

# ORIGINAL

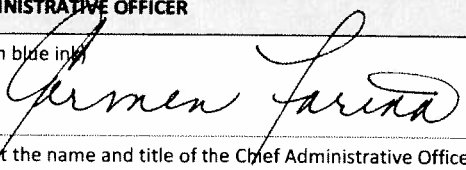
Application Cover Sheet  
**School Improvement Grant (SIG) 1003[g]**

Log Number	Date Received
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<b>District (LEA)</b>		<b>LEA Beds Code:</b>	
New York City Department of Education		305100010051	
<b>Lead Contact (First Name, Last Name)</b>			
Mary Doyle			
<b>Title</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>E-mail Address</b>
Executive Director, Office of State Portfolio Policy	(212) 374-2762	(212) 374-5760	Mdoyle5@schools.nyc.gov
<b>Legal School Name for the Priority School Identified in this Application</b>		<b>School Beds Code</b>	
World Academy for Total Community Health High School		331900011510	
<b>Grade Levels Served by the Priority School Identified in this Application</b>		<b>School NCES #</b>	
9-12			
<b>Total Number of Students Served by the Priority School Identified in this Application</b>		<b>School Address (Street, City, Zip Code)</b>	
293		400 PENNSYLVANIA AVENUE Brooklyn, NY 11207	
<b>School Model Proposed to be Implemented in the Priority School Identified in this Application</b>			
<b>Turnaround</b> <input type="checkbox"/>	<b>Restart</b> <input type="checkbox"/>	<b>Transformation</b> <input checked="" type="checkbox"/>	<b>Closure</b> <input type="checkbox"/>

### Certification and Approval

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

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

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

# 19K510 World Acad for Total Com Health

2014 SIG Application Cover Page

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## Page 1

Select District (LEA) Name:

NYC GEOG DIST #19 - BROOKLYN

Select School Name:

331900011510 WORLD ACAD FOR TOTAL COM HEALTH

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

9-12

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

293

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: <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Memorandum of Understanding <i>(only if proposing a Restart model)</i>	<input type="checkbox"/> N/A	<input type="checkbox"/>	
<b>M/WBE Documents Package (containing original signatures)</b> <input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor's Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
<b>SED Comments:</b> Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

## **A. District Overview**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **B. Operational Autonomies**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

**ii. Labor-management documentation**

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

**C. District Accountability and Support**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### iii. Timeframe and persons responsible

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

### Expanded Learning Time Requirements

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

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

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

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

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



## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

### Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

### Student Participation

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

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

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

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

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

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

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

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

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

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

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

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

**Options for Adding Time**

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

- **Full-day kindergarten through grade 6:** 5 hours per day, or the equivalent of 25 hours per week;
  - **Grades 7 through 12:** 5.5 hours per day, or the equivalent of 27.5 hours per week.
5. **What are schools' options for adding time to the school day, week, or year?**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

### Academic Instruction

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

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

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

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

### Teachers

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

## **Operations**

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

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

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

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

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



## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

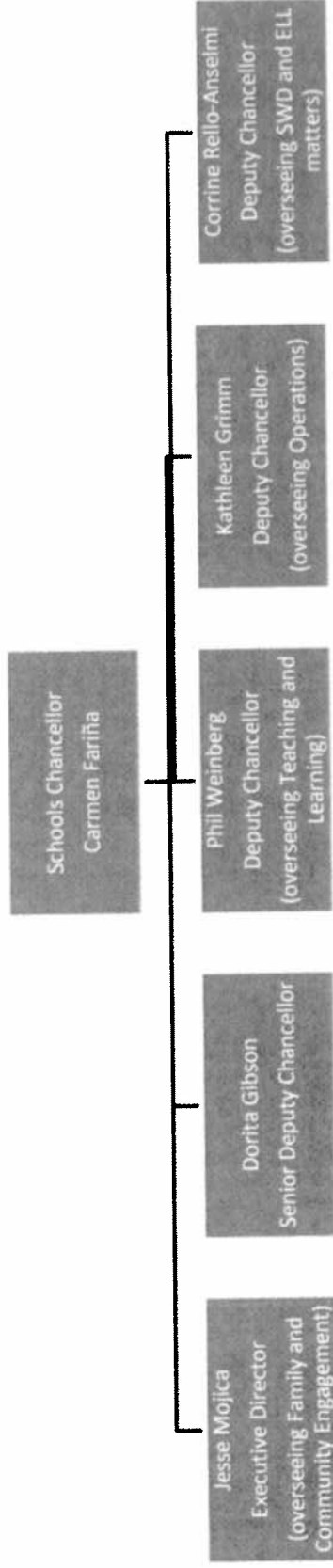
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

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

## District-Level Leadership Organizational Chart



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

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

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

AGREEMENT

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covering

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

**A. General Transfers**

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

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

**B. Hardship Transfers**

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

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

**C. Voluntary Teacher Exchange**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **3. Staff Development**

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

## **4. Waivers**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

19K510

Attachment A  
 Consultation and Collaboration Documentation Form

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

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
Signature (in blue ink)	<i>Ernest A. Logan</i>	2/24/14	
Type or print name	Ernest A. Logan		
Teachers Union President / Lead		Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)	<i>Michael McGrew</i>	2/25/14	
Type or print name	Michael McGrew		
Parent Group President / Lead		Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)	<i>Alim S. Gafar</i>	2/24/14	
Type or print name	Alim S. Gafar		

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

### **World Academy of Total Community Health High School (19K510)**

#### **Enrollment Summary**

In World Academy for Total Community Health High School, students with disabilities comprise 21% of the school's population, 3 percentage points higher than the average high school in Brooklyn. English Language Learners comprise 4% of the school's population, 7 percentage points lower than the average high school in Brooklyn. The average incoming proficiency (8<sup>th</sup> grade ELA/math) of the school's students is 2.6, which is 0.2 lower than the average high school in Brooklyn.

#### **Leadership Information**

Claudette Christie came to WATCH after the sudden departure of the previous principal. Although she was not working at the school when the principal left, she was working on the campus as a full time AP/Supervision and Special Education in another small high school, also within the same network. Claudette had distinguished herself as a staunch advocate for students with disabilities and those with literacy deficits. In a previous position, she moved a high school from the 20<sup>th</sup> to the 90<sup>th</sup> percentile in compliance for student with disabilities and another to the 98<sup>th</sup> percentile, ensuring students received the instruction and services needed. As a literacy coach, Ms. Christie moved literacy scores from 8% students performing at level 3 and 4 to 48% and the 25% of the lowest third to level 3s, and the following year, as an AP, she worked collaboratively with another principal to move the school from an F to a B focusing on literacy and math skills. Her master degrees in both reading (Brooklyn College) and special education leadership (Bank Street), as well as her knowledge of the WATCH community and work with their partner, made her a good fit.

As principal of WATCH she has been thoughtful, predictable and fair, qualities that have gained the staff's respect and buy in resulting in their willingness to make changes to improve outcomes for students. She is instructional and willing to roll up her sleeves to do whatever needs to be done, whether teaching a class, writing curriculum or crafting professional development. Arriving early and staying late, she has led by example. She has made time to meet with each staff member, listen to their concerns and assess what they do best and need support to do better, as well as meet with students, families and agencies, each in an effort to match services to needs. As a professor of undergraduate courses in literacy and classroom management at Touro College, the principal brings a strong knowledge of working with adult learners.

## School Improvement Grant Application

<b>School Name:</b>	World Academy of Total Community Health High School
<b>DBN:</b>	19K510
<b>Network:</b>	CFN 563

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

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

When the school opened its doors in September, 2004, its goal was to serve as both a school and a resource for the surrounding high poverty communities of Brownsville/East New York. Our belief was and still is that students succeed by having all areas of their lives supported through school. In keeping with WATCH's original mission, our intent is to ensure our students receive a rigorous, college and career preparatory education that incorporates total wellness. We prepare our students to make healthy choices, lead healthy lives and advocate for the total health of their families, their communities and, ultimately, their world; expose students to all aspects of the healthcare field and variety of career options the health industry offers; create a socially supportive learning environment; all while offering an academically rigorous curriculum that prepares students for higher education. Our greatest strength is our focus and commitment to the whole student's emotional, intellectual, environmental, physical and economic health.

**Our primary goal is to increase student achievement** by strengthening our instructional program, including expansion of our Career and Technical Education (CTE) focusing on healthcare. Our students enter ninth grade, for the most part, well below grade level in English and Math, frequently with Level 1 and 2 performance levels on their 8th grade state assessments. This baseline presents additional challenges for implementing the current Common Core Learning Standards (CCLS) for both literacy and math. Therefore, both our students and teachers need additional support in mastering these more rigorous learning standards. We believe this begins with improving teacher practices and curricular alignment, a goal aligned with our SCEP: to effectively implement and align components of the CC shifts to the Framework for Teaching (FFT) rubric. WATCH's staff will engage in weekly, differentiated professional development activities that directly relate to the FfT and the Common Core.

This plan will provide for differentiated professional development matching new, mid-career and veteran teachers to strategically designed PD aligned to the Framework for Teaching (FFT)

and Measures of Student Learning (MOSL) and based on frequent observations. All teachers will conduct a self-assessment using the six components of the Framework. School Leaders will meet with teachers to support and shape their learning plan and goals. Teachers will also develop a schedule to conduct inter-visitations with other teachers within their content to give one another feedback using the Danielson Rubric. Teachers will collaborate to share best practices and continue to create engaging and rigorous curricula in all content areas. Our plan for the next three years includes the time and training necessary to develop teachings with meaningful, differentiated professional development.

To increase student achievement, WATCH needs to invest in literacy programs that help our students to thrive. This includes a Summer Bridge/Literacy Boot Camp program to specifically target lower-achieving incoming ninth graders and a yearlong Saturday Academy to support students in preparing for Regents Exams and Common Core Assessments. The Saturday Academy will target students who consistently struggle in their course classes. Additionally, we need to invest in updating our independent reading libraries so that there are high-interest fiction and nonfiction selections that will allow student choice and, most importantly, give struggling readers the practice and confidence that daily independent reading provides. Lastly, we need to invest in literacy programs and teacher trainings for Read 180 and Achieve 3000, supplemental programs with proven success rates in advancing literacy skills.

**Our second goal, critical to our students' success, is to increase their attendance** through both academic and social/emotional supports. According to the NYC Department of Education, "*Research shows that children who miss 20 or more days of school in a given school-year are less likely to graduate from high school. Missing even two days a month adds up to 20 days a year.*" WATCH is committed to improving student attendance and improving our school's culture so that students want to be in school. Through the SIG funds, we would hire a full-time attendance teacher/coordinator to conduct home-visits for truant students. This person will be given the training and resources to work successfully with students and families.

**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.**

According to the National High School Center at the American Institute for Research, there are eight major elements for high school improvement: *Rigorous curriculum and instruction; Teacher effectiveness and professional growth; Stakeholder engagement; Organization and structure; Assessment and accountability; Student and family involvement; Effective leadership; Sustainability*

Each of these elements is present in our major goals for the school. WATCH will continue to work with New Visions for Public Schools, our partnership support organization (PSO). Our primary team (TALENT: Teacher and Leader Effectiveness Team, comprised of stakeholders and facilitated by New Visions staff) spearheads and coordinates the various teams across our school, embedding a culture of continuous learning and evidence-based decision making. New Visions will provide support in each of the key elements as the school moves forward in reaching its potential including quality professional development that teachers can put into action within their classrooms. New Visions will also help WATCH in measures of assessment and accountability by providing the school with accessible data and analysis. Inquiry teams will use this data to understand trends in student achievement, with a particular focus on student subgroups, in particular our Students with Disabilities and English Language Learners, and

increase the quality of instruction and outreach to families. We will also continue to work with our founding partner, Brownsville Multi Service Family Health Center (BMS), to incorporate health themes into the curriculum. BMS, along with Brooklyn College (partner), will also develop WATCH's internship program (during the year and summer), matching our students to placements, such as a summer paid internship at Memorial Sloan Kettering Cancer Hospital. We will continue to work with other community agencies to support student attendance, as our current GPS program (under the umbrella of United Way) does, focusing on incoming 9<sup>th</sup> graders with poor 8<sup>th</sup> grade attendance. Their social workers are on site to provide social/emotional support and counseling for both students and their families and follow them through 10<sup>th</sup> grade as needed. Maintaining programs such as these are crucial and, yet, our small school budget cannot support a professional attendance outreach team of expert counselors focused on attendance alone. All of these partnerships support the critical elements for high school improvement.

**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**

See Attachment B.

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

WATCH is a high school with 324 students Grades 9-12. The school population is comprised of 81% Black, 14% Hispanic, 2% White, and 2% Asian students. The student body includes 7% English language learners and 20.5% special education students. Boys account for 37% and girls account for 63%. Of students enrolled. Our average attendance rate for this school year is 80%. The majority of WATCH students qualify for free or reduced-priced lunch. Many students here are new immigrants, mostly from countries in the Caribbean, as well as Guyana. Also, many students will be the first person in their families to attend college. A number of students are also undocumented immigrants, a challenge for obtaining financial aid for college.

**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 January 2012, WATCH had its first State Quality Review where the school was given a few recommendations including developing a consistent portfolio structure for the collection of student work and their assessment processes aligned to CCLS as well as working with their network to review how data was being used to inform instruction. WATCH received a 2012-13 School Quality Review, with a "Developing" rating. Based on the Superintendent's analysis, the

school needs to implement greater teacher effectiveness programs and more meaningful professional development.

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

Our school was commended for aligning curriculum to Common Core Learning Standards. It was found that teachers developed engaging units that addressed the rigors of the new standards and practices. The school was also praised for providing a nurturing environment for students and for providing emotional support to students. The reviewers identified three areas for improvement: developing coherent and consistent instruction; use of common assessments and accountability; offering differentiated support for pedagogues and support staff. Whereas the curriculum maps are aligned, reviewers noted that there were inconsistencies in instruction and lessons as a result of a lack of a clear set of beliefs about how students learn best. She found that teachers were not able to teach in a cohesive manner and this affected classroom behavior. The reviewer noted that not all students were engaged during the majority of the lessons with a lack of classroom discussion, rigorous challenging lessons, and in some places, classroom management suffered. Another area in need of coherent practice was in assessment. The reviewer noted that within and across content areas there were inconsistent assessment practices and a lack of common assessments and rubrics. It was also noted that although rubrics are used in assessment, they are not used in every classroom. There was not enough consistency for students to understand and self-reflect using assessment as a guide for their own growth. Furthermore, teachers who taught the same course did not adjust their teaching or curriculum to impact student learning. Although the school was part of the Danielson Teacher Effectiveness Pilot, there needs to be differentiated professional development that supports teachers in their various stages of development to ensure stronger instructional practices in the classroom.

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

Under the leadership of a new principal, WATCH now has a clear vision of how students learn best. This provides the pathway to implement coherent, engaging instruction anchored and modified through formative and summative common content assessments, use of rubrics, and time for teacher collaboration to refine curriculum and look at student work. Based on analysis of student progress and teacher pedagogy, tiered professional development will be designed and delivered. In addition, there is an emerging need for social-emotional wrap-around supports for students and their families as evidenced by the Learning Environment Survey 2013, as well as the low level of achievement for our English language learners, students with disabilities and students performing in the lowest-third of the school.

The new principal has a vision of distributed leadership. In collaboration with school staff, the principal will establish teams to revisit the academic infrastructure of this school. This means developing consistent academic policies and procedures to move the school forward. This collaboration engages all stakeholders as they take part and claim responsibility for the transformation of this school. This team of school leaders will address the above priorities and monitor student progress to track the impact of these actions and adjust the action plan as necessary. For example, this transformation team must create a consistent assessment policy for all classrooms. They may develop rubrics for discussion that may be used in all disciplines to help foster academic language and collegial conversation. The team must also assess what types of professional development is needed for each individual teacher in collaboration with external



partners and to build internal capacity. The most significant themes of the School Quality Review were to make practices consistent across classrooms and better understand what teachers need professionally in order to impact their students.

**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.**

WATCH High School's Areas of Focus Using SIG Funding

The school is focusing on (and will continue to focus on) moving our lowest third students, English language learners and students with disabilities to increase their progress toward graduation, primarily through English credit accumulation (indicator of literacy growth) and Regents/Common Core exam passing. Our second focus is improving student attendance and engagement in school and school programs.

We believe that by deepening the success we have had with curriculum alignment and development of our CTE program, building coherent instructional strategies, and strengthening the social-emotional supports for students, we can realize our goals. Under the *Transformation Model*, WATCH will implement 1) the use of increased learning time through a Summer Bridge program focusing primarily on literacy; 2) a cohesive professional development program tied to curriculum alignment to Common Core Learning Standards, students' needs and teacher effectiveness; 3) a system to build and sustain a safe and orderly school climate that responds to students' social-emotional needs; and 4) opportunities to engage families in support of their students' learning.

Currently, WATCH has programs in place that begin to approach this model; however, we do not have the funding to fully create sustainable change. The SIG would allow us to build on the programs we have and add new ones to address our foci. In addition to addressing our literacy and attendance goals, we plan to strengthen and expand our current programs, like our CTE offerings. WATCH currently has a well-structured, in-house professional development plan to improve teacher performance and Common Core alignment. Yet the high staff turnover of the last three years has resulted in a majority of the staff just beginning to understand this work. We will build on this by contracting outside professional development vendors with proven success records in embedding CC aligned literacy (AUSSIE/Generation Ready) and numeracy (Metamorphosis) strategies into our core subjects through coaching, modeling and intervisitations. According to baseline assessments conducted at our school, incoming ninth grade students are three to five years below grade level in independent and instructional reading levels.

**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.**

This model was chosen in consultation with the instructional cabinet (administration and teacher leaders), staff, the School Leadership Team (SLT), internal and external partners (New Visions for Public Schools, BMS and Brooklyn College), and our Parent Association. Under the new leadership of a strong instructional, motivated principal, all stakeholders examined school-wide data (city and state accountability, including Regents and graduation rates, attendance, other metrics) and concluded that the Transformation Model is the best pathway for us to shift from a school on a downward trajectory to a school that continuously improves outcomes for our students. Administration and staff collaborated writing this grant application as a school community.

**D. School Leadership**

**8 points**

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

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

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

The principal is thoughtful, predictable and fair, qualities that have gained the staff's respect and buy in resulting in their willingness to make changes to improve outcomes for students. She is instructional and willing to roll up her sleeves to do whatever needs to be done, whether teaching a class, writing curriculum or crafting professional development. Arriving early and staying late, she has led by example. It is not beneath her to clean and organize rooms or closets. And, she has made time to meet with each staff member, listen to their concerns and assess what they do best and need support to do better, as well as meet with students, families and agencies, each in an effort to match services to needs. As a professor of undergraduate courses in literacy and classroom management at Touro College, the principal brings a strong knowledge of working with adult learners.

**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.**

Claudette Christie came to WATCH after the sudden departure of the previous principal. Although she was not working at the school when the principal left, she was working on the campus as a full time AP/Supervision and Special Education in another small high school, also within our network. Claudette had distinguished herself as a staunch advocate for students with disabilities and those with literacy deficits. She moved one of our high schools from the 20<sup>th</sup> to the 90<sup>th</sup> percentile in compliance for student with disabilities and another to the 98<sup>th</sup> percentile, ensuring students received the instruction and services needed. Prior to working on our campus, Ms. Christie moved literacy scores from 8% students performing at level 3 and 4 to 48% and the

25% of the lowest third to level 3s, while a literacy coach, and the following year, as an AP, she worked collaboratively with another principal to move the school from an F to a B focusing on literacy and math skills. So when the vacancy occurred, she interviewed and was selected as interim acting from 8 candidates. Her master degrees in both reading (Brooklyn College) and special education leadership (Bank Street), as well as her knowledge of the WATCH community and work with their partner, made her a good fit.

**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.**

Currently WATCH employs one Assistant Principal who supports both organization and instruction. We would like to hire a part-time Assistant Principal with SS/science content to support this transformation work. With an additional AP and other supports through the SIG plan, we expect these results: our school enrollment will increase and, ultimately, provide the funding to sustain the additional Assistant Principal or the strategies will be in place and no longer require this position. The Assistant Principals will: supervise and support teachers, collaborate with the principal and “transformation” team, coordinate targeted professional development and services to students, monitor student performance and programming, and monitor SIG implementation. By expanding our instructional cabinet, we will build the capacity of our faculty to transform our school into a stronger, rigorous college and career ready school community.

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 formal leadership includes the new principal and an assistant principal. The principal has worked as a literacy coach/staff developer for several years, and has a clear understanding of strategies teaching and learning that can support struggling learners. She keeps current with research and is knowledgeable in turn-key strategies to facilitate teachers’ practice. The Assistant Principal has a math content background and supports the implementation of CC math standards working hand in hand with New Visions’ math coach and Metamorphosis, an outside vendor that provides onsite coaching both for her and the staff. WATCH will hire an additional half-time assistant principal with proven success in working with teachers to improve

instruction and with students to increase achievement, particularly in science and social studies to balance the expertise of the principal and AP. WATCH will transition the community outreach coordinator to guidance counselor and the paraprofessional will become the community associate, thereby leveraging the expertise of our staff.

WATCH is fortunate to have a staff willing to take on leadership roles in the school to support the administration in changing our school's culture. In early November, WATCH joined TALENT (Teacher and Leadership EffectiveNess Teams), an initiative led by New Visions for Public Schools, designed to support the transition to and transformation of the school and reduce staff turnover. This team receives ongoing support from a New Visions facilitator for two years. In addition, there are multiple teams recently organized to focus on identified areas of improvement, such as attendance.

**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.**

We currently have twenty (20) teachers on staff: three ELA, three math, three science teachers, three social studies teachers, one Spanish, two gym/health teachers, one CTE teacher, and three special education ICT teachers. There are also three permanent and two substitute paraprofessionals who work one-on-one with students with special needs in their ICT classes. We have part time ESL teacher to meet the needs of the English Language Learners, as well as a Guidance Counselor. Although our instructional staff are always willing to take on additional responsibilities in order to ensure that our students' needs are being met, many of them are new to this work, for example, meeting in inquiry teams to analyze student work and determine high leverage next strategies to teach.. To build capacity, the current leadership team has focused its energy on working collaboratively to create targeted professional development plans for their instructional teams.

All teachers work in their appropriate license area and are working toward improving their practice through professional development and inter-visitations. We offer after school

academic intervention, provide APEX online hybrid courses for credits and Saturday Academy for Regents preparation. Our intention is to develop a more strategic course sequence differentiating the pathways for all students based on their starting point, e.g., level of performance from 8th grade and performance/baseline assessments, and providing opportunities for both academic support and AP/college readiness coursework. By strategically tailoring course offerings to student need, we believe we will personalize the school experience, thereby increasing attendance and performance. Currently we identify the bottom third and students needing interventions in our grade level teams and create plans that focus on academics, behavior, and coursework. We do parallel identification of our teachers needing additional support matching them through on site coaching from our network coaches in literacy, math and special education. We've received additional onsite math coaching on the instructional core for both our teachers and Assistant Principal through Metamorphosis. Their coach working with our math department on modeling, co-teaching and various instructional strategies to improve mathematics discourse and student engagement. With the grant, we hope to have the same on site coaching through AUSSIES in literacy across the content. For our students, we have volunteers from the Department of Aging to mentor the students and help with attendance outreach for students not supported by Counseling in Schools (our GPS program). GPS works with incoming 9th graders with attendance challenges from 8th grade and works with them through their freshman and often sophomore year, providing social/emotional programs and incentive support. The SIG will provide additional support for our attendance and instructional needs.

**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.**

Meeting the needs of the students at WATCH will be possible with an increase in high quality pedagogical staff. Passionate teachers and paraprofessionals with a high level of competency and skills in classroom management and instruction will provide more flexibility in programming and services to offer our students to better meet their needs. Increasing core pedagogical staff for each content area is necessary to improve our school learning community. These staff members would be expected to bring knowledge of content as well as high involvement with the students. WATCH administration will reinstate the roles of Math and Literacy coaches (these will be experienced teachers with records of student success) who can work with developing teachers to improve their teaching and delivery. WATCH will also empower grade and content team leaders so they can develop their teacher teams with the support of school leaders. The increase in high quality staff would allow guidance counselors the flexibility of tailoring each student's program to specifically meet his or her needs so that academic attainment can be maximized.

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

A citywide "open market" staff hiring and transfer system is available every year from spring through summer that principals may use to identify school pedagogical staff seeking transfers as well as those who wish to specific vacancies or schools. Principals are thus able to recruit, screen, and select instructional staff new to their schools based on need. While principals have

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

Due to the location of 19k510, WATCH has difficulty recruiting staff that are willing to come to this community. This high poverty community and surrounding neighborhoods face a number of socio-economic issues including immigration challenges gang violence. In the past, WATCH has involved its community partner, Brownsville Multi-Services Family Health Center in the selection and interview process. Our high staff turnover rates have posed an obstacle to students as well as faculty retention. Retaining high quality staff would be possible with an increase in the resources available to teachers to meet the needs of students.

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

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

The Brooklyn College Community Partnership (BCCP) will expand its partnership with WATCH HS with programs that will positively impact attendance, academic achievement, English language literacy and competence, and college readiness. By creating and implementing a dynamic day and after school program that serves students in need, BCCP will bring the resources of Brooklyn College, one of the premier institutions of higher learning in NYC, to WATCH and WATCH students to Brooklyn College (BC). BCCP has been on the campus with a tutoring, college access, arts, social justice and career-readiness program for the past 5 years. We have built strong relationships with students, staff and parents, and have experienced enormous positive change in student interest in learning, achieving and attending college. Over the past 4 years, 85% of the WATCH seniors who have worked with BCCP have been accepted

to college. This percentage is far higher than results with students who do not attend our programs.

Our program design will include a day and after school Learning Studio and is based on experience and research that confirms how traditional teaching models and information-based delivery systems are not effective means to provide improved attendance, academic support and promote college to students in underperforming schools. BCCP's youth development philosophy and practice is asset-based and experience-rich. We help students move their lives forward by using all the positive experiences, skills, knowledge and interests that they possess today so that we can better guide them to an academically successful future and eventually to college. Our methodology engages multiple learning styles and co-creates safe spaces for students all the while building trusting relationships.

WATCH has a growing international population. They have experienced an increase in the number of students new to the country from French, Creole or Spanish speaking nations. English language (EL) skills of many first and second-generation students also need improvement. BCCP uses its highly successful service-learning model to work with young people. BC students, many of whom faced similar English language struggles themselves, serve as tutors, mentors and role models to the high school students. These 60 BC undergraduates taking a youth development psychology class do 63 hours of fieldwork supporting students in all our programs. Building a trusting relationship with a college student is often the best way to bring up attendance, improve literacy and language competency and model college as a viable option for underserved youth. In addition our paid staff is hired with cultural and language considerations in mind, e.g., Nixon Mercurieu, our Site Director at WATCH is Haitian and speaks fluent Creole and is a Brooklyn College graduate with a BA and MA in Psychology.

Part of inspiring students to come to school and to rehearse their future in college, is to bring them to the hub of the BCCP network, Brooklyn College Art Lab (BCAL) - a 6900 square foot interactive, multi-use, art and technology lab that invites students to experience art and science, receive tutoring and college prep support, and expose them to a diverse college campus. Creating community and building trust are hallmarks of all BCCP programs. This level of community building requires us to extend the day to 6pm and to open on Saturday to receive students from all over Brooklyn including WATCH. All of our programs are delivered via the BCCP mission – responsive to students' needs, respectful of their voices and rehearsing their dreams. With the funding provided BCCP will create an impactful, sustainable, and integrated attendance improvement, academic enrichment and EL support model in one of the more underserved communities and schools in NYC.

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

See Attachment C

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

**Plan for Checking on the Progress of Services Provided by BCCP**

Weekly check-in meeting will keep all stakeholders on top of scheduled programs, trips, events,

tutoring sessions, and proposed outcomes; Quarterly meetings will review progress; Bi-yearly reports will confirm and summarize progress and address issues; All will be backed up by electronic recordkeeping using youthservices.net

### **Benchmarks**

WATCH students who attend BCCP programs consistently (at least 30 times or more during the course of year) will: improve attendance by 5%; improve language competency as shown in their daily communications skills during the second semester of working with BCCP.

### **Corrective Steps, if Needed**

Quarterly review meetings will address problems or issues and changes will be made accordingly.

### **Evaluation**

Evaluation will be managed by administering pre- and post- surveys to students to gauge their own perception on their social-emotional and academic needs. Then, the management team will analyze whether students are on target to meet benchmarks throughout the year. Overall progress will be evaluated at the end of the year.

<b>G. Organizational Plan</b>	<b>8 points</b>
The school must provide a sound plan for how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders. The organizational plan must contain the following elements:	

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

See Attachment G

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

The Function of Organizational Structures (G.2)

#### **The Grade Team/Inquiry**

The Grade Team is data driven with its primary focus on identify the bottom 3<sup>rd</sup> academic performers, reviewing the performance data of English Language Learners (ELLs), Special Education (SWDs) students by grade in order to design and implement intervention strategies and programs to improve their academic performance and college readiness. The Inquiry/Grade Team consists of members from the pedagogical staff, guidance counselors, and an administrator. Leadership role within this team is rotated on a monthly basis, and the lead team member is responsible for creating agendas, taking minutes, and reporting meeting outcomes to the principal.

#### **Common Planning Teams**

To improve teachers' instruction through the use of professional collaboration; teachers share



best practices that supports deep-structured questioning techniques, and assessment techniques directly aligned to common core and the Danielson framework. In addition teachers schedule “critical friends” sessions where inter-visitations occur and findings are discussed during future sessions. During inter-visitations, lead-teachers model strategy instruction that facilitates struggling learners, ELLs and SWDs instruction. Team leaders are responsible for creating agendas, taking minutes, and reporting meeting outcomes to their direct supervisor Leadership roles are rotated on a weekly basis. Meetings are executed by leaders using strategies from the book *The Power of Protocols: An Educators Guide to Better Practice*.

#### **Accreditation Team:**

The Accreditation Team is responsible for ensuring that all courses offered are rigorous and meet states standards. Typical activities of this team include review of all course curriculums, ensuring that instructional guidelines are met for the curriculums, reviewing new course offerings and ensuring that they are correctly accredited, for graduation and college requirements. This team is typically led by the senior guidance counselor who reviews needs basis for course implementation. Other team members include two teachers, and administrators, and the Community Outreach Coordinator. The team leader is responsible for agenda creation, minutes collection, and reporting meeting findings to the direct supervisor.

#### **The Attendance Team**

Maintains accurate attendance records and identifies students who are potential dropout evidence by low attendance; engage in daily reporting of school attendance percentages and designs and executes strategies to increase school attendance. Outreach efforts include mentor phone calls, emails, letters, Counseling in School support (outside partners) Brownsville Multi Service Health Center (BMS), and Brooklyn College. The committee is led by our above mentioned partners, volunteer pedagogues, an attendance teacher, and our Community Outreach Liaison. Attendance Committee meets weekly, and meeting facilitator is responsible for the accurate collection of data and information distribution to the staff and administration.

#### **The Programming Team**

The Programming Team creates the master program. Working in conjunction with the Accreditation Team, Grade Team, Attendance Team, and the Guidance Department this team works throughout the school year to review and modify course offerings and scheduling. Based on assessment data, the program is the tool used to ensure that all students are placed in classes that meets their instructional and graduation requirement needs. The Programming Team meets informally on needs basis and at the end of each marking period. The Program Chair is responsible for agenda, minutes, and reporting to the principal.

#### **The Mentoring Teams**

The Mentoring Team includes counselors from our partner organizations, BMS, GPS and Brooklyn College. Pedagogues also select students for mentoring based on needs assessments. Students are assigned mentors to support them with attendance interventions, academic support, and college and career readiness choices. Mentors meet with their mentees on a weekly basis. Mentors implement enrichment activities to engage mentees and keep them actively attending sessions. Activities range from chess games, pizza parties, concerts, to movie tickets. Mentoring logs are created and progress status is recorded and reported to principal. Mentors are in constant contact with members of Attendance Team, Grade Teams in an effort to collaboratively address chronic issues.

#### **School Leadership Team**

The School Leadership Team (SLT) major focus is to provide a forum for all stakeholders of the

school community to share in the decision making process. The team is led by the school's principal and a representative from each group of stakeholders is present including four parent representative, two student, teachers, UFT leader, DC37 leader, and member representatives from the partner organizations. This SLT provides an avenue for all stakeholders to have a voice. The team meets 2nd Wednesdays, monthly. Agenda and minutes are maintained by chairperson.

### **The Instructional Team**

Made up of the Principal and Assistant Principal this team is responsible for observing, monitoring, and improving the instructional performance of all instructors. The team engages in review of curriculum maps, units, and lesson plans, provides and facilitates high quality differentiated weekly professional development workshops, model effective lesson delivery, and create action plans for struggling teachers. The goal of the team is for every instructor to build instructional capacity so that they can leverage high quality instruction among all groups of students including our bottom third, ELLs, and Special education populations.

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

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

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

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

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

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

*Online resources:* Finally, the NYCDOE created numerous guidance materials and resources to provide information to help schools and support staff meet critical *Advance* implementation milestones. These resources are stored on the *Advance* Intranet page, a new online site for NYCDOE employees on the NYCDOE intranet. Similarly, the *Advance* Guide for Educators aggregates all information relating to *Advance* in one document to help school leaders and teachers engage with *Advance* at their school. The NYCDOE also created numerous materials relating to the administration of MOSL; these resources help schools implement new assessments and understand how those assessments are used to evaluate teacher performance. The *Advance* Web Application, another key resource for school in implementing *Advance*, is an online application that helps evaluators make key decisions about *Advance* and track their progress to meeting the requirements of *Advance*.

At WATCH, the plan for implementing the annual professional performance review will focus on the new evaluation system using the Danielson Framework at its core. The principal and assistant principal are responsible for conducting and reporting the observations. The principal’s secretary assists in scheduling of observations. The administrators conduct conferences with teachers to discuss practices, support them in creating reflection logs, as well as review instructional artifacts that can be effectively aligned to Danielson Rubric. The process is ongoing and informs the principal’s decisions around professional development topics.

**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.**

Calendar of Events

September

- Introduction to new evaluation process using Danielson Framework and teachers choose option for observation process
- Informal observations begin
- Professional development series introduced around differentiated next steps
- Baseline assessment take place in classrooms; used for observation teaching and planning

October

- Formal observations start
- Review of baseline data with departmental teams and supervisors
- Informal observations continue
- Feedback conferences
- Written and verbal feedback given
- Professional development series- ongoing- around observations and feedback

November

- Formal and informal observations
- Ongoing collection and evaluation of artifacts
- Professional development series- ongoing- around observations and feedback
- Reflection logs

December

- Formal and informal observations
- Ongoing collection and evaluation of artifacts
- Professional development series- ongoing- around observations and feedback
- Reflection logs

January

- Mid-year performance conferences held with all teachers
- Formal and informal observations
- Ongoing collection and evaluation of artifacts

February

- Review of Regents data and connections to observation feedback
- Ongoing professional development around Danielson Framework implementation
- Reflection logs

March

- Formal and informal observations
- Ongoing collection and evaluation of artifacts
- Professional development series- ongoing- around observations and feedback
- Reflection logs

April

- Formal and informal observations
- Ongoing collection and evaluation of artifacts
- Professional development series- ongoing- around observations and feedback
- Reflection logs

May

- Preparing for end of year teaching/supervisor conferences
- Application of previous steps
- Professional development series around observations and feedback

June

- End of year conferences
- Planning for the following year

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 intend to use a wide variety of texts and approaches to reading across the content areas. Literacy instruction will be explicitly taught in all content areas. This initiative will be led by instructional leaders (principal or assistant principal). In all classes in accordance with Common Core Learning Standards, text-based questions and answers will be enforced and academic vocabulary usage will be a part of the school's norm. The Common Core Learning Standards will be fully implemented and increased student engagement and achievement will be our focus. We will improve the outcomes for talented and gifted students through our partnerships with outside agencies to help them to identify and pursue college and career path. Partnerships include but are not limited to Memorial Sloan Kettering Cancer Center, SUNY Downstate Medical College, and Brooklyn College. We will identify and support students who are reading below grade level through structured reading programs and strategies that seek to address their literacy deficiencies (Achieve 3000 will be used through the SIG funding; this will help students develop nonfiction reading and writing skills).

The school will implement daily, sustained and close reading of texts as part of the curricula, as well as "Literacy Week" for literacy awareness, motivation and engagement. In order to design a school-wide independent reading program, we must purchase high quality independent reading libraries for each classroom that range from high-interest/lower-leveled texts, to challenging texts found at a college reading level. To align with CCLS and our CTE focus, the emphasis will be non-fiction texts. With SIG, we will have the opportunity to incorporate a culture in which students read every day and more importantly, students will want to read because the school will provide the depth of selection that is needed to reach our subgroups, such as Special Education students, lower-income populations, and English Language Learners. Teachers will also participate in this reading community and serve as models in this program.

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

**Instruction:** To meet the demands of the instructional shifts, WATCH will implement strategies based on the research of Richard Allington, Janet Allen, Kylene Beers, and balanced literacy as supported by AUSSIE. Students will engage in informational texts with higher levels of text complexity with appropriate scaffolds for subgroups; there will be a school-wide focus on academic vocabulary (tier II words as defined by Isabelle Beck) and content vocabulary based on CCLS. Writing will continue to focus on argument writing, emphasizing writing from sources.

Reading and writing competencies will be strengthened along with student listening and speaking skills through debates, student-developed questions, and reflection.

**Mathematics:** Instruction will focus on the concepts that are prioritized in the standards.

**Coherence:** there will be consistency and continuity in instruction within and across grades and each grade will build on foundation laid in previous year; **Fluency** will be developed with a spiral curriculum, with multiple authentic opportunities for practice as they develop a **Deep Understanding** of mathematical concepts; **Application:** students will complete at least one major project based on real life experiences; **Dual Intensity:** opportunity for students to practice and to be assessed will be provided. Data-driven instruction will be the norm in this department as well. SIG will aide in providing high quality instructional resources in terms of texts, supplemental support, technology, and extended instructional support. In terms of human resources, vendor PD, math coach and assistant principal will also facilitate professional development to improve teachers' practice. Reform will be sustained through identification and development of lead teachers who will take on the role of teacher facilitators and instructional support.

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

<http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>

<http://intranet.nycboe.net/NR/rdonlyres/970DDA97-E393-433F-921B-39260BED7462/0/Acpolicypriorityelt.pdf>

In order to meet the demands of the new instructional shifts discussed in ii, WATCH would like to propose the following programs that go beyond the regular school day: Extended Day, Academic Intervention Service (AIS) for students at-risk Students, and Saturday Academy will serve students with special needs (teenage mothers, students who have been incarcerated, students in complex family situations, over-aged and under-credited students and those who fail classes). WATCH will also offer a Summer Bridge Program/Literacy Bootcamp for incoming ninth graders to prepare them for the rigors of a high school environment.

Timeframes for extended instruction:

-AIS is 50 minutes per day three days per week.

-Saturday Academy takes place from 9am-12pm on Saturdays (with SIG the school would like to extend that to every Saturday during the school year with 90 minutes given to each course).

-Bridge Program will take place five days per week for three weeks in the summer, from 8am-1pm. Literacy and Math literacy will be the focus (SIG funding needed for program).

-Summer Pre-College Academy will take place five days per week for four weeks in the summer, from 8am-12pm (also SIG will be needed to design programs and pay teachers for summer sessions).

- 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).

All teachers will give baseline assessments in September, and special attention will be paid to the baseline tests in English and Math. Results will be shared with faculty by the end of the first month of school. If SIG funding is offered, Literacy and Math assessments may be purchased from outside vendors and training provided for teachers using effective baseline testing instruments.

**This is a summary of our professional development plan in which we will implement DDI:** In addition to the mandatory twice-monthly faculty meetings, professional development sessions will be implemented to support changes in instruction and evaluation for this year. There will be a PD series held on Tuesdays after school to support the Common Core Learning Standards and the Danielson evaluation system. The first, second, and third Tuesday of each month will be dedicated to developing the pedagogical skills necessary to successfully implement CCLS under the new Danielson evaluation framework. The fourth Tuesday of each month will be used for either grade team or departmental meetings. Teachers will also meet for common planning or grade team meetings on Tuesdays and Thursdays during period six. These meetings are teachers' Circular Six responsibilities. Teachers will be paid per session for after school meetings and attendance is strongly encouraged.

- 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>.

WATCH would like to expand its current use of grade team meetings. Grade teams examine student data, transcripts, data trends, from a social and emotional perspective. Grade teams focus on the subgroup of the lowest third students, ELLs and students with IEPs. With SIG, WATCH can design a formal mentoring program that may be combined with Advisory classes. Students who are most at risk for academic failure would be targeted for this formal mentoring program. Grade teams would work with guidance counselors or social workers to design a structured program for mentoring. Teachers would lead small group sessions with mentees to discuss social issues that teenagers face, such as teen pregnancy and gang issues. Mentees would be tracked by grade team members to follow their academic progress and adjust our grade team program as needed.

**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.

WATCH will implement a school-wide discipline system with parental involvement and support, including a ladder of referral for behavioral issues replete with rewards and consequences.

Partners will support the WATCH community with instilling intrinsic and extrinsic motivation, as well as implementing additional social-emotional support programs (e.g., Counseling in Schools).

**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>.

WATCH will invite community to support school through services like counseling, internships, role-models, and seminars; by providing variety of opportunities for parent involvement like; honor roll breakfast, attendance rewards, talent shows, grade concerts, sports and games competition, vocabulary and spelling bee competitions, literacy day celebration; student successes will be celebrated with parents and community members.

### **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.**

Leadership teams designed PDs aligned with Danielson rubric and the new evaluation system. A needs analysis was completed in order to develop a process to aggregate data for future planning and usage. Interdisciplinary content meetings were established to strategically train teachers for the year and or evaluate Regents scores, Danielson, or moving our bottom third students. The PDs were embedded into the yearly calendar and distributed to staff. Common Planning and content team calendar were developed for the school year. Mentoring was conducted from internal partners New Visions coaches focusing on Literacy across contents. We also use inter-visitation by staff leaders, seasoned teachers, and content specialists to observe classroom practices and then implement best practices from feedback and/or suggestions.



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.**

Planned event PD activity	Responsible for delivery	Desired measurable outcomes	Measures to analyze and report
Apex Training Online	Turn Key teachers, APEX webinar/ conference call	Proficiency in supporting & engaging students in online learning	By use of survey, data collection for summative resource
Extended time/ AIS	Teachers/ Administrators	Improve rigor and relevance. Provide extra academic support	Classroom testing data. Work products. Student engagement.
Common Planning & Collaboration	Teachers and Administrators	Efficient use of planning time and cross training	Teacher Feedback. Evidenced based practices
After School Programs	Teachers/ Administrators	Students will have an outlet to discuss classroom work and have transition from work to play integration.	Student will look forward to participating in programs where they feel inclusion and support.
Staggered School Day	Teachers/ Administrators	Improve attendance, improve grades, develop caring supportive relationships.	Attendance rates, moving the bottom third, moving test scores
Development of Parent Partnerships	Teachers/ Parents/ Staff	Increased PTA attendance; Knowledge & utilization of community resources	Parent involvement; account of resources
AVID training	AVID staff	Improve organizational skills provide extra academic support	Improvement in academic scores across content.
New Teacher Training	Teacher/ Admin	New teachers will have the support needed to be successful in implementation of best practices.	Survey and verbal report, weekly meeting

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 for professional development would initiate with the July 2014 summer academy to address and develop best practice and teacher content initiative for upcoming school year. The school plans to address common planning, curriculum writing, collaboration, School Leadership Teams, after school programs, work based learning experiences, intervention to prevent dropout, attendance outreach. Interventions would be based on needs analysis and evaluation and changes in the professional best practices. Assessment data would be used to justify and plan for common planning and interventional readiness of professional teaching strategies and classroom instruction. If the school is not achieving its goals, the leadership team would collaborate and brainstorm evidenced-based initiatives to limit non-achievement and to develop a different approach to goal attainment.

2014- Jun	July Teacher summer academy	Aug Teacher summer academy	Sept Needs assessment Planning Danielson AVID	Oct Retreat SLT Sat Academy Danielson	Nov Collaboration Unit planning Danielson	Dec Test taking strategies Prep for testing Danielson
2015- Jan Preparing for testing Danielson	Feb Danielson Retreat	March Danielson	April Danielson	May Danielson	June Danielson	

**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.

Specifically at WATCH, it has used programs such as DataCation and Skedula, and a new pilot with Google Docs. A GPS program is utilized to conduct home visits in order to increase the attendance of chronically absent students. In addition, BMS provide internship opportunities, as well as medical services and presentations. While each of these programs and organizations are very beneficial to WATCH, we would improve as a school community with even more resources and programs. With SIG funding, WATCH would like to hire an additional guidance counselor and continue the position we currently have of community outreach coordinator. The School Leadership Team is also used as a platform for decision making around the SIG and all major plans will be discussed with this team. The SLT will also hold a town-hall style meeting for anyone from the community to attend at least once per semester. The SLT can explain funding and program choices, and give parents an opportunity to ask questions and have input in SIG funding implementation.

**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/strategies for year-one implementation:**

**Goal 1:** Teachers and students will engage in the creation and completion of a common core aligned tasks across the four (4) core content areas for each unit of study (Math, Science, ELA, & Global Studies) as set.

**Strategies:** Subgroups: Special Education, lowest third, and English Language Learners will be supported by trained staff. Students will have support in ICT classrooms, resource room, and AIS after school tutoring and Saturday Academy. In addition to these programs, through the SIG, WATCH will contract with organizations to provide programs such as AVID, which support

middle/lower level students and prepares them for college success. The Read 180 program will also be used to support ninth grade lower-level students in their literacy skills. WATCH would also implement two separate courses to satisfy English requirements.

**Goal 2:** WATCH High School will raise student annual attendance rates by five (5) percent by June 2015, using SIG funding sources. Our school will develop and implement outreach programs to support increased student and parent engagement with school and community-based partnerships.

**Strategies:** With SIG WATCH can continue to be partnered with BMS, GPS, and Brooklyn College. These groups will be able to conduct multiple parental outreach activities (Parent workshops that address Common Core, Graduation, & College Readiness; Informational Sessions; Open-House; and Family Meet and Greet Nights) that will increase school-wide student and parent participation. The school will partner with groups to hold informational meetings for parents about jobs and careers, in addition to college admissions and financial aid meetings. We would like to create a workshop series for parents led by professionals in the healthcare industry (psychologists, social worker). We would use SIG funding for event space, per session for staff, healthy refreshments, and the cost of paying for professionals from the community who would host and present at such workshops.

**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.**

An “early win” that will serve as an indicator of successful SIG plan implementation will be a shift in school culture. This could be measured in student attendance and lateness comparisons. Student grades would increase over that first semester in classes. Although this indicator is somewhat anecdotal, a shift in school culture is palpable to students, educators, and school leaders. Just having students wanting to stay later in the building to productively engage with teachers and community activities, would be an early win for our school.

**ii. 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.**

WATCH will use our six-week marking period grades as indicators of student successes. There are two official semesters in the year (September-January; February-June). Each semester is broken down into three six-week marking period report cards. This will ensure that teachers, students, and parents are very aware of student progress at rather brief intervals so that there is time to make changes before the end of the semester arrives.

Grade teams (horizontal) and content teams (vertical) will meet weekly to analyze student work and report cards when marking periods end. These teams already meet weekly and will continue to do so. Bi-monthly faculty meetings will serve as whole staff gatherings to analyze student data from the report card intervals.

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

Planned event PD activity	Responsible for delivery	Desired measurable outcomes	Measures to analyze and report
Apex Online Training	Turn Key teachers, APEX webinar/ conference call	Proficiency in supporting & engaging students in online learning	By use of survey, data collection for summative resource
Extended time/ AIS	Teachers/ Administrators	Improve rigor and relevance. Provide extra academic support	Classroom testing data. Work products. Student engagement.
Common Planning & Collaboration	Teachers and Administrators	Efficient use of planning time and cross training	Teacher Feedback. Evidenced based practices
After School Programs	Teachers/ Administrators	Students will have an outlet to discuss classroom work and have transition from work to play integration.	Student will look forward to participating in programs where they feel inclusion and support.
Staggered School Day	Teachers/ Administrators	Improve attendance, improve grades, develop caring supportive relationships.	Attendance rates, moving the bottom third, moving test scores
Development of Parent Partnerships	Teachers/ Parents/ Staff	Increased PTA attendance; Knowledge & utilization of community resources	Parent involvement; account of resources
AVID training	AVID staff	Improve organizational skills provide extra academic support	Improvement in academic scores across content.
New Teacher Training	Teacher/ Admin	New teachers will have the support needed to be successful in implementation of best practices.	Survey and verbal report, weekly meeting

# Claudette Christie

## EDUCATION EXPERIENCE

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**Enrolled in Doctoral Program**  
**Nova Southeastern University**  
*Educational Leadership*

Fort Lauderdale, FL

**Bank Street Graduate School of Education**  
**(National Fellowship in Special Education Leadership)**  
*Master of Education-Advanced - Special Education Leadership*  
*(Additional education experience below)*

New York, NY  
December 2008

## CERTIFICATES

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- **New York State Permanent License-Reading Teacher**
- **New York State School Building Leader Certification**
- **COE: Supervisory Eligibility Certification Codes:**
  1. *EA33: Special Education Program Specialist-Instruction Specialist*
  2. *EA25: Pupil Pers. Support Service, Career/Tech Education, Instruction Specialist*
  3. *EA70: Staff Development*
  4. *EA18: Intervention Specialist For Students W Disabilities, Inst Specialist*
  5. *AP04:Elementary, Intermediate And Junior High Schools*
  6. *AP01: (ADMINISTRATION) Day High School*
  7. *Special Education Program Specialist-Instruction Specialist*

## PROFESSIONAL EXPERIENCE

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**World Academy for Total Community Health (WATCH) High School**  
*Principal*

*Oct 2013 - Present*

- Administration and Supervision in the following areas: staff, support, climate and facility, collection, technology, access and use of resources (including human resources), collaboration, instruction, programming and planning, professional development, parent access and outreach, student engagement and learning needs and outcomes, compliance, structure and organization.

**Fire and Life Safety High School (FDNY)**

*Jul 2013- Oct 2013*

*Assistant Principal: Supervision: Special Education/Professional Development/Literacy*

- Special Education (SWDs) and English Language Learners (ELLs) Compliance
- Create professional development calendars
- Plan, coordinate, and implement professional development workshops
- Evaluate and support teachers of Special Education and English Language Arts

**World Academy for Total Community Health High School (WATCH)**  
**Fire and Life Safety (FDNY) High School**

*Sept 2012-Jun 2013*

*Assistant Principal/Supervision: Special Education/Professional Development/Literacy*

- Special Education (SWDs) and English Language Learners (ELLs) Compliance
- Create professional development calendars
- Plan, coordinate, and implement professional development workshops
- Evaluate and support teachers of Special Education and English Language Arts

# Claudette Christie

## **North Star Academy (MS 340)**

*Jan 2011- Aug 2012*

### *Assistant Principal*

- Supervision of English Language Arts/Special Education/Social Studies/Science
- Provide instructional evaluation and support to all pedagogues.
- Supervision of School Aides and other support staff members.
- Provide resources, professional development opportunities, and instructional materials to content area teachers.
- Coordinate parent workshops.
- Serve as principal's designee in multiple areas of school leadership, supervision, and administration

## **North Star Academy (MS 340)**

*Jan 2008 – Jun 2010*

### *Literacy Coach/Testing Coordinator/Special Education Liaison*

- Coach teachers, model lessons, and provide feedback to colleagues in Literacy, Social Studies, and Science instruction.
- Conduct planning meetings with teachers to analyze students work, review information regarding classroom assessments, and plan for instruction within Core programs.
- Differentiate support for teachers based upon demonstrated needs.
- Organize opportunities for staff to observe and participate in discussions and conferences.
- Work closely with the principal to assess teachers' needs and students' data in order to plan relevant professional development.
- Maintain required records and reports in order to document professional development throughout the school year.
- Attend and turnkey workshops relating to New York State Standardized Testing guidelines and mandates.
- Engage in ongoing collection and distribution of data to administrators, teachers, and students.
- Serve on the school's Inquiry Team; facilitate discussions regarding enrichment strategies for the "gifted and talented" student population as well as intervention strategies for the "at-risk" student population.
- Support teachers in creating and implementing appropriate grade-level diagnostic tests in order to effectively plan differentiated instruction for students based on their learning needs.
- Create and implement curriculum maps and pacing calendars that reflect the workshop model within the Balanced Literacy framework.

## **Touro College**

*2006 - Present*

### *Instructor of Undergraduate Education Courses*

- Instruct student teachers (special education, general education, and speech and language majors) in a variety of education courses, using a wide variety of teaching approaches/methodologies.
- Plan, create, and implement appropriate assessments in order to determine students' mastery of content materials.
- Work closely with colleagues in order to plan, create, and modify course requirements based on current research findings.
- Attend and participate in numerous workshops and seminars highlighting current teaching methodologies, cultural and language diversities within the educational arena, educational policies and mandates, literacy and language development, learning styles and differentiated instruction.

## **Intermediate School (IS 285)**

*2005-2008*

### *Academic Intervention Team Leader*

- Provide academic intervention services to students (grades 6-8)
- Use data results to provide individual and small group instruction to targeted students.
- Implementation and training of staff with specific intervention programs and assessments such as: Great Leaps/ Miller Assessment/DRA/ Classroom Inc. /Accelerated English/ Read 180 Program.
- Maintain and engage in ongoing review of academic and behavioral intervention folders.
- Use student data to develop Personal Intervention Plans (PIPS) for targeted students

## Claudette Christie

- Attend AIS workshops and turn-key information to AIS team members and other relevant school personnel.
- Maintain and update all AIS and related records.

### **Intermediate School (IS 285)**

2004-2008

#### *Literacy Coach*

- Coach teachers, model lessons, and provide feedback to colleagues in Literacy instruction.
- Conduct planning meetings with teachers to analyze student work, review information regarding classroom assessments, and plan for instruction within Core programs.
- Assist teachers to embed assessments into daily instructional activities.
- Differentiate instructional support for teachers based upon demonstrated needs.
- Organize opportunities for staff to observe and participate in discussion and conferences.
- Work closely with the principal and assistant principals to assess teachers' needs and student data to plan relevant professional development.
- Facilitate workshops, courses, and study groups for teachers, supervisors, parents, and other members of the instructional and guidance staff.
- Maintain required records and reports to document professional development throughout the school year.
- Create monthly internal assessments in order to determine students' progress, to evaluate teaching effectiveness, and to plan strategic intervention for both students and teachers.

### **New York State English Language Arts Exam (ELA)**

2004-2011

#### *Content Specialist/Trainer*

- Attend and engage in the New York State Department of Education training of the Grades 3-8 ELA exams.
- Turn-key training to room leaders/supervisors, other content specialists, and scorers.
- Serve as content specialist in the grading of the state exams.
- Score and package state exams.

### **Intermediate School (IS 232)**

2003-2004

#### *Crisis Intervention Teacher (C.I.T.)*

- Assist new teachers in preparation of Individual Educational Program (IEP) for special education students as well as in curriculum development and school record keeping.
- Prepare information and conduct professional development workshops for special education teachers.
- Represent school at Superintendent's Suspension hearings.
- Meet with administrators, students, counselors, and parents to discuss and create intervention plans in-order to improve students' behaviors.
- Handle crisis and/or emergency situations.
- Provide small group instruction and assist classroom teachers with the implementation of effective teaching strategies on a regularly basis.
- Maintain special education departmental inventories.

### **Intermediate School (IS 232)**

2001-2003

#### *Teacher of Special Education/Reading/Social Studies*

- Instruct students in 12:1:1 (ED) setting from grades 6-8.
- Schedule and Participate in (IEP) conferences.
- Develop IEP and implement mandates for specific students as needed.



# Claudette Christie

## **Home Instruction School**

*Home Instruction Teacher*

2000-Present

- Plan and implement instructional programs for home bound students.
- Serve as a liaison between home-bound students, their families and the home-school community.

## **Public School 13**

*Teacher of Special Education*

2000-2001

- Instruct students in 12:1:1 (ED) setting from grades 4-5.
- Instruct students using the 'Success for All' reading program.
- Create and implement goals to support students' educational program.
- Conference with students and parents/guardians.

## **P. S.53K (City Wide District 75 Programs)**

*Paraprofessional*

1994-2000

- Assist classroom teachers with planning of educational goals for students with severe emotional and physical disabilities (ages 5-22).
- Supervision and classroom facilitation of students with multiple disabilities.

## **Avenue B Christian Academy**

*Group Teacher*

1990-1994

- Plan and create early childhood instructional programs.
- Implementation of early childhood programs for children ages 2-5 years of age.
- Collaborate with colleagues and engage in co-teaching activities.
- Meet and conference with parents and other key family members.

## **PERSONAL INTERESTS**

Arts and Crafts, Poetry, Dancing, Classical Music

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## **MEMBERSHIPS**

ASCD; Bank Street College Alumni Leadership Support Group; Council of School Supervisors Mentorship & Professional Development Program

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## **ADDITIONAL EDUCATION EXPERIENCE**

### **Brooklyn College, CUNY**

*Master of Science, (Reading Teacher)*

Brooklyn, NY  
February 2004

### **Brooklyn College, CUNY**

*Bachelor of Arts, Sociology*

Brooklyn, NY  
June 2000

### **Kingsborough Community College**

*Associate, Applied Science*

Brooklyn, NY  
June 1997

References will be available upon request

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

Calendar of Events

September

- Introduction to new evaluation process using Danielson Framework and teachers choose option for observation process
- Informal observations begin
- Professional development series introduced around differentiated next steps
- Baseline assessment take place in classrooms; used for observation teaching and planning

October

- Formal observations start
- Review of baseline data with departmental teams and supervisors
- Informal observations continue
- Feedback conferences
- Written and verbal feedback given
- Professional development series- ongoing- around observations and feedback

November

- Formal and informal observations
- Ongoing collection and evaluation of artifacts
- Professional development series- ongoing- around observations and feedback
- Reflection logs

December

- Formal and informal observations
- Ongoing collection and evaluation of artifacts
- Professional development series- ongoing- around observations and feedback
- Reflection logs

January

- Mid-year performance conferences held with all teachers
- Formal and informal observations
- Ongoing collection and evaluation of artifacts

February

- Review of Regents data and connections to observation feedback
- Ongoing professional development around Danielson Framework implementation
- Reflection logs

March

- Formal and informal observations
- Ongoing collection and evaluation of artifacts
- Professional development series- ongoing- around observations and feedback
- Reflection logs

April

- Formal and informal observations
- Ongoing collection and evaluation of artifacts
- Professional development series- ongoing- around observations and feedback
- Reflection logs

May

- Preparing for end of year teaching/supervisor conferences

- Application of previous steps
  - Professional development series around observations and feedback
- June
- End of year conferences
  - Planning for the following year

In order to meet the demands of the new instructional shifts discussed in ii, WATCH would like to propose the following programs that go beyond the regular school day:

- Extended Day, Academic Intervention Service (AIS) for students at-risk Students
- Saturday Academy will serve students with special needs (teenage mothers, students who have been incarcerated, students in complex family situations, over-aged and under-credited students and those who fail classes).
- Summer Bridge Program/Literacy Bootcamp for incoming ninth graders to prepare them for the rigors of a high school environment.


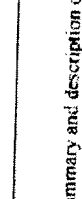

Timeframes for extended instruction:

-AIS is 50 minutes per day three days per week.

-Saturday Academy takes place from 9am-12pm on Saturdays (with SIG the school would like to extend that to every Saturday during the school year with 90 minutes given to each course).

-Bridge Program will take place five days per week for three weeks in the summer, from 8am-1pm. Literacy and Math literacy will be the focus (SIG funding needed for program).

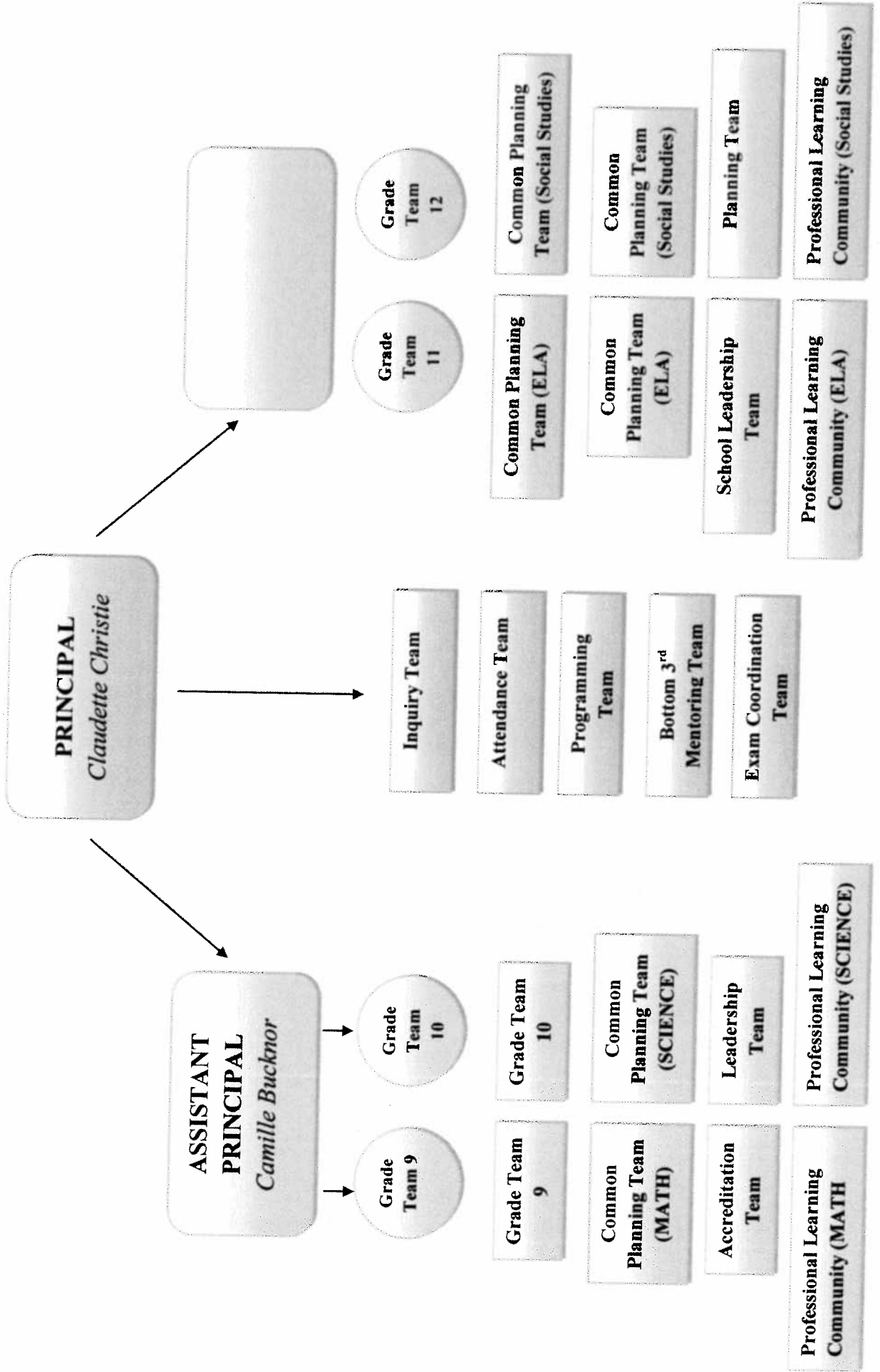
-Summer Pre-College Academy will take place five days per week for four weeks in the summer, from 8am-12pm (also SIG will be needed to design programs and pay teachers for summer sessions).

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) 	02/12/14	
Type or print name Claudette Christie		
Teachers Union President / Lead	Date: 02/12/14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 		
Type or print name Chudly Okoron		
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) 	02/12/14	
Type or print name SYED KASRU	02/12/14	

# School Organization Chart (G) - World Academy for Total Community Health

Thomas Jefferson High School Campus, 400 Pennsylvania Avenue Brooklyn, New York 11207  
 Phone: 718-922-0650 Fax: 718-922-0709

*Claudette Christie, Principal I.A / Camille Bucknor, Assistant Principal*



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)
Brooklyn College Community Partnership Steve Ausbury – <a href="mailto:Steve@thebccp.org">Steve@thebccp.org</a> BCCP provides college access, academic support, work readiness, exposure to the arts, trips to Brooklyn College, mentors to middle and high school students during and after the school day as well as on Saturdays.	<ol style="list-style-type: none"> <li>1. New Utrecht High School</li> <li>2. BSSJ (Bushwick Campus)</li> <li>3. MS 246</li> <li>4. IS 291</li> <li>5. Paul Robeson HS</li> <li>6. AHC (Robeson Campus)</li> <li>7. College Prep (Erasmus Campus)</li> <li>8. STAR (Erasmus Campus)</li> <li>9.</li> <li>10.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maureen Goldfarb mgold3@schools.nyc.gov</li> <li>2. Lucas Cooke lcooke@schools.nyc.gov</li> <li>3. bwarrin@schools.nyc.gov</li> <li>4. JRosado3@schools.nyc.gov</li> <li>5. Ronald Wells rwells@schools.nyc.gov</li> <li>6. Deonne Martin dmartin8@schools.nyc.gov</li> <li>7. Doris Unger dunger@schools.nyc.gov</li> <li>8. Eric Blake eblake@schools.nyc.gov</li> <li>9.</li> <li>10.</li> </ol>
Partner Organization Name and Contact Information and description of type of service provided.	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol>

7.	7.	
8.	8.	
9.	9.	
10.	10.	
<b>Partner Organization Name and Contact Information</b> <b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	<b>References / Contracts</b> (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
1.	1.	1.
2.	2.	2.



## 19K510 WORLD ACAD FOR TOTAL COM HEALTH

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
<b>I. Leading Indicators</b>						
a. Number of minutes in the school year	Min	60390	60390	60390	60390	60390
b. Student participation in State ELA assessment	%	100	N/A	N/A	N/A	N/A
c. Student participation in State Math assessment	%	100	N/A	N/A	N/A	N/A
d. Drop-out rate	%	11	14	12 to 10	10 to 6	8 to 2
e. Student average daily attendance	%	89%	82%	83%	84%	85%
f. Student completion of advanced coursework		40	30	31 to 35	32 to 40	33 to 45
g. Suspension rate	%	2%	4%			
h. Number of discipline referrals	Num	11%	31%			
i. Truancy rate	%	5%	8%	8%	8%	8%
j. Teacher attendance rate	%	96%	95%	95%	95%	96%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20				
m. Hours of professional development to improve leadership and governance	Num	10				
n. Hours of professional development in the	Num	10				

implementation of high quality interim assessments and data-driven action						
<b>II. Academic Indicators</b>						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	N/A	N/A	N/A	N/A
d. Students scoring "proficient" or higher on Math assessment	%	30	N/A	N/A	N/A	N/A
e. Average SAT score	Score	442	369	376 to 399	383 to 429	390 to 459
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	0	3 to 5	6 to 10	9 to 15
h. High school graduation rate	%	65	66	67 to 71	68 to 76	69 to 81
i. Ninth graders being retained	%	21	28	27 to 24	26 to 20	25 to 16
j. High school graduates accepted into two or four year colleges	%	47	43	44 to 48	45 to 53	46 to 58

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

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



WORLD ACADEMY FOR TOTAL COMMUNITY HEALTH

Lead Community Partner

Thomas Jefferson High School Campus  
400 Pennsylvania Avenue Brooklyn, New York 11207  
Phone: 718-922-0650 Fax: 718-922-0709  
Claudette Christie, Principal (IA)

## 2013 – 2014 School Directory

Principal	RM	EXT	Teachers – Department	RM	EXT
Claudette Christie	428	737	<b>Math</b> Isabella Tetteh/Borketey Chudy Okorom	549	549
<b>Principals Secretary</b> Nancy Crocker	428	688	Dr. Douglas Wilson	541	541
<b>Assistant Principal</b> Camille Bucknor-Rodney Alyson Forde	432	695	<b>Social Studies</b> Audrey Edwards David Rivera Alberto Gonzalez	540	574
<b>Guidance Counselor</b> Edwidge-Jean Dejoie Andrew Otto	550	505	<b>Career &amp; Technical Education Program</b> Brenda Wilkes	440	440
<b>Paraprofessionals</b> <i>Nickole Miller</i> <i>Elizabeth Ramos</i> <i>Iris Dodson</i> <i>Alexia Stewart</i>	450	696	<b>English</b> Thaytia Ahuja Nola Edwards Martin Denise Palmer	441	441
<b>Dean</b> Michael Saunds Ghiles Jackson	540	575	<b>Science</b> Yanique Bunsie Meleshia McDonald Jagadeesh Pendyala	443	443
<b>Community Coordinator</b> Chanel Jackson	432	689	<b>Spanish</b> Mary Angulo	544	544
<b>Support Staff</b> Lydia Cruz <b>Attendance</b> Nichole Henry	432	690	<b>Physical Education / Health</b> Avril Colon Michael Saunds <b>Special Education</b>	542	542
	432	691		548	548
				Gym	107
				Gym	107

Support Staff Campus				
Level III	1 <sup>st</sup> Fl	181		
Security Office	132	184		
Security (Front Desk)	1 <sup>st</sup> Fl	127		
Library	1 <sup>st</sup> Fl	104		
School Base Support Team	232	232		
Campus Social Worker	232	121		
Computer Specialist <b>Mr. Saunderson</b>	516	408		
LYFE Center	134	135		
Custodian	118	118		
Cafeteria	Café	504		
SAPIS – <b>Ms. Jackson</b>	232	236		
GPS - Rosana Shields	305	313		
<b>School Based Health Center</b>				
Gina Cadet <i>Physician Assistant</i>	148	177		
Melody McLaurin <i>Medical Assistant</i>	148	176		
Michel Clarke <i>Program Manager</i>	124	155		
Ashley C. Cornett <i>Sr. Health Programmer</i>	124	154		
Giuseppina Licata <i>Internship Coordinator</i>	148	151		
Rosemary Polanco <i>Administrative Assistant</i>	148	178		
Nurse	148	176		
<b>FDNY</b>	<b>332</b>	<b>638</b>	Anderson	338
<b>PATH</b>	<b>250</b>	<b>537</b>		
<b>Civil Rights</b>	<b>420</b>	<b>680</b>	Steel	677
<b>YABC</b>	<b>130</b>	<b>132</b>		

### **Plan for Checking on the Progress of Services Provided by BCCP**

- Weekly check-in meeting will keep all stakeholders on top of scheduled programs, trips, events, tutoring sessions, and proposed outcomes
- Quarterly meetings will review progress
- Bi-yearly reports will confirm and summarize progress and address issues
- All will be backed up by electronic recordkeeping using [youthservices.net](http://youthservices.net)

### **Benchmarks**

- WATCH students who attend BCCP programs consistently (at least 30 times or more during the course of year) will:
  - improve attendance by 25%
  - improve language competency as shown by one half grade improvement in WATCH HS English classes during the second semester of working with BCCP

### **Corrective Steps, if Needed**

- Quarterly review meetings will address problems or issues and changes will be made accordingly

### **Evaluation**

- Pre- and post- surveys will be distributed to students to gauge their own perception on their social-emotional and academic needs
- Management team will analyze of whether students are on target to meet benchmarks throughout the year. Overall progress will be evaluated at the end of the year.

The Brooklyn College Community Partnership (BCCP) will expand its partnership with WATCH HS at Thomas Jefferson (TJ) High School campus in East New York, Brooklyn (ENY) with programs that will positively impact attendance, academic achievement, English language literacy and competence, and college readiness. By creating and implementing a dynamic day and after school program that serves students in need, BCCP will bring the resources of Brooklyn College, one of the premier institutions of higher learning in NYC, to WATCH *and* WATCH students to Brooklyn College (BC). BCCP has been on the TJ campus with a tutoring, college access, arts, social justice and career-readiness program for the past 5 years. We have built strong relationships with students, staff and parents, and have experienced enormous positive change in student interest in learning, achieving and attending college. Over the past 4 years, 85% of the WATCH seniors who have worked with BCCP have been accepted to college. This percentage is far higher than results with students who do not attend our programs.

Our program design will include a day and after school Learning Studio and is based on experience and research that confirms how traditional teaching models and information-based delivery systems are *not effective* means to provide improved attendance, academic support and promote college to students in underperforming schools. BCCP's youth development philosophy and practice is asset-based and experience-rich. We help students move their lives forward by using all the positive experiences, skills, knowledge and interests that they possess today so that we can better guide them to an academically successful future and eventually to college. Our methodology engages multiple learning styles and co-creates safe spaces for students all the while building trusting relationships.

WATCH has a growing international population. They have experienced an increase in the number of students new to the country from French, Creole or Spanish speaking nations. English language (EL) skills of many first and second-generation students also need improvement. BCCP uses its highly successful service-learning model to work with young people. BC students, many of whom faced similar English language struggles themselves, serve as tutors, mentors and role models to the high school students. These 60 BC undergraduates taking a youth development psychology class do




63 hours of fieldwork supporting students in all our programs. Building a trusting relationship with a college student is often the best way to bring up attendance, improve literacy and language competency and model college as a viable option for underserved youth. In addition our paid staff is hired with cultural and language considerations in mind. e.g., Nixon Mercurieu, our Site Director at WATCH is Haitian and speaks fluent Creole and is a Brooklyn College graduate with a BA and MA in Psychology.

Part of inspiring students to come to school and to *rehearse their future* in college, is to bring them to the hub of the BCCP network – Brooklyn College Art Lab (BCAL) - a 6900 square foot interactive, multi-use, art and technology lab that invites students to experience art and science, receive tutoring and college prep support, and expose them to a diverse college campus. Creating community and building trust are hallmarks of all BCCP programs. This level of community building requires us to extend the day to 6pm and to open on Saturday to receive students from all over Brooklyn including WATCH. All of our programs are delivered via the BCCP mission – responsive to students’ needs, respectful of their voices and *rehearsing their dreams*. With the funding provided BCCP will create an impactful, sustainable, and integrated attendance improvement, academic enrichment and EL support model in one of the more underserved communities and schools in NYC.



A

19K 510

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) 	02/12/14	
Type or print name Claudette Christie		
Teachers Union President / Lead	Date 02/12/14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 		
Type or print name Chudyl Okoron		
Parent Group President / Lead	Date 02/12/14	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 		
Type or print name SYED KASRU	02/12/14	

## 19K510 WORLD ACAD FOR TOTAL COM HEALTH

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
<b>i. Leading Indicators</b>						
a. Number of minutes in the school year	Min	60390	60390	60390	60390	60390
b. Student participation in State ELA assessment	%	100	N/A	N/A	N/A	N/A
c. Student participation in State Math assessment	%	100	N/A	N/A	N/A	N/A
d. Drop-out rate	%	11	14	12 to 10	10 to 6	8 to 2
e. Student average daily attendance	%	89%	82%	83%	84%	85%
f. Student completion of advanced coursework		40	30	31 to 35	32 to 40	33 to 45
g. Suspension rate	%	2%	4%			
h. Number of discipline referrals	Num	11%	31%			
i. Truancy rate	%	5%	8%	8%	8%	8%
j. Teacher attendance rate	%	96%	95%	95%	95%	96%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20				
m. Hours of professional development to improve leadership and governance	Num	10				
n. Hours of professional development in the	Num	10				

implementation of high quality interim assessments and data-driven action						
<b>II. Academic Indicators</b>						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	N/A	N/A	N/A	N/A
d. Students scoring "proficient" or higher on Math assessment	%	30	N/A	N/A	N/A	N/A
e. Average SAT score	Score	442	369	376 to 399	383 to 429	390 to 459
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	0	3 to 5	6 to 10	9 to 15
h. High school graduation rate	%	65	66	67 to 71	68 to 76	69 to 81
i. Ninth graders being retained	%	21	28	27 to 24	26 to 20	25 to 16
j. High school graduates accepted into two or four year colleges	%	47	43	44 to 48	45 to 53	46 to 58

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

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

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

### **I. Leading Indicators**

**a. Number of minutes in the school year**

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

**b. Student participation in State ELA assessment**

K-8; from State Report Card Accountability table.

**c. Student participation in State Math assessment**

K-8. from State Report Card Accountability table.

**d. Drop-out rate**

**Dropout rate from NYSED; 2008, 4-year August cohort**

**e. Student average daily attendance**

All schools: Calculation based on aggregate of days students were present divided by days present + absent for school year 2011-12

**f. Student completion of advanced coursework**

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

**g. Suspension rate**

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

**h. Number of discipline referrals**

All schools: Represents total count of Level 3-5 incidents in 2011-12

**i. Truancy rate**

K-8: Aggregate number of students absent 30% or more divided by register.

High Schools: Aggregate number of students absent 50% or more in 9-12 divided by register.

**j. Teacher attendance rate**

All schools: Calculated based on 2011-2012 school year:  $1 - (\text{total absent days} / \text{total active days})$

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

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

**k. Teachers rated as "effective" and "highly effective"**

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

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

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

This may include the following types of professional development activities:

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

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

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

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

## **II. Academic Indicators**

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

## Claudette Christie

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### EDUCATION EXPERIENCE

**Enrolled in Doctoral Program**  
**Nova Southeastern University**  
*Educational Leadership*

Fort Lauderdale, FL

**Bank Street Graduate School of Education**  
**(National Fellowship in Special Education Leadership)**  
*Master of Education-Advanced - Special Education Leadership*  
*(Additional education experience below)*

New York, NY  
 December 2008

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### CERTIFICATES

- New York State Permanent License-Reading Teacher
- New York State School Building Leader Certification
- COE: Supervisory Eligibility Certification Codes:
  1. EA33: *Special Education Program Specialist-Instruction Specialist*
  2. EA25: *Pupil Pers. Support Service, Career/Tech Education, Instruction Specialist*
  3. EA70: *Staff Development*
  4. EA18: *Intervention Specialist For Students W Disabilities, Inst Specialist*
  5. AP04: *Elementary, Intermediate And Junior High Schools*
  6. AP01: *(ADMINISTRATION) Day High School*
  7. *Special Education Program Specialist-Instruction Specialist*

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### PROFESSIONAL EXPERIENCE

**World Academy for Total Community Health (WATCH) High School**  
*Principal*

*Oct 2013 - Present*

- Administration and Supervision in the following areas: staff, support, climate and facility, collection, technology, access and use of resources (including human resources), collaboration, instruction, programming and planning, professional development, parent access and outreach, student engagement and learning needs and outcomes, compliance, structure and organization.

**Fire and Life Safety High School (FDNY)**

*Jul 2013- Oct 2013*

*Assistant Principal: Supervision: Special Education/Professional Development/Literacy*

- Special Education (SWDs) and English Language Learners (ELLs) Compliance
- Create professional development calendars
- Plan, coordinate, and implement professional development workshops
- Evaluate and support teachers of Special Education and English Language Arts

**World Academy for Total Community Health High School (WATCH)**

*Sept 2012-Jun 2013*

**Fire and Life Safety (FDNY) High School**

*Assistant Principal/Supervision: Special Education/Professional Development/Literacy*

- Special Education (SWDs) and English Language Learners (ELLs) Compliance
- Create professional development calendars
- Plan, coordinate, and implement professional development workshops
- Evaluate and support teachers of Special Education and English Language Arts

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### **North Star Academy (MS 340)**

Jan 2011- Aug 2012

#### *Assistant Principal*

- Supervision of English Language Arts/Special Education/Social Studies/Science
- Provide instructional evaluation and support to all pedagogues.
- Supervision of School Aides and other support staff members.
- Provide resources, professional development opportunities, and instructional materials to content area teachers.
- Coordinate parent workshops.
- Serve as principal's designee in multiple areas of school leadership, supervision, and administration

### **North Star Academy (MS 340)**

Jan 2008 – Jun 2010

#### *Literacy Coach/Testing Coordinator/Special Education Liaison*

- Coach teachers, model lessons, and provide feedback to colleagues in Literacy, Social Studies, and Science instruction.
- Conduct planning meetings with teachers to analyze students work, review information regarding classroom assessments, and plan for instruction within Core programs.
- Differentiate support for teachers based upon demonstrated needs.
- Organize opportunities for staff to observe and participate in discussions and conferences.
- Work closely with the principal to assess teachers' needs and students' data in order to plan relevant professional development.
- Maintain required records and reports in order to document professional development throughout the school year.
- Attend and turnkey workshops relating to New York State Standardized Testing guidelines and mandates.
- Engage in ongoing collection and distribution of data to administrators, teachers, and students.
- Serve on the school's Inquiry Team; facilitate discussions regarding enrichment strategies for the "gifted and talented" student population as well as intervention strategies for the "at-risk" student population.
- Support teachers in creating and implementing appropriate grade-level diagnostic tests in order to effectively plan differentiated instruction for students based on their learning needs.
- Create and implement curriculum maps and pacing calendars that reflect the workshop model within the Balanced Literacy framework.

### **Touro College**

2006 - Present

#### *Instructor of Undergraduate Education Courses*

- Instruct student teachers (special education, general education, and speech and language majors) in a variety of education courses, using a wide variety of teaching approaches/methodologies.
- Plan, create, and implement appropriate assessments in order to determine students' mastery of content materials.
- Work closely with colleagues in order to plan, create, and modify course requirements based on current research findings.
- Attend and participate in numerous workshops and seminars highlighting current teaching methodologies, cultural and language diversities within the educational arena, educational policies and mandates, literacy and language development, learning styles and differentiated instruction.

### **Intermediate School (IS 285)**

2005-2008

#### *Academic Intervention Team Leader*

- Provide academic intervention services to students (grades 6-8)
- Use data results to provide individual and small group instruction to targeted students.
- Implementation and training of staff with specific intervention programs and assessments such as: Great Leaps/ Miller Assessment/DRA/ Classroom Inc. /Accelerated English/ Read 180 Program.
- Maintain and engage in ongoing review of academic and behavioral intervention folders.
- Use student data to develop Personal Intervention Plans (PIPS) for targeted students



19K510

## Claudette Christie



- Attend AIS workshops and turn-key information to AIS team members and other relevant school personnel.
- Maintain and update all AIS and related records.

### **Intermediate School (IS 285)**

2004-2008

#### *Literacy Coach*

- Coach teachers, model lessons, and provide feedback to colleagues in Literacy instruction.
- Conduct planning meetings with teachers to analyze student work, review information regarding classroom assessments, and plan for instruction within Core programs.
- Assist teachers to embed assessments into daily instructional activities.
- Differentiate instructional support for teachers based upon demonstrated needs.
- Organize opportunities for staff to observe and participate in discussion and conferences.
- Work closely with the principal and assistant principals to assess teachers' needs and student data to plan relevant professional development.
- Facilitate workshops, courses, and study groups for teachers, supervisors, parents, and other members of the instructional and guidance staff.
- Maintain required records and reports to document professional development throughout the school year.
- Create monthly internal assessments in order to determine students' progress, to evaluate teaching effectiveness, and to plan strategic intervention for both students and teachers.

### **New York State English Language Arts Exam (ELA)**

2004-2011

#### *Content Specialist/Trainer*

- Attend and engage in the New York State Department of Education training of the Grades 3-8 ELA exams.
- Turn-key training to room leaders/supervisors, other content specialists, and scorers.
- Serve as content specialist in the grading of the state exams.
- Score and package state exams.

### **Intermediate School (IS 232)**

2003-2004

#### *Crisis Intervention Teacher (C.I.T.)*

- Assist new teachers in preparation of Individual Educational Program (IEP) for special education students as well as in curriculum development and school record keeping.
- Prepare information and conduct professional development workshops for special education teachers.
- Represent school at Superintendent's Suspension hearings.
- Meet with administrators, students, counselors, and parents to discuss and create intervention plans in-order to improve students' behaviors.
- Handle crisis and/or emergency situations.
- Provide small group instruction and assist classroom teachers with the implementation of effective teaching strategies on a regularly basis.
- Maintain special education departmental inventories.

### **Intermediate School (IS 232)**

2001-2003

#### *Teacher of Special Education/Reading/Social Studies*

- Instruct students in 12:1:1 (ED) setting from grades 6-8.
- Schedule and Participate in (IEP) conferences.
- Develop IEP and implement mandates for specific students as needed.

# Claudette Christie

## **Home Instruction School**

2000-Present

*Home Instruction Teacher*

- Plan and implement instructional programs for home bound students.
- Serve as a liaison between home-bound students, their families and the home-school community.

## **Public School 13**

2000-2001

*Teacher of Special Education*

- Instruct students in 12:1:1 (ED) setting from grades 4-5.
- Instruct students using the 'Success for All' reading program.
- Create and implement goals to support students' educational program.
- Conference with students and parents/guardians.

## **P. S.53K (City Wide District 75 Programs)**

1994-2000

*Paraprofessional*

- Assist classroom teachers with planning of educational goals for students with severe emotional and physical disabilities (ages 5-22).
- Supervision and classroom facilitation of students with multiple disabilities.

## **Avenue B Christian Academy**

1990-1994

*Group Teacher*

- Plan and create early childhood instructional programs.
- Implementation of early childhood programs for children ages 2-5 years of age.
- Collaborate with colleagues and engage in co-teaching activities.
- Meet and conference with parents and other key family members.

## **PERSONAL INTERESTS**

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Arts and Crafts, Poetry, Dancing, Classical Music

## **MEMBERSHIPS**

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ASCD: Bank Street College Alumni Leadership Support Group; Council of School Supervisors Mentorship & Professional Development Program

## **ADDITIONAL EDUCATION EXPERIENCE**

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### **Brooklyn College, CUNY**

*Master of Science, (Reading Teacher)*

Brooklyn, NY

February 2004

### **Brooklyn College, CUNY**

*Bachelor of Arts, Sociology*

Brooklyn, NY

June 2000

### **Kingsborough Community College**

*Associate, Applied Science*

Brooklyn, NY

June 1997

**References will be available upon request**

Category	Primary SIG Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
<b>Transformation: WORLD ACAD FOR TOTAL COM HEALTH (19K510)</b>							
Code 15	Curriculum	.05 FTE for curriculum planning. Administrator will review curriculum to ensure alignment with Common Core to meet accreditation standards. Deliverables: Units and lessons flow coherently from maps and support teachers in incorporating modified strategies to support the learning needs of ELLS, Special Ed and bottom third ELA.	\$52,000	\$0	\$0	\$52,000	Position will be paid from SIG year one only. Position will be sustained by TL ESF funds derived from increased enrollment.
Code 15	Instruction	Hourly Per Session. Saturday Academy: 8 tchrs x 28 wks x 5 hrs x \$41.98. Deliverables include higher regents scores, increased graduation rates. In years two and three the intensity of the program will be reduced.	\$47,018	\$41,980	\$41,980	\$130,978	This activity is currently funded by Title I Priority and in future years beyond SIC, will be funded with Title I SWP.
Code 15	Data Driven Instruction/Inquiry (DDI)	Hourly Per Session. Training in data analysis: 21 tchrs x 6 dys x 2 hrs x \$19.12. Deliverables include a greater understanding of data and use of data to plan instruction. In years two and three the intensity of the program will be reduced.	\$4,841	\$4,198	\$4,198	\$13,237	Title I SWP
Code 15	Student Support	1.0 FTE Guidance Counselor. Full-time GC will review data for at-risk students, with a focus on special education and ELL students, engage in intervention and collaborate with staff to implement intervention strategies. Deliverables: will result in students taking more responsibility for their own learning.	\$60,000	\$64,000	\$64,000	\$188,000	Position will be paid from SIC year one only. Position will be sustained by TL ESF funds derived from increased enrollment.
Code 15	School Climate and Discipline	Hourly Per Session. Mentoring and student leadership: 6 tchrs x 18 dys x 2 hrs x \$41.98. Deliverables include increased self-respect, respect for peers, adults and learning environment, ultimately impacting their classroom performance.	\$9,068	\$9,026	\$9,026	\$27,120	Program will be discontinued once funding ceases.
Code 15	Parent and Community Engagement	Hourly Per Session. Parent outreach workshops to be conducted by school social workers: 2 SW x 20 dys (workshops) x 2 hrs x \$45.13. Deliverables: better understanding of how students learn best; ways in which the home environment supports that learning; their role in bridging the gap between school and home.	\$3,610	\$9,026	\$9,026	\$21,662	Title I SWP.
Code 15	Extended Learning Time (ELT)	Hourly Per Session. Reading and writing coach: 2 tchrs x 40 wks x 8 hrs x \$41.98. Coaches will work with students individually and in small groups to diagnose and assess students performance levels and then implement strategy instruction to improve need areas. In years two and three the intensity of the program will be increased.	\$28,867	\$41,980	\$41,980	\$112,827	Title I SWP.
Code 15	Instruction	1.0 FTE Math Coach to push in/model techniques (yr-1 fulltime and yrs 2 and 3 FTE 0.2) Deliverables: Units and lessons flow coherently from maps and support teachers in incorporating modified strategies to support the learning needs of ELLS, Special Ed and bottom third Math.	\$69,015	\$13,803	\$13,803	\$96,621	If position cannot be sustained by TL ESF, coach will be given a full-time teaching position.
Code 15	Instruction	1.0 FTE ELA Coach. Year 1 only. Deliverables: Units and lessons flow coherently from maps and support teachers in incorporating modified strategies to support the learning needs of ELLS, Special Ed and bottom third ELA.	\$69,015	\$0	\$0	\$69,015	N/A
		Subtotal Code 15	343,434	184,013	184,013	711,460	
		Subtotal Code 16	0	0	0	0	
Code 40	Teacher Evaluation (APPR) Implementation	Metamorphosis will continue to build on work that began at the start of this school year. That work includes classroom visitation, modeling of strategies, feedback conferences for next step planning. Deliverables include positive learning outcome.	\$10,000	\$2,000	\$0	\$12,000	Title I SWP.
		Subtotal Code 40	10,000	2,000	0	12,000	
Code 45	Extended Learning Time (ELT)	Achieve 3000 to be used in conjunction with curriculum maps to support tiered learning.	\$3,291	\$0	\$0	\$3,291	NYSTL hardware funds
Code 45	Instruction	Ipads and laptops to be used to support different learning styles and incorporate technology into instruction.	\$19,906	\$11,806	\$12,262	\$43,974	NYSTL hardware funds
		Subtotal Code 45	23,197	11,806	12,262	47,265	
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.	73,369	28,725	28,725	\$130,820	
		Subtotal Code 80	73,369	28,725	28,725	130,820	
		Subtotal Transformation	450,000	276,544	273,000	901,544	
<b>CENTRAL</b>							

Code 15	District-level expenses for Transformation: School Implementation Manager (SIM)	The SIM serves as the on-site project manager ensuring that SIG schools receive appropriate guidance, coaching and PD in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in SIG schools.	38,462	18,043	19,231	75,735
Code 16						
Code 40						
Code 45						
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.	11,538	5,413	5,769	22,721
		<b>Subtotal Central</b>	<b>50,000</b>	<b>23,456</b>	<b>25,000</b>	<b>98,456</b>
		<b>TOTAL SIG</b>	<b>500,000</b>	<b>250,000</b>	<b>250,000</b>	<b>1,000,001</b>
		Non-Core Instruction Tax Levy	268,872	134,436	134,436	537,744
		Title I for Priority and Focus Schools	73,295	36,648	36,648	146,590
		Other Title I allocations	145,443	72,721	72,721	290,885
		<b>TOTAL</b>	<b>987,610</b>	<b>493,605</b>	<b>493,605</b>	<b>1,975,230</b>
	<b>Other sources of Income</b>					

**WORLD ACAD FOR TOTAL COM HEALTH**

**Attachment D - (1003g) Budget Summary Chart**

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

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

Year 1 Implementation Period (June 1, 2014 - June 30, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 381,896
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 10,000
Supplies and Materials	45	\$ 23,197
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 84,908
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ 500,000</b>

Year 2 Implementation Period (July 1, 2015 - June 30, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 202,056
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 2,000
Supplies and Materials	45	\$ 11,806
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 34,138
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ 250,000</b>

Year 3 Implementation Period (July 1, 2016 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 203,244
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ -
Supplies and Materials	45	\$ 12,262
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 34,495
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ 250,000</b>

Total Project Period (June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 787,195
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 12,000
Supplies and Materials	45	\$ 47,265
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 153,541
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total Project Budget</b>		<b>\$ 1,000,001</b>



<b>BASIC PROJECT INFORMATION</b>		
N.Y.C. GRANT # <div style="border: 1px solid black; height: 15px; width: 100%;"></div>	N.Y.C. DOCUMENT # <div style="border: 1px solid black; display: flex; justify-content: space-around; width: 100%;"><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div></div>	PROJECT # <div style="border: 1px solid black; display: flex; justify-content: space-around; width: 100%;"><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div><div style="width: 15px; height: 15px;"></div></div>
AGENCY CODE	<div style="border: 1px solid black; display: flex; justify-content: space-around; width: 100%;"><div style="width: 15px; height: 15px; text-align: center;">3</div><div style="width: 15px; height: 15px; text-align: center;">0</div><div style="width: 15px; height: 15px; text-align: center;">5</div><div style="width: 15px; height: 15px; text-align: center;">1</div><div style="width: 15px; height: 15px; text-align: center;">0</div><div style="width: 15px; height: 15px; text-align: center;">0</div><div style="width: 15px; height: 15px; text-align: center;">0</div><div style="width: 15px; height: 15px; text-align: center;">1</div><div style="width: 15px; height: 15px; text-align: center;">0</div><div style="width: 15px; height: 15px; text-align: center;">0</div><div style="width: 15px; height: 15px; text-align: center;">5</div><div style="width: 15px; height: 15px; text-align: center;">1</div></div>	
Federal /State Program	<u>SCHOOL IMPROVEMENT GRANT 1003 (g). Cohort 5, Year 1</u> <u>WORLD ACAD FOR TOTAL COM HEALTH</u>	
Contact Person	<u>EDUARDO CONTRERAS</u>	
Agency Name	<u>New York City Department of Education</u>	
Mailing Address	<u>52 Chambers Street, Room 213</u>	
	<u>New York, N.Y. 10007</u>	
Telephone #	<u>212-374-0520</u>	<u>Manhattan</u>
		County
Project Operation Dates From	<u>JUN</u> <u>1</u> <u>2014</u>	To <u>JUN</u> <u>30</u> <u>2015</u>

**BUDGET TOTAL**

**\$500,000**

**SALARIES FOR PROFESSIONAL PERSONNEL: Code 15**

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

Specific Position Title		FTE/Hours/Days	Rate of Pay	Project Salary
<b>19K510</b>	<b>Transformation</b>			
	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)	2.00	69,015	138,030
	Guidance Counselor	1.00	60,000	60,000
	Education Administrator	0.50	104,000	52,000
	Social Worker	0.00	0	0
	Teacher Per Session (rate per hour)	2,024	41.98	84,953
	Teacher per session Trainee Rate (rate per hour)	253	19.12	4,841
	Guidance Counselor Per Session	0	43.93	0
	Supervisor Per Session (rate per hour)	0	43.93	0
	Social Worker Per Session	80	45.13	3,610
	F-Status Teacher per diem (rate per day)	0	306.67	0
	Teacher Occasional Per Diem (rate per day)	0	154.97	0
				<b>343,434</b>
<b>Central</b>				
	School Implementation Manager			38,462
				<b>38,462</b>
Subtotal - Code 15				<b>381,896</b>

**SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16**

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
<b>19K510 Transformation</b>			
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	0	16.20	0
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
			<b>0</b>
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	0	16.20	0
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
			<b>0</b>
Subtotal - Code 16			0



**PURCHASED SERVICES: Code 40**

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

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

19K510	Transformation	
685 - Educational Consultant		0
686 - Professional Services Other		0
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis	10,000
		<b>10,000</b>

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

Subtotal - Code 40

10,000
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**SUPPLIES AND MATERIALS: Code 45**

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

Object Code and Description of Item		Proposed Expenditure
<b>19K510</b>	<b>Transformation</b>	
	Computer and Printers under \$5,000 per unit	19,906
	Educational Software	3,291
	General and Instructional Supplies	0
	Library Books	0
	Supplemental Textbooks	0
		<b>23,197</b>
	Computer and Printers under \$5,000 per unit	0
	Educational Software	0
	General and Instructional Supplies	0
	Library Books	0
	Supplemental Textbooks	0
		<b>0</b>
	Subtotal - Code 45	<b>23,197</b>

**TRAVEL EXPENSES: Code 46**

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

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

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

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

Item	Proposed Expenditure
Social Security	
Retirement	New York State Teachers
	New York State Employees
Health Insurance	
Worker's Compensation	
Unemployment Insurance	
Welfare Benefits	
Annuity	
Sabbaticals	
ARRA FRINGE - Transformation	73,369
ARRA FRINGE - Other	0
ARRA FRINGE - CENTRAL	11,538
Subtotal - Code 80	84,908

**CALCULATION OF INDIRECT COST: Code 90**

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

**EQUIPMENT : Code 20**

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

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



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


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

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

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

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

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

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

**M/WBE Documents**

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

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

**Applicant Name: NYC DEPARTMENT OF EDUCATION**

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

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

	<b>Budget Category</b>	<b>Amount budgeted for items excluded from M/WBE calculation</b>	<b>Totals</b>
1	Total Budget		\$ 1,000,001
2	Professional Salaries	\$ 787,195	
3	Support Staff Salaries	\$ -	
4	Fringe Benefits	\$ 153,541	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ 940,736
8	Line 1 minus Line 7		\$ 59,265
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		\$ 11,853

**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
<p><b>NAME:</b> METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC</p> <p><b>ADDRESS:</b> 165 PARK ROW # 18A</p> <p><b>CITY, ST, ZIP:</b> New York NY, 10038</p> <p><b>PHONE/E-MAIL:</b> 212-608-0714 / lucy@lucywestpd.com</p> <p>FEDERAL ID No. 043713795</p>	<p>NYS ESD Certified</p> <p>MBE <input type="checkbox"/></p> <p>WBE <input checked="" type="checkbox"/></p>	<p>Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.</p>	<p>Year 1 \$ 10,000</p> <p>Year 2 \$ 2,000</p> <p>Year 3 \$ -</p> <p><b>TOTAL \$ 12,000</b></p>

PREPARED BY (Signature) \_\_\_\_\_ DATE 2-27-14

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

NAME AND TITLE OF PREPARER: Eduardo Contreras

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

DATE: February 27, 2014

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



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

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

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

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

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

Signature of Authorized Representative of Bidder/Applicant's Firm

*M Doyle*  
2/21/17

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

Date:

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

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

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

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

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

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

**DESIGNATION:** \_\_\_\_\_ MBE Subcontractor       WBE Subcontractor      \_\_\_\_\_ MBE Supplier      \_\_\_\_\_ WBE Supplier

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

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

(M/W/BD)

The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (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: \$ 12,000



Signature of Authorized Representative of M/WBE Firm

President, Lucy West

Printed or Typed Name and Title of Authorized Representative

Date: 2/21/14

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

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

Report includes:

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

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

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

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

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