

ORIGINAL

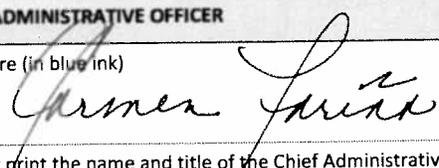
Application Cover Sheet  
**School Improvement Grant (SIG) 1003[g]**

Log Number	Date Received
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<b>District (LEA)</b>			<b>LEA Beds Code:</b>	
New York City Department of Education			305100010051	
<b>Lead Contact (First Name, Last Name)</b>				
Mary Doyle				
<b>Title</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>E-mail Address</b>	
Executive Director, Office of State Portfolio Policy	(212) 374-2762	(212) 374-5760	Mdoyle5@schools.nyc.gov	
<b>Legal School Name for the Priority School Identified in this Application</b>			<b>School Beds Code</b>	
Richmond Hill High School			342700011475	
<b>Grade Levels Served by the Priority School Identified in this Application</b>			<b>School NCES #</b>	
9-12				
<b>Total Number of Students Served by the Priority School Identified in this Application</b>			<b>School Address (Street, City, Zip Code)</b>	
2,194			89-30 114 STREET Queens, NY 11418	
<b>School Model Proposed to be Implemented in the Priority School Identified in this Application</b>				
<b>Turnaround</b> <input type="checkbox"/>	<b>Restart</b> <input type="checkbox"/>	<b>Transformation</b> <input checked="" type="checkbox"/>	<b>Closure</b> <input type="checkbox"/>	

**Certification and Approval**

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

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

**RECEIVED**  
 FEB 28 2014  
 CONTRACT ADMINISTRATION  
 MB 1

# 27Q475 Richmond Hill HS

2014 SIG Application Cover Page

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## Page 1

Select District (LEA) Name:

NYC GEOG DIST #27 - QUEENS

Select School Name:

342700011475 RICHMOND HILL HS

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

9-12

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

2194

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

## **A. District Overview**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **B. Operational Autonomies**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<http://schools.nyc.gov/Offices/DCP/KeyDocuments/MTACPQS.htm>

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

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

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

**ii. Labor-management documentation**

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

**C. District Accountability and Support**

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

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

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

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

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

**ii. Coordination of district structure for school turnaround efforts**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### iii. Timeframe and persons responsible

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

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

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

#### **D. Teacher and Leader Pipeline**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **E. External Partner Recruitment, Screening, and Matching**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **F. Enrollment and Retention Policies, Practices, and Strategies**

### **i. Priority School's enrollment**

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

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

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

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

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

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

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

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

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

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

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

## **iii. District strategies for enrollment equity**

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

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

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

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

## **G. District-level Labor and Management Consultation and Collaboration**

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

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

### Expanded Learning Time Requirements

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

### Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

### Student Participation

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

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

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

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

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

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

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

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

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

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

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

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

**Options for Adding Time**

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

### Academic Instruction

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

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

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

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

### **15. Must schools award grades for ELT programs?**

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

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

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

## **Teachers**

### **17. Who may oversee ELT programs?**

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

## **Operations**

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

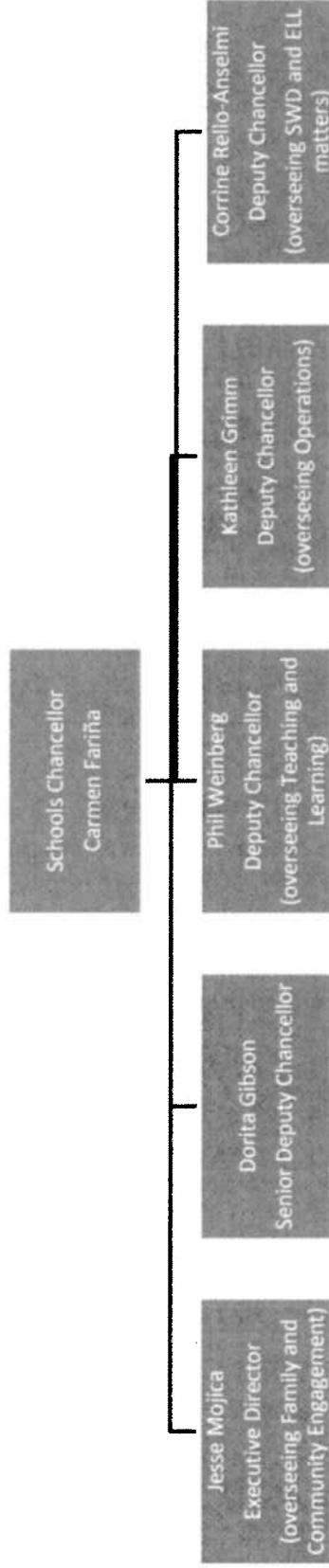
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

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

### District-Level Leadership Organizational Chart



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

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

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

AGREEMENT

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covering

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October 13, 2007 - October 31, 2009

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

**A. General Transfers**

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

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

**B. Hardship Transfers**

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

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

**C. Voluntary Teacher Exchange**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **3. Staff Development**

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

### **4. Waivers**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

### **Richmond Hill High School (27Q475)**

#### **Enrollment Summary**

In Richmond Hill High School, students with disabilities comprise 18% of the school's population, on par with the average high school in the city. English Language Learners comprise 17% of the school's population, 4 percentage points higher than the average high school in the city. The average incoming proficiency (8<sup>th</sup> grade ELA/math) of the school's students is 2.7, which is 0.1 lower than the average high school in the city.

#### **Leadership Information**

Neil Ganesh has eight years of teaching experience and served as an assistant principal at Jamaica High School for seven years. As an administrator serving under three principals during a period of difficult change and phase out of the school, Mr. Ganesh provided leadership and stability for students and faculty. His portfolios included academic supervision, organization and administration. In each of these areas he demonstrated outstanding skills and an ability to implement and monitor policy that was recognized and appreciated by all.

Mr. Ganesh's currently participates in the New Principal's Institute sponsored by his network. Previously he availed himself of numerous leadership training opportunities provided jointly by the Department of Education and the Council of Supervisors and Administrators through the Executive Leadership Institute. In the short period of six months, Mr. Ganesh has initiated significant changes at Richmond Hill designed to improve student academic performance and the quality of instruction. These have included replacement of ineffective assistant principals, an intensive review and revision of course offerings and sequences, and the scheduling of targeted academic interventions. The school's counseling and guidance services have been reorganized to provide ongoing intensive individual, group and classroom services. This has contributed to a significant increase in student attendance. Administratively and organizationally, Mr. Ganesh has utilized his experience with school finances to align the Richmond Hill budget to better support academic and counseling initiatives. He has moved aggressively to address the shortage of textbooks and other academic resources with a combination of traditional and innovative technology purchases.

## School Improvement Grant Application

<b>School Name:</b>	Richmond Hill High School
<b>DBN:</b>	Q475
<b>Network:</b>	CFN 201

<b>A. School Overview</b>	<b>2 points</b>
<p>The school must demonstrate a clear and organized synopsis of the major quality design elements of the school. In addition, the executive summary should be suitable in substance and grammar for sharing with the general public, including essential stakeholders such as families, students, and school-level educators. This executive summary may also be used by NYSED to share school plans with stakeholders statewide, other LEAs, and will be posted to the NYSED website.</p>	

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

**Richmond Hill High School Mission Statement:** Our mission is to produce young adults, who are happy, well-adjusted and academically well prepared to face the challenges of the future and to contribute significantly to societal progress. The highlight of our strong instructional program is our interdisciplinary approach to teaching English and Social Studies as well as Math and Science within a guidance-oriented house structure as it encourages success in our ninth grade. The school's slogan, "Diversity is our strength" is derived from our multicultural population and promotes a learning environment based on self-discipline and mutual respect for all people. It is our goal to develop in each student a curiosity for continued learning throughout.

**Richmond Hill High School Vision Statement:** Recognizing the needs of our students are paramount, the Richmond Hill High School Community works collaboratively to promote the academic, social and emotional growth of our students and to rigorously prepare them for the postsecondary success and participation in the 21<sup>st</sup> century global economy.

### **Goal 1**

Development of CCLS based comprehensive curricula in all courses that are aligned to Danielson's *Framework for Teaching*.

Year 1-

1. Development of a School based Curriculum Management Plan whose goals are twofold;
  - development of rigorous and coherent curriculum aligned to the CCLS which drives instructional practices and leads to high student achievement
  - Creating a system that evaluates and revises curriculum as needed based upon students' educational needs

2. Comprehensive PD in all the content areas aligned to Danielson's *Framework for Teaching*.
3. Creation of a school based curriculum committee with members from all departments.

#### Year 2-

1. Teacher Team in Content areas will meet regularly to ensure that units and lesson plans integrate reading and writing within the cohort area in grades 11 and 12.
2. Teacher Team – Supervision - Assistant Principal
3. Instructional Teams made up of teachers will create curriculum maps in grades 11 and 12 aligned to the CCLS
4. Instructional Team – Supervision for curriculum mapping/units of study in all content areas – aligned to CCLS

#### Year 3

1. Develop teacher leaders to promote shared accountability and sustainability.
2. Network will provide ongoing professional development to guide teacher teams to accelerate student gains.
3. Teacher leaders will lead Teacher Teams to evaluate curriculum maps and units of study from the previous year to make adjustments.
4. Through observations, assistant principals will monitor the implementation of curriculum and units of study in the content area classrooms
5. Staffing of an Assistant Principal for professional development and data.

**Goal # 2:** Goal 2: Improved Communication: As a result of improved internal and external communication through the use of technology, student attendance will improve by 2% for each year of the SIG as measured by data from Daedalus\*

#### Year 1

1. RHHS will purchase Daedalus, a software program designed as a database for grades, anecdotal and a vehicle for communication for parents, teachers, administrators, and students.
2. 30 laptop computers will be provided for teachers to use Daedalus and plan technology based lessons during the school day.
3. Development of Parent Resource Room with 5 desktop computers to allow parents access and training on Daedalus.
4. Technology Coordinator will provide two workshops to train parents on the usage of Daedalus.
5. Parent Coordinator and Guidance department will hold two workshops, one fall and one spring, provide relevant information so parents have knowledge of standards and assessments.
6. Attendance team will track student absences daily and create/monitor an at-risk (LTA) cohort group to monitor with the assistance of Daedalus software.
7. Assistant Principal, Guidance monitor overall community/parent involvement and engagement

## **Year 2**

1. Attendance team will be created to evaluate the attendance plan and outcomes from the previous year in order to make adjustments
2. Attendance team will track student daily absences and create/monitor at-risk cohort based on information in Daedalus.
3. Teachers will monitor class attendance and refer cases to the guidance/attendance team.
4. The attendance team will provide additional support in monitoring and following up on student attendance.
5. Guidance counselors will use this data to create individual action plans for at-risk students.
6. Staffing of Bilingual Guidance Counselor to work with students and parents of our ELL population.

## **Year 3**

1. In September, an attendance team will be created to evaluate the attendance plan and outcomes from previous year in order to make adjustments
2. Attendance teachers will track student absences daily and create/monitor an at-risk cohort based on Daedalus information.
3. Teachers will monitor class attendance daily and escalate absence patterns to the guidance department

**Goal # 3: Improved Graduation Rate:** By the end of the three year implementation, the school's four year graduation rate will increase to 58% from 63%. This will be achieved through the following processes:

## **Year 1**

1. Expanded opportunities for learning for all students
  - a. Expansion of after-school and Saturday tutoring in all content areas for all students.
  - b. Regents review courses will be given six weeks prior to the Regents Exams
  - c. Increase use of technology and online software
2. Begin a summer bridge program for ninth graders to ease the academic and social transition into high school.
3. Initiate a weekly data team meeting for inquiry work. Team will monitor patterns and trends and turnkey teacher team meeting for modification of instructional strategies.

## **Year 2**

1. Evaluate progress of previous freshman class and adjust to address weakness.
2. Evaluate success/areas of improvement for Summer Bridge Program. Make adjustments where necessary
3. Professional development to staff on social and emotional needs of students to be provided by GoldMansour and Rutherford
4. Expanded opportunities for learning for all students.
  - a. After-school and Saturday tutoring in all content areas
  - b. Regents review courses-six weeks prior to Regents exams
  - c. Increased integration of learning software.

## **Year 3**

1. Evaluate progress of previous freshman class and adjust to address weakness.
  2. Evaluate success/areas of improvement for Summer Bridge Program. Make adjustments where necessary.
  3. Professional development to staff on social and emotional needs of students to be provided by GoldMansour and Rutherford
  4. Expanded opportunities for learning for all students.
    - a. After-school and Saturday tutoring in all content areas
    - b. Regents review courses-six weeks prior to Regents exams
    - c. Increased integration of learning software
- 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.**

Richmond Hill High School plans to achieve its vision of creating a community that empowers students to achieve the highest levels of success by strengthening communication, curriculum and pedagogy through the use of technology. Progress will be measured through tracking parent communication, teacher observations, scholarship reports and hard data analysis.

Technology will be integrated into classrooms to support the implementation of Universal Design for learning to support struggling sub-groups and create multiple entry points for all students. Pearson School Achievement Services Education will provide the professional development to support this endeavor. This strategy will help RHHS reach its goals by making learning more accessible to a variety of learners. This will increase student engagement and performance, which will lead to additional credit accumulation for all students. Pearson will conduct various training sessions throughout the school year to build teachers' capacity to implement strategies that support the instructional shifts required by the Common Core. In addition, these sessions will support the entire staff with utilizing and analyzing various data points to drive instructional decision-making.

RHHS's goals will be reached with the involvement of the entire school community, and increased technology and programs will promote collaboration. All stakeholders will be provided with the means and opportunity to communicate daily. Data is collected in real-time, increasing the ability for immediate feedback and action. Pearson's Education Specialists will work with a newly formed inquiry team to capture various data sets related to overall student progress, including the Graduation Risk Insight tool and the student and parent engagement surveys. The collection of these data points provide insight regarding action steps to meet the goals of increasing school and community engagement and involvement.

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

**4 points**

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

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

See Attachment B

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

Currently, 17.3% of Richmond Hill High School students have Limited English Proficiency and 17.2 % are Students with Disabilities. The school population is 45.7% Hispanic, 31.6 Asian, 17.6% Black, 3.4 White and 1.3% American Indian. None of the subgroups made AYP in English and Mathematics. Only the Asian subgroup made AYP for the 4 year graduation rate.

Meeting the instructional, social and emotional needs of our students is paramount in order for Richmond Hill High School to improve its graduation rate and attendance. Our vision which states that “we will work collaboratively to promote academic, social and emotional growth as well as rigorously prepare our students for postsecondary success” is aligned to this focus on increasing our attendance and graduation rate. On our last NYCDOE progress report we received a C for College and Career readiness. Our diverse population provides challenges in meeting our goals in providing the necessary tools our students will need transitioning into college or a career based job. Therefore an underlying principle of the SIG will be aligning the goals of comprehensive curriculum development and improving our attendance and graduation rates with helping our students to be successful upon graduating from Richmond Hill High school.

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

During the 2010-11 school years, Richmond Hill High School underwent a 3 day NYSED/ NYCDOE Joint Intervention Review (JIT). During the 2011-12 school year, NYSED’s Office of Innovative School Models conducted a one day review of Richmond Hill High School. The intention was to determine if the school was implementing necessary SIG actions as outlined by the prior JIT. Additionally, Richmond Hill High School received a joint 3 day NYSED/ NYCDOE visit.

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

Key findings and Recommendations from the 2011-12 JIT include;

- Written curriculum is available and aligned to NY State standards but limited evidence that it has been updated or connected to a framework of school improvement.
- Over reliance on lecture as a form of pedagogy.
- School leader lacks an overall philosophy on how students learn best

- Changes in staff and organizational structure

Key findings and Recommendations from the 2012-13 NYSED review include;

- “The school had a significant number of programs in place that seemed likely to support increased instructional rigor while also increasing student engagement and achievement. At the time of the visit, nearly all approved SIG actions were being implemented. Actions not implemented were scheduled for implementation during the summer of 2012.”

Key findings and Recommendations from the 2012-13 NYSED/ NYCDOE review include;

- The principal has been proactive in creating a school community and culture that is inclusive and collaborative, resulting in an evolving system of support and continuous school improvement.
- The school has coherent curricula that are appropriately aligned to the CCLS; however the inconsistent delivery of instruction limits student outcomes.
- Teachers have access to multiple data sources; however, all students and particularly identified sub-groups experience inconsistent levels of engagement, thinking and achievement thereby hindering academic outcomes.
- The school community promotes a safe, respectful environment conducive to learning; however, the structures in place are inconsistent, limiting experiences which support social and emotional development for all students.

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

- Improving pedagogy school wide is the first priority of Richmond Hill High School. One key finding that has been consistent over the last 3 NYSED visits is the inconsistent delivery of instruction. Professional development based upon the *Danielson Framework for Teaching* and a comprehensive curriculum for each course aligned to the CCLS will assist in improving student outcomes.
- School-wide curriculum development that is aligned to the CCLS and driven by data will assist in improving student outcomes.
- Further develop and expand upon SLC’s that lead to CTE accreditation in order to improve student outcomes.

**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.**

Through the acquired SIG funds, our school will be able to accommodate current and new teaching and learning needs in a myriad of ways, starting with the implementation of an

empirically based, robust school transformation approach provided by Pearson. This comprehensive approach is known as the Pearson School Improvement Model.

Pearson's School wide Improvement Model (SIM) is built on the foundations of the research-proven America's Choice and Learning Teams school improvement models. SIM draws on the extensive experience gained implementing these models in more than 1,000 schools over the past twenty years and is purpose-built to be responsive to the current needs and circumstances of schools seeking to improve their performance.

Pearson's model is focused on helping schools prepare all students for college and careers, taking its lead from the definition of college and career readiness that is articulated in the Common Core Learning Standards (CCLS) and the standards for college and career readiness established by New York State.

Consistent with the focus on college and career readiness, SIM is designed to help schools meet the demands of the CCLS. SIM has been crafted from the ground up to support CCSS implementation. It features a school-wide instructional focus on critical aspects of college and career readiness. In addition, content area concentrations in English language arts (ELA) and mathematics provide scaffolding to help teachers align their instruction to the CCLS and assessments by attending to the "Instructional Shifts" as defined by Common Core in Literacy and Mathematics. Teachers also work with their own curriculum materials to achieve the curriculum and instructional alignment that is required for students to perform at high levels on the new assessments

- 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 Ingredients of Improvement: An Overview of the Pearson Model's Components**

Pearson's five ingredients for school improvement merge seamlessly with Richmond Hill High School's stated needs for improved communication, family engagement, and rigorous standards-aligned curriculum. As previously indicated, some of our most pressing concerns include:

- Student Attendance

One of the challenges experienced by our building is how to improve attendance. Students with long-term absences tend to have lower credit accumulation. Using SIG funding, our plan is to use Daedalus to report student absences to parents and guardians in real-time. The Pearson SIM model emphasis on a school-base engagement workgroup will focus on the best communication strategies to reach parents, both through technological and face to face contact. In the past, instructors would contact parents on a weekly basis, which was ineffective. This tool will provide parents the timely information they need to monitor their children, as well as give an incentive for students to attend all of their classes. In addition, this new hardware and software will allow parents and students to keep track of homework assignments, exam scores, and progress reports.

- Lack of student credits toward graduation

The SIG would enable us to expand Saturday and afternoon programs to allow students close to promotion greater opportunities to regain any lost instructional time. Saturday and afternoon credit accumulation programs will be available for students in grades 9-12, and incentivized as an early academic intervention service as challenges are discovered through teacher-student collaborative learning efforts. The grant funds will improve the computer and technology spaces within the building and provide access to Common Core aligned credit accumulation programs. The SIG would provide additional resources for integrating technology-based, self-directed and/or independent study for students' individualized needs. This would supplement teacher-facilitated learning to allow all students increased opportunities to learn. These changes would advance our goal of increasing credit accumulation by providing multiple entry points, a strategy that increases academic success for all students.

- Lack of sufficient extended time for student teaching and learning.

Instructional time can now be extended beyond the customary eight periods of education, allowing students with more pressing academic needs to continue their development and earn more credits towards graduation. With the SIG, our guidance department will have the opportunity to engage in more targeted efforts to address the needs of our students. Counselors will also be able to discuss their needs and concerns among each other during a weekly professional development session, where staff will have the ability to brainstorm and collaborate on new and innovative ways to engage students by making their learning more accessible. This period will give our staff a tremendous advantage in reaching our students and connecting with them on an emotional, social, and academic level.

- The SIG would provide resources to make sustainable changes to the way in which all stakeholders, in particular parents, are engaged as a part of the DeWitt Clinton community. Increased technology would provide opportunities for parents to access accurate data about student progress and improve communication between home and school.

### *Standards-Aligned Curriculum, Instruction, and Assessment*

Standards-based learning and the alignment of curriculum, instruction, and assessment to standards form the foundation of SIM. The model builds a collective commitment to systemic improvement to provide high-quality instruction for all students by combining content area concentrations in math and ELA with a school-wide focus on effective instructional practices that support students' development of college and career readiness. SIM deepens the focus on the aligned instructional system by explicitly connecting the spirit of the standards to the instructional shifts and leads the school through the assessment analysis cycle to monitor and determine student progress.

Effective Instructional Practices refer to a concise set of instructional practices that correspond to current understanding of how people learn. Effective Instructional Practices have application to learning at all grade levels and across all content areas. Articulated at the lesson level, they help emphasize the importance of lesson planning and review in the context of both unit and course planning. In addition, analyzing instructional artifacts including student work is emphasized in

order to focus on differentiating instruction. Effective Instructional Practices also provide a common language to support communication about effective instruction across grade levels and content areas without compromising the important differences between them.

### *High-Performance Leadership, Management, and Organization*

Pearson trains leadership teams to support school improvement efforts at every level by:

- Empowering staff through distributed leadership
- Balancing support and pressure to help teachers transform their practices
- Focusing the school on organization-wide activities proven to positively impact student success
- Develop & nurture collaboration, using a systems approach to engage the entire school in shared responsibility & shared learning
- Provide anchor for development of a data-driven culture and nurture use of data among SLCs

One main component of support is the use of the Digital Progress Monitoring Tools, which includes a suite of observation rubrics and surveys that help gauge the level of implementation and change in instructional practices throughout the building.

### *High Achievement and Engagement*

SIM complements the focus on standards-aligned instruction with strategies to build a school- and community-wide commitment to high expectations for student achievement. Broad support for students' commitment to their academic success coupled with standards-aligned instruction connects students' engagement in learning with their social and emotional development. It also generates an environment that fosters timely interventions for students at risk.

### *Data-Driven Culture*

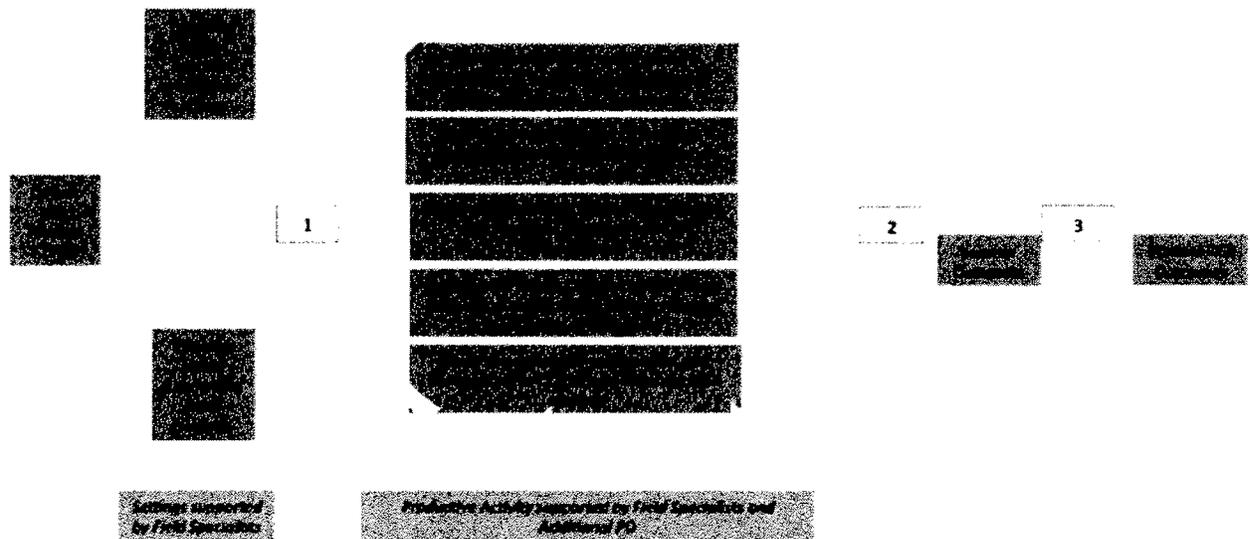
SIM supports the emergence of a data-driven school culture by expanding the work of the school leadership team by weaving the process of developing a data-driven culture into the collaborative planning process with classroom teachers. This focus on building habits of appropriate and effective use of data to guide decisions extends over time to an ever increasing number of teachers and school staff, thereby impacting and improving all aspects of school policy and practice.

### *Sustainability for Continuing Improvement*

Capacity building for continuing improvement is a primary focus of the design. Our proprietary, validated technical support system promotes continuous improvement via distributed leadership and collaboration, as well as through professional development, coaching, and technical support. The technical support system incorporates structures and processes for monitoring, adjusting, and sustaining implementation over time to ensure school-level capacity building and a gradual transfer of responsibility from Pearson staff to school staff that enables the school to take the driver's seat in its improvement process.

Pearson's purpose on building sustainability is a main focus in the professional development sessions. During the professional development activities, teachers work in their department groups to promote "job-alike" thinking and deliberation. These groups, known as "Workgroups" or Small Learning Communities continue throughout the year, meeting on a regular basis to continue the work initiated through the professional development. The "workgroups" provide a setting for teachers to plan and discuss ways of incorporating schoolwide strategies into their lessons, such as using sentence frames to help students learn the process and expression of logical reasoning and justification. At subsequent Workgroup meetings, teachers share student work arising from their lessons, reflect on their experience, and plan anew. Over the course of the year, the Workgroups enable teachers to collaborate on developing and refining applications of the school-wide strategies that fit comfortably with their content area and contribute to a school-wide approach to building college and career readiness.

Pearson's Theory of Action:



The theory of action postulates that rich professional development, coupled with the establishment and support of and purposeful linkages between stable leadership and teacher workgroup settings will generate productive activity (#1). This activity, at both the individual teacher and institutional level, is directed toward improving the quality of instruction and student engagement.

The causal relationships are grounded in/ resting on research from Pearson Learning Teams (LT) and America's Choice (AC). The first linkage is supported by multiple studies of the LT model that consistently demonstrate that when teachers engage in structured, collaborative inquiry in job-alike teams, grade level meetings become more focused on instruction (Ermeling, 2010; McDougall et al., 2007; Gallimore et al., 2009). The McDougall study also revealed that through the promotion of distributed leadership, external assistance, and an increased focus on achieving measurable goals related to instruction, there are changes in the culture of learning and teaching

in schools. In addition, the Consortium for Policy Research in Education (CPRE) study by Supovitz et al., 2002 on the AC model found a direct influence of professional development on teacher activity and found that the degree and impact of influence of PD on activity increased over time.

The theory of action further postulates that as the quality of teacher and institutional activity improves, learner (teacher) outcomes improve (#2). Multiple LT studies found that as grade level meetings become more focused on instructional goals and student outcomes, there are “meaningful instructional changes” in teacher practice (Ermeling, 2010; McDougall et al., 2007; Gallimore et al., 2009). In addition, researchers found that as implementation of the AC model improved, teachers reported significant changes to instructional practice, especially around use of routines and rituals and student centered learning (Passantino and Kannapel, 2004).

Finally, the theory of action suggests a link between improved teacher/institutional practice and student outcomes (#3). In a five-year comparison study funded by the Spencer Foundation, student achievement in Title 1 LT schools rose by 41 percent overall and 54 percent for Hispanic students; gains that were significantly greater than those made by demographically matched comparison schools (Saunders et al., 2009). In 2006, Henry May, Jonathan Supovitz, and David Perda, on behalf of CPRE, published the findings of their longitudinal study of student performance of the Rochester City Public Schools. The study compared the performance of students in schools implementing the America’s Choice model with the performance of students in non-America’s Choice schools, analyzing 11 years of data, including data from before implementation of the design. A Longitudinal Study of the Impact of America’s Choice on Student Performance in Rochester, NY 1998–2003, (H. May et al. 2006), published in Educational Policy Evaluation and Analysis, concluded that students in America’s Choice schools performed statistically better than similar students in non-America’s Choice schools. Students in America’s Choice schools gained an additional 1.7 months per year in reading and 2.6 months per year in mathematics compared to similar students in other Rochester schools. This translates into 6.8 months in reading and 10.4 months in mathematics over a four-year period

**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.**

Prior to assuming the principalship of Richmond Hill High School in September 2013, Neil Ganesh taught for eight years, and served as an assistant principal at Jamaica High School for seven years. As an administrator serving under three principals during a period of difficult change and phase out of the school, Mr. Ganesh provided leadership and stability for students and faculty. His portfolios included academic supervision, organization and administration. In each of these areas he demonstrated outstanding skills and an ability to implement and monitor policy that was recognized and appreciated by all.

- 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.**

Mr. Ganesh's currently participates in the New Principal's Institute sponsored by his network. Previously he availed himself of numerous leadership training opportunities provided jointly by the Department of Education and the Council of Supervisors and Administrators through the Executive Leadership Institute

In the short period of six months, Mr. Ganesh has initiated significant changes at Richmond Hill designed to improve student academic performance and the quality of instruction. These have included replacement of ineffective assistant principals, an intensive review and revision of course offerings and sequences, and the scheduling of targeted academic interventions. The school's counseling and guidance services have been reorganized to provide ongoing intensive individual, group and classroom services. This has contributed to a significant increase in student attendance.

Mr. Ganesh has also begun a restructuring of Richmond Hill's Small Learning Communities. Curriculum across content areas is being revised to reflect the SLC theme and address common core standards. These programs will hopefully increase the number of students applying for admission.

Administratively and organizationally, Mr. Ganesh has utilized his experience with school finances to align the Richmond Hill budget to better support academic and counseling initiatives. He has moved aggressively to address the shortage of textbooks and other academic resources with a combination of traditional and innovative technology purchases. The school's

professional development program is ongoing and cohesive, and supported by both in-house funds, the network, and community based organizations.

All of the above positive changes have taken place in an atmosphere of collaboration between administration, faculty and parents. After a long period of instability, Mr. Ganesh has provided Richmond Hill High School with a clear educational vision that is recognized and appreciated by the entire community.

**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.**

Assistant Principals of instruction each supervise a subject area and a Small Learning Community. Within each, assistant principals are charged with supporting teachers, providing frequent observations of teachers with timely, meaningful and useful feedback (both oral and written), managing and distributing relevant data to staff, facilitating communication both internally and with stakeholders, development and execution of professional development, and cultivating a school culture that maximizes student learning outcomes.

The Assistant Principal of Pupil Personnel supervises the ten counselors as they handle a wide variety of student related issues including educational planning, facilitating the progress to graduation, developing college readiness skills, navigating the college application process, and accounting for students' social and emotional needs. The AP also guides counselors on strategies for engaging families and working with our key partners to facilitate student learning and success. The AP for Pupil Services is also the school's liaison to the community based organizations with which the school partners, including SAYA, Sports and Arts, Kaplan, and the Anti-Defamation League. The AP also oversees all extracurricular activities, as well as graduation.

The Assistant Principal of Organization works on facilitating the operations of the staff and building, including the day-to-day handling of staffing, maintenance and repair issues, and general building operations. The AP also serves as a manager for processing school and staff paperwork, cataloging and distributing the school's supplies, and overseeing the implementation of the school's budget.

The Assistant Principal of Security oversees the school deans and security staff. She is charged with coordinating an ongoing security system, developing preventative approaches to eliminating security incidents, and ensuring the entrances, exits, halls and other areas of the school are calm and safe. Through the AP's work, the school can maintain a climate that is conducive to learning.

The Assistant Principals of Supervision are responsible for the alignment and implementation of the new Common Core Learning Standards into the curriculum and lessons. They are responsible for providing guidance and professional development for all teachers. In addition, all AP Supervision will be trained and certified by the NYCDOE on the new teacher evaluation system.

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

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

The new principal and assistant principals at Richmond Hill High School are of high integrity, effective in instruction, capable of effecting change and are able to include many stakeholders in contributing to the success of the school.

The new principal is able to manage a large school, is an expert in instruction and works collaboratively with stakeholders in order to achieve success for all students. He has a track record of being highly visible, a good listener and a community builder. He is willing to make the tough decisions by focusing on what is best for the students at the school.

There is a shared vision among the school community and a sense of **urgency regarding the achievement of the school wide goals**. These goals were articulated to the staff and parents at the beginning of the school year. The principal instituted a newly constructed Instructional Leadership Team charged with the responsibility of reviewing school-wide data to strategically prioritize areas for improvement and shared the data and plans with the school staff. School leaders provide the professional development necessary to achieve school-wide goals beginning of school year 2012-2013 detailing all expectations with entire staff, student assemblies to introduce staff and discuss expectations, Parent/Family Orientations, Professional Development n expectations and strengthening of teacher teams, staff & students generate goals supporting the schools overarching goals and vision

**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.**

The Richmond Hill High School teaching staff is a group of 180 dedicated professionals who work to mete-out our school's educational goals each day. Our faculty is rated over 90% highly qualified in their license area having met all the appropriate NYSED licensing benchmarks in a timely manner. The staff has been a consistent pool of talented leaders who have performed tasks beyond the classroom in a variety of ways.

As pathway directors, our teachers have experience leading meaningful discussion around student trends, best practices, lesson development and the development of the craft. As liaisons to the greater NYC community, RHHS staff has enabled students to earn recognition for their work in areas of finance (The Stock Market Game), law (Moot Court) and the arts (various competitions). RHHS is proud that two of its staff members were selected to give presentations at a national conference based on their work with curriculum development with the Gates Foundation. In fact, one of these teachers received the highest honor from the foundation and was invited to have his work published. The RHHS teaching staff is a capable group of pedagogues whose efforts outside the classroom have demonstrated their willingness and ability to help improve the systems that serve students.

RHHS would be able to depend on this group of professionals to push towards the goals outlined in the goals of this proposal. Regarding goal 1, teachers would be able to continue to build on effective practices and experiment with new, promising ones. The difficult work RHHS has done with the Literacy Design Collaborative Gates model is an example of how RHHS have taken a daunting task and created useful plans that help students succeed. Through the work of the teachers this effort has been successful in directing teacher practice to more rigorous text, to helping students become active readers and to helping students to produce college-level writing. The experience with LDC has been important to RHHS and we recognize the need to explore additional strategies to address our students' needs and spread the organization of the best practices. For example, the SIOP model of instruction which is designed to reach ELLs provides teachers with practical tools that will benefit all students. Promoting the use of these strategies and incorporating them into the curricula at all grade levels is an effort that our staff would be able to buy in to and promote given the appropriate support. Exposing staff to these important strategies will go a long way to ensuring that the curricula we are able to generate will expose students to the best opportunities for learning. Implementation of the SIG plan, through the collective leadership of the whole staff will permit gains in graduation rate (Goal 3) to be realized.

It is in this area of service to ELLs and Students with Disabilities that RHHS recognizes its greatest staffing needs. While the school ensures that all classes are appropriately supported, there is a shortage of staff with the appropriate ESL or bilingual certificate in the math, social studies and science areas. RHHS continues to promote local college programs that would allow teachers to earn the appropriate certificate and continues to give due scrutiny to candidates with the ESL and bilingual licensing in place, but we still have not fulfilled this goal. Similarly, RHHS students require staff members who are dually licensed to serve its large population of SWDs (18%) and ELLs (18%). To meet these needs and the instructional benchmarks of goal 1, RHHS would use SIG funds to identify and promote the best practices for creating points of entry for these at-risk students. Funds would be applied to create teacher pairs whose collective backgrounds meet both the compliance goals of NYS and the educational needs of the students. Realigning staff in this way, RHHS intends on seeing growth for this significant part of its student body.

SIG funds would also help to make sure that the teachers in career pathways are able to meet to discuss their academy students. Maintaining “purity” of an SLC is important for the shared, focused analysis of student progress. RHHS would be able to promote this important element of a teacher group through the use of strategic programming – all share a prep or a lunch period – and through the hiring of additional staff.

**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.**

To meet the needs of RHHS students, staff must demonstrate the effective and highly effective practices outlined by the Danielson model of teaching. These practices celebrate student-centered instruction geared to the production of a product that is evidence of higher level thinking and the synthesis of concepts learned through the work process and the class. Teachers will have experience designing lessons aligned to the Common Core State Standards. Similarly, teachers will be able to produce evidence of participation in teacher-led meetings where these practices are promoted. Our teacher led meetings will provide valuable information to support our schoolwide professional development and inquiry groups.

In addition to the teacher led meetings, professional development will occur through departmental meetings and will, similarly, focus on the implementation and practice of these strategies. These meetings will also address issues made evident by benchmark data and summary assessments. Assistant Principals of Supervision, teacher leaders and teachers will use the data to promote adjustments to the curricula.

Important to the students’ achievement is the social-emotional support the RHHS staff can provide. Systems of communication between the offices of the AP/PPS and AP/Security are important to ensure that crisis intervention and prevention occurs. Teachers, often the first to hear of a student’s concern, are incredibly important in steering students towards help and following up with needed attention. Guidance counselors at RHHS also bring expertise to troublesome situations that arise. As part of the efforts brought on through the SIG funded model, guidance counselors will also bring important messages to the classrooms or to smaller groups for guidance sessions around ideas meant to promote productive behavior and successful, healthy habits.

**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.

Staffing RHHS with highly-qualified pedagogues is important the success of students. RHHS works through the DOE employment fairs, works with the office of Teaching Fellows and considers candidates for employment off the open market. Ideally prospective staff members are interviewed by a hiring committee and teach a sample lesson. At a minimum, candidates must provide evidence of success in the classroom including sample plans and student products and they must explain how they would handle the challenges of a typical class and help RHHS achieve its students’ goals. Using observation reports and letters of recommendations, one can formulate questions regarding practice. RHHS looks for candidates who have answers but who are thirsty to learn more, experiment, and work to win their students’ hearts.

Barriers to hiring appropriate staff members include a shortage of highly qualified staff members in the hiring pool who have the appropriate certification and formal training. As mentioned, this is true with the ELLs and SWDs.

<b>F. Partnerships</b>	<b>6 points</b>
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.**

**Pearson Education**

Richmond Hill High School will partner with Pearson School Achievement Services for the 2014-15 school year, to implement the School wide Improvement Model (SIM) that focuses on five core components of sustained school reform: : (1) Standards-Aligned Curriculum, Instruction, and Assessment, (2) High-Performance Leadership, Management, and Organization (3) High Achievement and Engagement (4) Data-Driven Culture and (5) Sustainability for Continuing Improvement.

**GoldMansour and Rutherford**

Over the years, G&R has worked hard to maintain the vision that all classrooms should function as inclusive classrooms. We believe no instructional professional is as successful alone as he or she can be when collaborating with colleagues. At G&R we are committed to student centered learning that gives access to all students.

In addition to inclusion work, G&R works with teachers of all curriculum areas to differentiate instruction that will meet the needs of every child in the school. Our coaches are highly qualified content experts in their fields. When working with schools, G&R helps educators understand how co-planning and

Differentiated instruction seamlessly brings together the content and the learning strategies to ensure access for all students. Our consultants are committed to helping educators integrate the ideals of Universal Design into the whole school community; from school wide systems to classroom design to everyday lesson planning

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

See Attachment C

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

Work with each external partner will begin with a collaborative examination of relevant data, with the goals of setting mutually agreed-upon benchmarks that are both measurable and time-bound. Both parties will use the benchmarks (various types of data; student work, teacher team outcomes, assessment results, teacher observation, etc.) to determine their respective responsibilities, create deadlines for the completion of responsibilities, and specify the

individuals who will complete the necessary actions. Benchmarks and responsibilities, along with related details such as deadlines and the resources necessary, will be added to an action plan. Action plans and progress toward benchmarks will be revisited on a bi-monthly basis. If services are not yielding expected outcomes, both parties will determine where the accountability lies, create a plan of action to ensure future benchmarks are met, and act accordingly. If there is little or no progress is being made, the plan of action will be revisited and revised as necessary, should there be no progress after adjustments are made barring extenuating circumstance that would impede progress towards the objective, the partnership would ultimately be dissolved.

## **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.).**

The organizational structure of the school revolves around the principal. The tiered structure of the school means that the principal delegates relevant responsibilities to the various assistant principals. Collectively, the principal and the assistant principals form a "cabinet," which is the central component of the administration. The Cabinet meets twice a week during non-instructional time to discuss issues facing the school, and to make decisions with input from all assistant principals who collectively represent all of the stakeholders in the Richmond Hill High School community. The Assistant Principals will provide the Principal with the following deliverables: weekly observation logs, students' behavioral logs, teacher absence reports, scholarship reports, logs of assistance for ineffective teachers, grade level team and department meeting agendas and minutes.

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

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

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

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 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*.

### **Richmond Hill High School's Administrative Observations**

In accordance with the evaluation system being implemented by New York City/New York State, each teacher will have multiple observations to facilitate professional growth and maintain accountability for the classroom actions. Teachers will be evaluated on their lesson planning, use of effective pedagogical strategies, and assessment.

Observations will commence the second week that school is in session, and continue through the last week of instruction in June. All teachers will receive a minimum of one informal observation per month and a minimum of one formal observation per term. A pre-observation conference will focus on intended instructional outcomes. The observed lesson will then be followed with a post-observation debrief in which the teacher and administrator discuss the successes of the lesson and areas where improvement can be made for future lessons. Teachers will leave the debrief conversations with actionable next-steps, including online learning (ARIS) so they modify their classroom practice immediately. Subsequent observations will assess teacher progress in areas of concern as had been noted. New teachers will receive an additional informal observation per month.

Observations will typically be conducted by the content area assistant principal of supervision. Additionally, the principal will conduct at least one observation with each teacher over the course of the school year. At the conclusion of the observation debrief, the teacher and administrator will set specific, measurable goals for the teacher to work towards for the next observation. The administrator will keep track of each teacher's goals and monitor his/her progress during the next observation. This information will be reported out during cabinet meetings.

**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.**

See attached PD Plan

## 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>).

Curriculum development will be guided by Richmond Hill's Curriculum Management Plan (SIG goal 1)

The goals of Richmond Hill High School's Curriculum Management Plan are twofold;

1. To develop rigorous and coherent curriculum aligned to the CCLS which drives instructional practices and leads to high student achievement
2. To build and support a viable system that evaluates and revises curriculum as needed based upon students' educational needs

Embedded within the Curriculum Management Plan will be The Common Core Literacy Implementation Plan using the Literacy Design Collaborative (LDC) Model.

These initiatives will be school wide and include action plans that set both short and long term goals.

- 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.).

Instruction will be rooted in Common Core Skills and include the instructional shifts required by these standards and highlighted by the NYCDOE. In math the students will engage in text-rich problem solving activities that require that they perform the necessary critical thinking to be able to both identify the correct processes to apply but also to be able to explain why those processes, theorems, mathematical truths are accurate. Literacy across the curricula is a defining element of our instructional approaches. Teachers in all areas, as encouraged by various CCLS standards and the ELA instructional shifts, will be able to demonstrate active reading skills that include annotation, note-taking and the reader questioning the text. Using the text to justify answers and explain concepts that students are exploring is a particularly key skill that serves to focus instruction. Similarly, the synthesis of information from various sources in the students' writing is an important push throughout. As part of the SIG plan the implementation of these strategies will be enhanced and embedded into curricula, in professional development, as a topic

of teacher sharing and as part of the school's plan for increasing student success and graduation rate.

- 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>

The SIG plan must allow a school day structure that provides teachers with the opportunity to meet daily as part of a professional assignment. These meetings are crucial to carrying out the professional sharing and analysis that is important for student success. The SiG plan will, therefore, schedule teachers to be available at specific periods to meet in the appropriate academy teams. Students of those academies will have to be programmed for electives, lunch or gym as the priority will be to ensure that the core teachers are meeting together.

Tutoring is most effective when the extra help is part of a student's program. RHHS provides 3 days a week of programmed 9<sup>th</sup> period tutoring to students. The 9<sup>th</sup> period tutoring program allows students to work with teachers in smaller class settings to receive the attention that is required. It is important that these offerings be expanded to include 5 days a week and before school opportunities as well.

Currently RHHS invites incoming 9<sup>th</sup> graders to attend a bridge program prior to the start of the school year. The program in 2013 served about 40 students, about 10% of the incoming 9<sup>th</sup> graders. These students were exposed to ELA and math support as well as development in physical education and the arts. The SIG plan would extend these learning opportunities to more students.

The SIG plan will also help to do the outreach necessary in Goal 2 where communication with parents is required. Use of school time will expand to include opportunities for parents to work with trained staff at night and during weekends. There would be a particular emphasis on the expansion of services to the parents of ELLs and SwDs as these at risk populations benefit from an expanded provision of services. These sessions would include computer literacy as well as ESL opportunities.

The SIG plan would also allow RHHS to look very carefully at expanding the school year for the ninth graders by approximately 5 instructional days. The students who have just arrived to RHHS do not sit for the Regents exams during the January administration of the exam. It would be beneficial to this group that they be able to attend their classes as normal with the traditional interruptions required due to staffing concerns. Applying SIG funds to this effort, RHHS could look to maximize the continuity of the 9<sup>th</sup> grade experience by ensuring that they are able to take classes during this week.

- 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).

Richmond Hill High School will initiate schoolwide benchmark assessments/exams in order to have consistency in instruction, recognize and improve weaknesses in student skills and comprehension and teacher instruction. The data will clarify areas of need. All data is monitored on a weekly basis by content areas supervisors, and data team comprised of five teachers and an assistant principal.

Scantron's score-it software will be used for data analysis. Correlations are made to determine the following:

- Which questions a high number of students answered incorrectly?
- Which questions had a high percentage of incorrect answers for each teacher?
- Which questions had a high percentage of incorrect answers for multiple teachers?

Once data is analyzed, teachers will meet at the department meetings and clarify the problems. Teachers will explore why students performed poorly on the questions discussed after analyzing the data. An action plan will then be generated.

The following questions form the basis for an exploration of why students aren't performing well in a testing area:

- Does all staff understand what students are asked to know and do on the state assessments?
- Does all staff understand how student performance is scored on the state assessments and what proficient and advanced student responses looks like?
- Does all staff know how to teach the content standards?
- Does all staff know how to assess the content standards?
- Are all staff monitoring progress of individual students on these standards?
- Does all staff provide interventions for students not demonstrating attainment of an indicator/objective?

As a group, teachers will develop an action plan in order to address any issues. They will then implement the action plan that will include instructional strategies to increase student performance on future benchmark exams. They will also generate a list of standards that need to be addressed during review for the regents exam.

- Use of frequent department wide formative assessments that match areas of student needs.
- Modeling of best practices by teachers whose data on line item analysis is statistically above average.

- Revision of curriculum, including pacing calendars, to address areas of concern as identified by the benchmark exams.

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

The school cultivates an environment in which all students feel safe and supported and each student is known by an adult in the building. Throughout the year, working closely with their students, teachers get to know their students' academic needs, but may also identify social-emotional needs of their students. If necessary, students are referred to counselors – either the school counselor or the social worker. Referring students to be seen by the counselors is a coordinated effort, matching the student with the best support aimed at his/her needs. A school administrator and the school counselor greet students each morning. PPT meetings are held monthly to coordinate support for students around student needs; additional academic support, behavior, disengagement, truancy, drop-out, interventions chosen to support them. Various members of the team are selected to follow-up with students and monitor progress.

The schoolwide framework for student support consists of a focus on the well-being of all students. We have an overarching framework designed to meet the needs of all students. Our current partnerships with Sports and Arts, and SAYA support students through the reinforcement of positive behavioral interactions.

Sports and Arts provides numerous supports including; afterschool tutoring and advisory, and positive clubs that are connected to advisory for each student.

SAYA provides social activities for the Southeast Asian population of our school including Freshman advisory, which includes academic and social issues on an ongoing basis. They also provide community outreach and parent workshops in both language and technology.

For students who are deemed at risk, we are instituting an afterschool at risk academy structure that is designated by students needs in relation to content areas. This is designed improve student outcomes by monitoring student progress and determining areas in need of targeted supports. Information related to student performance in the afterschool academies will be interpreted by at weekly data team meetings to support academic growth.

- 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.

Our primary emphasis will be on communication with students about their social and academic needs so that they take ownership of their education. By expanding our Small Learning Communities, students will have a greater sense of belonging and will have a cohesive and supportive learning environment where they can receive individualized support. By having guidance counselors integrated into the communities, information and strategies will be available to teachers on how to meet the social/emotional needs of their students. Staff members in the building will have professional development on how to manage classroom behavior, know the signs of possible conflicts among students and how to deescalate situations. We always encourage students to use proactive language to solve disputes with mediation, always being mindful and respectful of the differences within the school community. The results will be a safer, more inclusive school community, with reduced numbers of incidents.

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>.

- Provide parents with translated information regarding new Core Curriculum, student placement, school activities, student services, this SIG grant and other relevant programs.
- Provide an accessible parent/family information and resource center to support parents and families with training, resources, and other services with resources for English Language Learners (ELLs) and Students with Disabilities (SWDs)
- Conduct Parent-Teacher conferences with parents at least twice a year, with follow-up as needed. Conference times will be varied to accommodate parent schedules and language barriers.
- Coordinate ESL classes for parents.
- Provide staff development, for all school staff, regarding effective communication techniques and the importance of regular communication between the school and the family.
- Expand our institute a parental involvement policy that supports and respects all families, recognizing cultural and religious diversity.
- Establish a way for immediate and regular contact between parents and teachers when concerns arise.
- Link parents to programs and resources within the community that provide support services to families.
- Share reports on school performance with parents and solicit input for future goals.
- Provide information on how parents can foster learning at home, give appropriate assistance, monitor homework and give feedback to teachers.
- Expand parents' decision-making capacity regarding their child's educational options and needs by providing professional development workshops for parents of all students including parents of ELLs, bilingual students and SWDs.

- Enable parents to internalize the significance of student periodic common assessment results, report cards and skills analysis of their children's performance on State standardized assessments.
- Communicate with parents continually through teacher contact, administrative and support staff contact, student progress reports, letters published in English and in languages spoken in the homes.
- Gauge parent and community satisfaction through the administration of a school specific parent survey and by administering the School Survey. Data from the formal and informal parent surveys will inform goal setting and planning that addresses parent and community needs.
- Utilize the parent portal, in Daedalus system to facilitate communication between school and home and providing parents easy access to their children's progress.

## **I. Training, Support, and Professional Development**

*4 points*

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

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

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

The framework for building a comprehensive system for providing and assessing professional development is based upon the key findings and recommendations of the past 3 years of NYSED reviews as well as adhering to the Citywide Instructional Expectations. The recommendations we have received are also in alignment with the Citywide Instructional Expectations and include increasing teacher effectiveness and curriculum development. These are also aligned to our SIG goals of comprehensive curriculum development, increasing attendance and the graduation rate. A school wide curriculum, that includes technology, is rigorous and aligned to both the CCLS and Danielson's *Framework for Teaching* will improve pedagogy and increase both our attendance and graduation rate. These decisions were made at the cabinet level with input from teachers who were surveyed during departmental meetings. The next step was the actual development of the professional development plan.

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

<b>Month/day</b>	<b>PD Activity</b>	<b>Audience</b>	<b>Organization delivering PD</b>	<b>Desired Outcome</b>	<b>How outcomes will be analyzed and Reported</b>
<b>June 2014</b>	Creation of a Curriculum Management Plan team	Curriculum Management Plan teacher team	Richmond Hill High School teacher teams	Curriculum Management Plan team framework	Gantt chart created to track progress
<b>July 2014</b>	Creation of a Curriculum Management Plan	Curriculum Management Plan teacher team	Richmond Hill High School teacher teams	Curriculum Management Plan framework	Desired outcome will be matched to final product
<b>August 2014</b>	Creation of a Curriculum Management Plan	Curriculum Management Plan teacher team	Richmond Hill High School teacher teams	Curriculum Management Plan Draft	Draft will be peer reviewed
<b>September 2014</b>	Finalization of the Plan	All administrators and pedagogical staff	Richmond Hill High School teacher teams	Finalized Curriculum management Plan	In addition to Gantt chart, Smart action plan will be created
<b>October 2014</b>	Departmental introduction to Curriculum Management Plan	All administrators and pedagogical staff	Richmond Hill High School teacher teams	Assessment of departmental curricula	Assessment data will be added to Gantt chart
<b>November 2014</b>	Departmental introduction to Curriculum Management Plan	All administrators and pedagogical staff	Richmond Hill High School teacher teams	Assessment of departmental curricula	Assessment data will be added to Gantt chart
<b>December 2014</b>	Creation of unit planning framework and course syllabus	All administrators and pedagogical staff	Richmond Hill High School teacher teams	Unit framework for all courses	Desired outcome will be matched to final product
<b>January 2015</b>	Creation of unit planning framework and course syllabus	All administrators and pedagogical staff	Richmond Hill High School teacher teams	Completed syllabus for all courses for beginning of Spring term	Departmental AP's will collect and analyze all syllabi for fidelity

<b>February 2015</b>	Continued unit planning framework	All Administrators and pedagogical staff	Richmond Hill High School teacher teams	Finalized unit plans that include content topics	Gantt chart updates
<b>March 2015</b>	Standardization of school wide curriculum map templates	Curriculum Management Plan teacher team	Richmond Hill High School teacher teams	Agreement on a universal Richmond Hill High School template	Revision of smart goals to update progress, revision of Gantt chart
<b>April 2015</b>	Introduction of revised curriculum map with departmental teachers	All administrators and pedagogical staff	Richmond Hill High School teacher teams	Understanding by departmental teachers on curriculum map template	Gantt chart update
<b>May 2015</b>	Completion of curriculum maps for all courses	All administrators and pedagogical staff	Richmond Hill High School teacher teams	Finalized curriculum maps	Gantt chart update
<b>June 2015</b>	Review of Curriculum Management Plan	Curriculum Management Plan teacher team	Richmond Hill High School teacher teams	Revision of Curriculum Management Plan if necessary	Updating of smart goals

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

A system of developing the plan will include the creation of smart goals revolving around each of the SIG goals. A sample is provided below;

**RICHMOND HILL HIGH SCHOOL**  
**Math Department**  
**SMART ACTION PLAN: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound**

<b>SMART GOAL 1</b>	
<b>Goal(s):</b> QR indicator 1.1, 1.2, 1.3, 2.2 3.1, 4.2, 5.1	<i>Improving Graduation Rates</i> <i>Improved Performance on Assessments (School, regent, etc.)</i> <i>Increase Instructional and Organizational Coherence</i>
<b>KEY PRACTICE(S):</b>	<i>Curricula are aligned to the CCLS content standards and emphasizes rigorous habits</i> <i>Development of teacher pedagogy that is aligned to the curricula</i> <i>Organizational decisions support school's instructional goals</i> <i>Creation of a culture of continuous improvement and culture building</i> <i>Establishment of a coherent vision of school improvement that is data driven</i> <i>Development of teacher teams that analyze student data including assessment data and student work</i> <i>Evaluate the quality of school-level decisions and make adjustments when necessary</i>
<b>SMART GOAL 1:</b>	<i>Short term-</i> <ul style="list-style-type: none"> <li>✘ Syllabus for each course- beginning of Spring 2014 term</li> <li>✘ Pacing calendar (including daily focuses and benchmark dates) for each course- beginning of Fall 2014 term</li> </ul> <i>Long term-</i> <ul style="list-style-type: none"> <li>✘ Alignment of Math pacing calendars to include NY State and C2S2 Standards- beginning of Fall 2014 term</li> <li>✘ Interdisciplinary lesson planning- Spring 2015 term</li> <li>✘ RHHS Curriculum WIKI fully functional- September 2014</li> </ul>
<b>Evidence of Need (Data):</b> Enter the types of data used to	<i>(Qualitative data)- The absence of curricular materials (pacing guides, scope &amp; sequence, benchmark, syllabi) in many of the academic departments.</i>

<b>SMART GOAL 1</b>	
<i>assess the need and the areas you will target for improvement</i>	
<b>Implementation Target to Address:</b> <i>Identify the student population that your action plan will address (e.g. students in Algebra, ISS students in grade 11, students with Ds or Fs in Global History, etc.)</i>	<i>All students are the target of curriculum design</i>
<b>Area of Focus:</b>	<i>Circle One:    Instruction    Leadership    Support    Structure</i>

<b>Specific Strategy/Actions</b>	<b>Person Responsible</b>	<b>Formative/Summative Measurements &amp; Artifacts</b>	<b>Resources Needed</b>	<b>Timeline For Implementation</b>
<i>List below the specific actions you plan to take to meet the Goal</i>	<i>List the names of the people who will be responsible for each action listed</i>	<i>List all evidence that demonstrates that the action has been taken (memos, lesson plans, assessments, etc.)</i>	<i>List any materials needed to complete the action (data, student rosters, instructional materials)</i>	<i>Expected date each action should be completed</i>
<i>We used the 3 Year Curriculum Management Plan that was designed by RHHS as the guiding document for introducing the Focus Team</i>	<i>All members of the pathway were introduced to the Plan and what it entails</i>	<i>Focus team binder</i>	<i>CPT per-session/ departmental meeting time</i>	<i>Fall 2013</i>
<i>Departmental teams within the pathway were asked to list essential elements that a functioning curriculum should have. The following is a list of common elements:</i>	<i>AP supervizing curriculum focus team Focus team leaders Focus team members Departmental point</i>	<i>Focus team binder</i>	<i>CPT per-session/ departmental meeting time</i>	<i>Fall 2013- Spring 2014</i>

**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.

At Richmond Hill High School, the school will continue to maintain a policy of transparent consultation and collaboration with key educational stakeholders such as administrators, teachers, parents and community based organizations. Communication about the school's Priority status was backpacked home and was addressed at meetings such as the School Leadership Team, PTA, Faculty Conference and a meeting with CBOs. These constituencies were also informed of the SIG grant and were consulted regarding the implementation of the SIG plan. Elements to collaborate with key education stakeholders have been included throughout this plan. The incorporation of Daedalus in conjunction with the Parent Coordinator will ensure collaboration with the parents, and PTA. Key stakeholders who serve on various school

committees will meet regularly to assess, plan, evaluate and suggest improvement strategies regarding the implementation of SIG programs, the Parent Involvement Policy and the Comprehensive Educational Plan in order to ensure the instructional programs meet students' needs and that parents are able to play an active role in helping the school to meet annual schoolwide 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 begin building teacher capacity through the staffing and PD for current staff, enhancing the curricula, and intensifying support for students' social-emotional development. The principal in consultation with key-stakeholders determined the above to be key leverage points through which school improvement can occur. The foundation for the work that will begin in September will begin in June with PD. Prior to the partnerships for PD, the network will provide PD to ensure that all teachers begin the school year with a common understanding and vision for the work ahead.

Work with external partners will begin with a collaborative examination of relevant data, with the goals of setting mutually agreed-upon benchmarks that are both measurable and time-bound. Benchmarks will be revisited on a bi-monthly basis. If services are not yielding expected outcomes, both parties will determine where the accountability lies, create a plan of action.

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

**Goal 1**

Development of CCLS based comprehensive curricula in all courses that is aligned to Danielson's *Framework for Teaching*.

Early wins will include draft curriculum maps and draft LDC modules by December 2014. These drafts will be evidence that the SIG is influencing curriculum development.

**Goal 2**

Improved communication: As a result of improved internal and external communication through the use of technology, student attendance will improve by 2% by December 2014 of the SIG as measured by data from Daedalus.

**Goal 3**

Early wins will include tracking and intervention of students off-track for graduation. Evidence will be a twenty percent increase in the number of outreach meetings with off-track students

by 2014. We will also use credit accumulation data as well as Regents results to for targeted intervention for at risk students.

By the end of the three year implementation the school's four year graduation will increase to 7 %.

Early wins will include tracking and intervention of students off-track for graduation. Evidence will be number of outreach meeting with off-track students and credit accumulation data as well as Regents results.

**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.**

Services will be monitored and various types of data (student work, teacher team outcomes, assessment results, teacher observations, etc.) will be collected to determine if progress towards established goals is being made. Improvement in teacher lesson planning, improved trends during teacher observations, student progress in benchmark and interim assessments as well as increased parent involvement would be monitored bimonthly by the principal and the instructional team.

# Richmond Hill High School

## SPRING 2013-2014

### Professional Development Plan – February-June

**School-Wide Focus: Common Core Instructional Shifts:**

1. Building knowledge through content-rich texts-both Fiction and Non-Fiction
2. Reading and writing grounded in evidence from text.
3. Regular practice with complex text and its academic vocabulary

<b>Dates</b>	<b>Focus</b>	<b>PD Model</b>	<b>Rational (Teacher Effectiveness)</b>	<b>Rational (CCSS Inst. Shifts)</b>	<b>Outcomes</b>
Feb. 3 Chanc. PD	Questioning Strategies to Engage All Learners	Department Assistant Principals and/or teacher leaders will facilitate in the morning. Afternoon department meetings will focus on the upcoming quality review.	Teachers have to discuss and practice questioning strategies that will engage all learners in the classroom. They have to ensure students have the opportunity to participate in discussions and the important thinking when a question is posed by using a variety of questioning strategies.	Teachers will understand the major changes required by the Common Core in terms of curricular materials and classroom instruction. Teachers will emphasize literary experiences in their planning and instruction. They will engage students in rich and rigorous evidence based writing tasks and conversations about complex text.	
2/6- 2/27	Annotating Text and	<b>School-Wide PD:</b> Content Area AP	<b>School-Wide PD:</b> Engaging Students in Learning: Student	Teachers will understand the major changes required by the	

<p>Collaborative Annotation using Complex Texts</p>	<p>and/or PD Team Member will facilitate focus strategy to Departments</p> <p><b><u>Differentiated Department Meeting:</u></b> Departmental teacher teams will focus on Strategy from previous meeting to modify/update curriculum and lesson plans, share best practices and analyze student work</p> <p><b><u>JDL-Outside</u></b> mentoring for teachers chosen by AP. Mentor observes and offers feedback using Danielson Framework.</p>	<p>engagement is evident when students are intellectually active in learning important and challenging content. To do this, students are grouped intentionally, materials are suited to engaging students in deep learning, and students are actively working rather than watching the teacher work.</p> <p><b><u>Differentiated Department Meetings:</u></b> Based on Classroom observations and teacher feedback, Supervisory AP's will lead teacher teams in implementation of school-wide strategies in current and future curriculum and lesson plans. Teachers will analyze and discuss student work and share best practices.</p>	<p>Common Core in terms of curricular materials and classroom instruction. Teachers will emphasize literary experiences in their planning and instruction. They will engage students in rich and rigorous evidence based writing tasks and conversations about complex text.</p>	
<p>3/6-3/13</p>	<p>Developing questions that spark discussion grounded in evidence from text</p> <p><b><u>School-Wide PD:</u></b> Content Area AP and/or PD Team Member will facilitate focus strategy to Departments</p>	<p><b><u>School-Wide PD:</u></b> Using Questioning and Discussion Techniques: Questioning and discussion are used as techniques to deepen student understanding. Elements include quality questions, prompts,</p>	<p>Teachers will understand the major changes required by the Common Core in terms of curricular materials and classroom instruction. Teachers will emphasize literary experiences in their</p>	

	<p><b>Differentiated Department Meeting:</b>          Departmental teacher teams will focus on Strategy from previous meeting to modify/update curriculum and lesson plans, share best practices and analyze student work  <b>JDL</b> Outside mentoring for teachers chosen by AP. Mentor observes and offers feedback using Danielson Framework.</p>	<p>responses, discussion techniques and student participation.  <b>Differentiated Department Meetings:</b> Based on Classroom observations and teacher feedback, Supervisory AP's will lead teacher teams in implementation of school-wide strategies in current and future curriculum and lesson plans. Teachers will analyze and discuss student work and share best practices.</p>	<p>planning and instruction. They will engage students in rich and rigorous evidence based writing tasks and conversations about complex text.</p>	
<p>3/20-3/27</p> <p>Provocative Protocol          Strategy to build knowledge through content-rich text</p>	<p><b>School-Wide PD:</b>          Content Area AP and/or PD Team Member will facilitate focus strategy to Departments  <b>Differentiated Department Meeting:</b>          Departmental teacher teams will</p>	<p><b>School-Wide PD:</b> Engaging Students in Learning: Student engagement is evident when students are intellectually active in learning important and challenging content. To do this, students are grouped intentionally, materials are suited to engaging students in deep learning, and students are actively working rather than watching the teacher work.</p>	<p>Teachers will understand the major changes required by the Common Core in terms of curricular materials and classroom instruction. Teachers will emphasize literary experiences in their planning and instruction. They will engage students in rich and rigorous evidence based writing tasks and conversations about complex</p>	

	<p>focus on Strategy from previous meeting to modify/update curriculum and lesson plans, share best practices and analyze student work</p>	<p>Using Questioning and Discussion Techniques: Questioning and discussion are used as techniques to deepen student understanding. Elements include quality questions, prompts, responses, discussion techniques and student participation.</p> <p><b>Differentiated Department Meetings:</b> Based on Classroom observations and teacher feedback, Supervisory AP's will lead teacher teams in implementation of school-wide strategies in current and future curriculum and lesson plans. Teachers will analyze and discuss student work and share best practices.</p>	text.	
4/3-4/10	<p>Conversation roundtable technique for reading and writing grounded in evidence from text</p>	<p><b>School-Wide PD:</b> Content Area AP and/or PD Team Member will facilitate focus strategy to Departments</p> <p><b>Differentiated Department Meeting:</b> Departmental teacher teams will focus on Strategy from previous</p>	<p><b>School-Wide PD:</b> Engaging Students in Learning: Student engagement is evident when students are intellectually active in learning important and challenging content. To do this, students are grouped intentionally, materials are suited to engaging students in deep learning, and students are actively working rather than watching the teacher work. Using Questioning and Discussion Techniques:</p>	<p>Teachers will understand the major changes required by the Common Core in terms of curricular materials and classroom instruction. Teachers will emphasize literary experiences in their planning and instruction. They will engage students in rich and rigorous evidence based writing tasks and conversations about complex text.</p>

		meeting to modify/update curriculum and lesson plans, share best practices and analyze student work	Questioning and discussion are used as techniques to deepen student understanding. Elements include quality questions, prompts, responses, discussion techniques and student participation. <b><u>Differentiated Department Meetings:</u></b> Based on Classroom observations and teacher feedback, Supervisory AP's will lead teacher teams in implementation of school-wide strategies in current and future curriculum and lesson plans. Teachers will analyze and discuss student work and share best practices.		
4/24-5/1	Opinion Surveys Strategy to build knowledge through content-rich texts	<b><u>School-Wide PD:</u></b> Content Area AP and/or PD Team Member will facilitate focus strategy to Departments <b><u>Differentiated Department Meeting:</u></b> Departmental teacher teams will focus on Strategy from previous meeting to modify/update	<b><u>School-Wide PD:</u></b> Engaging Students in Learning: Student engagement is evident when students are intellectually active in learning important and challenging content. To do this, students are grouped intentionally, materials are suited to engaging students in deep learning, and students are actively working rather than watching the teacher work. <b><u>Differentiated Department Meetings:</u></b> Based on Classroom observations and teacher	Teachers will understand the major changes required by the Common Core in terms of curricular materials and classroom instruction. Teachers will emphasize literary experiences in their planning and instruction. They will engage students in rich and rigorous evidence based writing tasks and conversations about complex text.	

		<p>curriculum and lesson plans, share best practices and analyze student work</p> <p><b>JDL Outside</b> mentoring for teachers chosen by AP. Mentor observes and offers feedback using Danielson Framework.</p>	<p>feedback, Supervisory AP's will lead teacher teams in implementation of school-wide strategies in current and future curriculum and lesson plans. Teachers will analyze and discuss student work and share best practices.</p>		
<p>5/8-5/15</p>	<p>Socratic Seminars using complex texts</p>	<p><b>School-Wide PD:</b> Content Area AP and/or PD Team Member will facilitate focus strategy to Departments</p> <p><b>Differentiated Department</b></p> <p><b>Meeting:</b> Departmental teacher teams will focus on Strategy from previous meeting to modify/update curriculum and lesson plans, share best practices and analyze student work</p>	<p><b>School-Wide PD:</b> Engaging Students in Learning: Student engagement is evident when students are intellectually active in learning important and challenging content. To do this, students are grouped intentionally, materials are suited to engaging students in deep learning, and students are actively working rather than watching the teacher work. Using Questioning and Discussion Techniques: Questioning and discussion are used as techniques to deepen student understanding. Elements include quality questions, prompts, responses, discussion techniques and student participation.</p>	<p>Teachers will understand the major changes required by the Common Core in terms of curricular materials and classroom instruction. Teachers will emphasize literary experiences in their planning and instruction. They will engage students in rich and rigorous evidence based writing tasks and conversations about complex text.</p>	

		<p><b><u>Differentiated Department Meetings:</u></b> Based on Classroom observations and teacher feedback, Supervisory AP's will lead teacher teams in implementation of school-wide strategies in current and future curriculum and lesson plans. Teachers will analyze and discuss student work and share best practices.</p>		
<p>5/22-5/29</p>	<p>Analyzing Student Work</p>	<p><b><u>School-Wide PD:</u></b> Content Area AP and/or PD Team Member will facilitate focus strategy to Departments  <b><u>Differentiated Department Meeting:</u></b> Departmental teacher teams will focus on Strategy from previous meeting to modify/update curriculum and lesson plans, share best practices and analyze student work</p>	<p><b><u>School-Wide PD:</u></b> Engaging Students in Learning: Student engagement is evident when students are intellectually active in learning important and challenging content. To do this, students are grouped intentionally, materials are suited to engaging students in deep learning, and students are actively working rather than watching the teacher work. Using Questioning and Discussion Techniques: Questioning and discussion are used as techniques to deepen student understanding. Elements include quality questions, prompts, responses, discussion techniques and student participation.  <b><u>Differentiated Department Meetings:</u></b> Based on Classroom</p>	<p>Teachers will understand the major changes required by the Common Core in terms of curricular materials and classroom instruction. Teachers will emphasize literary experiences in their planning and instruction. They will engage students in rich and rigorous evidence based writing tasks and conversations about complex text.</p>

			<p>observations and teacher feedback, Supervisory AP's will lead teacher teams in implementation of school-wide strategies in current and future curriculum and lesson plans. Teachers will analyze and discuss student work and share best practices.</p>		
<p>June 5- Chanc. PD</p>	<p>TBA</p>				
<p>6/12</p>	<p>Sharing Best Practices</p>	<p><b>School-Wide PD:</b> Content Area AP and/or PD Team Member will facilitate focus strategy to Departments <b>Differentiated Department</b> <b>Meeting:</b> Departmental teacher teams will focus on Strategy from previous meeting to modify/update curriculum and lesson plans, share best practices and analyze student work</p>	<p><b>School-Wide PD: Engaging</b> Students in Learning: Student engagement is evident when students are intellectually active in learning important and challenging content. To do this, students are grouped intentionally, materials are suited to engaging students in deep learning, and students are actively working rather than watching the teacher work. Using Questioning and Discussion Techniques: Questioning and discussion are used as techniques to deepen student understanding. Elements include quality questions, prompts, responses, discussion techniques and student participation.</p>	<p>Teachers will understand the major changes required by the Common Core in terms of curricular materials and classroom instruction. Teachers will emphasize literary experiences in their planning and instruction. They will engage students in rich and rigorous evidence based writing tasks and conversations about complex text.</p>	

			<p><b><u>Differentiated Department Meetings:</u></b> Based on Classroom observations and teacher feedback, Supervisory AP's will lead teacher teams in implementation of school-wide strategies in current and future curriculum and lesson plans. Teachers will analyze and discuss student work and share best practices.</p>		
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## 27Q475 Richmond Hill High School

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
<b>I. Leading Indicators</b>						
a. Number of minutes in the school year	Min	60390	60390	60390	60390	60390
b. Student participation in State ELA assessment	%	100	N/A	N/A	N/A	N/A
c. Student participation in State Math assessment	%	100	N/A	N/A	N/A	N/A
d. Drop-out rate	%	11	19	17 to 15	15 to 11	13 to 7
e. Student average daily attendance	%	89%	83%	84%	85%	86%
f. Student completion of advanced coursework		40	25	27 to 30	29 to 35	31 to 40
g. Suspension rate	%	2%	3%			
h. Number of discipline referrals	Num	11%	12%			
i. Truancy rate	%	5%	9%	8%	8%	8%
j. Teacher attendance rate	%	96%	96%	96%	96%	96%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20	20	25	30	35
m. Hours of professional development to improve leadership and governance	Num	10	10	15	20	25
n. Hours of professional development in the	Num	10	10	15	20	25

implementation of high quality interim assessments and data-driven action						
<b>II. Academic Indicators</b>						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	N/A	N/A	N/A	N/A
d. Students scoring "proficient" or higher on Math assessment	%	30	N/A	N/A	N/A	N/A
e. Average SAT score	Score	442	385	392 to 415	399 to 445	406 to 475
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	7	9 to 12	11 to 17	13 to 22
h. High school graduation rate	%	65	60	61 to 65	62 to 70	63 to 75
i. Ninth graders being retained	%	21	19	18 to 15	17 to 11	16 to 7
j. High school graduates accepted into two or four year colleges	%	47	35	37 to 40	39 to 45	41 to 50

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

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

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)
GoldMansour and Rutherford	<ol style="list-style-type: none"> <li>1. PS M41 Greenwich Village</li> <li>2. PS M234</li> <li>3. PS M59</li> <li>4. PS X173/PS X236</li> <li>5. PS 317Q Waterside Children's Studio School</li> <li>6. PS K001 The Bergen</li> <li>7. PS M124</li> <li>8. PS M63</li> <li>9. PS Q280</li> <li>10. PS M89</li> </ol>	<ol style="list-style-type: none"> <li>1. Kelly Shannon – Principal – (212) 675-2756</li> <li>2. Lisa Ripperger – Principal – (212) 233-6034</li> <li>3. Adele Schroeter – Principal – (212) 752-2998</li> <li>4. Beverly Ellis – Principal – (718) 299-6128</li> <li>5. Dana Gerendasi – Principal – (718) 634-1344</li> <li>6. Jennifer Eusanio – Principal – (718) 567-7661</li> <li>7. Alice Hom – Principal – (212) 966-7237</li> <li>8. Darlene Cameron – Principal – (212) 674-3180</li> <li>9. Lenia Matias – Principal – (718) 424-9031</li> <li>10. Ronnie Najjar – Principal – (212) 571-5659</li> </ol>
Partner Organization Name and Contact Information and description of type of service provided.	<p><b>Schools the partner has successfully supported in the last three years</b>                      (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.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>	<p><b>References / Contracts</b>                      (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>
Partner Organization Name and Contact Information Partner Organization	<p><b>Schools the partner has successfully supported in the last three years</b>                      (attach additional trend-summary evidence of the academic</p>	<p><b>References / Contracts</b>                      (include the names and contact information of school and district personnel who can provide additional validation of the successful</p>

Name and Contact Information and description of type of service provided.	success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	performance of the partner in the increase of academic performance and turnaround of the identified schools)
Pearson, School Achievement Services Allison Wagner, CEO 202-378-3668 1919 M. Street Washington, DC	1. Clarkston High School, Clarkston, GA  2. Adelphi Elementary, Prince Georges County, MD	1. Mrs. Michelle Jones, Principal 618 North Indian Creek Clarkston, Georgia 30021 Office: (678) 676-5302 Fax: (678) 676-5310  2. Dr. Jane Ennis Principal 8820 Riggs Road Adelphi, MD 20783 Phone: (301) 431-6250 Fax: (301) 445-8468
3. New York City Department of Education	3. New York City Department of Education	3. Jose Ruiz Cluster Leader, Cluster 6 jruiz2@schools.nyc.gov (718) 828-7776
4. NY Department of Education & P.S. 069 Daniel P. Tompkins School	4. NY Department of Education & P.S. 069 Daniel P. Tompkins School	4. Doreen Murphy Principal dnmurphy2@schools.nyc.gov (718) 698-6661 PS 69 144 Keating Place Staten Island, NY 10314
5. NY Department of Education & P.S. 298 Dr. Betty Shabazz School	5. NY Department of Education & P.S. 298 Dr. Betty Shabazz School	5. Jonathan Dill Principal jdill2@schools.nyc.gov (718) 495-7793 PS 298 Dr. Betty Shabazz School 85 Watkins St. Brooklyn, NY 11212
6. 7. 8. 9. 10.	6. 7. 8. 9. 10.	6. 7. 8. 9. 10.
<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>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</b>	<b>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</b>

	evaluation data to demonstrate the impact of partner-services.	and turnaround of the identified schools)
	1.	1)
	2.	2)
	3.	3)
	4.	4)
	5.	5)
	6.	6)
	7.	7)
	8.	8)
	9.	9)
	10.	10)

## **27Q475 ORGANIZATIONAL RESPONSIBILITIES**

### **AP ORGANIZATION/FACILITIES MGR.**

- Budget
- Staff Attendance
- Transportation – Metro Cards
- Principal's Liaison to Custodian
- Supplies – Stockperson
- Furniture/Equipment
- Switchboard – Telephone System
- Payroll – General and Per Session
- Grounds – Outdoor Campus
- Publications – Mailboxes – Announcements
- Weekly & Monthly Calendars
- POS System
- Principal's Liaison to Dietician & Cafeteria
- Special Events Liaison
- Supervise Aides/Para's Assigned to Administration
- Testing Coord./Testing Scheduling of Students/Student Notification
- Fire Drills/Shelter Drills
- Mentoring
- BEDS
- Building Permit
- Title I Lunch Applications/CASS Admin./Meal Code Input & Monitoring

### **AP PUPIL PERSONNEL SERVICES**

- Admissions/Discharges
- Programming – Programming Office
- Student Records
- Scheduling/Equalization
- Guidance Services – Counselors/Advisors/Social Workers
- College Advisement – College Office
- School to Work

- Child Abuse Liaison
- Supervise Aides/Paras Assigned to Guidance
- COSA/Senior Advisor
- Supervise Parent Coordinator
- Principal's Liaison for College Now
- Parents' Association Liaison
- Student Attendance (Outreach)

### **AP SECURITY – MAIN/ANNEX**

- Security Issues
- Suspense Hearings
- School Safety Agents
- Incidents Reports
- School Safety Plan
- Discipline Code
- Liaison with Police
- Sexual Misconduct Liaison
- CASS – Staff/Student ID Cards
- Supervise Aides/Paras Assigned to Security
- Supervise Deans/SSA's
- Supervise Trips/After School Activities

### **AP SUPERVISION RESPONSIBILITIES**

- Management of Student Scholarship
- Curriculum Alignment
- Regents Scheduling/Grading
- Academic Intervention Service
- Assist in Programming Department with Pathway's
- Professional Development Subject-Wide
- Substitute Lesson Plans
- Substitute Training
- Textbook Ordering/Distribution/Collection
- Advanced Placement Exams
- Professional Development for Pathway's

### **AP ENGLISH**

- Literacy Coach
- Supervise Business & Financial Pathway
- Supervise Yearbook

### **AP SOCIAL STUDIES**

- Supervise all Social Studies Staff
- Supervise Law Pathway

### **AP MATHEMATICS**

- Supervise all Math Staff
- Supervise Engineering Pathway
- Math Coach
- Mgmt. of Periodic Assessment Analysis
- Programming of Student Teachers & Observers

### **AP SCIENCE**

- Supervise all Science Staff
- Supervise Forensics/Health Services Pathway
- Supervise all Health Career Staff

### **COORDINATOR HEALTH & PHYS.**

#### **ED./TECH.**

- Immunizations
- Supervise all Health & Phys. Ed.
- HIV/AIDS Lessons/Condom Availability Supervisor
- Principal's Liaison-Clinic

### **AP INTERVENTION SPECIALIST SUPPORT**

- Develop Strategies to Support Underachieving Students
- Supervise all ISS Staff
- LRE and Barrier Free
- State Monitoring Issues Related to ISS
- CAP/ATS ISS Data Entry
- Testing – Sched. & Analysis – IEP Driven Students

### **AP ESL**

- Supervise Bilingual Programs & ESL Staff
- Supervise International Pathway
- Maintain Compliance Issues Regarding ESL
- Manage Periodic Assessment Analysis – ELA/Math
- Manage Newcomers Academy
- Curriculum Alignment
- Professional Development for Newcomers
- Regents Scheduling/Grading
- Academic Intervention Service
- Textbook Ordering/Distribution/Collection

### **AP/MUSIC/ART**

- LOTE
- Supervise 9<sup>th</sup> Grade Academy
- Supervise Music/Art/Theatre
- Project ARTS
- ANNEX

### **TEACHER LEADERS OF PATHWAYS**

- Operation of Pathway's
- Collaborative Design w/AP's of Supervision of Professional Development for Pathway's
- Develop Partnerships/Infrastructure Team
- Monitor Student Progress
- Plan/Develop Pathway Identity
- Supplies
- Provide Academic Intervention Services to Pathway's
- Develop Policies to Further Pathway's Goals
- Develop Intermediate Plan Curriculum Within Pathway's
- Utilize Data Within Pathway's
- Displays (Halls and Classrooms)

### **COLLEGE ADVISOR**

**27Q475 ORGANIZATIONAL RESPONSIBILITIES**

- Work with all Pathway's and College Office  
to Develop External Resources and Enhance  
College Office Services

2/3/14

## Class Schedule/Bell Schedule

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

The SIG plan must allow a school day structure that provides teachers with the opportunity to meet daily as part of a professional assignment. These meetings are crucial to carrying out the professional sharing and analysis that is important for student success. The SiG plan will, therefore, schedule teachers to be available at specific periods to meet in the appropriate academy teams. Students of those academies will have to be programmed for electives, lunch or gym as the priority will be to ensure that the core teachers are meeting together.

Tutoring is most effective when the extra help is part of a student's program. RHHS provides 3 days a week of programmed 9<sup>th</sup> period tutoring to students. The 9<sup>th</sup> period tutoring program allows students to work with teachers in smaller class settings to receive the attention that is required. It is important that these offerings be expanded to include 5 days a week and before school opportunities as well.

Currently RHHS invites incoming 9<sup>th</sup> graders to attend a bridge program prior to the start of the school year. The program in 2013 served about 40 students, about 10% of the incoming 9<sup>th</sup> graders. These students were exposed to ELA and math support as well as development in physical education and the arts. The SIG plan would extend these learning opportunities to more students.

The SIG plan will also help to do the outreach necessary in Goal 2 where communication with parents is required. Use of school time will expand to include opportunities for parents to work with trained staff at night and during weekends. There would be a particular emphasis on the expansion of services to the parents of ELLs and SwDs as these at risk populations benefit from an expanded provision of services. These sessions would include computer literacy as well as ESL opportunities.

The SIG plan would also allow RHHS to look very carefully at expanding the school year for the ninth graders by approximately 5 instructional days. The students who have just arrived to RHHS do not sit for the Regents exams during the January administration of the exam. It would be beneficial to this group that they be able to attend their classes as normal with the traditional interruptions required due to staffing concerns. Applying SIG funds to this effort, RHHS could look to maximize the continuity of the 9<sup>th</sup> grade experience by ensuring that they are able to take classes during this week.

### Implementation Period Chart

<b>Month/day</b>	<b>PD Activity</b>	<b>Audience</b>	<b>Organizational delivering PD</b>	<b>Desired Outcome</b>	<b>How outcomes will be analyzed and Reported</b>
<b>June 2014</b>	Creation of a Curriculum Management Plan team	Curriculum Management Plan teacher team	Richmond Hill High School teacher teams	Curriculum Management Plan team framework	Gantt chart created to track progress
<b>July 2014</b>	Creation of a Curriculum Management Plan	Curriculum Management Plan teacher team	Richmond Hill High School teacher teams	Curriculum Management Plan framework	Desired outcome will be matched to final product
<b>August 2014</b>	Creation of a Curriculum Management Plan	Curriculum Management Plan teacher team	Richmond Hill High School teacher teams	Curriculum Management Plan Draft	Draft will be peer reviewed
<b>September 2014</b>	Finalization of the Plan	All administrators and pedagogical staff	Richmond Hill High School teacher teams	Finalized Curriculum management Plan	In addition to Gantt chart, Smart action plan will be created
<b>October 2014</b>	Departmental introduction to Curriculum Management Plan	All administrators and pedagogical staff	Richmond Hill High School teacher teams	Assessment of departmental curricula	Assessment data will be added to Gantt chart
<b>November 2014</b>	Departmental introduction to Curriculum Management Plan	All administrators and pedagogical staff	Richmond Hill High School teacher teams	Assessment of departmental curricula	Assessment data will be added to Gantt chart
<b>December 2014</b>	Creation of unit planning framework and course syllabus	All administrators and pedagogical staff	Richmond Hill High School teacher teams	Unit framework for all courses	Desired outcome will be matched to final product

<b>January 2015</b>	Creation of unit planning framework and course syllabus	All administrators and pedagogical staff	Richmond Hill High School teacher teams	Completed syllabus for all courses for beginning of Spring term	Departmental AP's will collect and analyze all syllabi for fidelity
<b>February 2015</b>	Continued unit planning framework	All Administrator s and pedagogical staff	Richmond Hill High School teacher teams	Finalized unit plans that include content topics	Gantt chart updates
<b>March 2015</b>	Standardization of school wide curriculum map templates	Curriculum Management Plan teacher team	Richmond Hill High School teacher teams	Agreement on a universal Richmond Hill High School template	Revision of smart goals to update progress, revision of Gantt chart
<b>April 2015</b>	Introduction of revised curriculum map with departmental teachers	All administrators and pedagogical staff	Richmond Hill High School teacher teams	Understanding by departmental teachers on curriculum map template	Gantt chart update
<b>May 2015</b>	Completion of curriculum maps for all courses	All administrators and pedagogical staff	Richmond Hill High School teacher teams	Finalized curriculum maps	Gantt chart update
<b>June 2015</b>	Review of Curriculum Management Plan	Curriculum Management Plan teacher team	Richmond Hill High School teacher teams	Revision of Curriculum Management Plan if necessary	Updating of smart goals

Attachment A  
 Consultation and Collaboration Documentation Form

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

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

<b>Principals Union President / Lead</b>	<b>Date</b>	<b>Summary Documentation if Signature is Unobtainable</b> If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides
Signature (in blue ink)  Type or print name		
<b>Teachers Union President / Lead</b> Signature (in blue ink)  Type or print name Franklin B. Boudelle		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
<b>Parent Group President / Lead</b> Signature (in blue ink)  Type or print name Susan Sabatelli		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

27 2475

## 27Q475 Richmond Hill High School

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
<b>I. Leading Indicators</b>						
a. Number of minutes in the school year	Min	60390	60390	60390	60390	60390
b. Student participation in State ELA assessment	%	100	N/A	N/A	N/A	N/A
c. Student participation in State Math assessment	%	100	N/A	N/A	N/A	N/A
d. Drop-out rate	%	11	19	17 to 15	15 to 11	13 to 7
e. Student average daily attendance	%	89%	83%	84%	85%	86%
f. Student completion of advanced coursework		40	25	27 to 30	29 to 35	31 to 40
g. Suspension rate	%	2%	3%			
h. Number of discipline referrals	Num	11%	12%			
i. Truancy rate	%	5%	9%	8%	8%	8%
j. Teacher attendance rate	%	96%	96%	96%	96%	96%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20	20	25	30	35
m. Hours of professional development to improve leadership and governance	Num	10	10	15	20	25
n. Hours of professional development in the	Num	10	10	15	20	25

implementation of high quality interim assessments and data-driven action						
<b>II. Academic Indicators</b>						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	N/A	N/A	N/A	N/A
d. Students scoring "proficient" or higher on Math assessment	%	30	N/A	N/A	N/A	N/A
e. Average SAT score	Score	442	385	392 to 415	399 to 445	406 to 475
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	7	9 to 12	11 to 17	13 to 22
h. High school graduation rate	%	65	60	61 to 65	62 to 70	63 to 75
i. Ninth graders being retained	%	21	19	18 to 15	17 to 11	16 to 7
j. High school graduates accepted into two or four year colleges	%	47	35	37 to 40	39 to 45	41 to 50

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

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

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

### **I. Leading Indicators**

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

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

**I. Hours of professional development to improve teacher performance**

This may include the following types of professional development activities:

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

**m. Hours of professional development to improve leadership and governance**

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

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

## **II. Academic Indicators**

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

## NEIL R. GANESH

**EDUCATION**

- **Queens College**, Flushing, New York  
Administrative Program  
Educational Leadership Certificate, SAS/SDA
- **Hofstra University**, Hempstead, New York  
Master Program  
Master of Science in Secondary Education
- **Colgate University**, Hamilton, New York  
Bachelor Degree  
Major: Political Science; Minor: Economics

**PROFESSIONAL EXPERIENCE**

Richmond Hill High School, Richmond Hill, New York      September 2013- present  
Principal, Interim-Acting

**JAMAICA HIGH SCHOOL**, Jamaica, New York      June 2007 – June 2013  
**Assistant Principal, Organization**

- **Supervisory Role**
  - Supervise the school staff, including the teaching staff, school counselors, school aides, the custodial staff, dieticians, cafeteria personnel, security staff and the administrative staff.
  - Supervise the Program Office to ensure that the school is adequately staffed on a daily basis and coordinate with the Program Office to make certain that school programs are running in timely and efficient manner.
  - Supervise attendance, payroll, and supply offices and troubleshoot any issues that may arise.
- **Budgetary and Coordination Role**
  - Maintain and continuously monitor school budget to ensure that it is aligned with the needs of the school.
  - Collaborate with other Assistant Principals at Jamaica High School to ensure that teachers and students have all of the instructional resources required by each academic department.
  - Coordinate the use of the high school facilities between all departments.
  - Coordinate the implementation of Title III and S.I.F.E. Grants.
  - Address the issues and concerns of the Parent Teacher Association and SLT and work with the school administration to implement certain suggestions of such organizations.

Category	Primary SIG Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
<b>Transformation: Richmond Hill High School (270475)</b>							
Code 15	Instruction	HOURLY PER SESSION Supervision of extended day activities, including after school classes and Saturday programs (Goal #3 improved graduation rate)	\$11,250	\$11,250	\$11,250	\$33,750	The school will use FSF to sustain after the grant is over
Code 15	Data Driven Instruction/Inquiry (DDI)	0.75 FTE Math and Literacy coach onsite to work with respective departments on instructional strategies and implementation of the CCLS curriculum development (Goal #1 development of CCLS aligned curriculum)	\$50,000	\$0	\$0	\$50,000	Development of teacher leaders to promote shared accountability and sustainability.
Code 15	Data Driven Instruction/Inquiry (DDI)	HOURLY PER SESSION. Teacher teams in content areas will meet regularly to ensure that units and lesson plans integrate reading and writing with the cohort area. (Goal #1 development of CCLS based comprehensive curricula)	\$11,200	\$0	\$0	\$11,200	Development of teacher leaders to promote shared accountability and sustainability
Code 15	Teacher Evaluation (APPR) Implementation	0.5 FTE Math and Literacy coach onsite to work with respective departments on instructional strategies and implementation of the CCLS curriculum development and monitoring of data/APPR (Goal #1 development of CCLS aligned curriculum)	\$35,000	\$0	\$0	\$35,000	The school will use FSF to sustain after the grant is over
		<b>Subtotal Code 15</b>	<b>107,450</b>	<b>11,250</b>	<b>11,250</b>	<b>129,950</b>	
		<b>Subtotal Code 16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Code 40	Teacher Training Metamorphosis	Metamorphosis "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards based lessons that promote student learning through improved instruction.	50,000	25,000	95,000	\$170,000	Title 1 funds will be repurposed to sustain this activity
Code 40	Curriculum	Pearson will provide 46 days of onsite support to implement the school wide improvement model that focuses on five core components of sustained reformed around standards aligned curriculum, curriculum and instruction and assessment and analysis and usage of data (Goal #1. Development of CCLS based comprehensive curricula in all courses that is aligned to Danielson Framework for Teaching)	\$80,000	\$20,000	\$40,000	\$140,000	development of teacher leaders to promote shared accountability and sustainability.
Code 40	Student Support	Life Space Crisis Intervention will provide 33 days on site professional development and support to staff on specific strategies for our students who engage in destructive peer behavior or lack social skills. (Goal #3 Improved Graduation Rate)	\$50,000	\$42,000	\$27,700	\$119,700	development of teacher leaders to promote shared accountability and sustainability.
Code 40	Student Support	GoldMansour and Rutherford will provide 30 dates of onsite support with teachers to develop curriculum in all content areas to help in co planning and differentiated instruction seamlessly brings together the content and learning strategies to ensure access for all students. (Goal#1 Development of CCLS based comprehensive curricula)	\$50,000	\$45,000	\$35,000	\$130,000	development of teacher leaders to promote shared accountability and sustainability.
Code 40	Extended Learning Time (ELT)	After school classes, After school regents preparatory classes, Saturday tutoring and classes (goal #3)	\$75,000	\$52,500	\$30,000	\$157,500	The school will use FSF to sustain after the grant is over
		<b>Subtotal Code 40</b>	<b>305,000</b>	<b>184,500</b>	<b>227,700</b>	<b>717,200</b>	
Code 45	Data-Driven Instruction/Inquiry (DDI)	Daedulus software. Software used to as a data tool for the purpose of inquiry work, attendance outreach, and parent communication (goal #2 Improved Communication)	\$30,318	\$53,390	\$10,190	\$93,898	Use of NYSTL funds to maintain/purchase replacements.
Code 45	Instruction	Goal #3-improve graduation rate- the school will purchase 30 MacBook pro 13 inch laptops@1475.71 each to be used for online courses during afterschool/sat classes.	\$24,000	\$0	\$0	\$24,000	Use of NYSTL funds to maintain/purchase replacements.
Code 45	Instruction	5 desktop computers will be purchased for the Parent Resource room to allow parents access and training on Daedulus	\$9,000	\$0	\$0	\$9,000	Use of NYSTL funds to maintain/purchase replacements.
		<b>Subtotal Code 45</b>	<b>63,318</b>	<b>53,390</b>	<b>10,190</b>	<b>126,898</b>	
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.	24,232	860	860	\$25,951	
		<b>Subtotal Code 80</b>	<b>24,232</b>	<b>860</b>	<b>860</b>	<b>25,951</b>	
		<b>Subtotal Transformation</b>	<b>500,000</b>	<b>250,000</b>	<b>250,000</b>	<b>999,999</b>	
<b>CENTRAL</b>	<b>Code 15</b>						



Richmond Hill High School

Attachment D - (1003g) Budget Summary Chart

Agency Code	305100010051
Agency Name	New York City Department of Education

Year 2 Implementation Period (July 1, 2015 - June 30, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 11,250
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 184,500
Supplies and Materials	45	\$ 53,390
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 860
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ 250,000</b>

Year 1 Implementation Period (June 1, 2014 - June 30, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 107,450
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 305,000
Supplies and Materials	45	\$ 63,318
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 24,232
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ 500,000</b>

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

Total Project Period (June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 129,950
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 717,200
Supplies and Materials	45	\$ 126,898
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 25,951
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total Project Budget</b>		<b>\$ 999,999</b>

Year 3 Implementation Period (July 1, 2016 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 11,250
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 227,700
Supplies and Materials	45	\$ 10,190
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 860
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ 250,000</b>





**SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16**

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
<b>27Q475 Transformation</b>			
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	0	16.20	0
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	0	16.20	0
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
Subtotal - Code 16			0

**PURCHASED SERVICES: Code 40**

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

Object Code and Description of Item (Potential Vendors)		Proposed Expenditure
<b>27Q475</b>	<b>Transformation</b>	
685 - Educational Consultant		0
686 - Professional Services Other	Pearson; Life Space Crisis Intervention; GoldMansour and Rutherford	255,000
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis	50,000
		<b>305,000</b>

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

Subtotal - Code 40

305,000
---------

**SUPPLIES AND MATERIALS: Code 45**

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

Object Code and Description of Item		Proposed Expenditure
<b>27Q475</b>	<b>Transformation</b>	
	Computer and Printers under \$5,000 per unit	33,000
	Educational Software	30,318
	General and Instructional Supplies	0
	Library Books	0
	Supplemental Textbooks	0
		<b>63,318</b>
	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	<b>63,318</b>

**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	24,232
ARRA FRINGE - Other	0
ARRA FRINGE - CENTRAL	0
Subtotal - Code 80	24,232

**CALCULATION OF INDIRECT COST: Code 90**

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

**EQUIPMENT : Code 20**

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

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



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

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

**NAME OF APPLICANT: NYC DEPARTMENT OF EDUCATION**

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

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

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

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

**M/WBE Documents**

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

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

**Applicant Name:** NYC DEPARTMENT OF EDUCATION

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

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

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1	Total Budget		\$ 999,999
2	Professional Salaries	\$ 129,950	
3	Support Staff Salaries	\$ -	
4	Fringe Benefits	\$ 25,951	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ 155,901
8	Line 1 minus Line 7		\$ 844,098
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		\$ 168,820

**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
<b>NAME:</b> METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC <b>ADDRESS:</b> 165 PARK ROW # 18A <b>CITY, ST, ZIP:</b> New York NY, 10038 <b>PHONE/E-MAIL:</b> 212-608-0714 / lucy@lucywestpdc.com <b>FEDERAL ID No.</b> 043713795	NYS ESD Certified  MBE <input type="checkbox"/> WBE <input checked="" type="checkbox"/>	Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.	Year 1 \$ 50,000 Year 2 \$ 25,000 Year 3 \$ 95,000 <b>TOTAL \$ 170,000</b>

PREPARED BY (Signature) \_\_\_\_\_ DATE 2-27-14  
**SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-1.5 NYCRR PART 143 AND THE ABOVE REFERENCE SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL/APPLICATION DISQUALIFICATION.**

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

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

### M/WBE SUBCONTRACTORS AND SUPPLIERS NOTICE OF INTENT TO PARTICIPATE

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

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

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

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

  
Signature of Authorized Representative of Bidder/Applicant's Firm

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

Date: 2/21/14

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

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

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

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

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

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

**DESIGNATION:**       MBE Subcontractor       M/WBE Subcontractor       MBE Supplier       WBE Supplier

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

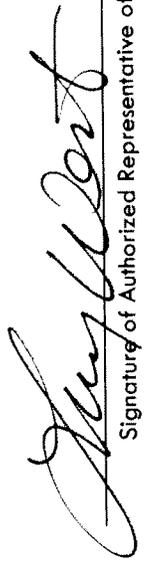
The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development

(AAA/RN)

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

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

The estimated dollar amount of the agreement:	\$ 170,000
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Signature of Authorized Representative of M/WBE Firm

President, Lucy West

Printed or Typed Name and Title of Authorized Representative

Date 2/21/14

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

Applicant Name: Metamephosis TEACHING LEARNERS CONSULTANTS INC. Telephone: 212-233-0419  
 Address: 165 Park Row #189 Federal ID No.: 04-371-3795  
 City, State, ZIP: New York, NY 10038 Project No: \_\_\_\_\_

Report includes:  
 Work force to be utilized on this contract OR  
 Applicant's total work force

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

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

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

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