

ORIGINAL

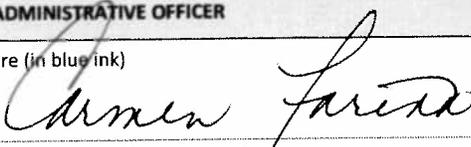
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

Log Number	Date Received
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District (LEA)		LEA Beds Code:	
New York City Department of Education		305100010051	
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	Telephone	Fax Number	E-mail Address
Executive Director, Office of State Portfolio Policy	(212) 374-2762	(212) 374-5760	Mdoyle5@schools.nyc.gov
Legal School Name for the Priority School Identified in this Application			School Beds Code
School of Diplomacy			321100010370
Grade Levels Served by the Priority School Identified in this Application			School NCES #
6-8			
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
283			3710 BARNES AVENUE Bronx, NY 10467
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

Certification and Approval

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

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

RECEIVED
FEB 28 2014
CONTRACT ADMINISTRATION 1
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11X370 School of Diplomacy

2014 SIG Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST #11 - BRONX

Select School Name:

321100010370 SCHOOL OF DIPLOMACY

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

6-8

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

283

Enter LEA Administrator's Name:

Mary Doyle

Enter LEA Administrator's Title:

Executive Director

LEA's Street Address:

52 Chambers Street

LEA's City:

New York

Zip Code:

10007

Lead Contact (First Name, Last name):

Mary Doyle

Phone number:

212-374-2762

Fax number:

212-374-5760

Email address:

mdoyle5@schools.nyc.gov

Select the SIG Model for this School Application

Transformation

SIG SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

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

A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

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

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

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

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

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

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School’s enrollment

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

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

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

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

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Expanded Learning Time Requirements

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

Student Participation

1. How should schools identify participating students?

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

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

2. Can students be required to participate in ELT?

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

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

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

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

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

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

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

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

Options for Adding Time

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

10. Must schools reconfigure their schedules to implement ELT?

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Academic Instruction

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

15. Must schools award grades for ELT programs?

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

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

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

Teachers

17. Who may oversee ELT programs?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

18. Can teachers be required to participate in ELT?

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

19. Can ELT be used for teacher planning time?

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

Operations

20. How should Priority Schools fund ELT programs?

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

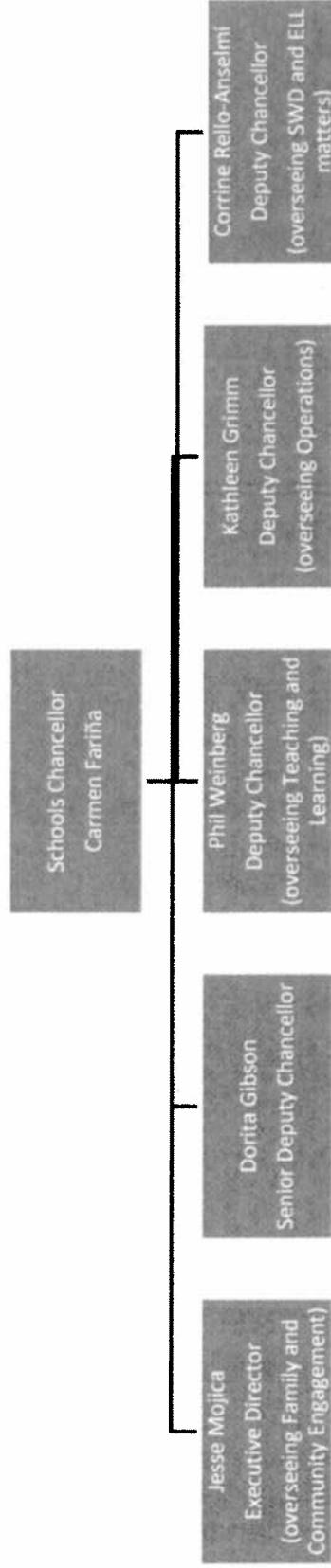
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

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

District-Level Leadership Organizational Chart



Section D: District trainings offered for Year One

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

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

AGREEMENT

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Local 2, American Federation
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covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

⁹ The rights of teachers to staff the New Programs in District 79 are set forth in Appendix 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

11X370

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

Attachment A
 Consultation and Collaboration Documentation Form

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

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

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

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

School of Diplomacy (11X370)

Enrollment Summary

In School of Diplomacy, students with disabilities comprise 20% of the school's population, 2 percentage points lower than the average middle school in the district. English Language Learners comprise 8% of the school's population, on par with the average middle school in the district. The average incoming proficiency (4th grade ELA/math) of the school's students is 2.8, which is 0.1 lower than the average middle school in the district.

Leadership Information

Principal Licata began his professional career as an ELA teacher at the Roberto Clemente Intermediate School (I.S. 195) where he worked from 2005-2011. During his six years at the school he served as a teacher, teacher team leader, coach, and project director to this school community. As the project director for the Measures of Effective Teaching (MET) study Mr. Licata served as the liaison between the MET team and his school administration from 2010-2011 and helped to coordinate assessments to measure the programs' effectiveness.

Principal Licata received his leadership training through the New York City Leadership Academy. Principal Licata's professional educational background as a teacher, coach, and project director have made him a strong instructional leader, as evidenced through his excellent communication skills, positive attitude, strong organizational skills, and willingness to listen and learn from others. Principal Licata is currently leading a staff of 21 teachers through a challenging school year in which both a new curricula and a new teacher evaluation system is being implemented. Despite these challenges, Principal Licata has kept his staff focused through the frequent cycles of observation using the Danielson Framework to improve their instructional practices by providing actionable feedback and differentiated professional development

Over the past school year Principal Licata has also made it a priority to clearly define the school's new vision and mission with a focus on preparing his scholars for high school, college and career readiness. Principal Licata continues to provide a diverse and rich curriculum to his students through partnerships that include the Middle School Quality Initiative, iZone (iLearn school), the Mentoring & Medicine Program, Innovative Design for Education (IDE), OMNI Learn, Stella Adler Studios, and Creative Connections. Principal Licata continues to build capacity among his assistant principals by ensuring they attend professional development opportunities offered to him by the network, central and his partner organizations. He is constantly seeking out resources, professional development opportunities, and partnerships that will help to improve instructional practices at his school. Principal Licata attends the Network's Principals Instructional Rounds team to assist in the resolution of a problem of practice observed in the schools that are visited monthly. Principal Licata has is able to manage and organize his time effectively as evidenced through his ability to meet all network and central compliance deadlines.

A major and positive change that Principal Licata has established this year as a school leader is setting the instructional focus for his school. He has established an instructional focus that emphasizes building the communication skills of all scholars through instructional practices designed to give access to higher order thinking and peer discussion opportunities aligned to a rigorous Common Core aligned curricula. He also believes in the importance of data analysis and shares data findings with his School Leadership Team and other stakeholders. His school-wide goals and action plans are based on a comprehensive needs assessment of his school's quantitative and qualitative data reports.

Principal Licata has implemented the Positive Behavior Intervention Systems (PBIS) to promote a safer environment and a positive culture for all students. Through his leadership, Principal Licata's has made considerable gains with the SWD population and the school is now on track towards being de-identified as a 'Priority' school.

- To offer scaffolds and resources for examining the use of the Danielson Framework as a tool for promoting teacher effectiveness. To provide relevant and appropriate professional development workshops and in-class supports, structured to meet the needs of individuals or groups of teachers, presented in an organized and strategic plan that maximizes effectiveness, minimizes the disruption to classroom instruction, and is publicized on the school's professional development calendar, viewable by the entire staff.
- The addition of two Lead Teachers (pending DOE budget allocation), with a strong background as an instructional leader, fully informed and experienced in identifying effective and ineffective teacher practice and in possession of a repository of strategies, resources, and best practices for improving teaching and learning. These additional staff members will help us to intensify and support the continued implementation and refinement of inter-visitations and feedback cycles. Lead Teachers spend half of their time in the classroom and the remaining half of their time providing professional development to teachers. Lead Teachers' classrooms serve as labs for demonstrating best practices and implementing Common Core curriculum. Outside the classroom, Lead Teachers facilitate grade-level or subject-area meetings, serve as "critical friends" to colleagues through coaching and feedback, and help to build trust and collegiality among teachers.
- To create structures and maximize the time for teachers, lead teachers and administrators to collaborate on evaluating, planning, and aligning curricula to meet students' needs.

Goal 2 Common Core Aligned Curriculum Units and Multiple Entry Performance Tasks

- We will continue to systematically align the ELA and Math curricula to the Common Core Standards through daily common planning sessions and weekly inquiry planning meetings.
- We will develop two rigorous performance tasks for students during each semester, in ELA, Math, Social Studies and Science. The students' performance tasks will be collected and systematically analyzed using a school selected protocol to look at the gaps, areas of need in our instruction and next steps. One monthly common planning meeting will be scheduled to perform the analysis of this work.
- The Science and Social Studies curriculum will infuse literacy strategies to increase and systematize our approach to teaching Tier 2 and Tier 3 words, deepening student comprehension and in making the school wide curricula more inter-disciplinary. Resulting common core aligned projects that will increase knowledge in the disciplines, students' use of text based answers, students using evidence to inform or make an argument, students reading grade appropriate texts and using academic vocabulary.
- Each literacy unit will include a class set of fiction and nonfiction texts related to the scope and sequence unit that support grade band text complexity.
- Provide professional development supports from our Network and outside consultants to help teachers strengthen their content knowledge, make connections to the new common

of eighth grade students that are graduating reading on or above grade level, thereby ensuring that greater numbers of young adolescents are securely on the pathway to high school, college, and career success.

MSQI is centered on five of the components that Reading Next identified as key to improving adolescent literacy. These five MSQI Core Pillars include:

1. Reading Screening and Monitoring
 2. CCLS Literacy Across the Content Areas
 3. Strategic Reading Tutoring for All Students
 4. Teacher Teams
 5. Continuous Professional Development
- Additional new partnerships, funded through this grant, include AUSSIE, who will provide instructional, pedagogical and technology supports for teachers as they design and implement their inquiry units of study. The Aussies will focus on promoting effective teaching and learning strategies and parent involvement all grades. Several partners have been engaged to increase our students' exposure to performing arts. Partners such as Stella Adler Studios, Interactive Drama, Fiji Theatre Company or Enact will work with our ELA teachers to infuse drama within their lessons. The goal for this potential partnership is to help our teachers increase student engagement while at the same time develop student discussion techniques.
 - PBIS (Positive Behavior Intervention and Supports), and Ramapo will be leveraged to provide our entire school community with supports for developing social and emotional skills, building healthy relationships, and learning practical techniques for de-escalating disturbing or aggressive behavior.
 - OMNILEarn bridges the gap between lab bench and classroom for students and teachers around the country. Trained as a K-12 special education teacher, Jane Powel, President/CEO of OMNiLEARN Corp. bridges the gap between lab bench and classroom for students and teachers around the country. Ms. Powel focused on alternative techniques in teaching, particularly for gifted students. This required a deep understanding of learning and memory which led her to Cold Spring Harbor Laboratory. She served as Education Manager of the DNA Learning Center under James D. Watson, Nobel Laureate, during the early days of the Human Genome Project. This unique opportunity afforded her access to molecular biologists (Carol Greider) working on telomerase (aging) using worms, and learning and memory using flies (Tim Tully). She incorporated their techniques, equipment, and results into curricula for camps and schools on Long Island, in NYC, and California. Ms. Powel and OMNILEarn staffs work to develop teacher pedagogy, specifically around how to engage students. Ms. Powel works with teachers to provide suitable scaffolding and to ensure teachers are challenging students to explain their thinking. This partner assists our teachers in designing student assessments to maximize teacher effectiveness.

we will focus on strategies for increasing our student's critical thinking skills, work ethic and academic independence.

3. In order to promote the social and emotional growth of our students and create a safe, nurturing, and inclusive learning community, MS 370 will continue to incorporate our PBIS (Positive Behavioral Interventions and Supports) philosophy, through lesson plans launched in the classroom, school-wide assemblies that promote the school's mission, and through the development of tiered levels of support for specific students. We will expand our PBIS training, which empowers teachers, parents, and childcare givers with the practical tools they need to foster positive behaviors and promote success.
- 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.**

Goal 1- Teacher Effectiveness

- Use school-wide data, as well as patterns and trends from administrative informal and formal observations, to develop school-wide goals and professional development plans for the entire school, targeted to the needs of specific grade levels, and to support the development of individual teachers.
- To maximize all opportunities for advancing student performance and growth, all administrators will consistently promote the use formal and informal data and student work to identify needs and inform next steps during all planning sessions with inquiry teams and conferencing with individual teachers.
- Create an Inquiry group, comprised of grade leaders, to conduct school-wide inter-visitations, using the Danielson Framework as a tool to capture low inference observations and provide actionable feedback and identify next steps for school-wide and individual professional development plans.
- Grade leaders will also hold cycles of inter-visitations, within their grade level, and provide actionable feedback and next steps to promote grade and individual teachers' goals. All grade leaders will have the support of an instructional lead or administrator.
- Provide professional development supports from the Network and Professional Development Consultants to guide the school and individual teachers to increase the effectiveness of instruction in all classrooms. This grant will afford us the opportunity to expand and supplement our existing treatments and provide all teachers appropriate and timely professional development supports, thus accelerating our goal for achieving a highly effective teaching staff. Continuing to partner with us to improve ELA instruction is the Middle School Quality Initiative. The Middle School Quality Initiative (MSQI) is a literacy roadmap to meeting the City Wide Instructional Expectations (CIE). The MSQI team works closely with participating school teams to collectively implement and refine a set of research based adolescent literacy practices. The ultimate goal is to establish successful models that result in significant progress in increasing the overall percentage

School Improvement Grant Application

School Name:	School of Diplomacy
DBN:	11X370
Network:	608

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

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

The School of Diplomacy is committed to preparing our students for college and careers. College and Career Readiness entails students being ready to enroll, persist, and succeed in college, postsecondary training opportunities, and gain entry into meaningful careers.

At the School of Diplomacy (MS 370), the following tenants guide our vision and mission.

1. We believe that students learn differently so it's important to know your students.
2. Students need time to practice basic skills.
3. Students benefit from opportunities to discuss content with their peers.
4. Students learn best when instruction is scaffolded.
5. Student achieve at high levels when taking ownership of their learning and when they are part of the decision-making process

Below are the goals that will be accomplished by the end of the third year of this grant:

1. School leaders will allocate fiscal, human and structural resources to work with external providers (consultants, network) to provide training to all teachers on instructional strategies that increase opportunities for higher order thinking – Depths of Knowledge, Danielson 1E (Designing Coherent Instruction), Danielson 3B (Questioning), Danielson 3D (Using Assessment in Instruction), with specific emphasis on 1E as evident through classroom observation and school-wide professional development plan.
2. In order to cognitively challenge our students, each grade will create common core-aligned interdisciplinary units of study that provide multi-modal points of access to information, are scaffolded and include opportunities to develop information literacy and technology skills, culminating in performance tasks that help students develop content understandings and make connections between content areas. As a learning community,

core standards, and develop rigorous tasks that are differentiated and promote higher order thinking.

- To create structures and maximize the time teachers and coaches have to collaborate on evaluating, planning, and aligning curricula to meet all students' needs. We will provide planning time over the summer for grade cohorts to plan using specific CCLS curriculum maps, as well as unit and lesson plan templates, which will be provided. Atlas Rubicon will be used to capture and analyze components of the unit and lesson plans to locate gaps and make appropriate adjustments.
- The addition of a supplemental AIS teacher, to provide academic intervention to intensify support for our struggling readers and mathematicians in all grades.
- Continued support on using rubrics and checklists to providing daily actionable feedback to students and the daily use of data to analyze needs and provide targeted individualized and small group instruction.
- To provide parent workshops on CCLS, including practical strategies for promoting their child's academic growth at home and in their community. Specific workshops that focus on subgroups such as ELLs and supports for boys will also be part of the parent workshop annual calendar.
- The refinement of our communication systems and structures to inform our entire school community, including parents, about the CCLS path for developing college and career ready students.

Goal 3: To Promote the Social and Emotional Growth of Our Students

- Continued professional development provided by the network to the PBIS core committee to continue their work and mission of school philosophy to Be Safe, Be Responsible and Be Respectful.
- Continued support for the PBIS committee that develops and monitors the development of lesson plans and assemblies that embed the school wide beliefs and mission of PBIS.
- Incorporate the use of SWIS (School Wide Information System) as a data tracking learning platform to help us address school-wide patterns and trends and the yearlong plan school-wide and for specific students that fall into Tier 2 and Tier 3 behaviors.
- The additional assignment of a supplemental guidance position, to intensify socio-emotional support for students and families.
- Continue to create and foster partnerships with community-based organizations and private companies that strengthen our curriculum and support our children and their families.
- To provide parent workshops on PBIS as well as celebratory assemblies where we recognize and celebrate student achievements. Specific workshops that focus on subgroups such as ELLS or supports for boys will also be part of the parent workshop yearlong calendar.

- The continued support of the school store and school wide events to acknowledge the positive behaviors reflected in the students' behavior.

Our current partnerships include:

- The Leadership Group
- Ramapo for Children
- Stellar Adler Studios
- Creative Connections
- OmniLearn
- Innovative Designs for Education
- Creative Connections
- Mentoring in Medicine

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 Attached

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).

Our school is located in the heart of Williamsbridge. The School of Diplomacy serves 290 students in grades 6th to 8th. Currently, 21% of our students have Individualized Education Plans (IEPs) while 13% of our students are English Language Learners. Students with IEPs have been on the rise at our school over the last several years. For example, our 8th grade population currently has 13% of students with IEPs while our 6th grade has 28%. Many of our students live in poverty with 65% of our students receiving free lunch, 5% live in temporary housing. Our community faces substantial social, emotional, health and mental health issues. Many of our students have had disrupted learning situations. Many of our students originally hail from Jamaica and other Caribbean Islands. Many students have gone back and forth from the Islands during their educational careers. Students also enter our school with social and emotional needs that must first be addressed. The transition from one country to another and adjustment to a widely different culture are some of the challenges that they must face.

With the number of competing demands and stressors in our children's lives, we need to ensure that we create systems and structures to best support the needs of our school community.

Attendance is another area that clearly correlates to a child's success and our school is working towards identifying action plans that can increase our students' attendance rate. We also have an issue with chronic absenteeism. During the 2012-2013 school year, our school was identified as having 43% of students who are chronically absent. This year, our current attendance rate is 88% and has grown one percentage point.

According to the NYSED Comprehensive Information Report over the last three years (2008-2011) on, it is estimated that 71%-80% of our students receive public assistance. Our students often come to our school with emotional baggage that is the result of poverty and limited opportunities.

Our school building itself is not meeting the needs of our school community. For example, we do not currently have a playground that students are able to use for recess. Additionally since we share our building with three other schools, resources such as the gymnasium are limited. Out of 18 classrooms, we have 4 Smart boards and limited technological tools in the rooms. Good integration of technology with content knowledge can transform instruction and learning. It can connect and bridge our students to a greater global knowledge community.

Another factor that further compounds our students' lives is the violence in our neighborhood and the limited job opportunities and extracurricular options for families. Many of our children are in foster care and have suffered severe trauma. We have families that are undocumented immigrants and often fear repercussions and limit their participation in our school. Much of our work as a community school centers around providing our students with the social emotional support structures as well as resources to help them thrive. At the heart of our day-to-day work is building trusting relationships with the parents and greater school community. We have heavily invested our time, resources and even budget to ensuring that we create a tight knit community where parents view the school as a resource that extends beyond an academic institution. We want to serve as the hub of our community and we are beginning to see the fruits of our labor. We have strengthened the family, community school partnership, by holding parent workshops on health and nutrition, CCLS, Special Education, Supports for Second Language Learners, Promotion in Doubt, and computer skills.

To address the students' social-emotional needs, the school has implemented school-wide PBIS and has had support from the Network to provide teachers with professional development around getting students to identify their emotions, express their emotions and learn strategies to self-regulate. We are committed to providing our students instruction with art as a medium for students to express themselves. We know that arts instruction provides a critical experience that all children should have. Greater opportunities in art, drama and music would bring joy, experiences, and greater curricular understandings and connections. This year, we have had partnerships with Mentoring in Medicine, The Leadership Group, OmniLearn, Creative Connections, Stellar Adler Studies, Interactive Drama, Fiji Theatre Company or Enact will and Innovative Designs for Education.

iii. Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), or

related outside education experts to determine its existing capacity, strengths, and needs.

In August 2011, an external school curriculum audit (ESCA) was conducted by Learning Point Associates, an affiliate of American Institutes for Research. This audit was conducted in response to the school being identified as in need of improvement under the New York State Education Department differentiated accountability plan.

The Quality Review is a 2-day on-site review conducted by an evaluator, which is often a Superintendent. The review includes a document review, classroom visits, and interviews with the administration, staff, students and parents. The external evaluator uses a rubric to evaluate how well the school is organized to support student achievement. On May 1-2, 2013, we had one external evaluator Ms. Elizabeth A. White (Superintendent of District 11).

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

According to the 2011 ESCA, the School's Strengths has the following strengthens:

Positive Key Finding 1 is supported by information from school interviews and a review of schools submitted documents. Interviews indicated that sixth and seventh graders have two periods a week of public speaking. According to the Comprehensive Educational Plan (CEP) for School of Diplomacy, "public speaking" is an (extended) structured ELA time with a focus on listening, speaking, reading, and writing skills aligned with Common Core ELA standards. Documents further suggest that teachers in every subject support ELA and math goals. This conclusion is further supported through interview responses stating that the school offers elective courses in technology, public speaking, Spanish, finance, and art, all of which (according to co-interpretation participants) are intended to further support core curricular activities.

Positive Key Finding 2 is supported by information from school interviews, teacher survey results, and review of school-submitted documents. According to an interviewee, teachers meet regularly in grade-level teams and content-area teams to collaborate. This collaboration was evidenced by agendas and artifacts from the meetings of several teams. These artifacts include Teacher Monthly Review sheets that were completed by teachers. Further, teacher survey results showed that the majority of teachers (78 percent) believe the administration supports teacher collaboration moderately or to a great extent.

Positive Key Finding 3 is supported by information from school interviews, teacher survey results, and review of school submitted documents. Interviews and documents both indicated that there is a positive behavior system in place within the school. However, teacher survey results suggested that there is inconsistency in staff perceptions of a school behavior plan. Twenty-five percent of teachers do not agree that the school has a behavior plan, and 40 percent of teachers use behavior strategies that are not consistent with classrooms throughout the school.

According to the 2013 QR, one of the School's Strengths falls within the School leadership Practices and Decisions:

The school effectively manages resources, time and talent to support instructional goals resulting in positive student outcomes. (1.3)

The school accurately captures teacher effectiveness resulting in feedback that identifies critical attributes for improvement of pedagogical practice. (4.1)

The school utilizes protocols for evaluating school initiatives resulting in adjustments to ensure effective coherence of policies and practices. (5.1)

According to the 2011 ESCA the next steps and areas of improvement are:

Critical Key Finding 1 is supported by information from school interviews, teacher survey results, and review of school-submitted documents. According to school documents, the school provides programs in the classroom, during Saturday Academy, or during the afterschool program. However, programs and courses to address academic deficiencies are limited due to space restrictions. An interview respondent stated that an academic intervention services (AIS) push-in teacher provides in-class services in classes where students demonstrate academic deficiencies. When asked about school intervention services, teachers had an unfavorable opinion. Many teachers (58 percent) were minimally to moderately likely to share their concerns with administrators about students who need to be identified for services. Further, 81 percent of teachers responded that they believed it was minimally to moderately likely for the school to systematically identify the kinds of academic support the students need.

Critical Key Finding 2 is supported by information from school interviews, teacher survey results, and review of school-submitted documents. Preliminary feedback from the Quality Review that occurred March 2 and 3, 2011, indicated that the school needs to strengthen its professional development and teacher collaboration. Teacher survey results echoed that assessment of the Quality Review. More than half of the teachers (62 percent) strongly disagree or disagree that professional development is coherently focused; professional development includes enough time to think about, try, and evaluate new ideas; and professional development helps teachers address the needs of their students. Teachers also reported mixed responses to the professional development they received on several topics perceived to be closely tied to school needs (such as teaching students with special needs and teaching students several years below grade level).

Critical Key Finding 3 is supported by information from the review of school-submitted documents. Submitted ELA curriculum documents include topics that should be taught in each grade level by month. The ELA written curriculum describes what is to be taught at each grade in the areas of reading, writing, grammar, and vocabulary. The curriculum does not consistently reference how it is aligned with the standards, especially in regard to the monthly topics. Additionally, although the curricular documents include suggested or possible texts for reading instruction, there are no references to specific writing or grammar books or materials.

Critical Key Finding 4 is supported by information from classroom observations. Ten classrooms (55 percent) employed memorization of facts or learning procedures rather than students solving

problems on their own. There were few to no opportunities for higher-order thinking, such as creating new ideas, self-evaluation, or evaluation. No observed classrooms showed consistent opportunities for students' use of higher-level thinking, such as analysis, creation, and evaluation; opportunities for students to engage in complex tasks or problem-solve; or teacher modeling, encouraging, and providing strategic opportunities for students to develop thinking, self-evaluation, and planning skills.

According to the 2013 QR next steps and areas of improvement fall within Curriculum Development and Support:

1. Develop rigorous curricula that provide consistent access across subjects to meet the needs of all learners. (1.1)
2. Improve teacher practice to foster academically rigorous instruction that effectively engages all learners. (1.2)
3. Strengthen the use of on-going assessment practices across classrooms to modify instructional approaches as needed resulting in timely student supports. (2.2)

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

The areas for improvement (as noted in the 2013 QR) are areas that are currently being addressed (as they are part of the school wide goals on our SCEP for 2013-2014) and /or will be addressed in the goals developed for 2014-2015 (as outlined in section i).

Recommendations 1 and 3 (as outlined by the most recent Quality Review) will be addressed by our 2nd goal outlined in section i. Through the redesign of our curriculum, we will ensure that our student are doing greater critical thinking across content specific areas and through our continued work around asking higher order /open ended questions.

Recommendation 2 addresses an area that has been a focus during the 2013-2014 school year. Our school-wide goal and work around the Danielson Indicator (3D) Assessment in Instruction, has helped us to create pockets where this work is being done more successfully. For 2013-2014, we are focusing on making this practice more consistent across all grade levels and cluster classes. Our instructional focus this year is evidenced based discussion across all subjects with focus on effective and rigorous questioning.

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.**

We have long understood that our students come to school with specific needs and demands academically, socially and emotionally (as noted in section Bii). Within our current program, we have actively and creatively strived to put structures into place to improve the quality of our instruction and support systems for our children, yet our students' needs and demands are greater than the current budgetary allocation and staffing at our school can accommodate. The SIG grant would provide us with greater latitude around hiring personnel to successfully support identified needs of students, and staff. It will allow for our school community to provide a professional development calendar that can specifically target school-wide identified needs and sustain a long term improvement plan. More importantly, the SIG would allow us to maintain, refine and further develop our current goals as we transition into the upcoming academic year.

In order to effectively and efficiently address our current goals around supporting our students socially and emotionally and around teacher effectiveness, we would need to increase our administrative team. We would be able to provide greater at-risk counseling for students who transition to our school in the middle of the year, to students that are new to the country, and /or to students who exhibit behavioral challenges. This would provide immediate supports and service to children who are often wait-listed by our local health and mental health agencies. This proactive stance will undoubtedly impact and have a downward trend around initial referrals for Special Education as well. Additionally through Ramapo, professional development as well as our continued development of PBIS, we will creatively use our school-wide schedule to provide coaching for staff around social and emotional skill development, building healthy relationships that reduce disruptive behaviors, and structuring a learning environment with specified routines that proactively prevent problems and support. Ramapo would also be utilized to provide parent workshops to streamline and mirror a similar message for the home environment. Parents will also have the opportunity to participate in other parent training workshops led by onsite staff members. Topics for the workshops will be developed based on school wide initiatives and parent surveys.

The addition of two Lead Teachers would provide targeted support for specified teachers who need greater teaching support and professional development. These additional staff members will help us to intensify and support the continued implementation and refinement of inter-visitations and feedback cycles. Lead Teachers spend half of their time in the classroom and the remaining half of their time providing professional development to teachers. Lead Teachers' classrooms serve as labs for demonstrating best practices and implementing Common Core curriculum. Outside the classroom, Lead Teachers facilitate grade-level or subject-area meetings, serve as "critical friends" to colleagues through coaching and feedback, and help to build trust and collegiality among teachers. The hiring of additional staff members can be sustained through the recent increase of student applicants and the opening of new seats. Lead Teachers will work with both weak and strong teachers. Lead teachers will provide support for our struggling teachers through lesson plan clinics, modeling of best practices and a cycle of

intervisitation and feedback. Lead Teachers will focus on providing support to increase teacher effectiveness for all teachers but will also ensure that our teachers who are struggling receive extra support. For our stronger teachers, Lead Teachers will provide them with professional development in areas that they identify for growth. Additionally, our Lead Teachers will work to build capacity of strong teachers. Our Lead Teachers will work to mentor other teachers, whom we identify as future leaders for our school. Lead teachers will have strong teachers shadow them on learning walks and work to with them on how to provide staff professional development.

According to the NYCDOE Progress Report (2013), 5.4% of our students scored a level 3 or 4 in ELA and 4.3% of our students scored a level 3 or 4 in Math. With a large percentage of special education students, we recognize the need to provide targeted professional development in key areas for our staff. This year we have provided staff with professional development focused around lesson planning and Universal Design for Learning.

Our defined structures for teacher team planning time transfer over to the work that is accomplished with the staff developers. Our team meetings include agendas, specific role assignments, and a protocol for looking at student work. This is done not only systematize our practice, but also develop our teacher teams' process of looking at student work to identify gaps in our instruction and provide laser-like feedback to students.

We are currently in the midst of revising our ELA and math curriculum. We recognize that much of our work needs to focus on building knowledge through content and academic language through rich non-fiction and informational text, which we will do through this alignment.

Our school is currently void of technology. We are planning on using some of the SIG grants to purchase laptops to allow our teachers to plan units of study online via ATLAS, infuse technology into their lessons, keep parents informed via Jupitergrades, and collaborate with each other via Google docs.

Much of this work will be accomplished through structures that we have established this academic year (2013-2014) and through the continuation of our current goals (from SCEP) that will be strengthened through the Danielson Inquiry Team Cycles of Inter-visitation (that are both vertical and horizontal) through our systematic form of providing professional development for our staff, our continued work with parents and support for our students well-being emotionally and academically.

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 key stakeholders at our school were engaged within the process for this model selection and plan development through several forums. The School Leadership Team met to discuss the SIG Grant and what our needs are and what goals we wanted to accomplish through this grant. All stakeholders were given an opportunity to voice their concerns and offer input into the application.

Staff was provided with a survey of questions to answer and the input from the survey was used as a guiding tool for the completion of the application. Additionally a staff meeting was held and staff was given an opportunity to chart what they wanted the SIG grant to address and what our current needs are. After the charting was finished, staff went on a gallery walk and then shared out additionally thoughts on the suggestions.

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.**

Principal Licata received his leadership training through the New York City Leadership Academy. Principal Licata's professional educational background as a teacher, coach, and project director have made him a strong instructional leader, as evidenced through his excellent communication skills, positive attitude, strong organizational skills, and willingness to listen and learn from others. Principal Licata is currently leading a staff of 21 teachers through a challenging school year in which both a new curricula and a new teacher evaluation system is being implemented. Despite these challenges, Principal Licata has kept his staff focused through the frequent cycles of observation using the Danielson Framework to improve their instructional practices by providing actionable feedback and differentiated professional development

Over the past school year Principal Licata has also made it a priority to clearly define the school's new vision and mission with a focus on preparing his scholars for high school, college and career readiness. Principal Licata continues to provide a diverse and rich curriculum to his students through partnerships that include the Middle School Quality Initiative, iZone (iLearn school), the Mentoring & Medicine Program, Innovative Design for Education (IDE), OMNI Learn, Stella Adler Studios, and Creative Connections. Principal Licata continues to build capacity among his assistant principals by ensuring they attend professional development opportunities offered to him by the network, central and his partner organizations. He is constantly seeking out resources, professional development opportunities, and partnerships that will help to improve instructional practices at his school. Principal Licata attends the Network's Principals Instructional Rounds team to assist in the resolution of a problem of practice observed in the schools that are visited monthly. Principal Licata has is able to manage and organize his time effectively as evidenced through his ability to meet all network and central compliance deadlines.

A major and positive change that Principal Licata has established this year as a school leader is setting the instructional focus for his school. He has established an instructional focus that emphasizes building the communication skills of all scholars through instructional practices designed to give access to higher order thinking and peer discussion opportunities aligned to a

rigorous Common Core aligned curricula. He also believes in the importance of data analysis and shares data findings with his School Leadership Team and other stakeholders. His school-wide goals and action plans are based on a comprehensive needs assessment of his school's quantitative and qualitative data reports.

Principal Licata has implemented the Positive Behavior Intervention Systems (PBIS) to promote a safer environment and a positive culture for all students. Through his leadership, Principal Licata's has made considerable gains with the SWD population and the school is now on track towards being de-identified as a 'Priority' school.

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.

Principal Licata began his professional career as an ELA teacher at the Roberto Clemente Intermediate School (I.S. 195) where he worked from 2005-2011. During his six years at the school he served as a teacher, teacher team leader, coach, and project director to this school community. As the project director for the Measures of Effective Teaching (MET) study Mr. Licata served as the liaison between the MET team and his school administration from 2010-2011 and helped to coordinate assessments to measure the programs' effectiveness.

Principal Licata received his training through the New York City Leadership Academy in the Aspiring Principals Program. He served his principal internship at PS 314 and PS11 from August 2011-2012. As part of his internship he worked on delivering professional development workshops for the faculty where he focused on aligning curriculum and instructional practices to the Common Core Learning Standards. Principal Licata is currently serving in his second year as the principal of the School of Diplomacy (11X370) located in District 11 in Bronx, New York where he serves a population of 290 students in grades 6-8. The School of Diplomacy has made considerable gains with the SWD population under Sean's leadership and the school is now on track towards being de-identified as a 'Priority' school.

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

The job description for the Assistant Principals will read as follows:

1. Serve as an instructional leader and role model for teachers, parents and students emulating best practices and the core values of the school.
2. Analyze and examine data to set SMART goals with teachers and develop structures to monitor progress towards achieving those goals. Support teacher analysis and use of assessment data to reflect on teaching practices, make instructional decisions, inform lesson plans, and meet the needs of diverse learners.

3. Analyze data with other teachers groups (such as the instructional cabinet /inquiry leaders) regularly to maximize student performance.
4. Possess a deep understanding of content knowledge, curriculum, assessment, and instruction to support teachers' development and professional growth.
5. Effectively support and build teacher leaders through feedback cycle and monitoring of professional development and collaborative development of next steps.
6. Plan and/or lead appropriate professional development opportunities for all teachers.
7. Possess strong classroom management and discipline skills.
8. Demonstrate excellent communication and interpersonal skills, especially with students and parents.
9. Demonstrate extremely high standards for student achievement and school wide professionalism.
10. Maturity, humility, strong work ethic, sense of humor, and relentless attitude toward success
11. Possess a strong sense of resourcefulness; flexibility, team player and an entrepreneurial spirit are key qualities.
12. Fluency in a second language a plus (preferably Spanish)
13. Be a reflective practitioner that is proactive in his/her learning and involvement in school-wide initiatives.

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 current leadership profile of the school includes the principal, two assistant principals, a guidance counselor and dean. Currently we have the following teams meeting on a weekly basis: ELA team, math team, science team, special education team, attendance team, teacher effectiveness team and MSQI team. Our grade teams meet on a monthly basis. Collaboratively, each team problem-solves and engages in reflective practices and activities to strengthen the work of the team team. The members of these teams have been instrumental in helping the administration craft school-wide goals, develop plans of action for school goals and effectively communicate the vision of new initiatives. The teacher leaders on this team serve as the thread

of coherence that sustain the school-wide message and vision of our work in different pockets of the school. We reach out to staff members regularly to discuss important issues and request feedback via email, principal communication and/or staff meetings. We develop buy-in or support through our question and answer opportunities during staff meetings, one-on-one conversations, and team meetings, as well as through the multi-layered structures of school-wide leadership groups. Staff and families serve on the school leadership team and collaborate on the development of the goals established in our SCEP and in ensuring that we meet our objectives.

Under the SIG we plan to reconfigure the structure of our teams and school program. We plan on implementing grade leaders who can act as a point person for each grade. Additionally we plan on hiring two Lead Teachers who would work half a schedule and spend the remainder of their schedule working with teachers and developing teacher teams. We also plan to redesign our day and allow for a daily intervention period and a daily common planning period for teachers. These new structures should allow for more collaboration amongst staff. Additionally these new structures will allow our school to assess, use data from the assessments to make adjustments to curriculum and to provide targeted intervention for students.

Organizationally, the grade level teams will be reconfigured to include a strong teacher lead (from either the Inquiry Team or Danielson Team) that will support and guide teachers on the grade level. This year, all grade levels have gone through two cycles of inter-visitations and provided feedback to each other and the cycles will continue with greater frequency and targeted partnerships. The school-wide schedule will include structured time for the inter-visitations to take place with the support of the teacher leader as well as from the coaches or an administrator.

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.**

Our staff consists of general education and special education teachers who range in experience from 2-25 years.

Organizationally, the grade level teams will be reconfigured to include a strong teacher lead (from either the Inquiry Team or Danielson Team) that will support and guide teachers on the grade level. This year, all grade levels have gone through two cycles of inter-visitations and provided feedback to each other and the cycles will continue with greater frequency and targeted partnerships. The school-wide schedule will include structured time for the inter-visitations to take place with the support of the teacher leader as well as from the coaches or an administrator.

Classes will be reconfigured so that a push in model will be implemented to support our ELLs, students with IEPs, and students with other support services. The push in model will provide greater opportunities for small group instruction and ensure that students are not being pulled during content instruction. The school-wide schedule will be switched to an individual schedule for each student, a daily intervention period, and common planning for each teacher.

Extended day will be incorporated into our day (pending a SBO vote) in order to maximize the amount of time for small group instruction. This will ensure that grade levels can provide cycles of intervention based on student level and needs. We will also implement a tiered intervention program. During the tiered intervention period At Risk students would be receiving intervention via Wilson or small group instruction. Students who are approaching standards would be working on Achieve 3000 or reciprocal reading while students on or above grade level would be working in literature circles and/or doing test prep.

Currently, there are three identified ineffective teachers who have received cycles of support administration and/or the network support providers. The identified ineffective teachers through the support structure and evaluation process will either improve their practice or be removed.

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

Under the proposed plan of SIG, we are increasing our intervention support structures to include: two Lead Teachers, another guidance counselor and AIS teacher for instructional intervention.
Characteristics and core competencies of instructional staff to meet student needs

All instructional members are expected to:

1. Maintain current knowledge to teach one's current subjects and proactively work to improve upon their instructional practices.
2. Nurture and foster a learning environment with a student-centered focus.

3. Adapt and modify their teaching approach to meet the needs of students' varying learning styles.
4. Provide students with timely, honest and immediate feedback.
5. Apply assessment results to the development and revision of lesson and unit plans.
6. Create a culture of high expectations where data guides the teacher and students' next steps.
7. Be reflective practitioners and use feedback from the administration and peers as an entry point to growing professionally.
8. Be an active participant in the teacher teams where they understand self and team as part of a system.

All Grade Leaders and Lead Teachers are expected to (as well as items listed above):

1. Set clear, specific goals and next steps for their grade team.
2. Assess what knowledge and skills teachers need to meet those goals.
3. Foster and collaborate in the development and sustainability of a professional learning community
4. Use school-wide, grade and individual student data to develop monitor units of studies, revisions of units and daily lesson plans.
5. Implement the policies, protocols and structures for supporting our common planning meetings and /or other school-wide meetings.

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.

We use the open market system as well as proactively engage in discussion with our Teacher Recruitment Manager to support us in this process. We have a hiring committee that conducts interviews and evaluates the potential candidates to identify if the candidate will be a good match for our school and whether or not they align to our school's vision and mission. There is a rigorous process by which all potential candidates must undergo to be a teacher at our school. All candidates must submit a written sample, deconstruct a student's writing sample and demo how they would communicate to the child and parents the students strengths and next steps. Math candidates must also complete a multi-step math word problem and talk to the math strategies explicitly used. Depending on the candidate's performance, they will be invited to do a demo lesson in a classroom. With respect to retention of quality teachers, through our cycle of professional development, onsite mentorship and leadership opportunities for all teachers regardless of experience level, teachers are given several entry points to be successful.

A citywide "open market" staff hiring and transfer system is available every year from spring through summer that principals may use to identify school pedagogical staff seeking transfers as well as those who wish to specific vacancies or schools. Principals are thus able to recruit, screen, and select instructional staff new to their schools based on need. While principals have discretion over the schools' budget and staffing decisions, one barrier that schools may face are hiring restrictions set by the district for certain subject areas, grade levels, and titles or licenses. Exceptions are given in certain cases based on critical needs such as for high-need subject areas

and new schools. Schools are also supported by the human resources directors from their networks on budgeting, recruiting and hiring procedures. In addition, all principals have access to online human resources portal for up-to-date data and activities related to talent management. Similarly, resources are available to instructional staff on recruitment fairs, workshops, school vacancies, transfer options, as well as professional development, citywide award programs, and leadership opportunities to promote staff retention.

F. Partnerships

6 points

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

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

The Stella Adler Conservatory has provided exemplary programming blending theatre culture and core content since 1949. They provide arts enrichment program to four classes. Stella Adler currently works with my ICT and Special Education classes to support the ELA curriculum. Stella Adler connects our ELA curriculum and brings it to life by having students perform. This partnership's goal is to build our students' self-esteem while at the same time providing a safe space for our students to practice speaking in front of groups. The class allows students to be active both physically and mentally. Students learn speaking techniques and work on writing skills.

Interactive Drama was established to bring creative improvisational drama programs to schools and after-school settings serving youth with disabilities and/or other disadvantages, ages 5-21, grades K-12. IDEAS aims to offer drama at the heart of a well-rounded education that focuses on the individual. IF chosen, they would provide arts enrichment program to four classes. The classes would be our ICT and Special Education classes. This partnership's goal is to build our students' self-esteem while at the same time providing a safe space for our students to practice speaking in front of groups. The class allows students to be active both physically and mentally. Students learn speaking techniques and work on writing skills.

ENACT brings crucial life lessons into the most under-resourced neighborhoods in the 5 boroughs of New York City, helping to create safe learning environments in more than 100 schools each year. . IF chosen, they would provide arts enrichment program to four classes. The classes would be our ICT and Special Education classes. This partnership's goal is to build our students' self-esteem while at the same time providing a safe space for our students to practice speaking in front of groups. The class allows students to be active both physically and mentally. Students learn speaking techniques and work on writing skills.

Innovative Designs for Education (IDE) engages educators through new technology. They provide professional development to five teachers. This partnership provides teachers with new strategies and structures to use in their classrooms, they accomplish this through a consultative process. An IDE consultant visits our school once per month. During their visit, the consultant focuses on questioning and assessment practice. They observe five teachers during each visit and provide each teacher with actionable feedback that should improve teacher effectiveness. The consultant meets with the administrative team to discuss what they are seeing in classrooms and the next steps they are providing. The goal of this partnership is improve teacher's questioning and assessment practice, specially aligned to the Danielson Framework for teaching. The strategies provided to teachers and meant to improve teacher practice and engage students.

Creative Connections is a leading innovator in college and career readiness and entrepreneurship with partnerships at Tommy Hilfiger and Donna Karan. They provide youth development programming at Diplomacy. Creative Connections provides students with transitional counseling that focuses on the move from middle school to high school. Additionally Creative Connections provides students with college and careers counseling that allows student to set goals for themselves. The goal of this program is to equip students with the skills necessary for success in high school, college and careers. Students explore career paths and what prerequisite are needed to earn degrees and obtain positions. The transitioning program is offered to all 8th grade students, including special education and English language learners. Another program that our school partners with through Creative Connections is the Teen Entrepreneurship program provides students with the opportunity to start a business and learn about what is involved in the day to day operations. The goal of this program is to provide students with leadership opportunities and abilities while at the same time build financial literacy. Students apply real world strategies and learn how to problem solve and work in teams. Students are required to create a business plan and learn how to apply cash flow principles to their business. This program works with both general education and special education students.

The Leadership Program is an innovative youth development organization whose Violence Prevention Program was designated "Promising Program" by the Office of Juvenile Justice and Delinquency Prevention; they provide youth development activities and parent workshops at our school. The goal of this program is to expand our extended learning time to include the arts. Students participate in classes such as drumming, martial arts and step. Students are expected to perform in front of their peers and the community. The program would be expanded to include drama. The goal for the drama program is to allow students to read and perform plays. Our overarching goal with the Leadership Program is to continue to support the social-emotion development of our students while at the same time exposing them to the arts.

Mentoring in Medicine (MIM) is a nonprofit organization dedicated to mentoring, academic enrichment and leadership development for socioeconomically disadvantaged students and students underrepresented in medicine (African-American, Hispanic, and Native American). Programs have been featured in The New York Times, JET, Essence and the NY Daily News. The course is sponsored by the National Library of Medicine-the world's largest medical library located on the campus of the National Institutes of Health- and the Friends of the National Library of Medicine. Mentoring in Medicine is part of our extended learning program. The goal of this partnership is to provide our students with exposure to careers in the medical field. This program prepares students for college and careers by linking our school with professionals in the medical field. These professionals visit our school on a weekly basis and work with a group of students that crosses grades and classifications (mixed between special education, general education and English language learners). Additionally this program provides professional development for one science teacher who works closely with the guest speaks and MIM staff.

The Middle School Quality Initiative (MSQI) is a program that promotes the use of a defined literacy roadmap to meeting the City Wide Instructional Expectations (CIE). The MSQI team works closely with participating school teams to collectively implement and refine a set of research based adolescent literacy practices. The goal is to establish successful models that result in significant progress in increasing the overall percentage of eighth grade students that are graduating reading on or above grade level, thereby ensuring that greater numbers of young adolescents are securely on the pathway to high school, college, and career success. At our school we have been working with MSQI to provide professional development to several ELA and social studies teachers. Teachers turnkey instructional strategies that they learn at monthly meetings to other teachers to help build capacity and improve teacher effectiveness. Currently we are piloting Word Generation with our 7th grade team. Our goal is to improve student reading scores as evidenced by the DRP exam and the NYS ELA Exam.

PBIS-Positive Behavioral Interventions and Supports has been a part of our school behavior management system for the first time this year. PBIS works on a continuum of scientifically based behavior and academic interventions and supports. The program teaches and encourages pro-social behavior, arranges the environment to prevent the development and occurrence of problem. Although, we are at the infancy stage of our PBIS plan, we have seen a clear impact on student behavior and a decrease in student behavioral challenges during lunch.

- OMNiLearn bridges the gap between lab bench and classroom for students and teachers around the country. Trained as a K-12 special education teacher, Jane Powel, President/CEO of OMNiLEARN Corp. bridges the gap between lab bench and classroom for students and teachers around the country. Ms. Powel focused on alternative techniques in teaching, particularly for gifted students. This required a deep understanding of learning and memory which led her to Cold Spring Harbor Laboratory. She served as Education Manager of the DNA Learning Center under James D. Watson, Nobel Laureate, during the early days of the Human Genome Project. This unique opportunity afforded her access to molecular biologists (Carol Greider) working on telomerase (aging) using worms, and learning and memory using flies (Tim Tully). She incorporated their techniques, equipment, and results into curricula for camps and schools on

Long Island, in NYC, and California. Ms. Powel and OMNILearn staffs work to develop teacher pedagogy, specifically around how to engage students. Ms. Powel works with teachers to provide suitable scaffolding and to ensure teachers are challenging students to explain their thinking. This partner assists our teachers in designing student assessments to maximize teacher effectiveness.

Ramapo for Children provides a new way of thinking about challenging behaviors, social and emotional development, and special needs. Ramapo provides schools, youth-service organizations, families, and young adults the tools they need to promote positive behavior and foster climates focused on learning. Ramapo helps schools, community organizations and families foster inclusive and supportive environments for children and young adults. Ramapo will be providing our teachers with one on one coaching sessions that will focus on questioning and assessment practices. Additionally, Ramapo will work with students to provide support with social-emotional issues. Our 8th grade students will go on a retreat and Ramapo's Retreat Center in Rhinebeck, New York. At the retreat, students will focus on teambuilding exercises and work on leadership skills.

Editure/AUSSIE (Australian United States Services in Education) will be working exclusively with all grades to help raise student achievement through effective teaching practice. The staff developers will support our Special Education teachers by coaching our teachers on the implementation of our new curricula, focusing on instruction that clearly targets vocabulary development, and in integrating our current work with the Danielson Framework into best practices.

- 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 Attached

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

All external partners will meet with administration during the initial school visit and set the expectations for the work as well as goals that will be benchmarked. At this time benchmarks, formative and summative assessments as well as teacher's self-assessment on the Danielson Framework, will used as baseline from which we will create SMART goals and action plans. All programs and providers must offer clear set goals/objectives, plans as to how goals will be achieved and explanation of lesson organization and the planning process. Ongoing services will be monitored by the administration, instructional leads, and/or coaches through informal check ups, debriefs and evaluation of progress. All sessions will have a debrief meeting with an administrator or school lead where written up feedback and next steps are outlined for following visits. Administration will set up a timetable for all meetings where they meet with either providers, or organization director for feedback and concerns and to troubleshoot if services are not rendering desired results.

G. Organizational Plan

8 points

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

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

See Attached

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

At MS 370, there is a core belief that all members of our community should have a space and place to be heard. There are several structures to ensure that all stakeholders have the opportunity to voice their concerns, wishes and dreams. We understand that the quality of life in our school can only be impacted if as a school we nourish a collaborative process with all school members. This entails garnering buy in, enhancing our messaging and communication process. There are several formats for communicating with parents and staff as mentioned in section Eiii. Information is gathered through many venues (monthly faculty meetings, surveys, face to face conversations, online Google community, etc.). There are also sub-committees (PBIS, Attendance, Danielson, Safety and SLT) that support and inform the larger administrative team's development of the SCEP and major decisions.

Below are some system and structures that currently guide our work:

- Common Planning Time is built into the schedule for all grades. During the planning periods the teachers examine student work, review and revise curriculum units according to the CCLS.
- All common planning meetings use a prescribed protocol for looking at student work, identifying learning gaps and next steps for planning units as well as small group instruction. All grade teams use a specified template for unit and lesson planning that is Common Core Aligned. This template includes purposeful planning around specified Tier 2 and Tier 3 vocabulary and DOK questions.
- The assistant principal meets weekly with RTI and SETTS teacher(s), looks at student work, to evaluate student progress and make any necessary revisions. The teachers work in cycles and reevaluate student groupings based on progress and needs assessment of the grade level.

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

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

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

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

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

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

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*.

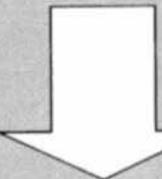
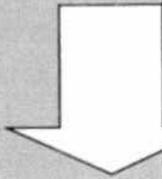
Online resources: Finally, the NYCDOE created numerous guidance materials and resources to provide information to help schools and support staff meet critical *Advance* implementation milestones. These resources are stored on the *Advance* Intranet page, a new online site for NYCDOE employees on the 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*.

MS 370 is using the Danielson framework as the tool to improve teacher effectiveness.

- All staff members were asked to select and create one individual SMART goal that is related to Danielson Framework (Assessment in Instruction, Designing Coherent Instruction and Questions and Discussion). The goals had to focus on a specific feature within the indicator, for example, in designing coherent instruction, a teacher might chose to focus on either the instructional model/structure, learning outcomes, or wait time etc. and develop a goal specific to that item.
- Teachers receive oral and written feedback to ensure follow through as well as understanding of features within the indicators.
- The administration conduct regular walkthroughs and informal observations to evaluate teacher effectiveness, to document patterns and trends as well as progress towards meeting school-wide goals.
- During the informal observation cycles, the administration ensures that teaches are given feedback that is useful, timely, and honest that is developed from documented low inference data that is shared with the teacher. Feedback is either written and/or oral.

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

	PROFESSIONAL GOAL SETTING	APPR	Danielson Framework	Data Collection	Classroom Environment assessment
September	Initial teacher goal setting/Observation choice	Initial Observations:	Norm and calibrate Danielson with administration		Initial walk through and feedback
October	Initial teacher goal setting/benchmark assessments	Informal observation with feedback and goal assessment			
November	<i>Progress monitoring</i>	↓	↓	<i>Collection and Feedback</i>	
December	<i>Progress monitoring</i>	Informal observation with feedback and goal assessment	Teacher team and Danielson leader inquiry observations		
January	Midyear progress evaluation	Informal observation with feedback and goal assessment	↓		Second through and feedback
February	<i>Progress monitoring</i>	Informal observation with feedback and goal assessment	Second round of Danielson leaders inquiry observations	<i>Collection and feedback</i>	
March	<i>Progress monitoring</i>	Final Round observation:	↓		

		Informal observation with feedback and goal assessment			
April	<i>Progress monitoring</i>		Vertical teacher team and Danielson leader inquiry observations		
May	Exit goal reflection				<i>Collection and feedback</i>
June	Year Conference	End			

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>).
- We will continue to systematically align the ELA and Math curricula to the Common Core Standards through daily common planning sessions and weekly inquiry planning meetings.
 - We will develop two rigorous performance tasks for students during each semester, in ELA, Math, Social Studies and Science. The students' performance tasks will be collected and systematically analyzed using a school selected protocol to look at the gaps, areas of need in our instruction and next steps. One monthly common planning meeting will be scheduled to perform the analysis of this work.
 - The Science and Social Studies curriculum will infuse literacy strategies to increase and systematize our approach to teaching Tier 2 and Tier 3 words, deepening student comprehension and in making the school wide curricula more inter-disciplinary. Resulting common core aligned projects that will increase knowledge in the disciplines, students' use of text based answers, students using evidence to inform or make an argument, students reading grade appropriate texts and using academic vocabulary.
 - Each literacy unit will include a class set of fiction and nonfiction texts related to the scope and sequence unit that support grade band text complexity.

We will also use CMP3 for our math curriculum but will supplement material as needed for students. For ELA we will continue to use CodeX and supplemental material and units as needed.

All components will be monitored and adjustments will be made based on the results of assessment cycle (calendar)/benchmarks and analysis of student performance of NYCDOE's bundles. All work is scored using the NYCDOE's rubrics. The curriculum that is being implemented will provide our students with CCLS aligned units that build knowledge through content rich nonfiction and informational texts (for our literacy program) as well as provide them with the necessary foundational skills to read. Finally, the intervention programs are critical to bring our students up to grade level.

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

ELA Shifts

In ELA, we will modify our units of study to align to CCLS and to the NY State Social Studies and Science Scope and Sequence in order to build interdisciplinary units of study and to allow students to use reading strategies across multiply contents. In order to support our work with this, staff is using a Common Core Aligned Unit and Lesson Plan Template. This template is being used across all grades to ensure greater coherence across content area and subject matter across all disciplines. To address decoding and fluency skills, Wilson Language, professional learning and research-based reading and comprehension curriculum will be implemented. We will also work with AUSSIE consultants in our classrooms to help raise student achievement through effective teaching practice. Lead teachers support schools in aligning existing curricula and instruction with common core standards for teachers, administrators and parents.

Math shifts

In Math we will be transitioning from Ready Math program to Connected Mathematics 3 (CMP3). In response to administration noticing of math lessons being too teacher-centered, we will be working with AUSSIE to help move us towards the identified NYCDOE's instructional shifts in Math. The shifts are: narrowing and deepening the scope of how time and energy is spent in the math classrooms, connecting the learning within and across grades so students can build new understanding onto foundations, and building more time into daily lessons so students are able to understand and manipulate more complex concepts. Teachers will support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics. Students will be expected to use math and choose the appropriate concept for applications even when they are not prompted to. Teachers will be expected to create opportunities for students to participate in "drills" and make use of those skills through extended application of math concepts.

- 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:

During the 2014-2015 school year our school will be in session for the regular NYC DOE calendar year. We will run an additional 18 day summer school session for struggling students, a 10 day enrichment program during the summer and a five day transitional program for our new 6th graders. , we are changing our schedule and moving towards individualized programs for students. This will allow for students to no longer travel as a cohort but instead they will be streamed to classes based on individual strengths and areas of deficiencies. Additionally students will be provided a daily intervention period that will be based on periodic assessments. These groups will cross grades and be based on student needs.

We also provide extended learning time through afterschool enrichment/skills development two days a week for two hours per day, a summer school program and a Saturday academy. These opportunities are available for all students.

Sample Schedule for three 8th Grade Students

Student A

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Math	ELA	Algebra	Science Lab	Math
2	Math	ELA	Gym	Science Lab	Math
3	Intervention Period				
4	Sci	SS	SCI	SS	SS
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	ELA	Math	ELA	Math	ELA
7	SS	Math	ELA	ELA	ELA
8	Enrichment	Sci	Math	ELA	GYM

Student B

Period	Monday	Tuesday	Wednesday	Thursday	Friday
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1	Math	ELA	Living Environment	Science Lab	Math
2	Math	ELA	Math	Science Lab	Math
3	Intervention Period				
4	GYM	SS	SCI	SS	SS
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	ELA	Math	ELA	Math	ELA
7	SS	Math	ELA	ELA	ELA
8	Enrichment	Sci	Math	ELA	GYM

Student C

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Math	ELA	Enrichment	Science Lab	Math
2	Math	ELA	Gym	Science Lab	Math
3	Intervention Period				
4	Sci	SS	SCI	SS	SS
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	ELA	Math	ELA	Math	ELA
7	SS	Math	ELA	ELA	ELA
8	Advance History	Sci	Math	ELA	GYM

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).

- Our school will purchased 25 new laptops for teachers. This new technology will allow our teachers to plan and work collaboratively. Teachers will utilize Google Docs to share and analyze school data. Google Docs will be used to capture data from assessments, students behavior and data from surveys of parents and students. Teachers will also be able to share meeting notes and agendas through Google Docs. Teachers will also utilize ATLAS curriculum planning software to analyze what standards are being taught and what standards need to be taught.

- AUSSIE, Ramapo and IDE will work with teachers on using data to drive their instruction. Teachers will receive professional development on how to capture data and the differences between soft and hard data. Teachers will also learn how to triangulate data. A book study group will be read “Driven By Data” by Paul Bambrick-Santoyo and implement strategies from the book.
- Common Planning Time will be built into schedule for all grades and professional development around planning and Common Core Learning Standards will be provided by the Instructional Leads. Templates for planning and all units will be available on school websites for support. Two planning periods a week will be provided (where one period is dedicated to professional development and the other to planning). The planning periods will be dedicated to reviewing and revising curriculum units and maps as aligned to the Common Core Learning Standards and student data. Bimonthly the common planning meetings will be used to examine student work using a common protocol for all staff. During this meeting, teachers will examine and assess the quality of student work and identify gaps of students' skills and knowledge and revise accordingly with the support from the coaches.
- The administrative team will meet weekly with the Instructional Leads /Lead Teachers as well as join team meetings on a regular basis to examine school wide and grade data (from monthly summative/formative assessments and walkthroughs). The item analysis of SchoolNet and prior State tests is examined and categorized into three areas: Emergency, Challenging and Strengths. This data is then used when planning, to create small group instruction, as well as to inform school-wide plans. The administrative team's informal and formal debriefs with individual teachers and the Instructional Cabinet will include discussions around the alignment of the CCLS in lessons observed and students progress.
- 2 ELA and 2 Math performance task will be given in the fall and in the spring.

MS 370 2014-2015 Assessment Calendar

Month	Additional Assessment	Teacher Team and Instructional Cabinet Review
September	9/30 DRP, Formal running records, Wilson assessment, LLI, SchoolNet Baseline, MOSL Baseline	Instructional Cabinet Meeting for Data Analysis use of formative and summative assessments from prior year Administrative meeting with all staff members to set goals
October	SWIS Collection, Word Gen writing	Teacher Team and Inquiry Team data analysis of Math and ELA performance tasks. 6 week cycle of RTI and Afterschool Groups Analysis PBIS /Attendance analysis by committees
November	Formal running records, Wilson assessment	Instructional Cabinet Meeting for Data Analysis

December	SWIS Collection	Teacher Team and Inquiry Team data analysis PBIS /Attendance analysis by committees School Wide Data Report 6 week cycle of RTI and Afterschool Groups Analysis
January	DRP, Formal running records, Wilson assessment, SchoolNet, Word Gen writing, Midterms	Instructional Cabinet Meeting for Data Analysis of school wide data 6 week cycle of RTI and Afterschool Groups Analysis Administrative Checkpoint meeting with all staff members
February	SWIS Collection	Teacher Team and Inquiry Team Data Analysis PBIS /Attendance analysis by committees
March	Formal running records, Wilson assessment,	Instructional Cabinet Meeting for Data Analysis 6 week cycle of RTI and Afterschool Groups Analysis
April	SWIS Collection	Instructional Cabinet Meeting for Data Analysis PBIS / Attendance data analysis by committees 6 week cycle of RTI and Afterschool Groups Analysis
May	Word Gen writing	Teacher Team and Inquiry Team data analysis
June	DRP Final Exams	School Wide Data Report 6 week cycle of RTI and Afterschool Groups Analysis Grade level meetings with administration to follow up on teacher goals

- 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 Pupil Personnel Team (PPT) meets weekly to discuss academic and social-emotional student support. The PPT team consists of the classroom teacher, an administrator, data coordinator, guidance counselor, attendance teacher, SETTS teachers and speech provider. Teachers monitor their classes closely and submit a PPT form for individual students who need more support.

We are going to use the SIG Grant to help establish a Crisis Intervention Team. This team will consist of the Assistant Principals, two Guidance Counselors, Team Leaders, Dean and school physiologist.

Our additional guidance counselor will allow our school to provide more at-risk counseling. It will also allow for our counselors to push in to classrooms and support teachers and students with social and emotional development. Our guidance counselors will have weekly group check-in sessions with the following groups: students in temporary housing, overage students, students with promotion in doubt and other at-risk students. The goal of hiring another guidance counselor is to provide our students with social and emotional support that will in turn improve their academics. Another goal is for our guidance counselors to provide support and professional development to our staff to reduce the number of guidance referrals and suspensions.

When students misbehave in class, the first level of intervention are Tier I interventions. After multiple Tier I interventions have been exhausted our staff begins using Tier II interventions. When Tier II interventions are unsuccessful, we move towards Tier III interventions.

Tier I Steps:

- Instructional planning which provides access points for all students, including, ELLs and SWD
- Consistent monitoring and documentation of student progress
- Consistent clear feedback to all students (included in the PBIS school-wide matrix).
- Addition /Modification of available space / behavior modifications
- Classroom rules designed to promote effective social skills
- Classroom meeting times on special topics like respecting each other
- Consistent communication and intervention
- Guidance counselor push in into the classroom

TIER II will involve instruction other than whole class. A teacher may also set up a meeting at this time to discuss the child and strategies already attempted. At this meeting, our out of classroom support personnel will brainstorm with the teacher for additional strategies and interventions with the monitoring of 6-week cycles. This is also a time where parents would be involved in the process. The classroom teacher must come to the meeting with their recorded interventions and the log of contacts that were collaboratively created with the parents, classroom teachers and other members of PPT. As a result of the PPT Meeting, additional strategies will be brainstormed and the team will agree upon new interventions. The classroom teacher will implement these strategies and interventions. We stay in this tier for an additional four to six weeks.

Tier 2 Steps:

- Small group instruction in classroom
- Extended day instruction
- Afterschool instruction
- Work with RTI instructor
- Behavior modification strategies/ behavior contracts

TIER III involves a meeting with the PPT, Crisis Intervention Team and the classroom teacher to discuss any success and further assistance. At this PPT review, you may be asked to continue on the current path or we may all agree that the child needs additional support in the form of at-risk services. TIER III takes an additional six to eight weeks.

Tier 3 Steps:

- An FBA and a BIP may be created
- At risk services may be assigned
- If an intervention plan is developed, teachers will collect data on the interventions and document on SWIS
- Individual goals for students will be created
- Tier I and Tier II strategies that were successful will be continued
- Students may be included in a social skills group
- After going through all three tiers without progress, the team may decide to open an initial evaluation for the student.
- If some progress or significant progress has been made with the interventions or at-risk services, another cycle of at-risk may be recommended.

Each child presents a different case. Beginning this process for a student may not necessarily end with a referral for special education services. PPT is also a place where you can come to talk about de-certifying a child from setting or from individual services. Also, PPT can also be a place where you can talk about any change in the frequency of a mandate that a student is receiving.

- 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.**

Ramapo for Children- Ramapo for Children will be a new partner. Ramapo works on behalf of children who face obstacles to learning, including children with special needs, enabling them to succeed in the classroom, at home, and in life. Ramapo provides job-embedded professional development to enrich teachers' use of social and emotional skills, develop structures to build healthy relationships, and learn practical techniques for de-escalating disturbing or aggressive behavior. All of this is in the interest of helping all students with emotional difficulties to succeed both socially and academically in school.

PBIS-Positive Behavioral Interventions and Supports has been a part of our school behavior management system for the first time this year. PBIS works on a continuum of scientifically based behavior and academic interventions and supports. The program teaches and encourages prosocial behavior, arranges the environment to prevent the development and occurrence of problems, all in the interest of helping all students with emotional difficulties to succeed both socially and academically in school.

- 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>.

This year we have had several community-sponsored school events where we have invited community agencies and businesses to our school to share with our families the resources and supports available in our neighborhood. We've partnered with The Leadership Program. This partnership supports parent, school and student communication and community building. The programs that we have offered include fitness, academic, internet and community building skills. This partner supports our continued goal of having a strong parent and school bond. We've hosted parent workshops bi-weekly to support families in home literacies, mathematics, and other elements essential to education. We look forward to expanding and continuing this work to empower not only our students, but our families as well.

Other Venues to Involve the Families at School:

- Provide a multiplicity of ways to communicate with the parents via fliers, emails, letters, newsletters, phone messenger, school wide and one to one meetings.
- 12 family events through The Leadership Program.
- Ramapo and PBIS parent workshop that mirror the structures and routines that can be adopted and accomplished at home.
- Award assemblies, theater productions and concerts provide parents with an opportunity to celebrate and learn about their children's successes.

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.

i. The School Leadership was informed of the School Improvement Grant on January 20th and the members were asked to share feedback on how to improve the quality of instruction at our school. During several meetings, we asked all stakeholders to share their greatest dreams and aspirations for our school. Together we discussed the current goals and viable next steps for our school based on the current state of affairs. This prior work easily crossed over to the writing of this grant and the identification of goals and action plan. We gathered all the feedback from all constituents to guide in the development of this plan.

The MS 370 professional development plan was a collaborative effort that consisted of several stages. The initial stage occurred when staff members developed short-term and long-term professional goals based upon the Danielson's Framework. Each of these professional goals had measureable outcomes. These goals were analyzed and guided by leadership teams to build capacity and to provide professional development that addresses areas essential to effective implementation. In addition, teacher teams have engaged in data analysis to determine what further instructional needs are necessary to guide student progression. During this analysis teacher teams also engaged in a reflective process in which they determined alternative methods to enhance training for dissemination amongst the MS 370 learning community. The results of this gap analysis were escalated to the leadership cabinet for further professional development decisions.

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.

ii. Year One Implementation Period (July 1, 2014, to August 31, 2015).
MS 370 Professional Development 2014-2015

Planned Event/Schedule	Project Narrative	Delivery Agent	Desired Measurable Outcomes	Analysis / Reporting Method
<p>Wilson/ <i>September 2013- June 2014</i></p> <p>Lead Teachers, AIS teacher, SETTS teacher, ESL teacher, and Speech teacher, in mid-Sept/early Oct, late Oct/early Nov, mid January/early February, & early March/late March</p>	<p><i>Wilson is a professional learning and research-based reading and spelling curriculum for all ages that we have begun to work with this year.</i></p> <p><i>Outside Providers will also provide intervention using Wilson for grades 3-5.</i></p>	<p>Fundations Staff Developer</p> <p>All teachers</p> <p>AIS teachers and Service Providers</p>	<p>Develop will students phonological and phonemic awareness to promote reading success. At the midyear point of the school, 50% of students were performing below benchmark in letter and sound id assessment. We want to improve that performance level so 75% of students are at benchmark by midyear.</p>	<p>Teachers will report progress using the comprehensive materials for curriculum-based measurement. Teacher teams and the instructional cabinet will identify students whose growth is inadequate and develop an action plan around the areas of need.</p>
<p>Aussie Staff Developer for <i>September 2014-</i></p>	<p>(Australian United States Services in Education) will be</p>	<p>Aussie Consultants</p>	<p>Develop knowledge and</p>	<p>The analysis of exemplars benchmarks</p>

<p><i>June 2015 The staff developers will provide on-site coaching/push in model every other week in the early childhood classrooms.</i></p>	<p>working exclusively with early childhood classrooms to help raise student achievement through effective teaching practice. The staff developers customize professional development services in more than 2,000 schools throughout the United States for both literacy and math. Staff developers support schools in aligning existing curricula and instruction with common core standards for teachers, administrators and parents.</p>	<p>All teachers</p>	<p>mathematical and literacy methods within our early childhood classes and build a mathematical foundation. Students to show growth of .5 percentage points on 4 performance tasks.</p>	<p>and baseline assessments from NYCDOE. The instructional cabinet and teacher teams will analysis the data quarterly. In addition, the formal and informal observations conducted by the administration team and the Danielson inquiry team bi monthly.</p>
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Planned Event	Project Narrative	Delivery Agent	Desired Measurable Outcomes	Analysis / Reporting Method
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<p>Ramapo <i>PBIS Leads will continue support from September-June during faculty conferences.</i></p>	<p><i>Ramapo for Children will be a new partner. Ramapo works on behalf of children who face obstacles to learning, including children with special needs, enabling them to succeed in the</i></p>	<p>Ramapo consultants and PBIS leaders</p>	<p>PBIS leaders will strategize with teachers to develop action plans around management and individual student</p>	<p>The consultant and PBIS leaders will discuss and observe with the teacher specific action plans developed through low</p>
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	<p><i>classroom, at home, and in life. Ramapo provides job-embedded professional development to enrich teachers' use of social and emotional skills, develop structures to build healthy relationships, and learn practical techniques for de-escalating disturbing or aggressive behavior. All of this is in the interest of helping all students with emotional difficulties to succeed both socially and academically in school.</i></p>		<p>behavior action plans. Through SWIS, we will document a 10% decrease of student infraction from September through June.</p>	<p>inference data. In terms of individual behavioral action plans teachers that work with the specific student will help construct an action plans such FBAs and PIPS. SWIS will be the tracking system used to track student behaviors.</p>
<p>MSQI</p>	<p><i>Middle School Quality Initiative will focus on literacy skills</i></p>	<p>The Middle School Quality Initiative (MSQI) is the New York City Department of Education's focused effort to expand the number of middle schools that prepare students for</p>	<p>The MSQI team works closely with participating school teams to collectively implement and refine a set of research based adolescent literacy practices. Our ultimate goal is to establish successful</p>	<p>We examine our DRP scores and use the data for targeted intervention for students.</p>

		college and career success	models that result in significant progress in increasing the overall percentage of eighth grade students that are graduating reading on or above grade level, thereby ensuring that greater numbers of young adolescents are securely on the pathway to high school, college, and career success.	
IDE	<i>IDE will focus on questioning and assessment practices</i>		IDE will work with identified teachers to increase teacher effectiveness through questioning and assessment practices.	We will examine our observation data to see if teachers are moving along the HEDI scale.

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

The schedule and plan to be implemented for evaluating effects of training, support, and professional development is as follows:

The goal for AUSSIE is to develop teachers' content knowledge and pedagogical practices. The impact of this work will be measured by the students' performance on exemplars performance tasks (once per semester) and interim assessments (SchoolNet). Teacher effectiveness will be evidenced through the data collected (from informal and formal observation) from the Danielson framework, development and progress of the teacher's SMART goals, and feedback/reflection from professional development workshops and onsite coaching. Adjustments and modifications to the plan will be effected as follows: (1) student assessment data will be checked regularly against benchmarks with action plans developed through the support of AUSSIE, (2) Student data, patterns and trends from walkthroughs/observation and Danielson scores, units of study and professional development cycles will be triangulated by the administration to identify gaps, progress and if adjustments must be made in one of these areas. Administration and coaches will attend all professional development workshops and debrief with consultants at the end of visit to ensure quality control.

The goals for MSQI is to develop teachers' content knowledge and best pedagogical practices for literacy. The impact of this work will be measured by the students' performance on running records (quarterly), DRP scores (three times per year), Word Generation writing (four times per year) and interim assessments (SchoolNet). Teacher effectiveness will be evidenced through the data collected (from informal and formal observation) from the Danielson framework, development and progress of the teacher's SMART goals, and feedback/reflection from professional development workshops and onsite coaching. Adjustments and modifications to the plan will be effected as follows: (1) student assessment data will be checked regularly against benchmarks with action plans developed through the support of the consultants listed above. (2) Student data, patterns and trends from walkthroughs/observation and Danielson scores, units of study and professional development cycles will be triangulated by the administration to identify gaps, progress and if adjustments must be made in one of these areas. Administration and lead teachers will attend all professional development workshops and debrief with consultants at the end of visit to ensure quality control.

The goals of Ramapo and PBIS are to enhance the social –emotional strategies and develop structures for school-wide and classroom behavior management. Impact will be measured by (1) data collected on SWIS to monitor student infractions, (2) low inference data from classroom and school wide behaviors, (3) Danielson Framework Indicator on Building Community and Culture for Learning and (4) Teacher's feedback on the relevance and usefulness of professional development workshops. Adjustments and modifications to the plan will be effected as follows: administration debriefs with consultants and development of next steps, evaluation of teacher growth plans in relation to student progress and revising (if needed), surveys of staff, parents and

students to identify current state of affairs and make modifications based on the data. Administration and coaches will attend all professional development workshops and debrief with consultants at the end of visit to ensure quality control.

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.

MS 370 will continue to communicate the families and community members as noted in section Eiii. The SLT, PTA and ongoing meetings will continue to be the hub for messaging. Other measures will include newsletters and calendar of events, phone messenger, and updates on the school website. The Weekly SOD Newsletter written by the principal will also serve as a way to communicate to the community. The Lead Teachers will also convey the big ideas and essential ideas at their grade level or inquiry meetings.

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).**

Goals and key strategies for Year One implementation period (July 1, 2014, to August 31, 2015).

1. In order to improve and deepen teachers' understanding around effective pedagogical practices and increase student achievement, school leaders and all teachers will create individual professional development plans related to the Danielson framework (to increase student's critical thinking skills and independence) and engage in cycles of inter-visitations (both horizontal and vertical) where reflection, feedback and next steps are provided. In September, January, March and June, the administration will meet to follow up on the progress of the goals and make adjustments where necessary.
2. Use school-wide data as well as patterns and trends from administrative informal and formal observations to develop school-wide goals and professional development plans for the school, specific grade levels and to support in the development of individual teachers (Beginning in September – June with every cycle of 6 weeks, the administration coming together to analyze the data, monitor progress and make adjustments as necessary.)
3. Administrators will use formal and informal data consistently to inform next steps in the growth of individual students and teachers. (Based on the data compiled from bullets 1 and 2, administration will create professional development plans/cycles for grade levels and individual teachers by Lead Teachers, and staff developers.)
4. Create an Inquiry group that is comprised of grade leaders that perform school-wide inter-visitations using the Danielson Framework to provide actionable feedback and next steps and to inform the school-wide and individual professional development plans.
5. Grade leaders will also hold cycles of inter-visitations within their grade level provide actionable feedback and next steps and support grade and individual teachers with individual and grade level goals. All grade leaders will have the support of an instructional lead or administrator.
6. Provide professional development supports from the Network and Professional Development Consultants to guide the school and individual teachers to increase the effectiveness of instruction in all classrooms. The professional development supports will come from IDE, Stella Adler Studios, Interactive Drama, Fiji Theatre Company or Enact will, OmniLearn, Ramapo and Aussie.

7. To create professional development workshops and scaffolds around the use of Danielson Framework for individual teachers as well as school wide, which is included in the professional development calendar. (Monthly Faculty Meetings September 2014 through June 2015)
 8. The addition of a supplemental guidance counselor (pending DOE budget allocation), to support the social-emotional needs of students.
 9. To create structures and maximize the time for teachers and lead teachers to collaborate in evaluating, planning, and aligning curricula to meet students' needs.
 10. In order to cognitively challenge our students, MS 370 will create common core aligned units of study that provide points of access for all students that culminate in a performance task in different content areas. We will continue to systematically align the ELA and Math curricula to the Common Core Standards through monthly common and weekly inquiry planning meetings.
 11. We will create four performance tasks for each semester in ELA, Math, Social Studies and Science (one for each semester). The students' performance tasks will be collected and systematically analyzed using a school selected protocol to look at the gaps, areas of need in our instruction and next steps. One monthly common planning will be scheduled to perform the analysis of this work.
 12. To provide parent workshops on CCLS and ways to integrate CCLS to practical strategies to best support their children at home. Specific workshops that focus on subgroups such as ELLS or supports for boys will also be part of the parent workshop yearlong calendar (Monthly parent workshops from September 2014 through June 2015).
 13. We will provide planning time over the summer for grade cohorts to plan using specific CCLS curriculum maps, as well as unit/ lesson plan templates will be provided. Atlas Rubicon will be used to analyze unit and lesson plan templates (June 2014-June 2015).
 14. The refinement of our communication systems and structures to inform parents about the CCLS as well as path for developing for college and career students.
 15. Continued professional development provided by the network to the PBIS core committee to continue their work. Continued support for the PBIS committee that develops and monitors the development of lesson plans and assemblies that embed the school wide beliefs and mission of PBIS (Committee will meet twice a week September 2014-June 2015).
 16. Incorporate the use of SWIS as a data tracking learning platform to help us address school-wide patterns and trends and the yearlong plan school-wide and for specific students that fall into Tier 2 and Tier 3 behaviors (Weekly data entering and bimonthly analysis of data September 2013-June 2014).
- ii. Identify the "early wins" that will serve as early indicators of a successful SIG plan implementation and foster increased buy-in and support for the plan.**

Early wins for MS 370 would be the creation and implementation of at least two units of CCLS aligned units of study within each discipline. Another early win would be if our rates of

suspension are 5 percent lower than our current year. Finally an early win would be increased attendance rate for the same time period of the previous year.

An early win for our school with regards to teacher effectiveness would be teachers who were rated ineffective or developing based on the Danielson Framework with regards to questioning, assessment or student engagement moving upward on the HEDI scale.

An early win for our new guidance counselor would be a reduction year over year in the amount of guidance referrals and suspensions.

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.

Each quarter we will look at our assessments and see what percentage of our students are making gains within each discipline. Additionally we will look at attendance of parent meetings and students within our school day. We will also look at our suspension data and see if incident rates decline. We will examine how teachers are using schedule changes to examine student work and make shifts within their teaching practice. We will collect the data through a variety of ways, ATS, surveys of students and staff, OORS, attendance sheets of parent meetings and ATLAS curriculum maps.

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
The Leadership Program Jazmine Dugall Field Supervisor The Leadership Program, Inc. 598 Broadway, 5th Floor New York, NY 10012 (tel) 212-625-8001	<ol style="list-style-type: none"> 1. East Flatbush Community Research School (K581) 2. Hillside Arts & Letters Academy (Q325) 3. Spring Creek Community School (K422) 4. 5. 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 1. Daveida Daniel 718-773-3059 2. Matthew Ritter 718-658-1249 3. Christina Koza – 718-688-7200 4. 5. 6. 7. 8. 9. 10.
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)
Ramapo For Children Lisa Tazartes	M108 (PS108 Assemblyman Angelo	Machicote,Gryssele: gmachic@schools.nyc.gov

<p>Director, Ramapo Training Itazartes@ramapoforchildren.org 212-754-7003 49 West 38th St. Fl 5 New York, NY 10018</p> <p>Elaine Porcher Director of Business Development The Leadership Program 598 Broadway 5th Fl. New York, NY 10012 917.572.0506 cell 212.625.8001 office 212.625.8020 fax www.theleadershipprogram.com elaine@tlpny.com</p>	<p>DelToro Ed.Complex) CFN 203 - Children's First Network 203 K174 (IS 174K Dumont) X042 (PS 42X) M206 (PS 206 Jose Celso Barbosa) X333 (PS 333X) X001 (PS 1X) M015 (The Roberto Clemente School) M137 (PS 137M)</p>	<p>Shamon, Mary: mshamen@schools.nyc.gov Mason, Ingrid: lMason@schools.nyc.gov Matos, Ivette: imatos2@schools.nyc.gov Forbes, Camille: cforbes2@schools.nyc.gov Brown, Arthur: abrown26@schools.nyc.gov Perdamo, Jorge: jperdom@schools.nyc.gov Sanchez, Irene: ISanchez11@schools.nyc.gov Rodriguez, Melissa: MRodrig19@schools.nyc.gov</p>
<p>Partner Organization Name and Contact Partner Organization Name and Contact Information and description of type of service provided.</p> <p>AUSSIE Generation Ready, 352 7th Avenue, Suite 12A, New York, NY 10001, (866) 792-5879</p>	<p>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.</p> <p>1.11X144 2.07X277 3. 4. 5. 6. 7. 8. 9.</p>	<p>References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p> <p>1. Principal Jeremy Kabinoff 2. Principal Lila Jorge 3. 4. 5. 6. 7. 8. 9.</p>

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Innovative Designs for Education (IDE) Jasmine McQuay jmcquay@idecorp.com Instructional Strategies Specialist 201-934-5005	1. Globe School 2. Richard Rodgers Elementary School 3. 4. 5. 6. 7. 8. 9. 10. 11.	1) Ms. Deleo -- Site Coordinator 2) Assistant Principal Gelphi 3) 4) 5) 6) 7) 8) 9) 10) 11)

Name and Contact Information Organization Name and Contact Information and description of type of service provided.	Stella Adler Conservatory Tommy Demenkoff Director of Outreach 31 West 27th Street, 3rd Floor, New York, NY 10001 Tommy@StellaAdler.com Cellular: (914)-388-0809 Studio: (212)-689-0087, ext. 17	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.	<ol style="list-style-type: none"> 1. 08X375 Bronx Mathematics Preparatory School, 2. 08X424 Hunts Point Middle School 3. 11X096 Richard Rodgers School 4. 11X272 Globe School for Environmental Research 5. 12X098 Herman Ridder Intermediate School 6. 7. 8. 9. 10. 	(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)	<ol style="list-style-type: none"> 1. Tonya Walker – Site Coordinator 2. Michael Lopez – Site Coordinator 3. Patricia Gelpi – Site Coordinator 4. Ms. Deleo – Site Coordinator 5. Ms. Ruby Brown 6. 7. 8. 9. 10.
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Creative Connections 676 A Ninth Ave. #229 NY, NY 10036 646-241-6622 earl@creativec.org					

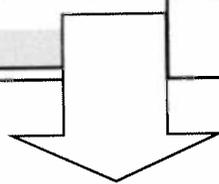
Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Mentoring in Medicine Ruth D. Caraballo National Program Manager, Mentoring in Medicine, Inc. www.medicalmentor.org www.facebook.com/MentoringinMedicine	<ol style="list-style-type: none"> 1. Kappa III 2. Soundview Academy 3. Mott Hall Academy 4. 5. 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 1. Principal Elisa Alvarez 2. Principal William Frackelton 3. Juana Rosario 4. 5. 6. 7. 8. 9. 10.
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Middle School Quality Initiative Eleanor Dorfman Division of Academics, Performance and Support New York City Department of Education	<ol style="list-style-type: none"> 1. 11X144 2. 11X289 3. 11X287 4. 5. 6. 7. 	<ol style="list-style-type: none"> 1) Principal Jeremy Kabinoff 2) Principal Jeanette Vargas 3) Principal Shaniquia Dixon 4) 5) 6) 7)

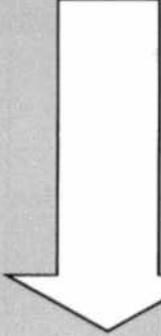
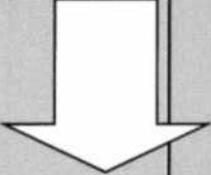
EDorfman@schools.nyc.gov	8.	8)
	9.	9)
	10.	10)

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)
OmniLearn Corp	MS 203	Ms. Sanabria
Jane Powel 90 William St. Suite 15A New York, NY 10038 646.964.4059 ph. 646.964.4962 fax	Academy of Applied Mathematics and Technology MS 343	Mr. Vincent Gassetto
	Science School for Exploration and Discovery MS 224	Ms. Sojourner Welch-David
	Lola Rodriguez de Tio JHS 162	Mr. Angel Fani
	High School of World Cultures HS 550	Mr. Ramon Namnum
	Monroe Academy of Visual Arts HS 692	Mr. Richard J. Massel
	Herman Ridder School IS 098	Clara Lee Irobunda
	School of Performing Arts IS 217	Maiysha Etienne
	Hunts Point MS 424	Sonya Johnson
	The Bronx Mathematics Preparatory School MS 375	Anya Munce-Jarrett

APPR Implementation Period Year 1

	PROFESSIONAL GOAL SETTING	APPR	Danielson Framework	Data Collection	Classroom Environment assessment
September	Initial teacher goal setting/Observation choice	Initial Observations:	Norm and calibrate Danielson with administration		Initial walk through and feedback
October	Initial teacher goal setting/benchmark assessments	Informal observation with feedback and goal assessment			
November	<i>Progress monitoring</i>	↓	↓	<i>Collection and Feedback</i>	
December	<i>Progress monitoring</i>	Informal observation with feedback and goal assessment	Teacher team and Danielson leader inquiry observations		
January	Midyear progress evaluation	Informal observation with feedback and goal assessment	↓		Second through and feedback
February	<i>Progress monitoring</i>	Informal observation with feedback and goal assessment	Second round of Danielson leaders inquiry observations	<i>Collection and feedback</i>	
March	<i>Progress monitoring</i>	Final Round observation:	↓		



		Informal observation with feedback and goal assessment			
April	<i>Progress monitoring</i>		Vertical teacher team and Danielson leader inquiry observations		
May	Exit goal reflection			<i>Collection and feedback</i>	Final walk through and feedback
June	Year End Conference				

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>The Leadership Program</p> <p>Jazmine Dugall Field Supervisor The Leadership Program, Inc. 598 Broadway, 5th Floor New York, NY 10012 (tel) 212-625-8001</p>	<ol style="list-style-type: none"> 1. East Flatbush Community Research School (K581) 2. Hillside Arts & Letters Academy (Q325) 3. Spring Creek Community School (K422) 4. 5. 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 1. Daveida Daniel 718-773-3059 2. Matthew Ritter 718-658-1249 3. Christina Koza – 718-688-7200 4. 5. 6. 7. 8. 9. 10.
<p>Partner Organization Name and Contact Information and description of type of service provided.</p>	<p>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.</p>	<p>References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p>
<p>Ramapo For Children</p> <p>Lisa Tazartes Director, Ramapo Training ltazartes@ramapoforchildren.org 212-754-7003 49 West 38th St. Fl 5 New York, NY 10018</p>	<p>M108 (PS108 Assemblyman Angelo DeToro Ed.Complex)</p> <p>CFN 203 - Children's First Network 203</p> <p>K174 (IS 174K Dumont)</p> <p>X042 (PS 42X)</p> <p>M206 (PS 206 Jose Celso Barbosa)</p> <p>X333 (PS 333X)</p>	<p>Machicote,Gryssele: gmachic@schools.nyc.gov</p> <p>Shamon, Mary: mshamen@schools.nyc.gov</p> <p>Mason, Ingrid: Imason@schools.nyc.gov</p> <p>Matos, Ivette: imatos2@schools.nyc.gov</p> <p>Forbes, Camille: cforbes2@schools.nyc.gov</p> <p>Brown, Arthur: abrown26@schools.nyc.gov</p>

<p>Elaine Porcher Director of Business Development The Leadership Program 598 Broadway 5th Fl. New York, NY 10012 917.572.0506 cell 212.625.8001 office 212.625.8020 fax www.theleadershipprogram.com elaine@tlpny.com</p>	<p>X001 (PS 1X) M015 (The Roberto Clemente School) M137 (PS 137M)</p>	<p>Perdomo, Jorge: jperdomo@schools.nyc.gov Sanchez, Irene: ISanchez11@schools.nyc.gov Rodriguez, Melissa: MRodrig19@schools.nyc.gov</p>
<p>Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.</p>	<p>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.)</p>	<p>References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p>
<p>AUSSIE Generation Ready, 352 7th Avenue, Suite 12A, New York, NY 10001, (866) 792-5879</p>	<p>1. 11X144 2. 07X277 3. 4. 5. 6. 7. 8. 9. 10.</p>	<p>1. Principal Jeremy Kabinoff 2. Principal Lila Jorge 3. 4. 5. 6. 7. 8. 9. 10.</p>
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<p>Innovative Designs for Education (IDE) Jasmine McQuay jmcquay@idecorp.com</p>	<p>1. Globe School 2. Richard Rodgers Elementary School 3. 4.</p>	<p>1) Ms. Deleo – Site Coordinator 2) Assistant Principal Gelpi 3) 4)</p>

**Instructional Strategies Specialist
201-934-5005**

5.	5)
6.	6)
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11.	11)

Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	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.	(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)
Stella Adler Conservatory Tommy Demenkoff Director of Outreach 31 West 27th Street, 3rd Floor, New York, NY 10001 Tommy@StellaAdler.com Cellular: (914)-388-0809 Studio: (212)-689-0087, ext. 17	<ol style="list-style-type: none"> 1. 08X375 Bronx Mathematics Preparatory School, 2. 08X424 Hunts Point Middle School 3. 11X096 Richard Rodgers School 4. 11X272 Globe School for Environmental Research 5. 12X098 Herman Ridder Intermediate School 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 1. Tonya Walker – Site Coordinator 2. Michael Lopez – Site Coordinator 3. Patricia Gelpi – Site Coordinator 4. Ms. Deleo – Site Coordinator 5. Ms. Ruby Brown 6. 7. 8. 9. 10.
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New York City Department of Education
Carmen Farina, *Chancellor*

Sean Licata, *School of Diplomacy*

School of Diplomacy 11x370

Vivian Hernandez, *Assistant Principal*
Damian Lamm, *Assistant Principal, I.A.*



	Room Assignment	Homeroom	Program
Principal			
Mr. Licata	317		
Assistant Principals			
Mr. Lamm	303a		
Ms. Hernandez	335		
Lead Teachers			
Vacancy			
Vacancy			
Teacher			
Mr. Akinsemoyan	331	7D3	Math/ICT 7
Mr. Collorafi	325a		Dean
Mr. Enderes	306	8D2	Math/SS 8
Mr. Fernandez	374	784	ESL
Mr. Grippo	329	7D2	Social Studies 6/7
Mr. Lontoc			Gym/Health
Mr. Wasserman	323	6D1	Math/SS 6/8
Ms. Cameron	303	8D1	ELA/SS 8
Ms. Campbell-Allen	203		ICT ELA 6-7/Setts
Ms. Cardenas	304	8D4	ELA/Wilson 8
Ms. Fearon	305	8D3	Math/SS 8
Ms. Isaac	321	6D2	ELA 6
Ms. Jean-Baptiste	203		ICT MATH 6-7/SETTS
Ms. Jennings	339	781	Sp. ELA /SS
Ms. Kelsick	309		Science 8
Ms. Lundy	309		ESL/Spanish/Testing Coordinator
Ms. Manuel	174		Dance
Ms. Powell	333	7D1	ELA/ICT 7
Ms. S Hernandez	337		Science 6/7
Ms. Simon	341	681	Sp. Math/SS
Ms. Vasquez	313		Technology
Ms. Yanolatos	315	6D3	ELA/Math/Art ICT 6
SAVE	306A		
Guidance			
Ms. Chan	325a		
Vacancy			
Secretary			
			Ms. Warfield 319
Parent Coordinator			
			Ms. Washington 319

Class Schedule/ Bell Schedule

During the 2014-2015 school year our school will be in session for the regular NYC DOE calendar year. We will run an additional 18 day summer school session for struggling students, a 10 day enrichment program during the summer and a five day transitional program for our new 6th graders. , we are changing our schedule and moving towards individualized programs for students. This will allow for students to no longer travel as a cohort but instead they will be streamed to classes based on individual strengths and areas of deficiencies. Additionally students will be provided a daily intervention period that will be based on periodic assessments. These groups will cross grades and be based on student needs.

We also provide extended learning time through afterschool enrichment/skills development two days a week for two hours per day, a summer school program and a Saturday academy. These opportunities are available for all students.

Sample Schedule for three 8th Grade Students

Student A

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Math	ELA	Algebra	Science Lab	Math
2	Math	ELA	Gym	Science Lab	Math
3	Intervention Period				
4	Sci	SS	SCI	SS	SS
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	ELA	Math	ELA	Math	ELA
7	SS	Math	ELA	ELA	ELA
8	Enrichment	Sci	Math	ELA	GYM

Student B

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Math	ELA	Living Environment	Science Lab	Math
2	Math	ELA	Math	Science Lab	Math
3	Intervention Period				
4	GYM	SS	SCI	SS	SS
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	ELA	Math	ELA	Math	ELA
7	SS	Math	ELA	ELA	ELA
8	Enrichment	Sci	Math	ELA	GYM

Student C

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Math	ELA	Enrichment	Science Lab	Math
2	Math	ELA	Gym	Science Lab	Math
3	Intervention Period	Intervention Period	Intervention Period	Intervention Period	Intervention Period
4	Sci	SS	SCI	SS	SS
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	ELA	Math	ELA	Math	ELA
7	SS	Math	ELA	ELA	ELA
8	Advance History	Sci	Math	ELA	GYM

ii. Year One Implementation Period (July 1, 2014, to August 31, 2015).
MS 370 Professional Development 2014-2015

Planned Event/Schedule	Project Narrative	Delivery Agent	Desired Measurable Outcomes	Analysis / Reporting Method
<p>Wilson/ <i>September 2013- June 2014</i></p> <p>Lead Teachers, AIS teacher, SETTS teacher, ESL teacher, and Speech teacher, in mid-Sept/early Oct, late Oct/early Nov, mid January/early February, & early March/late March</p>	<p><i>Wilson is a professional learning and research-based reading and spelling curriculum for all ages that we have begun to work with this year.</i></p> <p><i>Outside Providers will also provide intervention using Wilson for grades 3-5.</i></p>	<p>Fundations Staff Developer</p> <p>All teachers</p> <p>AIS teachers and Service Providers</p>	<p>Develop will students phonological and phonemic awareness to promote reading success. At the midyear point of the school, 50% of students were performing below benchmark in letter and sound id assessment. We want to improve that performance level so 75% of students are at benchmark by midyear.</p>	<p>Teachers will report progress using the comprehensive materials for curriculum-based measurement. Teacher teams and the instructional cabinet will identify students whose growth is inadequate and develop an action plan around the areas of need.</p>
<p>Aussie Staff Developer for <i>September 2014- June 2015</i> <i>The staff developers will provide on-site coaching/push in model every other week in the early childhood classrooms.</i></p>	<p>(Australian United States Services in Education) will be working exclusively with early childhood classrooms to help raise student achievement through effective teaching practice. The staff</p>	<p>Aussie Consultants</p> <p>All teachers</p>	<p>Develop knowledge and mathematical and literacy methods within our early childhood classes and build a mathematical</p>	<p>The analysis of exemplars benchmarks and baseline assessments from NYCDOE. The instructional cabinet and teacher teams will analysis</p>

	<p>developers customize professional development services in more than 2,000 schools throughout the United States for both literacy and math. Staff developers support schools in aligning existing curricula and instruction with common core standards for teachers, administrators and parents.</p>		<p>foundation. Students to show growth of .5 percentage points on 4 performance tasks.</p>	<p>the data quarterly. In addition, the formal and informal observations conducted by the administration team and the Danielson inquiry team bi monthly.</p>
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Planned Event	Project Narrative	Delivery Agent	Desired Measurable Outcomes	Analysis / Reporting Method
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<p>Ramapo</p> <p><i>PBIS Leads will continue support from September-June during faculty conferences.</i></p>	<p><i>Ramapo for Children will be a new partner. Ramapo works on behalf of children who face obstacles to learning, including children with special needs, enabling them to succeed in the classroom, at home, and in life. Ramapo provides job-embedded professional development to enrich teachers' use of social and emotional skills, develop structures to build healthy relationships, and learn practical techniques for de-escalating disturbing or aggressive behavior.</i></p>	<p>Ramapo consultants and PBIS leaders</p>	<p>PBIS leaders will strategize with teachers to develop action plans around management and individual student behavior action plans. Through SWIS, we will document a 10% decrease of</p>	<p>The consultant and PBIS leaders will discuss and observe with the teacher specific action plans developed through low inference data. In terms of individual behavioral action plans teachers that work with</p>
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	<i>All of this is in the interest of helping all students with emotional difficulties to succeed both socially and academically in school.</i>		student infraction from September through June.	the specific student will help construct an action plans such FBAs and PIPS. SWIS will be the tracking system used to track student behaviors.
MSQI	<i>Middle School Quality Initiative will focus on literacy skills</i>	The Middle School Quality Initiative (MSQI) is the New York City Department of Education's focused effort to expand the number of middle schools that prepare students for college and career success	The MSQI team works closely with participating school teams to collectively implement and refine a set of research based adolescent literacy practices. Our ultimate goal is to establish successful models that result in significant progress in increasing the overall percentage of eighth grade students that are graduating reading on	We examine our DRP scores and use the data for targeted intervention for students.

			or above grade level, thereby ensuring that greater numbers of young adolescents are securely on the pathway to high school, college, and career success.	
IDE	<i>IDE will focus on questioning and assessment practices</i>		IDE will work with identified teachers to increase teacher effectiveness through questioning and assessment practices.	We will examine our observation data to see if teachers are moving along the HEDI scale.



11x370

Attachment A
Consultation and Collaboration Documentation Form

11x370

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.

Principal's Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Signature (in blue ink) <i>[Signature]</i>		
Type or print name See Lic 1/17		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Signature (in blue ink) <i>[Signature]</i>		
Type or print name Susan Hernandez		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School Identified in this SIG application.
Signature (in blue ink) <i>[Signature]</i>		
Type or print name SOLANGE ARROYO-LINER		

11X370 SCHOOL OF DIPLOMACY

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators						
a. Number of minutes in the school year	Min	60390	60390	60390	60390	60390
b. Student participation in State ELA assessment	%	100	98	100	100	100
c. Student participation in State Math assessment	%	100	97	100	100	100
d. Drop-out rate	%	11	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	94%	89%	90%	91%	92%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	2%	5%			
h. Number of discipline referrals	Num	18%	18%			
i. Truancy rate	%	1%	6%	6%	5%	5%
j. Teacher attendance rate	%	96%	97%	97%	97%	97%
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	50	60	50	50
m. Hours of professional development to improve leadership and governance	Num	10	30	40	35	30
n. Hours of professional development in the	Num	10	30	40	30	25

implementation of high quality interim assessments and data-driven action						
II. Academic Indicators						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	5	8 to 11	11 to 17	14 to 23
d. Students scoring "proficient" or higher on Math assessment	%	30	4	7 to 10	10 to 16	13 to 22
e. Average SAT score	Score	442	N/A	N/A	N/A	N/A
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	N/A	N/A	N/A	N/A
h. High school graduation rate	%	65	N/A	N/A	N/A	N/A
i. Ninth graders being retained	%	21	N/A	N/A	N/A	N/A
j. High school graduates accepted into two or four year colleges	%	47	N/A	N/A	N/A	N/A

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

m. Hours of professional development to improve leadership and governance

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

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

II. Academic Indicators

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

Sean Licata

Professional Educational Experience

Principal – 11X370 – School of Diplomacy

July 2012 - Present

- Develop teachers capacity around research based instructional practices
- Create master schedule that aligns to school wide goals
- Administrative responsibilities including: hiring, purchasing, budgeting, management of all pedagogical and non-pedagogical staff
- Collaborate with all stakeholders in the development of the SCEP
- Conduct both formal and informal observations and provide teachers with actionable next steps to improve teacher practice
- Adhere to Federal, State, local and contractual mandates
- Foster new partnerships that focus on brining the arts and socio-emotional support into the school
- Secured 21st Century Grant (approximately \$300K per year for three years)
- Work with outside vendors and consultants to select academic intervention materials and professional development services based off of school wide data
- NYCLA switch site mentor

New York City Leadership Academy, Aspiring Principals Program

Principal Intern – PS 314M

August 2011 – June 2012

Principal Intern – PS 11 M (switch site)

February 2012

- Planned and delivered professional development workshops for entire faculty focusing on aligning curriculum and instructional practices to Common Core Learning Standards
- Created and utilized the Danielson Framework for snapshot observations and feedback
- Facilitated meetings for interdisciplinary planning of curriculum
- Lead Independent Educational Program meetings
- Assisted mentor principal in administrative responsibilities including: purchasing, budgeting, management of school aides and paraprofessionals
- Created postings for per session activities
- Developed teachers' schedules to align with school wide goals

Roberto Clemente Intermediate School (I.S. 195)

September 2005 – June 2011

ELA Coach

2010 - 2011

- Aligned school curriculum to Common Core Learning Standards
- Planned curriculum training for English department in various areas of instruction
- Prepared school-wide ELA interventions for targeted subgroups
- Analyzed student academic data for trends in an effort to improve student achievement
- Planned and facilitated weekly departmental meetings which led to curriculum cohesion
- Grant Writing
 - Awarded \$222,000 from DINI for academic intervention programs for Special Education and English Language Learners
 - Awarded \$90,000 from NY State for professional development of staff
 - Awarded \$35,000 from NY State for academic intervention for struggling ELA students
- Observed and mentored teaching staff in regards to the Common Core Standards
- Developed intervention strategies for at risk students which resulted in an increase in ELA scores for targeted subgroups
- Trained staff in use of NYC Acuity and NYC ARIS to increase usage of data driven instruction

Project Director, Measures of Effective Teaching Study (MET)/Bill & Melinda Gates Foundation 2010 – 2011

- Served as liaison between MET team and school administration
- Managed and problem solved technology used in teacher observations
- Developed and managed schedule for a group of 8 teachers
- Coordinated assessments measuring program effectiveness
- Provided feedback to the MET team regarding program efficacy
- Participated in study's professional development and turn-keyed to school staff

Team Leader

2009- 2010

- Facilitated professional development for teachers to foster professional learning communities
- Created enrichment programs based on students' interest and teachers' strengths
- Managed all aspects of grade-wide ELA clinic
 - Created baseline assessment
 - Used baseline assessment to create student groups
 - Evaluated pre and post data to examine success of clinic
- Raised over \$7,000 through Donorschoose.org for classroom library
- Lead member of curriculum planning team for 7th and 8th grade ELA
 - Created Google Docs page to manage ideas
 - Developed units of study and pacing charts for entire academic calendar
 - Analyzed school's acuity report to help focus units on skills that our population needed to improve
- Mentored student teachers through *The New York City Department of Education Student Teaching Initiative*
- Facilitated student advocacy and behavioral and academic intervention

ELA Teacher

2005- 2009

- Differentiated classwork and unit projects to meet diverse learning styles (ELLs and IEP students)
- Implemented a variety of instructional strategies and differentiated assessments to address student needs.
- Planned and conducted reading and writing activities for a balanced program of instruction

Other Professional Experience

Cushman & Wakefield

December 1998 – June 2005

Senior Associate, Analytics

- Forecasted office market conditions using linear regression analysis
- Wrote and edited demographic reports
- Managed and maintained new and existing client relationships for such projects as the West Midtown Bus Study and the Hudson Yards Study

Senior Associate, Research

- Managed five full time staff spread over two offices
- Responsible for interviewing and hiring new staff
- Assisted the head of New York Operations on new strategic role for Research Department
- Presented to clients including law firms, investors, owners and government agencies
- Worked with corporate communications and local media sources (including the *New York Times*, *Wall Street Journal* and *Crain's*) on press releases and market trends
- Responsible for special projects for senior management

Education

MST, English, Fordham University, 2007
B.A. English, College of Staten Island, 1997

Certification

Professional, English Language Arts 7-12
School Building Leader

Category	Primary SIG Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Code 15	Instruction	One lead teacher. Lead Teachers spend half of their time in the classroom and the remaining half of their time providing professional development to teachers. Lead Teachers' classrooms serve as labs for demonstrating best practices and implementing Common Core curriculum. Outside the classroom, Lead Teachers facilitate grade-level or subject-area meetings, serve as "critical friends" to colleagues through coaching and feedback, and help to build trust and collegiality among teachers.	\$10,000	\$10,000	\$10,000	\$30,000	This cost will be sustained after the SIG expires through an increase in our student enrollment.
Code 15	Curriculum	One lead teacher. Lead Teachers spend half of their time in the classroom and the remaining half of their time providing professional development to teachers. Lead Teachers' classrooms serve as labs for demonstrating best practices and implementing Common Core curriculum. Outside the classroom, Lead Teachers facilitate grade-level or subject-area meetings, serve as "critical friends" to colleagues through coaching and feedback, and help to build trust and collegiality among teachers.	\$10,000	\$10,000	\$10,000	\$30,000	This cost will be sustained after the SIG expires through an increase in our student enrollment.
Code 15	Student Support	1 FTE Guidance Counselor to support mandated counseling and at risk students. Guidance counselor will work with students to provide social and emotional support. The additional guidance counselor should assist in lowering our suspension rate, especially students with IEPs.	\$66,190	\$66,190	\$66,190	\$198,570	This cost will be sustained after the SIG expires through an increase in our student enrollment.
Code 15	Curriculum	Hourly Per Session, Year 1 - 20 teachers x 34 hours to plan CCLS aligned curriculum and upload it to Atlas Rubicon. Year 2/3 - 20 teachers x 10 hours to plan, modify and upload to Atlas CCLS aligned curriculum.	\$28,546	\$8,396	\$8,396	\$45,338	SLT, Administration will continue to support this through TL Funds and grants.
Code 15	Curriculum	Hourly Per Session, Year 1 - 1 supervisor x 50 hours to manage the development of CCLS aligned curriculum. Year 2/3 - 1 supervisor x 25 hours to manage the development of CCLS aligned curriculum. This new curriculum should increase student engagement and raise test scores.	\$2,197	\$1,098	\$1,098	\$4,393	SLT, Administration will continue to support this through TL Funds and grants.
Code 15	School Climate and Discipline	Hourly Per Session, Year 1 - 2 guidance counselors x 75 hours to provide social/emotional support for students. Year 2/3 2 guidance counselors x 25 hours to provide social/emotional support for students. This per session activity should allow children a safe space to discuss their issues, help building their confidence and improve their coping skills.	\$6,770	\$2,257	\$2,257	\$11,283	SLT, Administration will continue to support this through TL Funds and grants.
Code 15	Extended Learning Time (ELT)	Hourly Per Session, Year 1 - 10 teachers x 60 hours. Year 2/3 - 10 teachers at 25 hours. This program should raise student achievement for all of our student groups including special education and English Language Learners.	\$25,188	\$10,495	\$10,495	\$46,178	SLT, Administration will continue to support this through TL Funds and grants.
Code 15	Extended Learning Time (ELT)	Hourly Per Session, Year 1 - 1 supervisor x 50 hours. Year 2/3 - 1 supervisor x 30 hours. The supervisors will work to ensure that teachers are meeting deadlines and that classroom instruction in the afterschool program aligns to our school wide goals and vision.	\$2,197	\$1,318	\$1,318	\$4,832	SLT, Administration will continue to support this through TL Funds and grants.
Code 15	Instruction	Hourly Per Session, 20 teachers x 5 days of per diem to cover teachers to attend professional development around topics such as curriculum planning, questioning, assessments and other instructional strategies.	\$15,497	\$0	\$0	\$15,497	SLT, Administration will continue to support this through TL Funds and grants.
Code 16	Student Support	Hourly Per Session, Year 1 - 5 School Aides x 3 hours per day x 180 Days. Year 2&3 - 5 School Aides x 2 hours x 180 days. School Aides assist students in halls transitions, breakfast, lunch programs and other daily duties. School aides also assist teachers in creating a welcoming and warm environment.	\$43,767	\$29,178	\$29,178	\$102,123	This cost will be sustained after the SIG expires through an increase in our student enrollment.
Code 16	Extended Learning Time (ELT)	Hourly Per Session, Year 1 - 1 secretary x 50 hours. Year 2/3 - secretary at 25 hours. These hours will allow our school secretary to process per session associated with the SIG grant.	\$1,294	\$647	\$647	\$2,587	SLT, Administration will continue to support this through TL Funds and grants.
Code 40	Teacher Training Metamorphosis	Metamorphosis Coaching is a content 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.	\$0,000	\$25,000	\$25,000	\$100,000	Title 1 funds will be repurposed to sustain this activity.
Subtotal Code 15			166,584	109,754	109,754	386,091	
Subtotal Code 16			45,061	29,825	29,825	104,710	

Code 40	Instruction	Stellar Adler Studios, Interactive Drama or ENACT will provide drama instruction that is linked to our ELA curriculum. The group will meet with classes once per week for the entire year. Students will work on speaking skills and writing skills. Students should be able to write and perform monologues and give speeches.	\$14,000	\$14,000	\$14,000	\$42,000	This cost will be sustained after the SIC expires through an increase in our student enrollment.
Code 40	School Climate and Discipline	Ramapo helps improve classroom climate by equipping teachers with a set of practical techniques for effectively managing distracting, aggressive and/or disruptive behaviors. The Ramapo approach focuses on positive leadership, role modeling, building healthy relationships, structuring classrooms thoughtfully, coaching social skill development and active intervention. The Ramapo curriculum is structured, easily implemented, and valuable to both seasoned practitioners and those new to education. This program should reduce the rate of suspension and improve our school climate.	\$35,200	\$13,500	\$13,500	\$62,200	SIT. Administration will continue to support this through TL Funds and grants.
Code 40	Instruction	Omnilearn will provide 10 days of professional development for 2 science teachers during year 1. During year 2/3 they will provide 5 days of professional development to 2 science teachers. This program should increase engagement within our science classes.	\$14,000	\$7,000	\$7,000	\$28,000	SIT. Administration will continue to support this through TL Funds and grants.
Code 40	Instruction	AUSSIE will provide 20 days during year one of support for teachers around curriculum development and classroom instruction. During years 2/3 they will provide 7 days of support for teachers.	\$28,000	\$9,800	\$9,800	\$47,600	SIT. Administration will continue to support this through TL Funds and grants.
Code 40	School Climate and Discipline	The Leadership Program will provide after school drumming 2x per week for 30 weeks. They will also provide Drama 2x per week for 30 weeks. This program will support our students in building confidence and becoming future leaders.	\$50,920	\$0	\$0	\$50,920	SIT. Administration will continue to support this through TL Funds and grants.
		Subtotal Code 40	192,120	69,300	69,300	330,720	
Code 45	Curriculum	25 Mac Book pros for teachers to use to plan curriculum and upload it to ATLAS. Teachers will also the technology to enhance their lessons.	\$42,500	\$0	\$0	\$42,500	One time cost.
Code 45	School Climate and Discipline	General supplies to support school climate.	\$248	\$165	\$165	\$578	
		Subtotal Code 45	42,748	165	165	43,078	
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.	\$3,488	\$0	\$0	\$3,488	
		Subtotal Code 80	3,488	0	0	3,488	
		Subtotal Transformation	500,000	250,000	250,000	1,000,000	
CENTRAL							
Code 15							
		Subtotal Central	0	0	0	0	
		TOTAL SIC	500,000	250,000	250,000	1,000,001	
		Non-Core Instruction Tax Levy	188,157	94,063	94,063	376,283	
		Title I for Priority and Focus Schools	71,602	35,795	35,795	143,192	
		Other Title I allocations	151,646	75,811	75,811	303,267	
		TOTAL	911,405	455,669	455,669	1,822,744	

SCHOOL OF DIPLOMACY

Attachment D - (1003g) Budget Summary Chart

Agency Code	305100010051
Agency Name	New York City Department of Education

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

Year 1 Implementation Period (June 1, 2014 - June 30, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 166,584
Support Staff Salaries	16	\$ 45,061
Purchased Services	40	\$ 192,120
Supplies and Materials	45	\$ 42,748
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 53,488
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total	\$	500,000

Year 2 Implementation Period (July 1, 2015 - June 30, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 109,754
Support Staff Salaries	16	\$ 29,825
Purchased Services	40	\$ 69,300
Supplies and Materials	45	\$ 165
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 40,957
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total	\$	250,000

Year 3 Implementation Period (July 1, 2016 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 109,754
Support Staff Salaries	16	\$ 29,825
Purchased Services	40	\$ 69,300
Supplies and Materials	45	\$ 165
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 40,957
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total	\$	250,000

Total Project Period (June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 386,091
Support Staff Salaries	16	\$ 104,710
Purchased Services	40	\$ 330,720
Supplies and Materials	45	\$ 43,078
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 135,401
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget	\$	1,000,001

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

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

Specific Position Title		FTE/Hours/Days	Rate of Pay	Project Salary
11X370	Transformation			
	Teacher	0.00	0	0
	Teacher (regular)	0.00	0	0
	Lead Teacher	2.00	10,000	20,000
	Coach (Math, Literacy, Special Ed)	0.00	0	0
	Coach (Math, Literacy, Special Ed)	0.00	0	0
	Guidance Counselor	1.00	66,190	66,190
	Education Administrator	0.00	0	0
	Social Worker	0.00	0	0
	Teacher Per Session (rate per hour)	1,280	41.98	53,734
	Teacher per session Trainee Rate (rate per hour)	0	19.12	0
	Guidance Counselor Per Session	154	43.93	6,770
	Supervisor Per Session (rate per hour)	100	43.93	4,393
	Social Worker Per Session	0	45.13	0
	F-Status Teacher per diem (rate per day)	0	306.67	0
	Teacher Occasional Per Diem (rate per day)	100	154.97	15,497
				166,584
	Teacher	0.00	0	0
	Teacher (regular)	0.00	0	0
	Lead Teacher	0.00	0	0
	Coach (Math, Literacy, Special Ed)	0.00	0	0
	Coach (Math, Literacy, Special Ed)	0.00	0	0
	Guidance Counselor	0.00	0	0
	Eduacation Administrator	0.00	0	0
	Social Worker	0	41.98	0
	Teacher Per Session (rate per hour)	0	19.12	0
	Teacher per session Trainee Rate (rate per hour)	0	19.12	0
	Guidance Counselor Per Session	0	43.93	0
	Supervisor Per Session (rate per hour)	0	45.13	0
	Social Worker Per Session	0	306.67	0
	F-Status Teacher per diem (rate per day)	0	154.97	0
	Teacher Occasional Per Diem (rate per day)			0
Central	School Implementation Manager	0.00	115,934	0
				0
Subtotal - Code 15				166,584

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
11X370 Transformation			
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	2,702	16.20	43,767
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)	50	25.87	1,294
			45,061
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	0	16.20	0
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
			0
Subtotal - Code 16			45,061

PURCHASED SERVICES: Code 40

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

Object Code and Description of Item (Potential Vendors)	Proposed Expenditure
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11X370 Transformation		
685 - Educational Consultant	Stellar Adler Studios, AUSSIE, Leadership Program	114,120
686 - Professional Services Other	OmniLearn	28,000
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis	50,000
		192,120

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

Subtotal - Code 40

192,120

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
11X370 Transformation	
Computer and Printers under \$5,000 per unit	42,748
Educational Software	0
General and Instructional Supplies	0
Library Books	0
Supplemental Textbooks	0
	42,748
Computer and Printers under \$5,000 per unit	
Educational Software	0
General and Instructional Supplies	0
Library Books	0
Supplemental Textbooks	0
	0
Subtotal - Code 45	42,748

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	53,488
ARRA FRINGE - Other	0
ARRA FRINGE - CENTRAL	0
Subtotal - Code 80	53,488

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

NAME OF GRANT PROGRAM: 1003(g) School Improvement Grant (SIG) (SIG Round 5). RFP Number: TA-14

NAME OF APPLICANT: NYC DEPARTMENT OF EDUCATION

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

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

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

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

M/WBE Documents

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

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

Applicant Name: NYC DEPARTMENT OF EDUCATION

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

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

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1	Total Budget		\$ 1,000,001
2	Professional Salaries	\$ 386,091	
3	Support Staff Salaries	\$ 104,710	
4	Fringe Benefits	\$ 135,401	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ 626,203
8	Line 1 minus Line 7		\$ 373,798
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		\$ 74,760

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 Telephone/Email: (212) 374-0520
Address: Chambers St. Federal ID No.: 13-6400434
City, State, Zip: New York, NY 10007 RFP No: RFP Number: TA-14

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

PREPARED BY (Signature) [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 Coaching is a content capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.

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

PART C - CERTIFICATION STATUS (CHECK ONE):

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

(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: \$ 100,000

Date:

2/21/14

Signature of Authorized Representative of M/WBE Firm

Lucy West, President

Printed or Typed Name and Title of Authorized Representative

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

Applicant Name: Metamorphosis Teaching Learning 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																
	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																			
Executive/Senior Level Officials and Managers										2									
First/Mid-Level Officials and Managers			1											2					
Professionals			1							16	1								
Technicians																			
Sales Workers																			
Administrative Support Workers										1	1								
Craft Workers																			
Operatives																			
Laborers and Helpers																			
Service Workers																			
TOTAL			2															19	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