development from the network and in house provides strategies for integrating the whole class instructional model with elements of the balanced literacy/guided reading based on leveled, small group instruction with differentiated texts and tasks. Teachers are beginning to map the new curriculum with Common Core designed tasks that will engage and challenge students.

Teachers, students and parents are enthusiastic about the technology that has been recently introduced into the classrooms with the purchase of Smart Boards, lap tops and carts. This winter 15 teachers registered for an 8 week professional development afterschool program that will certify them as Smart Board users. They have already begun sharing their knowledge and developing interactive lessons. They are asking for additional hardware and software for use in their classroom. Through additional professional development opportunities that focus on curriculum development, effective teaching practices, and designing rigorous Common Core

aligned tasks, an educational culture that provides equal access to learning activities will promote high expectations for all students is developing.

Previously, student access to a computer was limited to a once a week preparation period in the computer lab. At this time, all classrooms are outfitted with Smart Boards. With SIG funding, we will be able to provide a range of either laptops, desktops, iPads, and document cameras. Currently, most of the lower grade classrooms do not have more than one working computer, and most are no longer capable of running many of the new Common Core Aligned software programs. Many of our students including those in temporary housing do not have access to any technology, severely limiting their computer skills or ability to do research or extended their educational experience. Utilizing computers for classroom instructional support, or as a tool to encourage research and writing skills, will prepare students for high school and college and prepare them as career ready. With SIG funds used to purchase classroom technology, students will have the opportunity to take online benchmark reading and math assessments such as Scholastic Reading Inventory and Scantron Math Inventory, which will be used to measure student progress and performance. They will receive differentiated, individualized instruction using programs such as Achieve 3000 and Imagine Learning daily that will address the need of all students, including ELLs and SWDs to regularly assess student progress and performance and provide data that teachers will use to drive instruction.

In January 2014, Brienza's Academic Advantage began providing expanded time learning activities for targeted students in grades 2-5 and 8. 165 students receive 4 hours of additional instruction in literacy and math on Mondays and Wednesdays. Through funding from the SIG grant, this program will be continued and expanded to include kindergarten and first grade students. With the SIG funds, programs will be developed to provide additional instructional time during Winter and Spring breaks and Saturdays. Supervisors will ensure that instructional time is maximized and student behavior is maintained.

Student behavior is an ongoing concern at PS/IS 328 as evidenced by the number of suspension reports. In 2008-09 there were 42 suspensions, 2009-10 54 suspensions, in 2010-11 27 suspensions, and in 2011-2012 44 suspensions. In the 2013-2014 there have been 3 suspensions. Inconsistently addressing behavior has lead to an unsafe school environment, earning an "F" (1.5/15) as evidenced by the School Environment Survey in the NYC Progress Report 2012-2013. As cited in the March 2012 Quality Review, "the cafeteria environment is described... as "chaotic" and "out of control". Since September 2014, the new principal has monitored and revised lunchroom procedures five times, providing more supervision, smoother transitions and movement among students and classes and creating an orderly and respectful climate.

Using SIG funding, strategic scheduling will allow for the utilization of additional staff to assist at lunch, particularly with students who need alternate placement and additional social and emotional support during large group transitional periods. The SIG funds will support the additional personnel used to address the needs of all students and their families, with emphasis on the at-risk students who are struggling academically and/or exhibiting inappropriate social-emotional behavior that disrupt instruction that creates an unsafe environment. PBIS, a school wide behavioral intervention program has begun to be implemented and will continue to support the safe school environment that has now been established.

Parent workshops will be provided, on a monthly basis, by administrators and staff members in addition to partnerships organizations, including Brienza's Academic Advantage. They will present parent workshops that focus on social and emotional programs, such as bullying and

academic support presentations, such as Understanding the Common Core and Helping Your Child with Homework.

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

The new principal, the assistant principals, network personnel, UFT chapter leader, PTA Executive Board and School Leadership Team have met during PTA and School Leadership Team meetings, grade conferences and faculty meetings, to discuss and analyze the needs of the school and develop a school wide improvement plan. The new principal has begun to provide strong leadership that is reenergizing and refocusing the entire school community by implementing a Common Core aligned school wide instructional program to meet the needs of all students and address the behaviors that were impeding the progress and achievement of students and affecting the entire school climate. There was concern about the lack of consistency and support from the previous principal. The need for more extensive professional development and ongoing instructional support from administrators and coaches was cited. A uniform discipline program, additional academic support materials and updated, working technology were prioritized needs. Parents shared their concerns regarding the lack of academic and social emotional support programs available either during the school day, afterschool or on weekends. Presently, there is a dance program but the need for additional music and visual arts programs is apparent. The SIG plan was discussed with key stakeholders at the PTA and School Leadership Team meetings in December 2013 and January 2014, the January 2014 faculty conference and has been reviewed and revised by administrators, The UFT chapter leader, School Leadership Team, PTA, and network personnel.

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

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

Barbra Gedacht has been a New York City teacher since 1974, holding licenses in Junior High School and High School English as well as Elementary Education (Common Branches) and Supervisory Licenses as Assistant Principal and Principal. She earned a B.A. in English with a minor in Secondary Education from Brooklyn College (CUNY) and a Masters Degree in Elementary Education with a minor in Reading from Adelphi University and a Certificate in Supervision and Administration from Brooklyn College (CUNY).

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.

In 1990 Ms. Gedacht began her elementary school career as an upper grade elementary school teacher and social studies curriculum specialist at PS 104Q in Far Rockaway, Queens, New York. In 1994 she authored the Multicultural Framework for Elementary Education and in 1999 co-authored the Grade 4 Social Studies Curriculum Guide for the Office of Multicultural Education for the NYC Department of Education, which was distributed citywide.

In September 2001, Ms. Gedacht became Assistant Principal of PS 223Q in South Jamaica, Queens, New York. Ms. Gedacht's responsibility was the supervision of Grades 3-6 and special education. In June 2002, Ms. Gedacht's federally funded Comprehensive School Reform Grant application was approved and PS 223Q was awarded $564,000 to implement a school wide redesigned program. At that time, PS 223 was a "Corrective Action" school with 17% of the students scoring in Levels 3 & 4 in ELA and 15% of students scoring in Levels 3 & 4 in Math. By 2005, PS 223 was a "School in Good Standing" with 44.2 % of the students scoring a Level 3 or 4 in ELA and 52.7% in Levels 3 & 4 in Math.

In September 2008, Ms. Gedacht assumed the position of Assistant Principal of PS 214K in East New York, Brooklyn. She was responsible for Grades 3-5 and also served as Supervisor for Special Education. During her tenure the NYS ELA Performance Data shows that the percentage of all students in grades 3-5 moved from 42% to 51% in Levels 3 & 4 and that NYS Math Performance Data shows that the percentage of all students in grades 3-5 went from 55% to 62% in Levels 3 & 4. In August 2013, Ms. Gedacht assumed the position of Principal of PS/IS 328K in EastNew York, Brooklyn.

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.

An assistant principal is responsible for supervising all grade 8 classes, math instruction for classes in Grades 3-5, supervises the Dean, cluster teachers and handles behavior issues. Additionally, he is receiving data training from the network to support our school wide agenda of using data to drive instruction. A second assistant principal is responsible for early childhood classes – grades Pre K- 2, special education and related service compliance issues, inventory and management of school aides, support staff. * Note: Retired - February 1, 2014 and a vacancy will be created to fill the position.

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.

Current supporting leadership:
Principal – Barbra Gedacht (as of August, 2013) supervisor – Literacy grades 3-5
Assistant Principal – Joseph Simione – responsibilities – supervision of Grade 8, Math – grades 3-5. Data Inquiry, scheduling, operations, discipline
Assistant Principal – Sonja Webber-Bey*– responsibilities – supervision of Grades PreK- 2 literacy and math, special education and support personal, related services. *Retirement – February 2014.
Dean – Ann Marie Hurt – Dean, AIS/RTI student support
F status Early Childhood Staff Developer/AIS providers – Rosanne Granoff – providers staff development, instructional support for teachers in K-2, RTI and AIS services for students in Grades 1-2.

Proposed supporting leadership
Principal – Barbra Gedacht - building supervision
Assistant Principal – Joseph Simione – supervision - Grades 3 -5, scheduling, operations, discipline
Assistant Principal – (vacancy created due to retirement) – Supervision of Grades PreK-2, special education
Content Specialist Coach – Judith McClean Black – staff development – Grades 3-5 Math, data inquiry, technology support RTI/AIS student support, partnership integration
Content Specialist Coach – Deborah Schall – staff development – Grades PreK – 2, data specialist, RTI/AIS student support, partnership integration
F status Early Childhood Staff Developer/AIS providers – Rosanne Granoff – providers staff development, instructional support for teachers in K-2, RTI and AIS services for students in Grades 1-2.
Dean – Ann Marie Hurt – Dean, AIS/RTI student support

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

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

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

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

Change Needed in School Staffing: In order to build capacity within existing staff, there are several key positions that are necessary to develop and sustain a strong Instructional Leadership Team. Two content specialist coaches are needed to provide teacher support through comprehensive instructional coaching and support the professional development provided by the strategic partnerships by modeling specific strategies for improved instructional delivery. They will support teachers through lesson plan development, demonstration lessons, arranging inter-visitations and communicating citywide initiatives and expectations. They will work directly with assistant principals, serving as direct resources in identifying appropriate research based strategies and interventions to improve student achievement in ELA and Math. Additional emphasis will be placed on appropriate strategies that will address ELLs, SWDs, STHs and at risk students. Coaches will support professional development of teachers by guiding them with setting goals to improve teacher practice, facilitating grade level conferences, common planning periods, building trust and collaboration among teachers on and across grade levels by clearly defining the Principal's vision and defined instructional agenda.

Content Specialist/Coach position - staff development – Math, ELA, Technology, Data Inquiry – Grades 3-5 AIS/RTI student support
Content Specialist/Coach position – staff development – Math, ELA, Technology, Data Inquiry – Grades PreK – 2 AIS/RTI student support
F status early childhood staff developer – RTI/AIS student support
Dean-Academic/Social-Emotional Support Teacher – Full time small group intervention services

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 administrative team consists of one principal and two assistant principals. The principal directly supervises the assistant principals and assigns them specific administrative responsibilities aligned to their experience, expertise and needs of the school. Assistant principals are responsible for the instructional leadership in grades PreK-2 or 3-5 and will supervise the content specialist coach assigned to those grades. They are responsible for setting professional development schedules with coaches and partnerships, assigning staff to attend specific professional development activities, working collaboratively with teachers and support staff at teacher team meetings, analyzing and reviewing student data, monitoring student

progress and evaluating effective teaching practices and teacher support and report directly to the principal.

The instructional team, consisting of two coaches, a staff developer, dean, guidance counselor, an early childhood staff developer, academic support teacher, SETSS teacher, ESL teacher, partnership consultants and administrators will work collaboratively with the goal of building capacity, developing teacher leaders and creating individualized action plans focusing on each teacher's strengths and areas needing support. The coaches will meet with teachers individually weekly to assist with lesson planning, review student work and assessment results. They will meet with teacher teams to discuss trends and data and ensure that there is consistency horizontally and vertically as they scaffold curriculum and standards of the prior grade, while looking forward toward the next grade's expectations. Working closely with the strategic partnerships, the coaches' will build capacity and create teacher leaders who will be able to sustain and further support the school wide instructional agenda. The SETSS Teacher will specifically focus on the individual needs of the students with disabilities and assist teachers with strategies they can implement daily in their pedagogy. The ESL teacher will service the students in need of language acquisition and support as well as support teachers in their classrooms and provide professional development support. The Dean will continue provide the social and emotional support that will address students with behavioral issues and those in need of individualized academic and social-emotional support. The Dean will work collaboratively with the guidance counselor and family workers to implement support services and parent outreach.

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.

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

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

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

Partner Organizations	Rationale	Role in Implementation
Literacy Support Systems PO Box 482 Point Lookout, LI 516 432-8671 Fax 516 432 3263 www.Literacysupport.org	Literacy Support System's (LSS) qualified consultants will help develop best practices in the balanced literacy approach to learning. LSS's program will provide ongoing professional development that teaches best practices and strategies for differentiating instruction for all students, including SWDs and ELLS. LSS will assist administrators and coaches with professional development including creating and implementing scaffolds for at risk students, SWDs and ELLs, while still maintaining expectations and rigor demanded by the curriculum. Professional development will be thorough and hands-on, providing a variety of strategies and resources connected to Common Core and Universal Design for Learning guidelines.	Literacy Support Services will provide ongoing professional development for teachers in all aspects of balanced literacy, differentiation of instruction, and looking at student work, using data to drive instruction and meeting the academic, social and emotional needs of challenging individual students through well designed literacy instruction that integrates social studies, science, the arts and technology. Consultants will work individually with teachers to develop curriculum maps that include lessons and units that incorporate best practices and train coaches to continue to build capacity and develop teacher leaders. Consultant specialists will focus on working collaboratively with teachers and coaches to implement a strong writing component through a read/writing workshop model. Coaches and teachers will receive professional development that highlights the design, use and review of initial and ongoing assessment to drive instruction. Literacy Support Systems provides hands-on and intensive coaching sessions directly with teachers, building their capacity to assess individual student and whole class needs, implement differentiated reader and writer workshops, create rigorous curriculum that includes modifications and scaffolds for SWDs, and develop behavioral supports and structures. Through a variety of contexts including workshops, study groups, lesson study, and one-to-one instructional coaching, Literacy Support Services will lead teachers in an initiative to maximize the growth and performance of all students, including SWDs and ELLs.

New York Historical Society 170 Central Park West NY, NY 10024 Dr.Sharon Dunn, Director of Education- Social Studies Enrichment 212 873-3400 X292 SDunn@NYHistory.org	Teachers need support creating interdisciplinary activities that incorporate the arts, social studies and technology and allow students multiple points of entry and the opportunity to engage in hands on creative projects that require higher level thinking. Teachers will work collaboratively with artists and historical curators to develop and implement social studies based art projects that engage students.	The New York Historical Society provides hands on creative interdisciplinary activities that integrate social studies and art through the HISTORY THROUGH ART series of workshops. Presenters from the NY Historical Society work together with teachers to provide in depth history instruction including a hands-on arts project that all students will complete. All students in grades 3-5 including at risk students, SWD's and ELLs will have the opportunity to engage in literacy and social studies curriculum activities using art and various media to create projects that are aligned to the standards, promote creativity and build self-awareness, social skills, and self-esteem. Technology will also be integrated into the design of the tasks and the creation of the projects.
Studio in a School 75 West End Avenue New York, NY 10023 Aline Hill-Ries, Director of Programs	Studio in a School will provide students in Grades K-2 the opportunity to expand their learning activities and strengthen their literacy skills through standards based art and literacy projects that integrate the ELA, science and social studies curriculum. Working with artists to design hands on art projects, students will have different curriculum entry points and build self-esteem and social and emotional awareness through creative art tasks.	All students in grades K-2, including struggling students, students with at risk behavior, special education and English language learners will be provided the opportunity to explore educational learning activities and have access to the curriculum using art based projects that are standards based and promote self-awareness and creativity. Teachers will have the opportunity for professional development as they work beside trained artists exploring the use of different art media to provide hands on activities that engage students and enhance the learning experience. Art projects incorporating technology will also be integrated into the program. Parents will be given the opportunity to work in the classrooms, along with the artists and teachers to increase parent involvement in instructional activities.

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

See attachments C.

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

Partnerships that involve professional development for teachers will center on the needs of each individual teacher and the role of each member of the instructional team to support improved pedagogy, developing best practices and building capacity as teacher leaders. All parties will use the mutually agreed upon benchmarks to determine responsibilities, create deadlines for the completion and specify which parties will complete the necessary actions. Action plans and progress toward benchmarks will be reviewed by an administrator, teacher, and coaches, in collaboration with the partnership. Benchmark determination will be consistently evaluated to determine efficacy.

Partnerships working with students to provide academic support will be accountable for the pre, post and interim assessment monitoring of student progress. The partnership evaluative tools will analyze student academic performance, student engagement and outcomes. Partnerships that are focused on behavioral, social and emotional components will use evaluative tools to determine the effectiveness of the programs. Administrators, content specialists and teachers will review, monitor and revise times lines and benchmarks, in addition to outcomes to determine effectiveness of programs to determine effectiveness.

G. Organizational Plan		*8 points*

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

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

See Attachment G.

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.).

Principal: The principal is the instructional leader who monitors the implementation of all school initiatives in collaboration with the assistant principals, UFT chapter leader and key personnel. The Principals role is to provide administrative and instructional leadership, establish long term and short term goals and build a structure of collaborative relationships within the school and the community with the purpose of achieving these goals. The principal shares with the administrative team her goals and rationale and solicits input and information. Ultimately decisions and goals are determined through collaborative discussion. The Principal and administrators meet formally at least once a week to share information and discuss procedures and systems currently in place and speak informally throughout the day. The principal meets monthly with the School Leadership Team and the Executive Board of the PTA. Decisions are discussed and school wide parent and student surveys have been conducted. The administrators

will make key decisions and discuss the roles and responsibilities of all staff members involved in the implementation. One priority is to utilize the limited personnel and funds to maximum effectiveness and build capacity for additional secondary leadership. The Principal communicates through emails, notices, morning announcements, grade and faculty meetings, PTA and Leadership team meetings and professional development sessions. A monthly school calendar and parent newsletter is sent home to communicate information. Information is made available in English and Spanish.

Assistant Principals: The role of the assistant principals is to share the principal's vision and priorities by engaging in actions that contribute to the achievement of school wide goals. They share concerns specific to the teachers and staff they supervise in an effort to develop a school wide yearly professional development plan that improves teaching practices and results in improved outcomes for all students. They meet weekly with teacher teams to provide leadership for the planning, development and implementation of the school instructional program. They provide instructional leadership through the supervision and evaluation of select staff members. They are responsible for relaying important information to their staff and collecting data and information to share with the principal. They plan with teacher teams, support personnel and parents to further the development of effective community relationships and conduct activities that increase school and community support. The Assistant Principals and Dean work closely to maintain a safe and orderly school environment. The Dean communicates to parents, students and staff the rules, procedures, systems and structures designed by the administration for the effective management of the school.

The staff developer, AIS support personnel, SETSS/IEP teacher, guidance counselor and ESL teacher are tertiary members of the instructional cabinet who serve as liaisons between the staff and administrators. They are directly supervised by an assistant principal, serve a specific role and bring knowledge, expertise and insight related their specific domains to members of the administrative cabinet. They work collaboratively with administrators to develop and support a culture of reflective feedback among teachers by assisting in adapting curriculum and instruction to meet individual needs of students. The assistant principals share information regarding school decisions with these staff members and request input and data regarding specific matters. They provide teacher and student support services and disseminate information during professional development and parent outreach activities.

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

The NYCDOE implemented *Advance*, a new system of teacher evaluation and development in school year 2013-14. *Advance* was designed to provide teachers with actionable feedback and targeted support to improve their practice, with the goal of improved student outcomes to ensure all students graduate college and career ready. The Measures of Teacher Practice (MOTP) component of *Advance* counts for 60% of a teacher's evaluation. In this component, teachers receive ratings and feedback on classroom observations and teaching artifacts based on a

teaching practice rubric, Danielson's *Framework for Teaching*. Teachers may also choose to submit teaching artifacts to inform their evaluation rating. For teachers of students in grades 3-12, student feedback also informs teachers' ratings under MOTP.[1] The Measures of Student Learning (MOSL) components of *Advance* is worth 40% of a teacher's overall evaluation rating – the State Measures component is worth 20% and the Local Measures component is worth 20%.

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

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

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

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

relating to the administration of MOSL; these resources help schools implement new assessments and understand how those assessments are used to evaluate teacher performance. The *Advance* Web Application, another key resource for school in implementing *Advance*, is an online application that helps evaluators make key decisions about *Advance* and track their progress to meeting the requirements of *Advance*.

At PS/IS 328, the Principal and Assistant Principals will carry out the citywide instructional expectations implementing Danielson's Framework for Effective Teaching using the plan instituted by the DOE in 2013. The schedule will be maintained by the Principal and Assistant Principals. Each teacher will receive the minimum number of observations as determined by their chosen option and will receive timely and actionable feedback which will lead to improved pedagogy.

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.

Professional Development Schedule 2013-2014

Date	Event	Presenter	Measureable Outcome	Analysis Reporting Method
Sept. 4 2013	Faculty meeting Danielson	Administrators	Establishing environment respect and rapport Arrangement furniture/physical resources Management materials and supplies	Walkthroughs administrators, Teacher effectiveness evaluations
Sept. 4 2013	Core Curriculum Ready Gen Expeditionary Learning, MP3 Go Math	Administrators	Increase teacher Knowledge and Familiarity with program	Curriculum, unit and lesson reviews
Sept. 9 2013	Teacher Team Meetings PreK – Grade 2	S.Webber-Bey	Improved units and lesson plans	Improved units and lesson plans
Sept 11 2013	Reporting data Teachability web Site, Running Records	S. Webber-Bey	Development of Data Binders	Data driven instruction evidenced in lesson planning
Sept 26 2013	Guided Reading Grades 3-5	Kindra Holloway Gr. 5 Turnkey UFTTC	Content/skill Based lessons Curriculum maps	Curriculum, unit and lesson reviews- Tea effectiveness evaluations

Sept 27 2013	Grade 4 Teacher Team Meeting	Principal C. Cleophat	Curriculum maps Content/skill Based lessons	Curriculum, unit and lesson reviews- Tea effectiveness evaluations
Sept 8 2013	STARS training	CFN 210 J.Simione	Improvedstudent schedule and recordkeeping	Effective Data monitoring
Sept 12 & 13, 2013	ESL Training	CFN 210Network B.Tian	Use of strategies In classroom/lesso plans	Differentiation
Sept. 19 2013	Special Education Reform -	Mia Williamson		
Sept 26 2013	Inquiry –review NYC perm tasks	administrators	Using rubric to Eval writing/math	Using data to Design tasks
Oct 10 2013	Inquiry –review NYC perm tasks	administrators	Using rubric to Eval writing/math	Using data to Design tasks
Oct 17 2013	Inquiry –review NYC perm tasks	administrators	Using rubric to Eval writing/math	Using data to Design tasks
Oct 24 2013	STARS classroom	J. Simione	Report cards	
Oct 31 2013	Grade 4 Grade C Conf.	B.Gedacht	Review of 1st unit ReadyGen-spiders Bal Lit – SS Nativ Americans	Portfolio writing Compare/Contr Algon./Iroquois
Nov. 4 2013	Grade 3 Grade Conf.	B. Gedacht	Instructional Shifts	Align to Ready Gen ELA
Nov. 5	Election Day	Admin. UFTTC	Instructional Shifts/Curr Map	Align to Ready Gen
Nov 18	Grade 3	B. Gedacht	Ready Gen Thundercake character actions	Curriculum, unit and lesson reviews
Nov. 18	Faculty Meeting	B. Gedacht J. Simione	NYC Progress Report -	Data analysis
Nov. 21	Inquiry- Curric. mapping	Administrators	Go Math Ready Gen	Curriculum, unit Review – le planning
Dec 5	ESL Strategies	Myriam Augus NYU Resource Specialist	Using strategies address needs	Data & strategie instruction evidenced in lessor planning
Dec 9	Grade 3 Grade conference En NY Sample CCLS questions	B.Gedacht	Improved units and lesson plans	Use of material assess students Performance/need

Date	Event	Facilitator	Focus	Outcome
Dec 11	Grade 4 conf ELA C.Cleophat B. Gedacht Turnkey – ReadyGen Eng NY Sample CCLS questions			
Dec 12	Grade 5 Grade conference Eng NY Sample CCLS questions Using paired passages-Exemple	B.Gedacht	Rigorous tasks	Student work On task
Dec 12	Inquiry -Cu Mapping K-2	Administrators	Go Math Ready Gen	Curriculum, unit Review – le planning
Dec 12	Guided Reading 3-5, 8	Liz Welsome, CFN 210	Improved units and lesson plans	Improved planning Effect. Evals.
Dec. 19	408 Compliance	Mia Williamson	Compliance	
Jan 9	Guided Reading Materials K-2	S. Webber Bey R. Granoff	Differentiation- Improved student performance	Improved units and lesson plans
Jan 13	Faculty Meeting	Test Admin Handbook – Sini Grant		
Jan 16	SmartBoard PD	TEQ	Interactive lessons Activities – studen engagement	Student Performance Lesson Plans Improv. behavior
Jan 23	Grade 4 Grade Conference- Turnkey PD CFN 210	C. Cleophat	Rigorous tasks Depth of Knowledge	Improved units and lesson plans CCLS aligned task
Jan 23	SmartBoard PD	TEQ	Interactive lessons Activities – studen engagement	Student Performance Lesson Plans Improv. behavior
Jan 30	Smartboard	TEQ	Interactive lessons Activities – studen engagement	Student Performance Lesson Plans Improv. behavior
Jan 30	Grade 2 Conference- B.Gedacht R.Granoff		Improved student Writing	Improved units and lesson plans

	Writing – U graphic organizer 4 square		Note taking	CCLS aligned task
Feb 3	Faculty Meeting SIG Grant Instructional Shift	B.Gedacht		
Feb 3	Grade 5 PD Guided Reading Notes	B.Gedacht		
Feb 5	Grade 5 Grade Conf – Go Math	J. Simione	Differentiation-Improved student performance	
Feb 6	SmartBoard PD	TEQ		
Feb 6	CFN 210 CCLS Aligned Ready Gen	J Simione		
Feb 10	Grade 3 Conf Guided Reading Notes	B.Gedacht		
Feb 11	Grade 4 Go Math	J Simione		
Feb 12	Grade 4 Conf Guided Reading Notes	B.Gedacht		
Feb 13	SmartBoard PD	TEQ		
Feb 24	Grade 3 Go Math	J.Simione		
Feb 27	SmartBoard PD	TEQ		
March 6	Faculty Meeting			
March 1				
March 2				
March 2				
April 3				
April 7	Faculty Meeting			
April 10				
April 24				
May 1				
May 5	Faculty Meeting			
May 8				
May 15				
May 22				
May 29				
June 5	BQ Day			
June 12				
June 19				

H. Educational Plan

8 points

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

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

ELA: The English Language Arts curricula will be designed to ensure that guided reading and intentional grouping is built into the literacy block with multiple entry points and challenging rigorous and engaging work. Social studies and science will be taught using the balanced literacy prototype using leveled texts and resources.

The instructional team will revise units to promote alignment for all content areas with literacy skills. Professional development by LSS and coaches will focus CCLS curriculum maps aligned to Understanding by Design. Teachers will closely analyze student work during inquiry time to analyze data on student progress and performance. Partnership consultants will collaborate with teachers to design activities provide hands art/literacy instruction. Science inquiry will include additional hands-on science experimentation, utilizing the science laboratory on the 4th floor.

Mathematics: GO Math will be used as the school wide math program with additional supports to address specific topics such as fractions, number sense and algebra. The use of manipulatives and other resources will be encouraged. Students will be engaged in math games and activities and classroom technology will be utilized to reinforce mathematics strategies and number sense.

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.).**

ELA- the balanced literacy prototype will be utilized to introduce and support the text through a first read and close reading. Students will utilize reading strategies to delve deeper for comprehension with complex text, use academic vocabulary and discuss concepts, author's purpose and inferences with classmates as the teacher facilitates discussion. Comprehension will be frequently monitored for understanding through a variety of differentiated tasks. Leveled resources with multiple entry points will ensure students are engaged in challenging work. A balance of fiction and non-fiction on various levels of text complexity be utilized. Curriculum

maps and lessons, with scaffolded questions, will require critical thinking for opinion and textual evidence.

Educational software programs such as Achieve 3000 and Imagine Learning will provide initial benchmark assessment and monitor student progress and data which will determine next steps and drive instruction.

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

In the 2013-2014 school year there are 184 school days.
The school day consists of the following schedule –

8:00 – 8:43 – Period 1	Period 6 – 11:55 – 12:38
8:44 – 9:27 – Period 2	Period 7 – 12:40 – 1:30
9:28 – 10:11 – Period 3	Period 8 – 1:31 – 2:20
10:12 – 10:55 – Period 4	Extended Day Tues/Wed 2:20 – 3:10 student instruction
11:00 – 11:50 – Period 5	Thurs 2:20 – 3:10 teacher prof. develop.

A 90 minute balanced literacy block, a 90 minute math block, a writing period, a content period (social studies/science/art) period, lunch and preparation period – gym, dance, or technology comprise the school day.

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).**

Analysis of regularly scheduled assessment will drive the instructional program. Pre, interim and post-assessment will include online and teacher created assessments and rubrics.
During and after each unit, teachers, coaches and administrators will evaluate student work during teacher team meetings using several different lenses to determine trends representing strengths and weaknesses. The student writing and math benchmarks will be used for future evaluation, as models to be shared with students and as portfolio pieces.

TIME FRAME	UNIT/ASSESSMENT	NOTES
September	Scholastic Reading Inventory Baselines Reading Assessment	Students electronically assessed–Data entered in Reading Tracker
September	Comprehensive Analysis Reading Skills – CARS – Item Skills Analysis	Grades 2-5 – Data used to form groups
October	New York City Performance Task Literacy – Grades K-5	Individually scored using rubric as baseline local MOSL
October	New York City Performance Task Math – Grades K-3	Individually scored using rubric as baseline local MOSL
October	Scantron – 3rd Party Performance Task – Math Grades 4-5-	3rd party electronically scored perform. task – baseline MOSL
October	Ready Gen/Go Math – Unit One Assessment	Perf. Task – writing
November	Ready Gen/Go Math – Unit Two Assessment	Perf. Task – writing/math

Professional development will focus on using data tracking software, defining the different trends (student, teacher, class, and grade) and recognizing these trends. Professional development will be tailored to each teacher's technical ability, as well as experience examining trends. The data specialists, together with a data consultant, will provide support in a one-on-one context.

The Data-Driven Inquiry instructional cycle will help teachers identify strategies to maximize student learning, data analysis and action planning. Coaches and administrators will provide workshops on understanding and using data to inform instructional decisions and design assessment. Teacher teams and administrators will systematically analyze key elements in teacher practice as well as assessment data and student work including portfolios, which will result in more effective teacher practice (e.g. rigorous tasks, well-sequenced units, effective instructional techniques) and mastery of goals for groups of students. In September all students will be given an ELA baseline assessment. This data, teachers will reflect on their individual student and class data and identify common trends and deficiencies across the grade. The baseline assessment provides valuable information focused on increased student engagement and learning and target individual student needs. Students in grades 2-5 will be assessed using the CARS – Comprehensive Assessment of Reading Skills - Item Skills Analysis to identify mastery of specific literacy skills. These targeted areas will be addressed during (AIS) Academic Intervention Services, during the regular school day and as entry points for differentiated instruction. The data will also identify the students for the before and after-school, and Saturday programs.

New York City Performance Tasks outlined in the Measures of Student Learning Local Assessment Option will be administered and results will be used to further adjust the content curriculum and target individual student learning goals. The Spring benchmark assessment will be used to determine student progress.

December	Ready Gen/Go Math – Unit Three Assessment	Perf. Task - writing
January	Scholastic Reading Inventory Assessment	Students electronically assessed Data entered in Reading Tracker
January	Ready Gen/Go Math – Unit Four Assessment	Perf. Task - writing
January	Scholastic Reading Inventory Baselines Reading Assessment	Students electronically assessed Data entered in Reading Tracker
February	Comprehensive Analysis Reading Skills – CARS – Item Skills Analysis	Grades 2-5 – Data used to review grouping
February	Ready Gen/Go Math – Unit Five Assessment	Perf. Task - writing
March	Ready Gen/Go Math – Unit Six and Seven Assessments	Perf. Task - writing
April	NYS ELA and Math Assessments NYS Science Assessment-Gr.4	
April	Ready Gen/Go Math Unit Eight Assessments –Grade K-2	Perf. Task -writing
May	ReadyGen/Go Math –Unit Nine Assessment Grade K-2 Unit 8 and 9 – Grades 3-5	Perf. Task – writing/math
May	New York City Performance Task Literacy – Grades K-5	Individually scored using rubric as baseline local MOSL
May	New York City Performance Task Math – Grades K-3	Individually scored using rubric as baseline local MOSL
May	Scantron – 3rd Party Performance Task – Math Grades 4-5-	3rd party electronically scored perform. task – baseline MOSL
June	ReadyGen/Go Math – Unit 10	Perf. Task - writing
June	Comprehensive Analysis Reading Skills – CARS – Item Skills Analysis	Grades 2-5

Teacher inquiry teams meet every week during a 90 minute block and common planning periods during the week as scheduled. Additionally, there is a weekly 50 minute Teacher Team Inquiry Period. Teachers review student progress based on data from assessments. The instructional team will target ELA and Mathematics to further our goal in reaching Annual Yearly Progress goals. During inquiry time, the instructional team and teachers meet and plan lessons that address strategies that have been identified by the data. Actions include: 1) Setting up action plans for the students, student goals, action plans, AIS, RTI. 2) Changing instructional strategies, differentiation 3)Revising the role of coaches: Modeling instruction, providing professional development, using the feedback from teacher evaluation reports based on the Danielson Framework to improve teacher practice.4) Modifying the curriculum by adjusting the curriculum maps and sharing best practices on implementation of lessons, differentiated activities and curriculum modification based on student data. 5) Professional development training for teachers in areas of weakness based on student academic performance.

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.**

Many staff members are responsible for providing AIS/RTI services to students throughout the school day. There are two part time academic support teachers. Ms. Diaz who services students in Grades 2, 3 and 4 and Ms. Spencer who services students in grades 3, 4 and 5. The I status early childhood staff developer provides academic support services for at risk students in grades K and 1. Mr. Beedles, the SETSS teacher provides services for at risk students, in addition to his mandated students in grades 2-5 and 8. The principal provides academic support services for 3 students in Grade 2 and 1 student in grade 3 in ELA and 2 fourth grade students for math. Student data is analyzed to determine which students are in need of support and schedules are reviewed to determine which service can service the student.

The guidance counselor, school psychologist and social worker are all assigned specific students who are in need to at risk counseling services. The guidance counselor takes students 1:1 or in small groups and facilitates a larger group of students during each of the lunch periods. The two family workers are also responsible for servicing students during the school day and during lunch periods by providing activities that encourage social skills and positive student interaction.

The administrators meet regularly and monitor and review the assignments of support personnel to determine the effectiveness, based on the student's academic record or behavioral incidents. Logs are kept to demonstrate number of sessions, attendance and outcomes.

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.**

All schools should cultivate an environment in which all students feel safe and supported. families are welcome members of the school community and each student is known by the adults in the building. Throughout the school year, teachers and staff will assess the academic, social and emotional needs of students. Student behavior is monitored throughout the day starting in the cafeteria at arrival. Staff assignments and placement are reviewed to ensure effective management throughout the school day. Additional support personnel will be strategically assigned to monitor student transitions and assist with behavioral issues that might occur. Using SIG funds, additional support in the classrooms provided by the coaches, working with students directly, will address disruptive behavior.

According to the March 2012 Quality Review "...students and parents voice apprehension about the lack of respect and negative school tone ... the cafeteria has been described as "chaotic" and "out of control". The two lunch periods have been revised to address specific concerns and create an orderly atmosphere. The Dean and additional staff including trained parent volunteers now assist at lunch time and to alleviate large group movement in an effort to create a more orderly and controlled environment. Dismissal procedures are also monitored to determine effective use of personnel and resources.

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.**

PS/IS 328 will increase parent and family involvement and communication with the emphasis on supporting student learning and building social skills and behavioral interventions. All programs will be aligned to the Title I requirements for shared decision making in school based planning. The goal of PS/IS 328 is continuously build parent capacity and involvement so that the parent, student and school work as a team to increase student achievement.

Parent –Home communication is vital to the success of any school program. Specific actions and strategies that will be put in place and built upon include: 1)Providing parents with translated information regarding all DOE initiatives, Common Core Learning Standards, curriculum, citywide and school expectations, student placement, activities and services available. Communicate with parents regularly through teacher and staff contact, administrative contact, student progress reports and letters and notices published in English and languages spoken at home. 2) Provide an accessible parent/family information center run by the Parent Coordinator and family workers, to support parents and families with materials, outreach information, and services for English Language Learners (ELLs) and Students with Disabilities (SWDs). 3) Encourage parent volunteers through the Learning Leaders program. 4) Conduct parent-teacher conferences with parents at least twice a year, with follow ups as needed. Assist parents with arranging varied conference times to accommodate parent schedules and language barriers.

5) Provide staff development, for all school staff, regarding effective communication strategies and the importance of regular communication between the school and the family. 6) Establish a procedure for immediate and regular contact between parents and teachers when issues arise.

7) Provide a school calendar to inform parents of important events/dates. 8) Provide a parent newsletter that shares information regarding themes and units of study that students will engage in during the month 9) Share reports on school performance with parents and solicit input for future goals. 10) Provide workshops on how to foster parent involvement with learning at home, strategies to assist with homework and give feedback to teachers 11) Expand parents' decision making capacity regarding their child's educational options and needs through workshops for all students, including parents of ELLs and SWDs.12) Enable parents to comprehend the significance of student periodic common assessment results, ARIS, report cards and skills analysis of their child's performance on NYS standardized assessments.13) Gauge parent and

community satisfaction through specific school surveys and by administering the yearly NYC School Survey and use the data from parent surveys to inform goal setting and planning that addresses parent and community concerns and needs.14) Formulate parent surveys to gather parent feedback regarding issue and shared decision making policies.15) School Psychologist and Social Worker will continue to link parents to programs and resources within the community that provide support services to families.16) Utilize family workers, parent coordinator, school aides to provide attendance outreach, home visits, translations, coordinate monthly attendance meetings, follow up on 407's, work with Attendance teacher to address Long Term Absences, coordinate with family workers at local shelters, attend PPT meetings to support students and families at risk.

1. 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 School Leadership Team, the UFT Chapter Leader and assistant principals worked with the principal to review data, identify and assess needs, establish goals and set priorities. The administration met with teacher teams and teachers individually, to review and discuss initial benchmark data and create an action plan to review and modify the curriculum, begin to implement the instructional shifts and develop strategies to differentiate instruction based upon the needs of students. The Principal, assistant principals, staff developer, UFT chapter leader and network support personnel began the process of developing the plan and identifying the professional development needs and partnerships.

ii. **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.**

DATE	ACTIVITY	Responsible Party	Measureable Outcome	Method of Analysis
September 2014 – June 2015	Differentiation Strategies PD CloseReading	LSS, coaches Staff developer Network CFN210	Increased student performance	lesson plans – teacher effectiveness evaluations
September 2014–June 2015	Backwards Planning – Using Performance Tasks to shape instruction - ELA	LSS, coaches Staff developer NetworkCFN 210 Admin	Scaffolded lessons aligned to CCLS	curriculum maps,unit performance tasks
September 2014 – June 2015	Using Assessment in instruction	LSS coaches Staff developer NetworkCFN 210	Teacher Effectiveness evaluations	Observations-Teacher evaluations
September 2014 -June 2015	Effective Modeling	LSS coaches Staff developer Admin.	Teacher Effectiveness evaluations	Observations – teacher evaluations
September 2014 – June 2015	Go Math curriculum support	Coaches Admin Houghton Mifflin Network CFN 210	Improvement in student work Tasks aligned to CCLS	Teacher Effectiveness evaluations
September 2014-June 2015	Professional Development – Art Integration to literacy curriculum	Studioin a School Grades K-2 NY Historical Society Gr 3-5	Improvement in student work products CCLS Tasks	Increased student engagement - achievement
September 2014-June 2015	Questioning and Discussion Techniques	LSS, coaches Staff developer Admin	Level of questions critical think.	Observations-Teacher evaluations
September 2014-June 2015	PBIS Behavior Intervention Program PD	PBIS Facilitator Dean, Guidance Counselor	Improved student behaviors	Decreased student incidents
September 2014-June 2015	Development writing curriculum – K-5 Introductory/Opinion writing – 4 square	LSS, coaches Staff developer Admin		
September 2014-June 2015	Differentiated Instruction-Technology	Achieve 3000 Imagine Learning	Support of ELL and SWD Students	Increased student achievement
September 2014-June 2015	IntegratingTechnology in the Instructional Program	TEQ Content Specialist coaches Staff developer	Increase in student engagement – interactive lesson planning	Observation – teacher evaluations Increase student achievement
September 2014-June	Scholastic Reading Inventory	Scholastic Content specialist	Increased ability to	Grouping Increased

2015	Scantron - Math	Technology coaches Teacher	collect and assess data	student performance –

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.

PS/IS 328 will maintain a policy of school community consultation and collaboration with all constituencies and educational stakeholders to communicate the implementation the programs identified in the SIG plan. Communication about the school's NYS Priority status was shared

with teachers at faculty and grade meetings and with parents at PTA and school leadership team meetings and parent workshops. All constituencies were informed about the SIG application. Strategies regarding parent communication have been included within the application and are addressed in the implementation plan. Key stakeholders who serve on various school committees, including the SLT, will meet regularly to assess, plan, evaluate and suggest improvement strategies regarding the implementation of the identified programs over the three years and will be addressed as part of the SCEP in order to ensure that instructional programs are able to meet the needs of all students, that partnerships are evaluated to determine maximum effectiveness and that parents are encouraged to participate and play an active role in assisting the school to meet its goals.

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 goal for year one is to build teacher capacity through professional development by the instructional team. Teachers will provide effective individualized and small group instruction to at risk students during the school day and in expanded learning time. Beginning June 2014, the instructional team will review data sources to determine areas of need and effective practices. A review of the curriculum maps and a decision regarding continuing the current ELA curriculum will be discussed and determined. The GO Math program will also be reviewed to determine effectiveness school wide.

The principal, instructional team, network and partnerships will develop a professional development calendar to ensure that all teachers begin with a common understanding of the School Improvement Plan, the expectations for their participation and performance, the goals that have been established and a clear vision of the work ahead.

The Principal will ensure that the instructional team and the partners are working collaboratively at all times by meeting with each member to review expectations, work schedules and time lines. The team and partners will begin examining the current data, setting goals that are mutually agreed upon with benchmarks that are measurable and time bound. Benchmarks will be reviewed regularly to determine effectiveness.

Hardware and software will be purchased and distributed to all classrooms. Initial benchmark assessments will be administered online and student progress will be monitored and analyzed. Teacher will receive professional development from coaches on analyzing data to support student achievement.

Services will be monitored and various types of data (student work, teacher teams outcomes, assessment results, teacher effectiveness evaluations) will be used to determine progress toward meeting established goals.

Reported incidents of student behavior will decrease. Student engagement in a variety of classroom activities will be evidenced during classroom observations resulting in increased student achievement. Student outcomes resulting from literacy/art and literacy/technology projects created in collaboration with Studio in a School and the New York Historical Society will increase.

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.

"Early wins" that will serve as indicators of a successful plan will be evidenced by 1)improvement in teacher effectiveness, as evidenced in observations evaluated using Danielson's Framework;2)Student performance on initial benchmarks, performance tasks,

interim assessments Sept – Dec. 3)Increased parent involvement as evidenced by attendance sheets at workshops, parent teacher conferences and parent involvement activities.

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 leading indicators for success will be regularly collected as follows: Reading levels will be assessed in September 2014 using Scholastic Reading Inventory online and results will be collected and analyzed by the instructional team. Data from the reading inventory will be used to design instruction and set goals. Writing samples will be collected and reviewed to ensure that professional development activities and strategies are being implemented and showing student achievement. Indicators of success for Teacher lesson planning, curriculum and lesson development will be determined by increased effective teacher observations and evaluation reports and monitored on a monthly basis. Data from Achieve 3000 and Imagine Learning will be collected bi-monthly and reviewed by the Instructional Team to determine effective usage of technology software programs and increased student performance.

An increased number of parent workshops, additional parent outreach through notices and newsletters will result in increase parent participation in school activities as evidenced by attendance at workshops and meetings and survey results. The administration will review the data from these sign in sheets and agendas that will indicate success.

2014-2015 School Improvement Grant Application
School-level Plan

Attachments

Complete and include the following Attachments in your School-level Plan:

- Attachment A "Consultation & Collaboration Documentation Form"
- Attachment B "School-level Baseline Data & Target-Setting Chart"
- Attachment C "Evidence of Partner Effectiveness Chart"
- Attachment G "School Organization Chart"*
- Sample Form for Section I.iii. "Year One Professional Development Schedule"*
  o *This may be inserted directly into the Project Narrative under Section I. iii.; you do not need to attach as an Attachment.*

These required Attachments do not count toward the maximum number of pages for your School-level Plan and do not require Times New Roman (12 point) font.

Any additional supporting documents that you include aside from the above Attachments will be counted toward your maximum page count.

* No NYSED-mandated forms are available for these; you may develop your own chart for these.

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Literacy Support Systems, Inc. PO Box 482 Point Lookout N.Y. 516 432 8671 Fax 516 432 3263 Website www.Literacysupport.org Description of Services For the last six years, Literacy Support Systems, Inc. (LSS) has had a relationship with many LSO, CSO, Empowerment Leaders and District Personnel in New York City, through City Contract IC 407, R0688OI and RO763AM. successful performance in many of our City schools. Founded by veteran city educators and nationally known consultants Mimi Aronson and Artie Voigt, LSS understands the particular needs and challenges of city teachers, administrators and network	1. Reports. PS 249K PS 69X PS 126M PS 48K PS 24X PS 123M The following is a list of some of the New York City school communities LSS has worked with: In the Bronx: PS 1X,PS 8, PS 24, PS 47,PS 49,PS 54, PS 66X, PS 69X, PS 89X, PS 96X, PS 103, PS 121X, PS151, PS 196, PS 197, PS 340, PS 369, PS 443, PS 448, PS 650 and CFN 104 In Brooklyn: MS2, PS6, PS48, PS5, PS 59K, PS61, PS 69K, PS95, PS 101K,102, PS 104K, PS 112K,PS115 PS 127K, PS 146K, PS 154K, PS 160K, PS 164K,169, PS 176K, PS 177K, PS 179K, PS 189K, PS 192K, PS 208K, MS228 PS 230K, PS 235K, PS 247K,PS 249,PS261, PS 271K, PS 319K, MS366, PS376, MS518,MS 442K and MS462K,MS 683, CFN 409, CFN 406. In Manhattan: PS 1M, 40PS 45M, PS 50M, PS 57M, PS 72M, PS 77M, PS 83M, PS 84M, PS 89M, PS 96M,125 PS 126M, PS 134M, PS	Anna Commitante , Executive Director Of Curriculum, Instruction & Professional Development acommit@schools.nyc.gov Jacqui Getz Principal 126M jgetz@schools.nyc.gov Elisa Brown Principal 249K ebrown4@schools.nyc.gov Sheila Durant Principal PS 69X sdurant@schools.nyc.gov Diane Picucci Principal PS 48K dpicucc@schools.nyc.gov Donna Connelly Principal PS 24X Dconnel@schools.nyc.gov Melitina Hernandez Principal PS123M mhernan5@schools.nyc.gov Norah Lovett Deputy Executive Director, Instructional Programs at NYC Department of Education nlovett@schools.nyc.gov

leaders, students and parents, and is uniquely able to offer and implement a wide range of services that support a comprehensive, standards-based and assessment-driven approach to school reform for teachers, teacher leaders, coaches, students and administrators working with grades pre-K-12.

LSS Consultants are experienced teachers and professional developers with strong school reform and literacy backgrounds and deep connections with prominent schools of education, including Teachers College, New York University, University of New Hampshire, University of Rhode Island, Queens College and Melbourne University in Australia. Many have either been employed by the Teachers College Reading and Writing Project or have been a member of many of the Project's study groups while being employed by the Department of Education. In addition, many of the consultants have professional and working relationships with AUSSIE.

LSS consultants are among the most recognized professionals in the field of

1. 142M, PS 146M, PS 158, PS 163M, PS 165M, PS 166M,PS 183, PS 185, PS 217M,PS 241 PS 290M (Manhattan New School)PS 328,PS 361, PS 368, PS 409, PS 417, PS 419, MS 529, CFN 532, CFN 101, CFN 206, Department of Gifted and Talented, Urban Assembly of Arts, Department of Social Studies

2. In Queens,PS 16Q, PS 28Q, PS 43Q, PS 63Q, PS 76Q, PS 105Q, PS 154Q, PS 182Q, PS 193Q, PS 244Q, PS 248Q, PS 307Q, PS 333Q, Rochdale Charter

3.

4.

5.

6. In Staten Island, PS 5R, PS 11R, PS 23R, PS 46R, PS 53R

7.

8. In partnership with the Staten Island Foundation, we have supported the following Staten Island communities: PS 1, PS 30, PS 35, PS 38, PS 45, PS 48, PS 57, PS 58, and PS 80.

9. PS 45 is one of the first schools to show a commitment to our PD. They are implementing detailed literacy plans with several of our nationally known consultants and, as a result, have seen overall growth in literacy and rising test scores. PS 45 has gone from a C report card rating to an A rating with LSS support.

1.

education. Not only are they members of organizations such as ASCD, IRA, NCTE and NSDC, but many regularly present at these organizations' yearly national conventions and have authored highly respected professional texts that are used by teachers and school districts and are cited in professional and peer journals. A sample listing of these consultants and their books include: Carl Anderson, author of *How's It Going? A Practical Guide to Conferring*

Kathy Collins, author of *Growing Readers and Reading for Real*

Stephanie Harvey, author of Primary Comprehensive Toolkit

Shelley Harwayne, author of *Learning to Confer*

Joanne Hindley, author of *In the Company of Children*

Martha Horn, author of *Talking, Drawing, Writing: Lessons for Our Youngest Writers*

Leah Mermelstein, author of *Don't Forget to Share: The Crucial Last Step in the Writing Workshop*

Stephanie Parsons, author of First Grade Writers, Second grade Writers

Tony Stead, author of Good

Choice, Reality Checks and *Is That A Fact.*

LSS consultants include:

Paul Bloomberg, former principal in South Bay, California and a leading authority on school reform.

Shelley Harwayne, former Superintendent of Community School Board 2, founding principal of the Manhattan New School, and recipient of NCTE's Outstanding Educator in English Language Arts Award in 2006

Sharon Taberski, former New York City teacher and member of the New Standards Primary Literacy Committee

Anna Switzer, former principal of 234, Social Studies specialist and former AUSSIE director

All LSS consultants use of the most up-to-date, researched-based ideas on best-practice pedagogy. In addition LSS are immersed in the understanding and implementation of the new Core Standards, the emphasis on curriculum development, student engagement, data analysis, and overall school change. They work closely and collaboratively with the entire school staff: administrators,

teachers, parent coordinators, support staff and students, sharing their knowledge of the latest curricula and instructional thinking to build capacity and meet the needs of the schools and students they work with. We to support at-Risk-school communities as well as Gifted and Talented students. A major focus of our PD is supporting SWD and ELL students.

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)
Partner Organization Name and Contact Information and description of type of service provided. Studio in a School Association, Inc. Aline Hill-Ries, Director of Programs ahillries@studioinaschool.org	**1. PS 171M, district 4. Partner since 1988. Award-winning school. Progress Reports 09-13: A, B, A, A. Quality Review: Well-developed.** **2. PS 112M, district 4. Partner since 1989. Award-winning Early Childhood school. Progress Reports 09-13: B, A, B, B. Quality Review: Well-developed.**	**1. Principal Dimitres Pantelidis, 212-860-5801 Dpantel2@schools.nyc.gov** **2. Principal Eileen Reiter, 212-860-5868 ereiter@schools.nyc.gov**

75 West End Avenue
NY, NY 10023

Studio in a School (Studio) provides NYS arts standards-based visual arts instruction building toward benchmark achievements in the NYC *Blueprint for Teaching and Learning in Visual Arts*. Since 1977, our programs have been delivered by highly-trained professional visual artists who work in collaboration with classroom teachers, administration, and other academic support staff. In fact, Studio's President & CEO Thomas Cahill served with Barbara Gurr, then NYC Department of Education (DOE)'s Director of Visual Arts, as co-chair of the committee that developed the DOE's *Blueprint* – the standard that has been used in New York City public schools since 2004.

To date, Studio has served over 800,000 students and delivered in excess of $100 million in services to more than 700 schools in most of the city's highest need communities. Each year, we serve approximately 30,000 students in about 200 sites across the boroughs and offer over 650,000 individual

3. **PS 196X, district 12. Partner since 2005. Progress Reports 09-13: B, C, A, A. Quality Review: Proficient**

4. **PS 123K, district 32. Partner since 2007. Progress Reports 09-13: C, B, B, C. Quality Review: Proficient.**

5. **PS 106X, district 11. Partner since 2009.** Progress Report 09-13: B, B, B, C. Quality Review: Proficient.**

6. **PS 102M, district 4. Partner since 2009.** Progress Reports 09-13: A, B, B, C. Quality Review: Proficient**

** These schools were randomly assigned treatment sites in a research study supported by a grant from the US DOE Arts-in-Education Model Development and Dissemination Program (AEMDD). The **Studio artist once/week** found that treatment **students who received instruction from a** Studio artist once/week from 3rd-5th grade outperformed comparable students in control schools and teachers showed greater job satisfaction. Study results are available from **ahillries@studioinaschool.org.**

3. **Principal Lizette Rivera, 718-328-7187** lrivera10@schools.nyc.gov

4. **Principal Veronica Greene, 718-821-4810** vgreene@schools.nyc.gov

5. **Principal Eugenia Montalvo, 718-892-1006** emontal@schools.nyc.gov

6. **Principal Craig Pinckney-Lowe, 212-860-5834** craig.pinckney-lowe@schools.nyc.gov

10.

11.

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learning experiences.

Schools that Studio has served in the same neighborhood as PS 328K include:
PS 89K, PS 284K, PS 377K, PS 446K, in our Early Childhood Program.
PS 174K in our Long Term Program.

Federal Research Grants
In 2005, Studio was one of 3 recipients nationwide of the **i3** grant to develop formative and summative arts assessment. The project is now in year 4 of 5.

Studio also recently completed an **AEMDD** grant from the US DOE Office of Innovation and Improvement.

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)
New York Historical Society 170 Central Park West New York, New York 10024 Att: Dr. Sharon Dunn, VP Education Social Studies Enrichment 212 873-3400 X 292	
1. 225K Barbara Reing School	1. Kelly McCann, Principal
2. 176K Ovington School	2. Elizabeth Culkin, Principal
3. 145 Bloomingdale School	3. Natalia Garcia, Principal
4. 174Q William Sidney Mount	4. Karin Kelly, Principal
5. 105Q The Bay School	5. Laurie Shapiro, Principal
6. 190Q Russell Sage	6. Marilyn Grant, Principal
7. 110M Florence Nightengale	7. Karen Fever, Principal

8. 154M Harriet Tubman

9. 175Q Alfred E Smith

214K Michael Friedsam

New York State Assessments Results

English Language Arts

255K Barbara Reing School

Principal: Kelly Mccann

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

Scale: % proficient or advanced

176K Ovington

Principal: Elizabeth Culkin

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

Scale: % proficient or advanced

145M The Bloomingdale School

Principal: Natalia Garcia

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

Scale: % proficient or

8. Elizabeth Jarrett, Principal

9. Donny Lopez, Principal

10. Patricia Tubridy, Principal

advanced

174Q William Sidney Mount

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

Scale: % proficient or advanced

105K The Bay School

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

Scale: % proficient or advanced

190Q Russell Sage

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

Scale: % proficient or

advanced

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	**110M Florence Nightingale**	

Principal: Karen Feuer

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

Scale: % proficient or advanced

154M Harriet Tubman

Principal: Elizabeth Jarrett

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

Scale: % proficient or advanced

163M Alfred E Smith

Principal: Donny Lopez

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

Scale: % proficient or advanced

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

the impact of partner-services.	schools)											
1.	1)											
2.	2)											
3.	3)											
4.	4)											
5.	5)											
6.	6)											
7.	7)											
8.	8)											
9.	9)											
10.	10)											

Principal
Barbra Gedacht

Assistant Principal – Joseph Simione

Dean Ann Marie Hurt

Assistant Principal – vacancy as of 4/1

Content Specialist Coach/AIS/Data Grades 3-5 Judith McLean

Content Specialist Coach/AIS/Data Grades PreK-2 Vacancy (intended for D. Schall)

Guidance Counselor Dawn Brown

F status early childhood staff Developer – Roseanne Granoff

ESL/SETSS/R TT/AIS Teachers Becky Tian Howard Beedles Blossom Spencer

Family Assistants Parent Coordinator T. Harmon M. Sumpter S. Stroman

APPENDIX G – SCHOOL ORGANIZATIONAL CHART PS 328K

BARBRA GEDACHT

PRINCIPAL - P.S./M.S. 328K – August 2013 – present
    Supervisor – General Education – 22 classes – PreK – Grade 5 and Grade 8
        Special Education – 4 classes
        2 Assistant Principals – SBST, Galaxy, SCEP,

ASSISTANT PRINCIPAL – P.S. 214K - September 2008 – August 2013
 Supervisor: General Education – 52 classes PreK – Grade 5
        Special Education – 8 Classes – self contained, collaborative team teaching
        Bilingual, ESL, Dual Language – 6 classes
        School Based Support - Pupil Personnel Team, Related Service Providers

ASSISTANT PRINCIPAL – P.S. 223Q – July 2001 – September 2008
    Supervisor – 39 General Education Classes – Pre-K – Grade 5
        9 Special Education Classes – including two District 75 Vision Classes
    Acting Principal – December 2004 – March 2005
    Testing Coordinator/Administrator – NYS/NYC Standardized Tests,
        Alternate Assessment
    Data Inquiry Team – Comprehensive Education Plan Committee Chairperson
    Grant Writer –Comprehensive School Wide Reform Grant – Core Knowledge/Cultural
     Literacy $188,000/year - three year Federal grant – awarded June 2002.
    Member – District 27 – Professional Development Committee

    CLASSROOM TEACHER – GRADES 3, 4, 5 – SOCIAL STUDIES CLUSTER –
    P.S. 104Q – September 1990 – July 2001

PROFESSIONAL CERTIFICATIONS:
    New York State School Administrator and Supervisor (SAS)
    New York State – Permanent Certification – Elementary Education – K-6
    New York City – Principal and Assistant Principal Licenses – Elementary Education
    New York City – Common Branches License
    New York City – Junior High School and High School Day English Licenses

GRANT WRITER:
    New York State Learning Technology Grant - $150,000 awarded February, 2010

Comprehensive School Reform Demonstration Grant (CSRD)– Federal Government –
Awarded $188,000 three year grant to implement Core Knowledge program – PreK –
Grade 5
P.S. 223Q – awarded June 2002

Opera is Elementary – Lincoln Center New York City Opera – yearly $2500. Grant
Laura Bush Library Grant - $10,000 – P.S. 223Q – awarded 2004
New York City Council Grant - $500,000 to improve technology-P.S. 223Q- awarded 2003
Farm for City Kids - $5,000 grant- P.S. 223Q, awarded 2003
Fleet Bank – Youth Enhancing School Space - $2000 grant to create "Living Science
Learning Centers"- February 2001 – P.S. 104

CURRICULUM WRITER:
New York City Grade Four Social Studies Curriculum Guide
Office of Social Studies and Multicultural Education – Evelyn Kalibala, Director
New York City Board of Education – 2001

Harmony Project – New York City Multicultural Education Curriculum Guide
Office of Social Studies and Multicultural Education – Evelyn Kalibala, Director
New York City Board of Education – 1997, 1998

School to Work Occupational Education Curriculum – K-3
F.E.G.S. – Howard Schwach, Program Director, Middle School 53, 1996

EDUCATION:
Brooklyn College – Supervision and Administration Program – SAS Certificate
Adelphi University – M.A. Elementary Education – School of Education
Brooklyn College – B.A. English

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.

	Date	Summary Documentation if Signature is Unobtainable
Principals Union President / Lead		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) *Paula Gedacht*	2/3/14	
Type or print name *Barbra Gedacht*		
Teachers Union President / Lead		Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)	2/3/14	
Type or print name *Ann-Marie Hurt*		
Parent Group President / Lead		Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) *V. Humphreys*	02/03/14	
Type or print name *Veron Humphreys*		

19K328 PS 328 PHYLLIS WHEATLEY

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators						
a. Number of minutes in the school year	Min	54900	54900	54900	54900	54900
b. Student participation in State ELA assessment	%	100	99	100	100	100
c. Student participation in State Math assessment	%	100	98	100	100	100
d. Drop-out rate	%	11	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	94%	93%	94%	95%	96%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	1%	4%			
h. Number of discipline referrals	Num	12%	52%			
i. Truancy rate	%	1%	2%	2%	1%	1%
j. Teacher attendance rate	%	96%	93%	94%	94%	94%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20				
m. Hours of professional development to improve leadership and governance	Num	10				
n. Hours of professional development in the	Num	10				

implementation of high quality interim assessments and data-driven action						
II. Academic Indicators						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	3	6 to 9	9 to 15	12 to 21
d. Students scoring "proficient" or higher on Math assessment	%	30	5	8 to 11	11 to 17	14 to 23
e. Average SAT score	Score	442	N/A	N/A	N/A	N/A
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	N/A	N/A	N/A	N/A
h. High school graduation rate	%	65	N/A	N/A	N/A	N/A
i. Ninth graders being retained	%	21	N/A	N/A	N/A	N/A
j. High school graduates accepted into two or four year colleges	%	47	N/A	N/A	N/A	N/A

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

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

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

I. Leading Indicators

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

b. **Student participation in State ELA assessment**
K-8; from State Report Card Accountability table.

c. **Student participation in State Math assessment**
K-8. from State Report Card Accountability table.

d. **Drop-out rate**
Dropout rate from NYSED; 2008, 4-year August cohort

e. **Student average daily attendance**
All schools: Calculation based on aggregate of days students were present divided by days present + absent for school year 2011-12

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

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

h. **Number of discipline referrals**
All schools: Represents total count of Level 3-5 incidents in 2011-12

i. **Truancy rate**
K-8: Aggregate number of students absent 30% or more divided by register.
High Schools: Aggregate number of students absent 50% or more in 9-12 divided by register.

j. **Teacher attendance rate**
All schools: Calculated based on 2011-2012 school year: 1 − (total absent days/total active days)

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

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

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

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

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

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

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

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

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

	historically underserved students will enroll

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

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

II. Academic Indicators

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

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

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

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

u. Average SAT score
Averaged between three subjects.

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

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

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

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

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

3

BARBRA GEDACHT

PRINCIPAL - P.S./M.S. 328K – August 2013 – present
  Supervisor – General Education – 22 classes – PreK – Grade 5 and Grade 8
      Special Education – 4 classes
      2 Assistant Principals – SBST, Galaxy, SCEP,

ASSISTANT PRINCIPAL – P.S. 214K - September 2008 – August 2013
Supervisor: General Education – 52 classes PreK – Grade 5
      Special Education – 8 Classes – self contained, collaborative team teaching
      Bilingual, ESL, Dual Language – 6 classes
      School Based Support - Pupil Personnel Team, Related Service Providers

ASSISTANT PRINCIPAL – P.S. 223Q – July 2001 – September 2008
      Supervisor – 39 General Education Classes – Pre-K – Grade 5
              9 Special Education Classes – including two District 75 Vision Classes
      Acting Principal – December 2004 – March 2005
      Testing Coordinator/Administrator – NYS/NYC Standardized Tests,
          Alternate Assessment
      Data Inquiry Team – Comprehensive Education Plan Committee Chairperson
      Grant Writer –Comprehensive School Wide Reform Grant – Core Knowledge/Cultural
          Literacy $188,000/year - three year Federal grant – awarded June 2002.
      Member – District 27 – Professional Development Committee

      CLASSROOM TEACHER – GRADES 3, 4, 5 – SOCIAL STUDIES CLUSTER –
      P.S. 104Q – September 1990 – July 2001

PROFESSIONAL CERTIFICATIONS:
      New York State School Administrator and Supervisor (SAS)
      New York State – Permanent Certification – Elementary Education – K-6
      New York City – Principal and Assistant Principal Licenses – Elementary Education
      New York City – Common Branches License
      New York City – Junior High School and High School Day English Licenses

GRANT WRITER:
      New York State Learning Technology Grant - $150,000 awarded February, 2010

      Comprehensive School Reform Demonstration Grant (CSRD)– Federal Government –

Awarded $188,000 three year grant to implement Core Knowledge program – PreK –
    Grade 5
P.S. 223Q – awarded June 2002

Opera is Elementary – Lincoln Center New York City Opera – yearly $2500. Grant
Laura Bush Library Grant - $10,000 – P.S. 223Q – awarded 2004
New York City Council Grant - $500,000 to improve technology-P.S. 223Q- awarded
    2003
Farm for City Kids - $5,000 grant- P.S. 223Q, awarded 2003
Fleet Bank – Youth Enhancing School Space - $2000 grant to create "Living Science
    Learning Centers"- February 2001 – P.S. 104

CURRICULUM WRITER:
New York City Grade Four Social Studies Curriculum Guide
Office of Social Studies and Multicultural Education – Evelyn Kalibala, Director
New York City Board of Education – 2001

Harmony Project – New York City Multicultural Education Curriculum Guide
Office of Social Studies and Multicultural Education – Evelyn Kalibala, Director
New York City Board of Education – 1997, 1998

School to Work Occupational Education Curriculum – K-3
F.E.G.S. – Howard Schwach, Program Director, Middle School 53, 1996

EDUCATION:
Brooklyn College – Supervision and Administration Program – SAS Certificate
Adelphi University – M.A. Elementary Education – School of Education
Brooklyn College – B.A. English

Transformation: PS 328 PHYLLIS WHEATLEY (19K328)

Category	Primary SIG Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Code 15	Instruction	1.0 FTE literacy/math coach for Year 1, 0.5 Literacy/Math coach Years 2 & 3 for K-2 instructional support program. PD Liaison between teachers and Literacy Success Solutions partnership.	$83,979	$41,964	$41,964	$167,907	After year 3, teacher will have received coaching and have fully developed their pedagogy skills and teacher capacity will support lead teachers and Prof. Development funds will additional coaching when needed
Code 15	Instruction	Per Diem F status early childhood staff developer/AIS student support services - 1 teacher x 30 weeks x 2days x$ 323@Year 1, 2 & 3. Staff developer will support teachers in PreK-Grades 2 with lesson planning, modeling, and parallel instruction. F status teacher will serve as liaison between coach and partnership to align and further initiatives	$18,000	$18,000	$18,000	$54,000	After year 1, Status teacher funding will be covered by Title I and Fair Student Funding
Code 15	Instruction	0.5 FTE Literacy/Math coach for 3-5 instructional support program. PD Liaison between teachers and Literacy Success Solutions partnership	$41,964	$41,964	$41,964	$125,892	after year 3, teacher will have received coaching and have fully developed their pedagogy skills and teacher capacity will support lead teachers and Prof. Development funds will additional coaching when needed
Code 15	Instruction	Substitute Per Diem teachers 135 days x $167.60@ Coverage for teachers to meet with consultants, prof. developers, attend workshops, additional teacher team meetings Year 1, 120 days per diem Years 2 & 3.	$20,921	$18,596	$18,596	$58,113	School will sustain this activity with other funding availabilities upon conclusion of the grant
Code 15	Instruction	Hourly Per Session. 4.5 hours/week x 10 teachers x 30 weeks x $50.41 = 68053.50 afterschool instructional support for students in grades 2-5 year 1, 36 hours of per session for afterschool program - Years 2 & 3	$68,053	$5,578	$5,578	$79,209	School will sustain this activity with other funding availabilities upon conclusion of the grant
Code 15	Instruction	Hourly Per Session. 1 supervisor x 4 hours x 30 weeks x 52.75 = 6330. Supervise afterschool program for 10 classes - students grades 2-5	$7,121	$0	$0	$7,121	School will sustain this activity with other funding availabilities upon conclusion of the grant
		Subtotal Code 15	240,038	126,102	126,102	492,242	
		Subtotal Code 16	0	0	0	0	
Code 40	Teacher Training Metamorphosis	Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards based lessons that promote student learning through improved instruction.	50,000	25,000	25,000	$100,000	Title 1 funds will be repurposed to sustain this activity
Code 40	Parent and Community Engagement	Brienza's Academic Advantage Parent Workshops - 8 workshops $250 @ Improving Home Study Practices, Understanding Your Child's Social Pressure, Helping Your child Develop Positive Character Traits, Selecting Appropriate Reading Material and Strategies for Reading with Your child, Developing Study Skills and Note taking, Bullying Prevention/intervention, Using the Computer as a home instructional tool. Understanding the Common Core Standards.	$2,000	$2,000	$2,000	$6,000	School will sustain this activity with other funding availabilities upon conclusion of the grant
Code 40	Instruction	LSS will provide on site professional development for teachers. 8 days 10 months x$1200 day=$4800. After year 1 coaches and staff developers will continue refining and implementing curriculum maps and strategies.	$96,000	$24,000	$24,000	$144,000	This will not have to be sustained after year 3. Teacher capacity will have been created and sustained and coaches, administrators and staff developers will be able to provide in house PD. Any additional PD needed will be funded with tax levy money
Code 40	Curriculum	New York Historical Society - classroom program $1100@class@month x10months x6classes=$6000. Art as History $525 (5 sessions) per classx6classes=$3150. 2 2hr PD @$650=$1300. Class visits to museum $75@classx6classes $50.	$10,900	$10,900	$10,900	$32,700	School will sustain this activity with other funding availabilities upon conclusion of the grant
Code 40	Curriculum	Studio In A School - PreK-K Art Program - $7,650. First/Second Grade Artist Program $6,300	$13,950	$13,950	$13,950	$41,850	School will sustain this activity with other funding availabilities upon conclusion of the grant
		Subtotal Code 40	172,850	75,850	75,850	324,550	
Code 45	Curriculum	Achieve 3000 differentiated instructional software program that will provide individualized, differentiated literacy instruction blended learning for students in grades 2-5, including SWDs and ELLs. 200 licenses	$13,775	$13,775	$13,775	$41,325	After year 1 we will use our Title I and Title III funds to support instruction for SWD and ELL students

Code 45	Instruction	**Technology** - **Apple**: 30 laptops x $585@,11 iPad x $383, 4 document cameras x 610@, 10 laptops for teachers x $793@ = 31,133 for year one.11 laptops X $585@, 2 laptops for teachers' 793, 2 iPad $383 - Years 2 & 3 Student laptops will be used for: Achieve 3000 and Imagine Learning to enhance differentiated literacy instruction. Teachers will use laptops to collect, record and DDI. Teacher will complete weekly data logs and record online data reporting.	$31,254	$8,815	$8,815	$48,884	This will not have to be sustained after year 3 A sufficient number of computers will have been purchased so that every student has equal access to technology based instruction and each teacher is adept in collecting and recording data online. Computers will be purchased through ASI/Teq.
		Subtotal Code 45	45,029	22,590	22,590	90,209	
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.	42,083	25,458	25,458	$93,000	
		Subtotal Code 80	42,083	25,458	25,458	93,000	
		Subtotal Transformation	500,000	250,000	250,000	1,000,001	
CENTRAL							
Code 15							
Code 16							
Code 40							
Code 45							
Code 80							
		Subtotal Central	0	0	0	0	
		TOTAL SIG	500,000	250,000	250,000	1,000,001	
Other sources of income		Non-Core Instruction Tax Levy	456,024	228,012	228,012	912,047	
		Title 1 for Priority and Focus Schools	106,049	53,025	53,025	212,098	
		Other Title 1 allocations	210,257	105,129	105,129	420,514	
		TOTAL	1,272,330	636,165	636,165	2,544,660	

PS 328 PHYLLIS WHEATLEY

Attachment D - (1003g) Budget Summary Chart

Agency Code	30510001010051
Agency Name	New York City Department of Education

Pre-implementation Period

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

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

Categories	Code	Costs
Professional Salaries	15	240,038
Support Staff Salaries	16	-
Purchased Services	40	172,850
Supplies and Materials	45	45,029
Travel Expenses	46	-
Employee Benefits	80	42,083
Indirect Cost (IC)	90	-
BOCES Service	49	-
Minor Remodeling	30	-
Equipment	20	-
Total $		500,000

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

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

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

Categories	Code	Costs
Professional Salaries	15	126,102
Support Staff Salaries	16	-
Purchased Services	40	75,850
Supplies and Materials	45	22,590
Travel Expenses	46	-
Employee Benefits	80	25,458
Indirect Cost (IC)	90	-
BOCES Service	49	-
Minor Remodeling	30	-
Equipment	20	-
Total $		250,000

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

Categories	Code	Costs
Professional Salaries	15	492,242
Support Staff Salaries	16	-
Purchased Services	40	324,550
Supplies and Materials	45	90,209
Travel Expenses	46	-
Employee Benefits	80	93,000
Indirect Cost (IC)	90	-
BOCES Service	49	-
Minor Remodeling	30	-
Equipment	20	-
Total Project Budget $		1,000,001

M/WBE Documents

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

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

Applicant Name: NYC DEPARTMENT OF EDUCATION

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

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

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1	Total Budget		$ 1,000,001
2	Professional Salaries	$ 492,242	
3	Support Staff Salaries	$ -	
4	Fringe Benefits	$ 93,000	
5	Indirect Costs	$ -	
6	Rent/Lease/Utilities	$ -	
7	Sum of lines 2, 3 ,4, 5, and 6		$ 585,242
8	Line 1 minus Line 7		$ 414,759
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		$ 82,952

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

PROPOSED BUDGET

FOR THE OPERATION OF A

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

BASIC PROJECT INFORMATION

N.Y.C. GRANT #   N.Y.C. DOCUMENT #   PROJECT #

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

Federal /State   **SCHOOL IMPROVEMENT GRANT 1003 (g). Cohort 5, Year 1**
Program   PS 328 PHYLLIS WHEATLEY

Contact Person   EDUARDO CONTRERAS

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

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

New York,   N.Y.   10007

Telephone #   212-374-0520   **Manhattan**

County

Project Operation Dates From JUN   1   2014   To   JUN   30   2015

BUDGET TOTAL

$500,000

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
19K328 Transformation			
Teacher	0.00	0	0
Teacher (regular)	0.00	0	0
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Coach (Math, Literacy, Special Ed)	1.50	83,962	125,943
Guidance Counselor	0.00	0	0
Education Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	1,621	41.98	68,053
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)	162	43.93	7,121
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	59	306.67	18,000
Teacher Occasional Per Diem (rate per day)	135	154.97	20,921
			240,038
Teacher	0.00	0	0
Teacher (regular)	0.00	0	0
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.00	0	0
Eduacation Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	0	41.98	0
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Guidance Counselor Per Session	0	19.12	0
Supervisor Per Session (rate per hour)	0	43.93	0
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	0	154.97	0
			0
Central			0
School Implementation Manager			**0**

		Subtotal - Code 15	240,038

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
19K328 Transformation			
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	0	16.20	0
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
			0
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	0	16.20	0
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
			0
Subtotal - Code 16			0

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
19K328 Transformation		
685 - Educational Consultant	LSS; New York Historical Society; Studio In A School	120,850
686 - Professional Services Other	Brienza's Academic Advantage	2,000
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis	50,000
		172,850

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

Subtotal - Code 40   172,850

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
19K328 Transformation	31,254
Computer and Printers under $5,000 per unit	13,775
Educational Software	0
General and Instructional Supplies	0
Library Books	0
Supplemental Textbooks	**45,029**
	0
Computer and Printers under $5,000 per unit	0
Educational Software	0
General and Instructional Supplies	0
Library Books	0
Supplemental Textbooks	**0**
Subtotal - Code 45	45,029

TRAVEL EXPENSES: Code 46

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

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

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80

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

Item		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Welfare Benefits		
Annuity		
Sabbaticals		
ARRA FRINGE - Transformation		42,083
ARRA FRINGE - Other		0
ARRA FRINGE - CENTRAL		0
Subtotal - Code 80		42,083

CALCULATION OF INDIRECT COST: Code 90

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

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	240,038
Non-Professional Salaries	16	0
Purchased Services	40	172,850
Supplies and Materials	45	45,029
Travel Expenses	46	0
Employee Benefits	80	42,083
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		500,000

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

Project #: 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

CHIEF ADMINISTRATOR'S CERTIFICATION

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

2/24/14
/DATE/

SIGNATURE

Ling Tan, Director, Capital & Reimbursable Finance

NAME/TITLE - CHIEF ADMINISTRATIVE OFFICER

Finance Office Approval

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

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

NAME OF APPLICANT: NYC DEPARTMENT OF EDUCATION

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

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

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

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

New York State EducationDepartment:

Local Education Agency (LEA) 1003(g) School Innovation Fund Grant Application
Under 1003(g) of the Elementary and Secondary Education Act of 1965
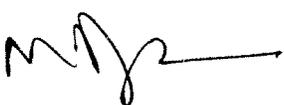
M/WBE UTILIZATION PLAN

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

Bidder/Applicant's Name: NYC DEPARTMENT OF EDUCATION

Address: Chambers St.

City, State, Zip: New York, NY 10007

Telephone/Email: (212) 374-0520

Federal ID No.: 13-6400434

RFP No: RFP Number: TA-14

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of
NAME: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC **ADDRESS:** 165 PARK ROW # 18A **CITY, ST, ZIP:** New York NY, 10038 PHONE/E-MAIL: 212-608-0714 / lucy@lucywestpd.com FEDERAL ID No. 043713795	NYS ESD Certified MBE _____ WBE ☒	Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.	Year 1 $ 50,000 Year 2 $ 25,000 Year 3 $ 25,000 **TOTAL** $ 100,000

PREPARED BY (Signature) _____ DATE _2-27-14_

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-1, 5 NYCRR PART 143 AND THE ABOVE REFERENCE SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL/APPLICATION DISQUALIFICATION.

NAME AND TITLE OF PREPARER: Eduardo Contreras

TELEPHONE/E-MAIL: 212-374-0520 / econtreras3@schools.nyc.gov

DATE: February 27, 2014

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

M/WBE 100

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

Date:

Mary Doyle, Executive Director State Portfolio Policy

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

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

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

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

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

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

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

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

PART C - CERTIFICATION STATUS (CHECK ONE):

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

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

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

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

Date: 2/21/14
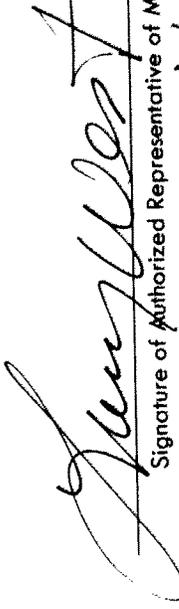
_____
Signature of Authorized Representative of M/WBE Firm

Lucy West, President
Printed or Typed Name and Title of Authorized Representative

M/WBE 102

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

Applicant Name: Metamorphosis Teaching Learning Communities Inc.

Address: 105 Park Row #18G

City, State, ZIP: New York, NY 10038

Telephone: 212-233-0419

Federal ID No.: 04-371-3795

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.

Race/Ethnicity - report employees in only one category

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

PREPARED BY (Signature): David Howell

DATE: 2/28/2014

NAME AND TITLE OF PREPARER: David Howell, Operations Mgr. (Print or type)

TELEPHONE/EMAIL: 212-233-0419 david@lucywestpd.com

EEO 100

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