

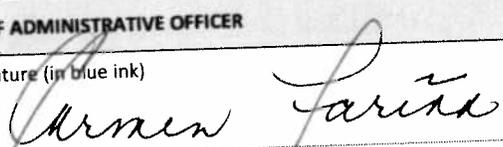
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

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

| | | | | |
|--|--|--|--|--|
| District (LEA) | | | LEA Beds Code: | |
| New York City Department of Education | | | 305100010051 | |
| Lead Contact (First Name, Last Name) | | | | |
| Mary Doyle | | | | |
| Title | Telephone | Fax Number | E-mail Address | |
| Executive Director, Office of State Portfolio Policy | (212) 374-2762 | (212) 374-5760 | Mdoyle5@schools.nyc.gov | |
| Legal School Name for the Priority School Identified in this Application | | | School Beds Code | |
| Young Leaders Elementary School | | | 320700010369 | |
| Grade Levels Served by the Priority School Identified in this Application | | | School NCES # | |
| PreK-5 | | | | |
| Total Number of Students Served by the Priority School Identified in this Application | | | School Address (Street, City, Zip Code) | |
| 278 | | | 468 EAST 140 STREET Bronx, NY 10454 | |
| School Model Proposed to be Implemented in the Priority School Identified in this Application | | | | |
| Turnaround <input type="checkbox"/> | Restart <input type="checkbox"/> | Transformation <input checked="" type="checkbox"/> | Closure <input type="checkbox"/> | |

Certification and Approval

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

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

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 CONTRACT ADMINISTRATION
 1

07X369 Young Leaders Elementary School

2014 SIG Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST # 7 - BRONX

Select School Name:

320700010369 YOUNG LEADERS ELEMENTARY SCHOOL

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

PreK-5

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

278

Enter LEA Administrator's Name:

Mary Doyle

Enter LEA Administrator's Title:

Executive Director

LEA's Street Address:

52 Chambers Street

LEA's City:

New York

Zip Code:

10007

Lead Contact (First Name, Last name):

Mary Doyle

Phone number:

212-374-2762

Fax number:

212-374-5760

Email address:

mdoyle5@schools.nyc.gov

Select the SIG Model for this School Application

Transformation

SIG SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

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

A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

C. District Accountability and Support

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

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

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

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

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

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

*Based on school year 2013-14 activities.

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School’s enrollment

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

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

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

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

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Expanded Learning Time Requirements

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

Student Participation

1. How should schools identify participating students?

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

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

2. Can students be required to participate in ELT?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

Options for Adding Time

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

10. Must schools reconfigure their schedules to implement ELT?

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Academic Instruction

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

15. Must schools award grades for ELT programs?

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

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

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

Teachers

17. Who may oversee ELT programs?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

18. Can teachers be required to participate in ELT?

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

19. Can ELT be used for teacher planning time?

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

Operations

20. How should Priority Schools fund ELT programs?

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

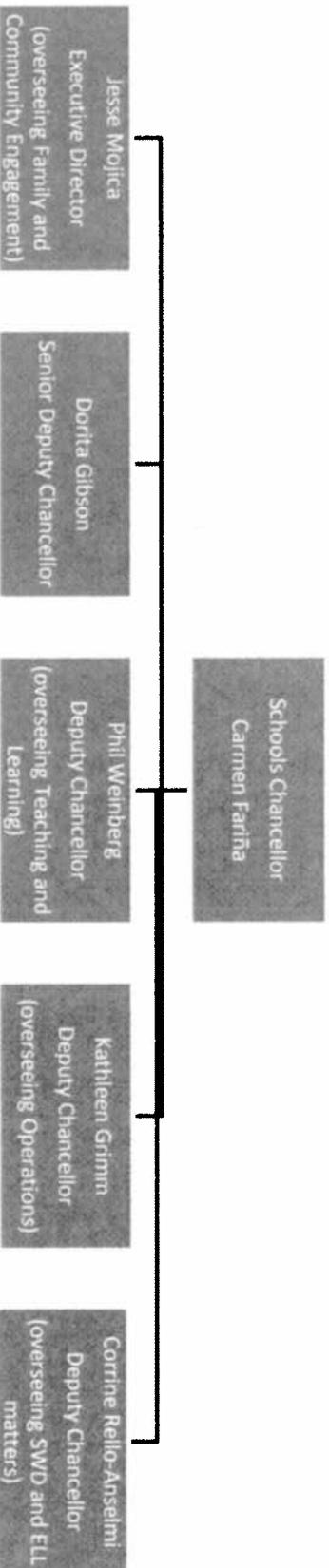
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

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

District-Level Leadership Organizational Chart



Section D: District trainings offered for Year One

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

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

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of the

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and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
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covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

⁹ The rights of teachers to staff the New Programs in District 79 are set forth in Appendix 1, 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

07X369

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

Attachment A
 Consultation and Collaboration Documentation Form

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

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

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

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

PS 369 Young Leaders Elementary (07X369)

Enrollment Summary

In Young Leaders Elementary School, students with disabilities comprise 30% of the school's population, 7 percentage points higher than the average elementary school in the district. English Language Learners comprise 46% of the school's population, 21 percentage points higher than the average elementary school in the district.

Leadership Information

Jaleelah Cooke arrived as the principal in August 2013. Ms. Cooke was new to PS 369, but not new to struggling schools in the Bronx. Beginning in a similar school seventeen years ago, Ms. Cooke became a key agent of school-wide transformation, helping to shape the systems and supports that her former school added, year by year, until it became routinely successful. As a paraprofessional, she learned the value of direct services, of maximizing instructional time in the areas where students need the most help, and of anticipating and responding fearlessly to challenging behavior. After becoming a special education teacher, Ms. Cooke was asked to overhaul school-wide intervention protocols and monitoring of progress toward students' individualized goals. Ultimately, Ms. Cooke was recommended for the Bank Street Leadership program, and served formally in her school as a Teacher Leader.

The delicate persuasion of colleagues Ms. Cooke practiced as a Teacher Leader broadened her repertoire for generating buy-in. Consequently, at PS 369, Ms. Cooke got off to a winning start. She listens well and puts teachers at ease. Teachers at PS 369 arrive early and work late; they solicit her feedback on their practice. A year ago, PS 369's assistant principal's declared himself ready to quit. This year, he routinely describes himself as "re-energized." He loves learning alongside Ms. Cooke, says he's "tired in a good way," and keeps volunteering to come in on weekends to get more done.

The professional engagement Ms. Cooke earned so quickly is not based on faint or hollow praise. Last year, at the New York City Leadership Academy, she was coached to confront mediocre instruction with an honesty that inspires teachers. Early this fall at PS 369, she frequently joined the assistant principal during classroom observations to ensure that their observational ratings would be calibrated, without inflation. All teachers now join administrators on 'learning walks' to observe evidence of rigor in classrooms; during de-briefing sessions, teachers reflect on how their own classrooms could become more rigorous. These learning walks are supported by frequent professional development sessions around Charlotte Danielson's Framework for Teaching. And while she deftly encourages adult learning, Ms. Cooke reinforces staff expectations. With judicious calm, she firmly clarifies professional responsibilities.

Much as Ms. Cooke helped it to become in her former school, intervention – both academic and behavioral – has become a school-wide priority. The school-wide intervention team has changed its process to follow a Response to Intervention model, with more concrete monitoring of student

progress. PS 369 has instituted 'data conferences,' one-on-one meetings in which teachers present instructional data from their classrooms and receive feedback on their plans for next steps and instructional grouping. Behavior intervention plans are regularly revisited, not just written and filed. To help teachers and out-of-classroom staff in strengthening their approach to the most complex and challenging social needs, all PS 369 teachers have begun training with the Institute for Understanding Behavior. And because productive self-expression so often correlates with productive behavior, PS 369 also is launching a partnership with the Harlem School of the Arts, a partnership that will yield PS 369's first comprehensive arts program.

In just six months, Jaleelah Cooke has given a sense of systems and responsibility beyond any that PS 369 has known. Her range and tone as a leader has allowed her to convince the school community the change is purposeful. CFN 203 has every confidence in the school's ongoing growth. A motivated staff, an attention to intervention and rigor, and a leader who strategically blends patient persuasion and insistent accountability all suggest PS 369 will use a school improvement grant for immediate and sustained improvement.

School Improvement Grant Application

| | |
|---------------------|---------------------------------|
| School Name: | PS 369 Young Leaders Elementary |
| DBN: | 07X369 |
| Network: | CFN 203 |

A. School Overview

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.

PS 369, Young Leaders Elementary School, is a vibrant community of students, teachers, and parents committed to the high academic achievement and successful social-emotional development of every child. We aspire to engage our students in rich and rigorous learning opportunities that spark creativity, curiosity, communication, and critical thinking, so that our students become confident leaders in our rapidly changing world.

We believe that all children can and will learn with appropriate supports. It is our mission to ensure that all our students reach their fullest potential by doing the following:

- We will maintain high expectations and promote academic excellence for all students by providing every child with a highly competent and capable teacher, committed to CCLS. We will create rich, differentiated learning experiences, in multiple modalities, that allow all students opportunities to connect to the content. At PS 369, we encourage students to develop their personal strengths and creativity by providing a balanced curriculum that combines academics with the arts, performance and community service. We are mindful of what Vygotsky, a noted psychologist, describes as the zone of proximal development, the difference between what a learner can do without help and what he or she can do with help. We are committed to daily use of student data to monitor progress, identify gaps and create appropriate and effective scaffolds that allow our students to meet the challenges and rigor of a Common Core aligned curriculum, designed to make our students college and career ready.

- The Young Leaders Academy, strives to foster an environment where everyone can learn together and support each other in a safe, nurturing school environment, where all children and adults feel welcome, respected, trusted, and important. We intentionally design lessons where students are required to engage in collaborative learning, exchange ideas, take risks, be reflective thinkers, produce meaningful, authentic work products, and critically evaluate their own and their peers' work quality. Our goal is that through this process students will develop self-awareness and respect and compassion for others.

- Through our partnership with Morningside Center for Teaching Social Responsibility, PS 369 is committed to developing our students into leaders by introducing a leadership curriculum and offering a minimum of five leadership opportunities during the school year, where students identify community needs and complete service projects. Our goal is to develop resourceful

thinkers who independently and creatively strive to solve complex social problems, act as responsible citizens, and take initiative for improving the quality of life for self and others.

- We will inspire our students to assume responsibility for becoming self-directed learners, monitoring their own intellectual and social/emotional growth and committed to seeking appropriate supports, when needed.
- We will build open communication between home, school, and the community and encourage consistent collaborations among our school faculty, students, and parents. Recognizing the strengths and challenges for families that exist within our local community, we will work to develop strong partnerships and provide access to a multitude of community resources that can provide our students and their families the ability to thrive and succeed.

The following three goals were identified by the School Leadership Team, our shared decision-making body, as essential to driving the Young Leader's Elementary School's Transformation plan:

Goal One: Professional Development for Teachers - This grant will be used to build the capacity of our staff by developing their curriculum content knowledge and pedagogical practices, aligned to the Danielson Framework. Frequent teacher observations, followed by actionable feedback, will be used to monitor and strengthen teacher pedagogy and delivery of instruction to ensure that rigorous learning is consistently evident in all classrooms, leading to increased student achievement.

Goal Two: Designing CCLS Aligned Curriculum - To develop a highly rigorous and engaging curriculum that engages every student, including subgroups, and challenges students to think critically, analyze written text, and coherently communicate effectively through both written and verbal expression.

Goal Three: Increased Social Emotional Learning for Students - We will encourage the school-wide use of specific social-emotional strategies and supports to ensure a safe, inclusive learning environment, resulting positively on student behavior and the overall school climate.

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

PS 369's plan to achieve its vision mission, and goals:

To improve pedagogical practices school-wide, all teachers will engage in professional development experiences (such as: learning walks and classroom inter-visitations) using the Danielson framework as a tool to capture low inference observations, engage in meaningful conversations to norm findings, and identify actionable next steps needed to meet school-wide goals. These opportunities will provide teachers opportunities to collectively work together to develop a shared understanding of effective and highly effective teacher practice. Instructional

leaders will also use the Danielson Framework to evaluate individual teacher practice, provide meaningful actionable next steps, and create professional development plans.

To improve teacher's mastery of content knowledge, PS 369 will implement the departmentalization of second through fifth grade literacy and math instruction, allowing teachers to focus on the development of their content knowledge and pedagogical practice in one particular curriculum area. In year one, our grant partners and school coaches will provide intense targeted supports to these teachers.

The Administration, in collaboration with the Literacy and Math Coaches, will create a coaching cycle that maximizes the amount of time teachers and coaches collaborate to meet the goals and targets identified in each teacher's individualized professional development plan. Coaches will use observations and student data to support the teachers in designing tailored learning plans, based on the Danielson framework. At the end of each cycle, teachers will open their classrooms as lab sites to their colleagues.

Staff developers from the Teacher's College Reading Writing Project will guide individual teachers to increase the effectiveness of their literacy instruction. This grant will allow us to expand the opportunities for teachers to partake in offsite professional development opportunities and receive onsite support, including observation of effective instruction modeled by our expert consultants, thus accelerating our goal for a highly quality teaching staff.

Based on analysis of school-wide data, it is determined that students in our upper grades struggle with decoding and encoding, which significantly impacts their ability to independently access grade level text. This year we invested in purchasing Foundations training and materials to use as our word study program in our K-3 classrooms. Our teachers are using Teacher's College assessment data to organize small homogenous groups within grades. Students move between classrooms and receive targeted word study instruction, based on their phonological needs. Our network is providing additional coaching sessions to increase the impact of this word study focus.

This grant will also allow us to begin a partnership with Metamorphosis Teaching and Learning Communities to deepen the content knowledge of our math teachers, within our departmentalized math program. Through this partnership, teachers will develop well-balanced math blocks that support student learning and implement effective pedagogical strategies needed to effectively differentiate teaching and truly meet the needs of all learners, including special education and English Language Learners.

Instructional leaders will regularly engage teachers in data conversations using student work and interim assessment data to identify classroom patterns, trends, gaps and potential small groupings. Instructional coaches and teachers will work together to identify appropriate targeted supports needed to advance student performance and growth. Building a *Culture of Data Analysis*, we will strengthen data driven decision-making so that feedback from student work and data assessments inform strategic planning and results in revisions to instruction and curricula that promote academic progress for all students. We will increase the use of data, duration and frequency of targeted small group instruction during both the literacy and math blocks.

Through the grant, we will purchase additional technology and software needed to give student individualized math and ELA computer-based Tier 2 and 3 interventions. As additional licenses are purchased over the duration of this grant, we will provide more students with in-class access to computer-based instruction. Pearson's *SuccessMaker* is one of the products that will be used to offer personalized instruction, at the right level of difficulty. It also includes assessments that provide teachers with easy access to reports that provide gap analysis data, used to organize small group instruction tailored to a specific and targeted need. Teachers will be able to generate reports for themselves and parents that track student progress and predict, to some degree, student performance on state assessments.

Implementation of RTI (Response to Intervention) practices by the Intervention Team. Students showing difficulty making academic and/or behavioral growth will be referred to the Intervention team for systematic plan for intervention designed to close academic and/or behavioral gap. With the collaboration of parent/guardian, the team will support the referring teacher with design, implementation, and progress monitoring of the intervention plan. Effectiveness of intervention plans will be determined through data collection methods.

Dr. Heidi Heyes Jacobs, will to provide instructional, pedagogical, and technological supports for teachers as they design and implement their rigorous units of study. We will unpack the CCLS and Citywide Expectations and align instruction across the grade levels to ensure Depth of Knowledge increases from year to year within a subject area. Dr. Heidi Heyes Jacobs will train teachers on curriculum mapping and support us as we redesign CCLS aligned units of study with instructional strategies that promote critical thinking. We will also collaborate in the creation and alignment of all performance-based assessments through the mapping process. Teachers will input their maps into the school's Rubicon Atlas Curriculum Mapping website and Heidi will provide ongoing webinars for grade specific teachers, reviewing and discussing appropriate modifications to their maps. She will also teach school administrators and instructional coaches how to use key analytic features of the program.

Through the alignment of ELA and content area curriculum, teachers will use an interdisciplinary approach to engage students in deeply rigorous cross-curricular instruction, leading to meaningful connections. Teacher teams will use CCLS to design inquiry-based projects aimed at developing students thinking skills by providing them with authentic content with which to practice skills, and ask them to demonstrate their ability to use these skills as they discover connections, develop insight, and learn to articulate their understandings about what they learn. JDL Horizons will provide in-class support for teachers who are creating technology-rich project-based activities.

As a professional learning community, teachers will engage in action research and experimentation through the use of prescriptive protocols. Teachers will create rigorous performance tasks that will be used to uncover student gaps and collaboratively analyze the quality of student work. Together teachers will develop rubrics that define proficiency and determine formative assessments that will monitor the progress within targeted subgroups. When working together, teacher teams will discover how students learn best and make informed instructional decisions that further promotes student learning.

To support the social and emotional growth of all our students PS 369 this year we are working with IUB (Institute for Understanding Behavior) to learn effective strategies to better support our student who exhibit difficult Tier 2 and 3 behavior. All staff members will be trained in TCIS (*therapeutic crisis intervention*) so that we as a school community share a common language and approach for de-escalating students in crisis. In addition, we will receive on-site coaching to develop the school-wide systems and structures needed understand and address major behavior issues. We will continue the use of SWIS (School-wide Information System) as a data tracking learning platform to help us address school-wide patterns and trends and targeted plans for specific students who fall into Tier 2 and Tier 3 behaviors.

This grant will provide afterschool planning time to the PBIS (Positive Behavioral Interventions and Supports) committee to organize monthly school-wide events and assemblies to acknowledge and celebrate the positive changes reflected in student behavior. Teachers will create a curriculum that engages students in reading, writing, and discussions aimed at building community and supporting students in a deeper understanding of our school's PBIS monthly themes of: community, friendship, generosity, acceptance, perseverance, respect, integrity, empathy, equality, and diversity. Teachers will develop grade appropriate libraries with fiction and non-fiction books related to monthly themes that can be used to facilitate student reflection and discussions.

We will also establish a partnership with Ramapo for Children. Through the partnership, staff will receive professional development and on-site coaching that will support teachers in creating structured environments and established routines that minimize problem behaviors from occurring. We will offer parent workshops with strategies for supporting children in developing social-emotional awareness, building healthy relationships, and learning practical techniques for increasing positive behavior at home. In collaboration with Ramapo, we will provide training for our students' parents and child care providers. We will also provide training to our newly hired parent coordinator in order to increase her ability to assist families in need of accessing additional support from social services for housing, Medicare, and public assistance.

Finally, with the support of this grant, we will provide students extended learning opportunities through the launching of an afterschool program partnering with Sports and Arts. Through a balance mixed of academic support, sports, and visual/performance arts activities, students will make gains in math, reading, cognitive ability, critical thinking and verbal skills. Research shows that involvement in learning sports and the arts can also improve motivation, concentration, confidence, and teamwork. The arts also provide a vehicle for expression for English Language Learners and special education students who may have difficulty with spoken and written language.

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

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

See Attachment B

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

Young Leaders Elementary School is located in the South Bronx, a notoriously under resourced and underserved community. Our student population faces a range of challenges—economic, academic, social-emotional, health and others. Approximately 92% of our student population is eligible for free or reduced lunch, indicating the high level of poverty. Furthermore, according to U.S. Census data, our school is located in one of the poorest Congressional districts in the United States, with a high unemployment rate and low percentage of high school and college graduates. In many ways the surrounding area suffers from generational trauma starting in the 1970s when this area was described as the infamous, “Bronx is Burning.” Beyond that, in less than 20 years, the school has been shut down and reopened under new names and new leadership, destabilizing any consistency for the neighborhood children’s lives. The school evolved from P.S. 40 to P.S. 220 to P.S. 369, all in a matter of less than two decades. The constant instability of administration also caused changes in the school vision and directives and is compounded by the high teacher turnover rate, leaving many students and families with a feeling of abandonment. One child said to our assistant principal regarding a teacher, “I like her but she's just going to leave. They all leave.” Her heartbreaking statement strikes deep. The trusting relationships forged between faculty and students and their families are broken when administration and teachers leave so frequently. The haven that children and families seek in our school is then lost.

Beyond economic needs, Young Leaders includes 34% English language learners and 14% of the student body includes students who have an Individual Education Plan (IEP).

Despite the high rate of asthma, uncertain housing situations and other obstacles our students and families must overcome, one of the strengths of our school is our high attendance rate. The average attendance rate for the school year 2011 - 2012 was 93.0%. This trend has continued during the two subsequent years. This is above the average for our district and the city for those same years. Our attendance teacher and school aide make phone calls daily to the families of students’ that have been absent to emphasize the importance of being at school every day. Our teachers carefully keep track of the students’ absences in their classes and work with the attendance teacher to build a relationship with the parents and offer them solutions to the situations they are facing that prevent their children from attending school. In addition, perfect attendance celebrations are held every three months for the students who have attended school every day during those months. These celebrations are an opportunity to recognize the students and their families for their efforts in being at school every day and to encourage other students to make every possible effort to come to school each day.

A great challenge that our student population faces is managing strong emotions associated with the tragedies they experienced all too often in their young lives. Many of our students have witnessed violence and experienced other traumatic events, like the loss of a family member, and

struggle to cope with the difficult and painful emotions that are the inevitable result of these traumas. We have 33 students who are mandated to receive counseling (10% of our student population). About 3% receive outside counseling services, and approximately 4% of the student population is on behavior-related medication. Others benefit from at-risk counseling and more would have a lot to gain from sessions like these. Our teachers and staff work diligently to provide safe refuges for our students in our classrooms and school, where the children can feel comfortable expressing these emotions. We work to provide them with coping mechanisms to manage their feelings. It would be beneficial to take this one step further to ensure every classroom in our school and every staff member in our school receives training on responsive classroom training and/or curriculum to develop positive classroom cultures and a positive school culture. This would support our PBIS (Positive Behavior Intervention System) initiative and our students' social and emotional development. It is essential that our students learn appropriate coping mechanisms and ways to handle their stress for them to succeed academically.

A large part of our school community culture centers around our PBIS program. The three pillars of our program focus on students being responsible, respectful and safe. Each teacher in the school uses this system as their baseline classroom behavior management system, using modifications for individual students, as necessary. Focusing on the positive behavior rather than the negative draws students to push themselves harder to reach their full potential and contribute to a safe and successful learning environment. Each student from Pre-Kindergarten to fifth grade works to earn tickets by demonstrating one or all of the pillars of our PBIS system. Assemblies are held monthly to highlight those students that earned the most tickets and demonstrated the characteristic of the month (compassion, acceptance, etc.). This year the PBIS committee has expanded their efforts to include the examination of data from SWIS (School Wide Information System) forms to track students' challenging behaviors and adjust and plan based on that data. The PBIS committee also organizes monthly events for students who earn tickets to attend, like a Halloween Dance, Cupcake decorating party, slime making, etc. These events motivate students to demonstrate the qualities of a young leader- responsibility, respectfulness and safety.

Each grade is given the opportunity two times a year to make a short presentation during a PBIS assembly on the focus characteristic of that month. Unfortunately this is often the only chance our students get to be on stage in front of their peers, parents and teachers. In years past, we have had a bilingual enrichment program offered after school, which also gave a group of students the opportunity to prepare and present in front of their parents. But outside of those two options, our students have not been able to participate in theatrical or performing arts. Additional funds to support an after school theater and music program would fill a great deficit in our school community. Moreover, creating more meaningful and enriching after school programs was one of the requests made by the parent members of our School Leadership Team (SLT). The after school program that is currently offered focuses only on homework help. The overall belief of administration, teachers and parents of P.S. 369 is that our students would most benefit from structured enrichment activities after school like theater, dance, music and sports, because the majority of their school day is centered around the rigorous academic Common Core Learning Standards. Our students would greatly benefit from activities that provide an outlet for expressing themselves creatively and releasing built-up energy and stress by exerting themselves physically. Our school has access to only one community center serving the large surrounding

area, which leaves many students with no access to opportunities for safe engagement in sports and other games. Sadly, if you were to walk around our school building in the hours after school, you would not see groups of children playing sports like baseball, or games like Frisbee, or riding bikes like in other areas of New York. The school is surrounded by pavement; the nearest park of green grass and trees is blocks away. Our students need opportunities in after school programs to learn to be a member of a team, take turns, have fun, play and be outside. Without these opportunities, they carry the stress of an exhausting and stressful academic day back with them to school the following day, continuing a cycle without relief.

Increasing parent involvement has been an area of constant struggle for the faculty at P.S. 369X and members of the PTA. Children of Mexican descent encompass the largest percentage of students at Young Leaders Elementary. However, because of the low rate of parent involvement, these students and their families are not represented as they should be in committees like the SLT and PTA. Currently the PTA has only about 7 active members (out of 311 – which is less than 2 % of our parent population) and therefore cannot properly represent the diverse needs of our community. Despite best efforts by the PTA Executive Board and members of the SLT, these parent involved leadership committees struggle to gain new and active members. Hopefully with additional resources to fund per session, our faculty could better reach out to parents through additional parent teacher conferences, to give parents the one-on-one time to discuss their child, as brought up by the PTA president at an SLT meeting. Also, school leaders could increase the number of workshops offered to parents on requested topics such as the Common Core, strategies for helping their children at home to better support their learning, health and nutrition, and community resources for families.

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.

The Quality Review is a two day on-site review conducted by an evaluator, which is often a Superintendent. The review includes a document review, classroom visits, and interviews with the administration, staff, students, and parents. The external evaluator uses a rubric to evaluate how well the school is organized to support student achievement. On April 9-10, 2013, Ms. Yolanda Torres, Superintendent of District 7, lead the review.

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

According to the 2012-2013 Quality Review, one of the school's identified strengths was "The school-wide schedule provides teachers with opportunities to meet regularly and maximize on their collaborative discussions."

According to the 2012-2013 Quality Review, next steps and areas of improvement were:

1. Revisit the alignment between curricula and the delivery of instruction to ensure that rigorous learning is consistently evident in all classrooms, leading to increased student achievement.

2. Refine instructional practices to insure alignment to curricula and promote a common understanding of research based strategies that lead to engagement of students at multiple entry points.
3. Strengthen assessment practices so that feedback from assessment informs strategic planning and results in revisions to instruction and curricula that promote academic progress for all students.

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

Great teaching begins with great teachers. To ensure that every child experiences rigorous learning opportunities, the school will departmentalize the upper grades to allow teachers to increase their focus on either ELA or Math instruction. They will receive intensive professional development support to ensure the alignment of the curriculum and the delivery of rigorous classroom instruction and tasks. Next, teachers will meet for two hours every month to examine assigned tasks, student work and assessment data, reflect on possible improvements that would result in better performance, and design lessons, questions, and tasks that promote academic progress. After collaboration and consultation with the coaches and professional development partners, teachers will upload their curriculum maps to an online portal and receive additional feedback by a nationally recognized expert. Finally, all teachers will participate in collegial inter-visitations that include debriefs, calibrated to Danielson's rubric, to encourage reflective practice among the staff.

C. School Model and Rationale

- i. **Describe the rationale for the Transformation model, the research-based key design elements and other unique characteristics of the school's improvement design. Describe the research-based key design elements and other unique characteristics of the school's improvement design. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above.**

The school was selected for the Transformation model based on improvement practices already in place or planned that aligned with the federal principles for school turnaround. By rapidly strengthening the supports available to the school, the Transformation model will allow the school to move towards a stronger culture of teaching and learning.

Key Design Elements:

1. To provide on-going high quality job-embedded professional development. By departmentalizing grades 2-5, teachers will have increased opportunity to build capacity and develop as an instructional lead in either literacy or math. Through this model teachers will be able to give greater focus on growing strong and confident in one major content area, in a reflective and supporting work environment, resulting in decreased teacher turnover.

2. Increasing instructional staff through the hiring of a part-time math coach and full time literacy coach.
3. Due to high teacher turnover, 78% of the teachers are untenured and are new to the teaching profession. By adding a literacy and math coach to our staff, teachers will have increased opportunities to receive one-to-one coaching and mentoring from experienced instructional experts. The coaches will also support us as we identify and develop our most promising teachers into lead teachers and support all teachers through the creation of professional learning plans.
4. Instructional leads will support our teachers through data collection and analysis using a prescribed protocol provided during monthly after-school data conversations. From the data conversations teachers will be supported in using their data to make instructional decisions re: planning, formation of target groups, goal-setting and constructing action plans for targeted students. The quality of feedback given to students will be enhanced by professional development provided to teachers on how to interpret the data and make the data actionable, ie: utilizing data to inform the development of classroom centers, project based learning tasks, differentiation, and personalized learning plans for students.
5. Weekly 90 minute common planning meetings will be used as an opportunity to have vertical department teams meet and plan together, examine student work, and share instructional strategies. Grade teams will meet once a week for 45 minutes to discuss their progress as a team towards meeting school-wide goals.
6. Extend learning time for students by acquiring an external partner: Sports and Arts, Inc., who will offer academic support and opportunities for students to participate in art programs and sport activities.
7. Use of technology to increase individualized instruction through the use of online and blended model practices. Teachers will also learn to use electronic whiteboards to provide multi-modal learning opportunities. They will also integrate the use of technology into the inquiry research and publishing process. Finally, we will share strategies for using technology to disaggregate student performance data so teachers have a faster and more efficient tool for identify progress and gaps, thus allowing them to provide interventions in a timely manner.
8. *Datacation* is an online tool for teachers allowing them to run reports and turn them into actionable information used to frequently measure student progress, differentiate instruction, make informed instructional decision and generate progress report for families.
9. In addition to focusing on academic content mastery, teachers will support students in their development of non-academic skills and behaviors such as critical thinking, communications, questioning, problem-solving, teamwork and perseverance. These skills will be incorporated into the work of our partners, Ramapo for Children and Morningside Center for Teaching Social Responsibility.

10. The school will use grant funds to provide professional development to support teachers in using the Response to Intervention components of screening, progress monitoring, and administering the three tiers of intervention, based on student need. Teachers will be supported in developing capacity to incorporate RTI protocols into their practice to support a personalized, early intervention approach to social-emotional, literacy, and math development. Both teachers and school leaders will receive support for the effective implementation. External experts from IUB will provide PD and coaching through “per session” training.
11. Curriculum Design is critical to student learning, including the use of the principals of Universal Design for Learning that offer strategies that allow all students, including those with disabilities and English Language Learners, to learn the same curriculum in an inclusive classroom. Professional development will be provided to teachers to ensure students have the opportunity to demonstrate achievement of standards through multiple opportunities, including project-based learning. Teachers will learn how to monitor student progress through authentic assessment opportunities that incorporate performance tasks.

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

The school was informed of the opportunity to apply for the SIG grant hours before a scheduled SLT meeting. The topic was added to the agenda and key aspects of the program and application process were shared with the team. Ideas for leveraging these funds were discussed and two key components emerged as important components of the plan: an after school program for students and opportunities for students to participate in performance arts and sports. The school administration and instructional team discussed the proposal with the school staff and received additional feedback and suggestions. The option to departmentalize the teaching staff had been previously discussed and stakeholders agreed that this would be a good opportunity to initiate this strategy, which would allow teachers to focus on either ELA or Math in the upper grades.

D. School Leadership

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 instructional leadership profile of PS 369 includes the principal, assistant principal, guidance counselor, and one special education coach/IEP teacher. The members of this team have demonstrated a strong commitment to the school and its students, particularly those who present complex learning and behavioral challenges. The leadership team works collaboratively to create school-wide goals, develop plans of action, and communicating the vision of new initiatives.

To ensure buy-in and support among staff, PS 369's principal encourages distributed leadership. Many of the key decisions related to the school improvement grant proposal were generated by consulting with teachers and families. The idea for an after-school arts partnership emanated from the PTA president and family representatives of the school leadership team. The idea of departmentalization originated with the school's technology teacher, who also serves as the United Federation of Teachers chapter chair. He and a fellow teacher consulted with each grade 3-5 teacher to ensure unanimous support for the proposal. The special education coach and guidance counselor were instrumental in recommending Ramapo for Children as a partnership to be cultivated through the school improvement grant. Their assessment of behavioral support needed among classroom teachers led to Ramapo as the particular partner for this work.

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.

Children First Network 203 strongly supports PS 369's application for a school improvement grant. In just six months under the leadership of its new principal, the school's improved organization, heightened internal accountability, and revitalized support for struggling students has positioned PS 369 for exceptional growth.

Arriving as principal in August 2013, Jaleelah Cooke was new to PS 369, but not new to struggling schools in the Bronx. Beginning in a similar school seventeen years ago, Ms. Cooke became a key agent of school-wide transformation, helping to shape the systems and supports that her former school added, year by year, until it became routinely successful. As a paraprofessional, she learned the value of direct services, of maximizing instructional time in the areas where students need the most help, and of anticipating and responding fearlessly to challenging behavior. After becoming a special education teacher, Ms. Cooke was asked to overhaul school-wide intervention protocols and monitoring of progress toward students' individualized goals. Ultimately, Ms. Cooke was recommended for the Bank Street Leadership program, and served formally in her school as a Teacher Leader.

The delicate persuasion of colleagues Ms. Cooke practiced as a Teacher Leader broadened her repertoire for generating buy-in. Consequently, at PS 369, Ms. Cooke got off to a winning start. She listens well and puts teachers at ease. Teachers at PS 369 arrive early and work late; they solicit her feedback on their practice. A year ago, PS 369's assistant principal's declared himself ready to quit. This year, he routinely describes himself as "re-energized." He loves learning alongside Ms. Cooke, says he's "tired in a good way," and keeps volunteering to come in on weekends to get more done.

The professional engagement Ms. Cooke earned so quickly is not based on faint or hollow praise. Last year, at the New York City Leadership Academy, she was coached to confront mediocre instruction with an honesty that inspires teachers. Early this fall at PS 369, she

frequently joined the assistant principal during classroom observations to ensure that their observational ratings would be calibrated, without inflation. All teachers now join administrators on 'learning walks' to observe evidence of rigor in classrooms; during de-briefing sessions, teachers reflect on how their own classrooms could become more rigorous. These learning walks are supported by frequent professional development sessions around Charlotte Danielson's Framework for Teaching. And while she deftly encourages adult learning, Ms. Cooke reinforces staff expectations. With judicious calm, she firmly clarifies professional responsibilities.

Much as Ms. Cooke helped it to become in her former school, intervention – both academic and behavioral – has become a school-wide priority. The school-wide intervention team has changed its process to follow a Response to Intervention model, with more concrete monitoring of student progress. PS 369 has instituted 'data conferences,' one-on-one meetings in which teachers present instructional data from their classrooms and receive feedback on their plans for next steps and instructional grouping. Behavior intervention plans are regularly revisited, not just written and filed. To help teachers and out-of-classroom staff in strengthening their approach to the most complex and challenging social needs, all PS 369 teachers have begun training with the Institute for Understanding Behavior. And because productive self-expression so often correlates with productive behavior, PS 369 also is launching a partnership with the Harlem School of the Arts, a partnership that will yield PS 369's first comprehensive arts program.

In just six months, Jaleelah Cooke has given a sense of systems and responsibility beyond any that PS 369 has known. Her range and tone as a leader has allowed her to convince the school community the change is purposeful. CFN 203 has every confidence in the school's ongoing growth. A motivated staff, an attention to intervention and rigor, and a leader who strategically blends patient persuasion and insistent accountability all suggest PS 369 will use a school improvement grant for immediate and sustained improvement.

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

The current Assistant Principal is working alongside the Principal to support the staff and school community with curriculum (develops, implements, and evaluates rigorous curricula to accelerate learning for all students), instruction (supports teachers in using effective instructional strategies to meet students' diverse learning needs by conducting frequent observations/feedback), and data (uses data to identify student learning trends, set goals, monitor and modify instruction, and increase student achievement). The A.P. meets twice a week at an instructional cabinet meeting with the principal to track progress with school wide goals, discuss observations and feedback, and plan for organizational needs. The AP also supports with resources (allocates and manages budgets and resources effectively in support of learning goals) and operations (develops and implements systems and processes to ensure effective operations that support student learning) at P.S. 369.

Currently the Assistant Principal serves as a literacy lead for the school (the principal is the math lead) due to not having coaches. This has proven to be a huge challenge due to the high social emotional needs of our students and high number of new teachers. These circumstances deplete

the time the assistant principal and principal have to meet observational demands and teacher team meeting times. Most of the time, is spent on supporting teachers in Danielson Domain 2 (classroom management / creating a culture for learning) and mentoring /supporting new teachers. The need for instructional support by coaches is a huge need for supporting our new teachers with content knowledge.

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

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

Current supporting leadership profile for model and strategies for plan buy-in:

The current leadership profile of the school includes the principal, assistant principal, guidance counselor, and one special education coach/IEP teacher. The members of this team have demonstrated a strong commitment to the school and its students. This team works collaboratively to create school-wide goals, develop plans of action, and communicating the vision of new initiatives. Distributive leadership through additional committees (Data Team, Intervention Team, Bilingual Team, PBIS Team) shares in decision-making and leads school improvement efforts.

To ensure buy-in and support, the Principal encourages distributed leadership and reaches out regularly to decision making committees to discuss important issues and request feedback and input from key stakeholders. Additionally, staff and families serve on the School Leadership Team and collaborate on the development and implementation of school wide goals.

| |
|---|
| E. Instructional Staff |
| 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.

PS 369 staff includes 31 general and special education teachers. While teachers are generally dedicated, reflective, and eager, the staff's overall lack of experience heightens a need for intensified professional support. Only seven of PS 369's 31 classroom teachers – 22.6% – have earned tenure; in grades K-5 classrooms, there are fewer teachers with four or more years experience than there are teachers in their very first year.

PS 369's proposed school improvement plan reflects teachers' general lack of experience. To support a relatively new staff in deepening their own content and curricular understanding, PS 369 proposes to departmentalize instruction in second, third, fourth, and fifth grades. One general education teacher on each grade level will assume full responsibility for planning and delivering instruction in English language arts, one general education teacher mathematics, and one special education teacher will support differentiation to meet IEP goals in both ELA and math through the school's integrated collaborative teaching model. This focus on a single curricular area will enable the two general education teachers on each grade to explore their respective subject's content, double (by reducing the number of subjects for which they are responsible) the time each has for planning lessons, and reinforce practice by enabling them to teach the same lesson to both classes.

To support a developing staff generally, and departmentalizing upper grades teachers in particular, PS 369 proposes to use school improvement funding to hire two subject-area coaches. In 2014-2015, PS 369 would employ one part-time mathematics coach and one full-time literacy coach. In 2015-2016 and 2016-2017, the school would retain the literacy and math coaches part-time. A co-located elementary school has proposed sharing coaching positions after year one, though PS 369 would have the option of using additional funding beyond its school improvement grant to enable its coaches to provide ongoing, fulltime support to further teachers' curricular capacity.

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.

School instructional staff are expected to improve their teaching practice. Active participation in professional learning opportunities, reflection on teaching decisions (facilitated by administrators and independently), and implementation of feedback from administrators and colleagues are vital requirements. To further norms for professionalism, staff development in the Fall 2013 centered on Domain Four of Charlotte Danielson's Framework for Teaching.

PS 369 aspires to hire future teachers with well-developed knowledge of subject area content. This will support future efforts to departmentalize, elevate rigor, and intervene with precision. Understanding how to differentiate instruction and respond to and prevent volatile student behavior is also prioritized.

PS 369 coaches require more specialized knowledge. Currently, PS 369 has one coach, whose special education background is used to support differentiation in classrooms. In 2014-2015, with the addition of coaches for literacy and mathematics, the school's special education coach would be expected to provide targeted support to general and special education teachers in such areas as monitoring progress toward individualized goals, forming instructional groups based on assessment results, and creating differentiated materials to assist students. For literacy and mathematics coaches, requirements include skill in promoting a culture of professional inquiry, awareness of resources for extending content knowledge and skill, understanding of requisite relationships among key subject-specific topics, and familiarity with a wide range of effective pedagogical approaches. Experience in using Common Core Learning Standards to coordinate learning outcomes and differentiate instruction is expected. The literacy and mathematics coach must demonstrate knowledge of intensive intervention; they must be able to help teachers prioritize concepts and skills for repeated practice, especially in extended learning opportunities.

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

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

F. Partnerships

- 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.**

Teachers College Reading and Writing Project (TCRWP)- Our affiliation with Teachers College consists of curriculum implementation, staff development, principal's study group and coach's study group. This organization has developed state-of-the-art tools and methods for teaching of reading and writing, for using performance assessments and learning progressions to accelerate progress, and for literacy-rich content-area instruction, which is CCLS aligned. TCRWP provides ongoing, job-embedded professional learning that increases the teacher's capacity to meet students' needs. Our decision to departmentalize in our upper grades will allow ELA teachers greater access to the workshops and onsite support provided by TCRWP thereby accelerating and improving their proficiency in the classroom.

Metamorphosis Learning Communities - a new school partner, aims to deepen mathematical content knowledge, expand pedagogical know-how, and differentiate teaching to meet the needs of all learners, including special needs students and English language learners. Teachers will explore mathematical big ideas, strategies, and models. Based on teachers' need assessment, data from the student performance on Math State Tests (where the students' progress falls substantially behind their ELA performance) and school wide assessments, there is a clear need to provide targeted professional development in math. Metamorphosis will provide teacher's with guided supports and coaching to further develop the teachers' math content and conceptual understandings and pedagogical practices. Our decision to departmentalize in our upper grades will allow Math teachers greater access to the workshops and onsite support provided, thereby accelerating and improving their proficiency in the classroom.

Curriculum Designers, Inc. Dr. Heidi Hayes Jacobs- Dr. Jacobs is president of Curriculum Designers, Inc. and Executive Director of the Curriculum Mapping Institute. She will be a new partner who will be working with our school community on practices pertaining to curriculum reform, instructional strategies to encourage critical thinking, and strategic planning. We have selected to work with her to support us in our new initiative of aligning our English Language Arts Curriculum to the Social Studies and Science Scope and Sequence and in developing and planning lessons of close reading of texts within the band of complexity. We have designed a series of grade specific webinars to increase the focus and relevance of this feedback model.

Pearson Success Maker, a new partner, provides a digitally driven reading and math learning program that is focused on the needs of each individual student for instruction that is automatically differentiated. It aims to help schools with high percentages of students from low socioeconomic backgrounds meet proficient and advanced levels of academic achievement. We have selected Success Maker for several reasons - more specifically because of the benefits and features of this online program and its potential support to bridge our afterschool program with our day-to-day instruction and school home connection. Additionally, Success Maker provides a

data management platform to monitor daily student progress and customize learning plans in ELA and Math for individual students that also include integration of social studies and science.

JDL Horizons, Inc., a new partner, will provide in-class, job-embedded professional development for teachers and coaches designed to provide teachers with the skills they need to engage students through project-based learning tasks that effectively utilize technology for local and global communication and collaboration, research, problem-solving, critical thinking, and presentation of ideas and work products.

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

Ramapo for Children will be a renewed our partnership. Ramapo works on behalf of children who face obstacles to learning, including children with special needs, enabling them to succeed in the classroom, at home, and in life. The services of Ramapo will be used to supplement and support our PBIS initiative as well as provide our teachers with a skill set to de-escalate potential behavioral disruptions and/or crisis, and to create routines and structures to support the social-emotional and cognitive development of all of our children.

The Sports and Arts in School Foundation (SASF) will be providing the afterschool program at PS 369. SASF is the largest community-based provider of school-based extended learning opportunities programs in New York City and State. SASF is currently operating in 84 school-based sites, serving students in the five New York City boroughs. SASF has an excellent track record in raising student achievement through its programs, including its tutoring services in ELA and math: last year, pre- and post-tests for students showed SASF subject-based tutoring increased ELA skills by 13% and math skills by 13%. SASF has particular strength in serving English language learners, last year, pre- and post-tests for ELL students served showed SASF subject-based tutoring increased ELA skills by 18%.

- 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.**

G. Organizational Plan

- i. Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting.** See Attachment G for School Organization Chart and School Schedules
- 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.).**

To support our school wide goals, operational structures reflect the way we plan to track progress, monitor goals, and involve stakeholders in decision-making by:

Monthly SLT Meetings (as evidenced by memos, minutes and agendas)

Weekly Instructional Cabinet Meetings (Currently meeting twice a week on Tuesdays and Thursdays)

Conducting weekly grade teacher team meetings and faculty conferences (as evidenced by agendas, meeting minutes and memos)

Conducting Learning Walks with cohorts of teachers to calibrate our work with the Danielson Framework and schedule weekly inter-visitations for teachers to share and learn best practices.

Inquiry Work built into common planning (as evidenced by grade team minutes)

Monthly afterschool reflection meetings to analyze student work and performance data for the purpose of revisiting and revising lesson plans and student tasks and identifying students with knowledge and skill gaps, for the purpose of designing additional scaffolds and targeted supports to struggling students. (as evidenced by detailed meeting minutes)

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

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

The NYCDOE has provided various supports for schools to help them implement Advance. The NYCDOE has offered numerous in-person and online Advance professional developments sessions for teachers and school leaders during the summer and throughout the 2013-14 school year. The NYCDOE provided additional support to schools through specialists at the clusters

and networks. The NYCDOE hired specialists for both MOTP and MOSL to build the capacity of networks and clusters to support schools in implementing Advance; in some cases, these specialists provide direct support to schools as well. Finally, the NYCDOE created numerous guidance materials and resources to provide information to help schools and support staff meet critical Advance implementation milestones including the Advance Web Application, an online application.

Professional Development: The NYCDOE has provided various supports for schools to help them implement Advance. During the summer of 2013, the NYCDOE offered over 100 Advance professional 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.

Observation Cycles

At PS 369, the Principal and Assistant Principal will work together to:

- To support and challenge our teachers and build capacity in our building, the administration team scheduled Advance conferences during the months of September to October and conducted walk-throughs of classrooms with a focus on the learning environment (Danielson Respect and Rapport/Culture for learning.) We also provide teachers with informal feedback

to norm our expectations and unpack Danielson as a staff.

- For our observation cycle, we give formal feedback to teachers by setting up an observation cycle that allows the administrative team to do 6 observations a week, at a minimum, for approx. 20 weeks. (Nov-March). This allows teachers to receive more than the 6 minimum informal observations and support them in the goals they set for themselves during the Initial Planning Conference. During this school year, 100% of the staff chose Option 2 (at least 6 informal observations). In addition to scheduling observations on the Principal and Assistant Principal's Outlook calendars, the online Advance system is regularly referenced to track the Danielson competencies that have been observed and rated for each teacher.
- To support each other and ensure that the schedule is adhered to the following timetable has been created for administrators to be on call:

| | |
|---|---------------------------------|
| Mondays: Ms. Cooke (on call morning) | Mr. Zindani (on call afternoon) |
| Tuesdays: Ms. Cooke (on call morning) | Mr. Zindani (on call afternoon) |
| Wednesdays: Ms. Cooke (on call morning) | Mr. Zindani (on call afternoon) |
| Thursdays: Ms. Cooke (on call morning) | Mr. Zindani (on call afternoon) |
| Fridays: Ms. Cooke (on call morning) | Mr. Zindani (on call afternoon) |

- During the month of March we begin to meet with teachers to discuss and collect artifacts and reflect on their goals.
- Provide written/verbal feedback regarding teacher effectiveness and instructional practices. The feedback will also be connected to school goals and Instructional Expectations for 2013-2014 set forth by NYCDOE and reflect the goals teachers set for themselves during our initial planning conference.
- From the observations, during instructional cabinet meetings, the administrative team will plan targeted professional development by tracking and monitoring feedback to teachers that is timely and actionable.

iii. 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.

| | Sept –Oct | Nov- Dec | Jan- Feb | Mar- Apr | May- June |
|---|------------------------------------|---|-------------------------|-------------|--|
| Teacher-School Leader Conferences/ Goal Setting | Initial Planning Conferences | | Mid Year Reflections | | Summative End-of- the-Year Conferences |
| Data Binder Collection | | Binder Collection w/ Feedback | | | |
| Environmental Assesment | Walkthroughs w/ Informal Feedback | | | | |
| Measures of Teacher Practice | | Observations based on option chosen during IPC | | | |

H. Educational Plan

- 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>).

In ELA, K-5 we implement Teacher's College reading and writing units of study. Through our anticipated partnership with Dr. Heidi Hayes Jacob and a full time literacy coach, we will be supported in modifying our units to ensure greater alignment to the CCLS. Additionally teachers will work collectively to enhance units to include multiple entry points and scaffolds designed to ensure equal access of English language learners and students with disabilities.

To address decoding, fluency, and encoding; grades K-3 will use the Wilson *Foundation* Reading program for systematic multi-sensory word study, which supports CCLS foundational standards. In grades 4 and 5, students will use the Wilson *Just Words* Literacy Program, which is also a highly explicit multisensory program that moves at an accelerated pace focusing primarily on the concentrated study of word structure for decoding and spelling.

In math, the school will continue in its use of the new core curriculum, *GO Math* program. PS 369 will supplement this curriculum with *Number Talks*, which provides students increased opportunities for developing critical thinking and a deeper understanding about numbers. Through the support from Metamorphosis and part-time math coach, teachers will be better equipped to use the *GoMath* curriculum to design math instruction that deepens students conceptual understanding rather than only procedural knowledge.

Technology-rich inquiry projects will integrate multiple content areas and enhance our curriculum design, which will enable the school to meet the needs of all students while addressing all aspects of CCLS.

- 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.).

Multiple instructional strategies will be utilized to ensure accelerated learning. In ELA we are focused on ensuring a balance between literary and informational text, content and instruction that focuses on literacy development, an increased focus on reading closely to ensure text-based responses and writing that cites evidence. We will challenge our students by increasing the complexity of text levels that they are exposed to and are able to comprehend, and focus on promoting academic vocabulary development.

In math, we are focused on increasing depth in content and concepts, ensuring coherence, the ability to connect learning to various content areas and apply learning in meaningful ways,

developing fluency, promoting deep understanding of students' content knowledge, and ensuring dual intensity in practice and understanding. The plan to accelerate learning in academic subjects is to make meaningful improvements to the quality and quantity of instruction.

In order for teachers to make meaningful shifts in their instructional practice to better support their students in meeting the demands of CCLS, teachers will establish goals and provide timely feedback to students. Scaffolds in instruction will allow students access to complex reading and tasks. Teachers will model new learning and implement cooperative learning structures, while providing students ample time for inquiry. We will maximize the amount of time spent in small group and individualized instruction. Students will also have consistent opportunities to problem solve and increase critical thinking skills. Teachers will provide extended learning time for students to increase the quantity of instruction received. Finally, teachers will receive extensive professional development to ensure that they are able to implement these instructional strategies effectively.

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

The strategy for structuring instructional time will be to include extended learning time before and after-school for students identified via ongoing assessments as at-risk and in-need of additional academic supports. Extended learning time will target skill development for these students and will be staffed by classroom teachers and afterschool partners.

| Weekly Schedule (all grades) | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|
| Days | Monday | Tuesday | Wednesday | Thursday | Friday |
| Time | 8:40am-2:50pm | 8:40am-2:50pm | 8:40am-2:50pm | 8:40am-2:50pm | 8:40am-2:50pm |
| Extended Time, Targeted small group instruction | 8:00am-8:40am | 8:00am-8:40am | 8:00am-8:40am | | |
| Staff Development | | | | 8:00am-8:40am | |

| | | | | | | |
|---|--------|---------------|---------------|---------------|---------------|---------------|
| After Partnership, Homework Help (Aspira) | School | 3:00pm-5:30pm | 3:00pm-5:30pm | 3:00pm-5:30pm | 3:00pm-5:30pm | 3:00pm-5:30pm |
|---|--------|---------------|---------------|---------------|---------------|---------------|

- 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).

At PS 369, we are continually developing in our ability to use data in more meaningful ways. We believe that data-driven instruction and reliance on an inquiry approach will improve our effectiveness to identify and understand student need and appropriately match responsive instructional approaches to our students. The school uses a combination of regular formative assessments and summative assessments to monitor progress and determine student growth. After entering data into the TC running records in TC Assessment Pro, teachers meet with our coach, using a prescriptive data conversation protocol. In these conversations, the coach guides teachers in analyzing their student data to create actionable next steps for classroom instruction. This is our first year engaging in this practice and plan to further develop our data conversation by increasing the frequency to every 4-6 weeks and include teachers and coaches collaborating on creating clear action plans. In addition we will extend our data conversation to include analyzing math data as well.

Coaches and administrators lead teacher teams through the inquiry process during common planning. Instructional leads use protocols to organize conversation around student work. Teacher teams analyze authentic student work products with the purpose to determine a trend or problem of practice that then becomes the focus of the inquiry cycle. Teachers collectively work together to formulate instructional solutions for the targeted focus. Together teachers monitor progress and make revision to instruction, leading to shared understanding as a team.

We have established a partnership with Datacation/ Skedula to support us in organizing our student data. We will use the data portal as our main tool to support us in viewing, analyzing, and assessing student need. We are currently working with a consultant to effectively understand data enabling us to then address performance gaps, increase transparency, and promote academic success. Our new tool will grant us the capability to create homework, grades, progress reports, handouts and report cards; which will support us in progress monitoring and increasing our communication to parents and families.

- v. **Student Support**. Describe the school-wide framework to be used under SIG for providing academic, social-emotional, and student support to the whole school population. List the major systems to be in place for the identification of students at-

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

The school-wide framework for student support is a collaborative three-tiered model designed to follow an RTI approach. At tier 1, students are provided CCLS curriculum with PBIS supports. Moving forward, we plan to design and implement a social-emotional curriculum into every classroom that integrates reading, writing, and discussion with our PBIS values and monthly themes. Students identified as needing additional supports and interventions, through observational and assessment data, are brought to the attention of the intervention team using a referral form. Students deemed at-risk receive strategic Tier 2 interventions that are individually designed to address students' specific academic and/or behavioral need. The intervention team members will support the referring classroom teacher with implementation and interventions, which are then tracked and monitored for progress for approximately six weeks. A follow-up observation and meeting is then conducted to discuss the effectiveness of the intervention. Students identified as needing Tier 3 supports, receive intensive, individualized interventions.

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

As a school, we emphasize that each classroom is a community. Teachers are expected to develop a culture and sense of community in which every child feels valued. This year we began a partnership with IUB (Institute for Understanding Behavior). The Institute is training us as a staff on therapeutic crisis interventions so that we can share a common school-wide approach when de-escalating Tier 2 and 3 behaviors. Beginning February, the IUB behaviorist will provide our school with onsite support re-examining and enhancing the school-wide systems we use to address challenging behavior.

As a school, we also use PBIS to establish a common set of understandings for what is "respectful, responsible, and safe" behavior in the classrooms, bathrooms, hallways, cafeteria, auditorium, gym, and yards. These expectations were developed by our PBIS committee and illustrated for use around the school. At the beginning of each year, each class practices "respectful, responsible, and safe" behavior in the various places around the school. Teachers, school leaders, and non-teaching staff participate in modeling the desired behavior, and leading the students in practice of it. In this way, we build common understanding of what being "respectful, responsible, and safe" looks, sounds, and feels like. Students who exhibit the desired behaviors receive PBIS tickets from adults throughout the school. These tickets can be used to "buy" entry into a PBIS event. Events have included: school dances, pajama movie parties, decorate a cupcake, etc. Also, classes can receive tickets, and the upper and lower grade class with the most class tickets is celebrated at bi-weekly PBIS assemblies.

The classrooms are part of the PBIS system. In addition to the classroom PBIS expectations, each classroom teacher and her/his class establish their own “rules” for “respectful, responsible, and safe” behavior. As necessary, the desired behaviors are practiced until they are learned and routinely used. In the younger grades, they are often pictured on charts. When inappropriate behavior occurs, teachers interrupt it and, as necessary, re-teach and lead the students in practicing the desired behavior.

In addition, each classroom has its own behavior management system, which includes a “traffic light” or other system, in which each child has a clothespin (or other marker) that the teacher moves up or down depending upon how “respectful, responsible, and safe” the student’s behavior is. With such a system, individual children can better monitor their own behavior, and there is concrete evidence to use if the good behavior gets a tangible reward, e.g. a PBIS ticket.

For students identified as not responding to our Tier 1 PBIS supports, additional supports are provided. These students are referred to the intervention team, where Tier 2 and Tier 3 interventions are designed and written into Behavior Intervention Plans, which are developed after an FBA (Functional Behavior Assessment) is completed.

- vii. **Parent and Community Engagement.** Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication under SIG to support student learning, and how it will gauge parent and community satisfaction. Programs and initiatives described should be aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>.

PS 369 collaborates with the Mayor's Initiative on Truancy and Chronic Absenteeism to seek resources for improving attendance school-wide. We host events to welcome and involve families with school. For example, we offer many family nights, engaging and relevant parent workshops, morning “Coffee with the principal,” informal parent meetings, and quarterly “Children at Work Week” whereby parents attend class with their child to learn about: school-wide initiatives, academic expectations, and ways to continue the work at home.

We routinely survey parents to determine needs and interests and attempt to create a network of support among parents through social and learning events. We hold PBIS Rallies and invite families to participate and see their children perform and be recognized for attendance and positive behaviors. We distribute monthly newsletters and calendars to communicate events, classroom curriculum, academic expectations, important dates, and ongoing initiatives within the school. We continue to seek enrichment activities to meet socio-emotional needs of our students, thereby creating a bond between school and family, fostering a feeling of belonging and pride in the school community. We maintain improvements in communication regarding attendance through the use of assigned staff for follow-up phone-calls to parents, face-to-face meetings and home visits. Individualized progress reports, in addition to report cards, are distributed two times each year to share

specific information about student accomplishments, learning goals, and suggestions for home learning support.

School guidance counselors and the parent coordinator maintain close relationships with parents, offering support and referring them to available resources designed to meet their particular needs. The school community will track parental attendance at events to understand success toward meeting goals. In addition, the school will evaluate the PTA's impact on the school community by measuring its contributions towards the overarching school goals. Finally, the school will involve as many families as possible in the annual Learning Environment Survey to gauge progress in communicating academic expectations and goals in engaging parents

I. Training, Support, and Professional Development

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

The key decisions related to school improvement grant proposal for professional development were generated by consulting with instructional leads, existing instructional partners and teachers. The school administration and instructional team discussed the grant proposal with the school staff and received feedback and suggestions. The option to departmentalize the teaching staff had been previously discussed and stakeholders agreed that this would be a good opportunity to initiate this strategy, which would allow teachers to focus on either ELA or Math in the upper grades. The UFT rep individually sought approval from all staff. Several members of the network team met with the school administration and offered recommendations for vendor partners and suggestions for implementation strategies.

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.**

iii.
Section I. Training, Support and Professional Development
ii. Year One Professional Development Plan

| PD Activity | Target Audience | Organization/Agent Delivering PD | Desired Outcome | Measurable | How Outcomes will be Analyzed and Reported |
|--|-----------------|----------------------------------|---|-----------------------|--|
| Focused training on strategies for teaching reading and writing. | ELA teachers | Teachers College Reading Writing | All teachers ELA will demonstrate increased knowledge | who teach content and | Frequent teacher observations, calibrated to Danielson's rubric, |

| | | | | |
|---|---|-----------------------------------|---|---|
| Teachers will attend offsite workshops and receive in-class support and mentoring | | Project | demonstrate effective pedagogical practices | as documented in the Advance online platform |
| Teachers will receive in-class support and mentoring and participate in common planning time and afterschool sessions to analyze student work and performance data | ELA teachers | Literacy Coach | Coach will provide documentation of all instances of teacher support. Lesson plans and student work samples will be analyzed during monthly after-school meetings and used to demonstrate teachers growth in their ability to incorporate level 3 and 4 components , as noted in the Danielson rubric | Meeting minutes, monthly review of lesson plans and frequent classroom observations calibrated to Danielson's rubric, as documented in the Advance online platform |
| All math teachers will participate in workshops and receive intensive in-class support to improve their mathematical content knowledge and pedagogical practice. | Math Teachers | Metamorphosis and Math Coach | Teachers will continue to collaborate and demonstrate their ability to sustain this work during common prep periods and afterschool planning sessions. | Frequent teacher observations, calibrated to Danielson's rubric, as documented in the Advance online platform. Two Lead Math Teachers will be trained to provide direction and support for this ongoing work. |
| Teachers and administrators will participate in an online webinar to show them how to use the various features of the Rubicon Atlas program. They will share with the teachers where to locate additional online training materials, included in the program. | All teachers, coaches, and administration | Rubicon Atlas and network support | All teachers will have uploaded all their curriculum maps, aligned to the school template and reflective of Danielson's level three and four components regarding lesson planning. | The curriculum maps that are created in the system will be analyzed to demonstrate effectiveness of training and usefulness of program. |

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|--|---|----------------------------|---|---|
| Network coach, who is familiar with the program, will also provide onsite support to the school. | | | | |
| Dr. Heidi Hayes Jacobs will train teachers on the elements of curriculum mapping of common core aligned units of study. She will provide ongoing webinars for grade specific teachers, reviewing and discussing appropriate modifications to their maps. | All teachers, coaches, and administrators | Curriculum Designers, Inc. | All teachers will have uploaded all their curriculum maps, aligned to the school template and reflective of Danielson's level three and four components regarding lesson planning. | Dr. Heidi Hayes Jacobs will use Rubicon Atlas during grade level webinars and review and advise teachers on format and content. The curriculum maps that are created in the system will be analyzed to demonstrate effectiveness of training and support. |
| Teachers will receive in-class instructional, pedagogical and technology supports as they design and implement inquiry units of study that foster the development of communication, collaboration, higher order thinking and problem solving skills. | Teachers and students | JDL Horizons, Inc. | Teachers and students will be better prepared to leverage the power of the Internet and technology tools to enrich teaching and learning at PS 369 and students will acquire college and career ready skills. | Samples of technology-rich teacher lesson plans and samples of student inquiry work will be evidence of effective integration of technology into the teaching learning Environment. |
| Training to empower teachers, parents, and childcare givers with the practical tools they need to | All administrators, teachers, children and parents who attend | Ramapo for Children, Inc. | Success of the effectiveness of this implementation will be measured by reduced behavior reports and observation of student | We will monitor behavior and OORS reports, student attendance and observe classrooms during |

| | | | | |
|---|------------------------|--|--|--|
| <p>foster positive behaviors and promote success. Our entire school community will be provided with supports for developing social and emotional skills, building healthy relationships, and learning practical techniques for de-escalating disturbing or aggressive behavior.</p> | <p>workshops</p> | | <p>engagement, participation, and respect for others in and outside of the classroom. A safe, respectful and welcoming school environment where positive behaviors and problem solving skills are evident in the classroom, the lunch room, the school yard and at home.</p> | <p>frequent informal observations, as calibrated according to the Danielson rubric and documented in Advance. We will collect attendance and feedback from parents attending the parent workshops.</p> |
| <p>PS 369 will provide an afterschool program three days a week for approximately 100 students that includes opportunities for academic enrichment, arts programs and sport activities.</p> | <p>PS 369 Students</p> | <p>The Sports and Arts in School Foundation (SASF)</p> | <p>Students participating in this program will demonstrate improved academic, social and emotional growth, as demonstrated by their academic performance and attendance data and observation of student to student and student to staff interactions.</p> | <p>Students who participate in this program will be tracked and monitored for academic achievement and positive behaviors. Parent and student surveys will be administered quarterly to determine satisfaction with the program and recommendations for improving the offerings.</p> |

iv. 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 goals for Metamorphosis PD are to develop teachers' content knowledge in mathematics, ensure high-quality implementation of replacement unit of study, and enhance effective practices

in instruction. Impact will be measured by (1) student progress on performance tasks evident by CCLS-aligned rubrics and other interim evaluations, (2) evidence of growth in teacher practice as measured by administration using Danielson Framework, and (3) teacher satisfaction regarding the relevance and usefulness of the PD, as documented on PD Reflection Sheets and communicated to Metamorphosis by administration. Adjustments and modifications to the plan will be effected as follows: (1) student assessment data will be analyzed during regularly scheduled teacher team meetings in concert with coach and administration. Plans will be created for targeted instruction, with involvement of Metamorphosis, (2) administration will conduct observations and reflect on practice with teachers (3) administration will monitor teacher PD reflections throughout the cycle. In addition, coaches and administration will attend and participate in PD events to ensure quality and appropriate focus.

The goals of Ramapo PD are to enhance teachers' use of social-emotional literacy strategies and develop structures for behavior management. Impact will be measured by (1) observation of growth in teacher practice as measured by administration using the Danielson Framework, and (2) teacher satisfaction regarding the relevance and usefulness of the PD, as documented on PD Reflection Sheets and communicated to Ramapo by administration. Adjustments and modifications to the plan will be effective as follows: (1) Ramapo coaches will submit precise written recommendations for next steps and will conduct follow-up visits to support implementation, (2) Ramapo coaches will debrief with administration following each PD event, and (3) administration will monitor teacher PD reflections throughout the cycle, and in addition, will attend and participate in PD events to ensure quality and appropriate focus.

The goal for working with Heidi Heyes Jacobs is to ensure that teachers are trained and are fluent in aligning all elements of curriculum maps and lesson plans to Common Core Learning Standards. The impact of this work will be measured by the quality of the curriculum maps and lesson plans and alignment to CCLS. Adjustments and modifications to the plan will be effected by (1) needs assessment of curriculum maps when triangulated against student performance task, (2) unit will be revised to address gaps and deficit of instructional plan, (3) horizontal and vertical planning days (end of year and beginning of year) and itemized analysis across grades will be used to identify gaps and next steps school-wide. Administration and coaches will attend all professional development workshops, review archived webinars, and debrief with consultants at the end of each visit and webinar to ensure quality.

The goal for working with JDL Horizons is to help teachers design technology-rich CCLS Aligned Curriculum. They will provide in-class instructional, pedagogical and technology supports for teachers as they design and implement their inquiry units of study. The impact of this work will be measured by classroom observations of teachers and students use of technology and final student work products.

J. Communication and Stakeholder Involvement/Engagement

- i. **Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation of the SIG plan.**

The NYCDOE and the Priority School consulted and collaborated with education stakeholders about the school's Priority status and on the implementation of the SIG plan. Upon designation of the school as a Priority School in August 2012 and 2013, the NYCDOE sent letters to superintendents, clusters school support staff, and principals about the school's Priority School designation and its progress to de-identification. Principals were provided with letter templates to send to parents with the instructions that families must be notified of the school's Priority status before the end of September 2013 of the State's designation.

As the Priority School developed its School Improvement Grant, it was required to consult and collaborate with its stakeholders, including leaders from the principals' union, teachers' union, and parent groups. The NYCDOE asked schools to submit Attachment A, the consultation and collaboration form, in addition to doing district-level consultation and collaboration, with leaders in the following groups: Council of Supervisors & Administrators (CSA; principals' union), United Federation of Teachers (UFT; teachers' union), and Chancellor's Parent Advisory Committee (CPAC), the NYCDOE parent leadership body. By doing so, the NYCDOE sought to ensure that consultation and collaboration took place at the school-level in addition to the district-level.

The Priority School will continue to regularly update stakeholders on the implementation of the SIG plan. The SIG plan will be an agenda item for discussion in the monthly School Leadership Team meetings, the shared decision-making body of the school, along with typically monthly Parent Teacher Association or other parent group meetings. In addition, the school will provide a letter to families and other stakeholders about the status of the school's SIG plan upon the start of the 2014-15 school year and annually thereafter. The NYCDOE will provide the Priority School with a letter template to utilize, similar to the school's designation as a Priority School.

At PS 369, the School Leadership Team meetings, Parent Association Meetings, newsletters, calendar of events and Coffee with the Principal will continue to be used as main forums for monthly communication with parents and community members. Additionally, we plan to upgrade and re-launch our school website, including an online school calendar, as another means to communicate to our school community. The Staff Weekly is composed by the administration and the lead staff members to inform teachers on relevant updates. The Network will be informed through emails, monthly principal meetings, and onsite walkthroughs.

K. Project Plan and Timeline

i. Identify and describe the goals and key strategies for year-one implementation period (June 1, 2014, to June 30, 2015).

- Greater than 75% of the PS369 teaching staff are new to the teaching profession and struggle to achieve mastery in both ELA and Math instruction. Therefore, the decision was made that teachers in the upper grades will departmentalize and focus on either Math or ELA. During the summer of 2014, teachers will attend a series of workshops, offered by TC and Metamorphosis, designed to increase their content knowledge and pedagogical

practices in the subject area they will be focusing on during the upcoming school year. Beginning in September 2014, ongoing professional development opportunities and onsite support will be offered from the Network and Professional Development Consultants to guide the school and individual teachers to increase the effectiveness of instruction in all classrooms. The professional development supports will come from Teacher's College, Metamorphosis, Dr.Heidi Hayes Jacobs, JDL Horizons, Positive Behavior Intervention and Supports (PBIS), Ramapo, and other partnerships that the school is currently seeking to establish.

- By October, 2014, in order to improve and deepen teachers' understanding around effective pedagogical practices and to increase student achievement, school leaders and all teachers will create individual professional development plans related to the Danielson framework (to increase student's critical thinking skills and independence). During the year, teachers will engage in cycles of inter-visitations (both horizontal and vertical) where reflection, feedback and next steps are provided. In September, January, March and June, the administration will meet to follow up on the progress of the goals and make adjustments where necessary.
- Ongoing use of school-wide data, as well as patterns and trends from administrative informal and formal observations, will be used to develop school-wide goals and professional development plans for the school, specific grade levels, and to support the development of individual teachers. Beginning in September through June, with every 6 weeks, the administration will come together to analyze the data, monitor progress and make adjustments as necessary.
- Administrators will consistently use formal and informal data to inform next steps in the growth of individual teachers. Based on the data compiled from bullets 1 and 2, administration will create professional development plans/cycles for grade levels and individual teachers by the coaches, and staff developers.
- The administration will offer school-wide professional development workshops and scaffolds around the use of Danielson's Framework, which are included in the professional development calendar (Monthly Faculty Meetings September 2014 through June 2015).
- We will create Inquiry groups that are comprised of instructional leaders and grade level teachers that perform grade-wide inter-visitations, using the Danielson Framework, where colleagues can reflect on their practice and provide actionable feedback and next steps to support the grade work.
- The administration will create structures and maximize the time for teachers and coaches to collaborate in evaluating, planning, and aligning curricula to meet students' needs (Prep Schedule with a monthly double common planning time to analyze student work -September through June). Grade teachers will meet after school once a month with the instructional leads to analyze lesson plans, student work, and assessments, reflect on their practice, and identify students in need of targeted supports.

- In order to cognitively challenge our students, we will create common core aligned units of study that provide points of access for all students that culminate in a performance task in different content areas. We will continue to systematically align the ELA and Math curricula to the Common Core Standards through monthly common and weekly inquiry planning meetings (Monthly Grade Planning and Weekly Inquiry time will be used to provide grade level and cluster planning time September through June).
 - To create structures and maximize the time for teachers and coaches to collaborate in evaluating, planning, and aligning curricula to meet students' needs. Dr. Heidi Hayes Jacobs will work with teachers on creating strategies and tools for curriculum mapping. We will delegate one planning day at the beginning of the year to an all day workshop with Dr. Heidi Hayes Jacobs and provide planning time and webinars after school for grade cohorts to plan CCLS curriculum maps, as well as unit/ lesson plans. Atlas Rubicon will be used to analyze unit and lesson plan templates (September 2014-June 2015).
 - Beginning in October, 2014 we will provide parent workshops on CCLS and share ways to integrate CCLS into everyday activities and provide practical strategies to best support their children at home.
 - In order to create a safe, nurturing, and inclusive learning community, we will continue to promote our PBIS philosophy, through lesson plans launched in the classroom and school- wide assemblies that promote the school's mission to Be Safe, Be Responsible and Be Respectful and through the development of tiered levels of support for specific students (September 2014 -June 2015).
 - Incorporate the use of SWIS as a data tracking learning platform to help us address school- wide patterns and trends and the yearlong plan school-wide and for specific students that fall into Tier 2 and Tier 3 behaviors (Weekly data entering and bimonthly analysis of data September 2014-June 2015).
- ii. Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation and foster increased buy-in and support for the plan.**

Teacher Effectiveness

Over the past year, structures were put in place for inter-visitations / walkthroughs using the Danielson framework. We will strengthen our work within these structures to further develop teachers' understanding of the framework, taking low inference notes, norming and calibrating. We will utilize the expertise of coaches and consultants to provide teachers with a deeper understanding of concepts and content knowledge. Early indicators of successful implementation include established consultant and coach schedules, classroom observations and evidence of teachers providing meaningful and actionable feedback to their colleagues. A formal and

informal observations schedule and feedback cycle will show evidence of teacher effectiveness, as documented in the Advance platform.

Teachers will implement a rigorous CCLS-aligned curricula and embed multi-step tasks that challenge students to think, question, write and problem-solve at higher levels so that they are prepared for a college and career readiness track. Early indicator of success would be the initial implementation of professional development with Dr. Heidi Hayes Jacobs and the coaches who will facilitate curriculum and lesson planning. During monthly after school reflection meeting and common planning periods, teachers will examine student work and identify the gap analysis across the unit. Student progress will be monitored and tracked and inform instructional decisions.

As teachers develop their content knowledge through intense professional development in their core subject matter, they will also receive support in how to leverage technology to support teaching and learning. Teachers will be expected to use appropriate technology tools in their lessons to inform and engage students, calibrated to Danielson's rubric.

Social Emotional Growth of Students

We will use the School-wide Information Systems (SWIS), data tracking learning platform, to help us address school-wide patterns and trends for specific students that fall into Tier 2 and Tier 3 behaviors. We will use the SWIS data to set goals and behavior supports for the students who fall in Tier 1 and Tier 2.

Counselors will collaborate with administration, teachers, support staff, and parents in reviewing surveys, attendance records, and SWIS reports to create and implement action plans that help shape a comprehensive counseling program that addresses the needs of our school's population and targets the academic, personal/ social, and college/career readiness domains.

The support of the Ramapo coaches and PBIS committee members will help us strengthen the social-emotional supports school and grade wide. Staff will have the support of on-site coaching to help teachers set routines and structures to de-escalate a crisis as well as promote positive language responses. This will be tracked through the administrative walkthrough as well as by the document the SWIS data.

School wide assemblies that promote students' attendance and positive behavior will continue to promote the school wide philosophy of PBIS. Parent and community members will be acknowledged. Parent attendance will be taken at monthly assemblies and Family Fridays as a way to gauge our parent outreach with the program.

- iii. Identify the leading indicators of success that will be examined on no less than a quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.**

Leading Indicators of Success will be analyzed on a quarterly basis (or more frequently). Data will be collected by the school leaders, analyzed by school leaders and teachers, and reported to

the staff and parent body at Leadership Team Meetings, Faculty and Grade Conferences, and at Parent Events.

Positive indicators are:

- Growth in curriculum content knowledge will be evident in lesson planning sessions, classroom practice and teacher-student interactions, as noted in classroom observations, normed to Danielson's rubric
- Growth in pedagogical practice will be evident in classrooms observations, normed to Danielson's rubric
- Student growth on NYCDOE Interim Assessments and school created assessments will be tracked and reviewed and correlated to teacher performance.
- Increase in student attendance; reduction in suspension/truancy rates (disaggregated by subgroup)
- Increased staff attendance and teacher surveys that will indicate positive staff response to professional development implementations.
- Collegial conversations and collaborations during planning sessions and meaningful feedback during inter-visitations will provide observable data to show effectiveness of implementation strategies.

07X369 YOUNG LEADERS ELEMENTARY SCHOOL

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

| SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART | Unit | District Average | Baseline Data | Target for 2014-15 | Target for 2015-16 | Target for 2016-17 |
|---|------|---------------------|------------------|--------------------|--------------------|-----------------------|
| I. Leading Indicators | | | | | | |
| a. Number of minutes in the school year | Min | 60390 | 60390 | 60390 | 60390 | 60390 |
| b. Student participation in State ELA assessment | % | 100 | 100 | 100 | 100 | 100 |
| c. Student participation in State Math assessment | % | 100 | 100 | 100 | 100 | 100 |
| d. Drop-out rate | % | 11 | N/A | N/A | N/A | N/A |
| e. Student average daily attendance | % | 94% | 93% | 94% | 95% | 96% |
| f. Student completion of advanced coursework | | 40 | N/A | N/A | N/A | N/A |
| g. Suspension rate | % | 0% | 0% | 0% | 0% | 0% |
| h. Number of discipline referrals | Num | 7% | 24% | | | |
| i. Truancy rate | % | 1% | 1% | 1% | 1% | 1% |
| j. Teacher attendance rate | % | 96% | 95% | 96% | 96% | 96% |
| k. Teachers rated as "effective" and "highly effective" | % | N/A | N/A | N/A | N/A | N/A |
| l. Hours of professional development to improve teacher performance | Num | 20 | | | | |
| m. Hours of professional development to improve leadership and governance | Num | 10 | | | | |
| n. Hours of professional development in the | Num | 10 | | | | |

| | | | | | | |
|---|-------|--------|-----|----------|----------|----------|
| implementation of high quality interim assessments and data-driven action | | | | | | |
| II. Academic Indicators | | | | | | |
| a. ELA performance index | PI | N/A | N/A | N/A | N/A | N/A |
| b. Math performance index | PI | N/A | N/A | N/A | N/A | N/A |
| c. Student scoring "proficient" or higher on ELA assessment | % | 26 | 5 | 8 to 11 | 11 to 17 | 14 to 23 |
| d. Students scoring "proficient" or higher on Math assessment | % | 30 | 15 | 17 to 19 | 19 to 23 | 21 to 27 |
| e. Average SAT score | Score | 442 | N/A | N/A | N/A | N/A |
| f. Students taking PSAT | Num | 112523 | N/A | N/A | N/A | N/A |
| g. Students receiving Regents diploma with advanced designation | % | 17 | N/A | N/A | N/A | N/A |
| h. High school graduation rate | % | 65 | N/A | N/A | N/A | N/A |
| i. Ninth graders being retained | % | 21 | N/A | N/A | N/A | N/A |
| j. High school graduates accepted into two or four year colleges | % | 47 | N/A | N/A | N/A | N/A |

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

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

Attachment C
Evidence of Partner Effectiveness Chart

| Partner Organization Name and Contact Information and description of type of service provided. | Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services. | References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools) |
|--|---|---|
| <p>Ramapo for Children 212.754.7003. Contract # QR898AT Ramapo for Children training works to empower teachers, parents, and childcare givers with the practical tools they need to foster positive behaviors and promote success. They will provide our entire school community with supports for developing social and emotional skills, building healthy relationships, and learning practical techniques for de-escalating disturbing or aggressive behavior.</p> | 1. PS 65X | 1. Jasmine Gonzalez, Principal 718-292-4628 |
| | 2. PS 1X | 2. Jorge Perdomo, Principal 718-292-9191 |
| | 3. PS 277X | 3. Sagrario Jorge, Principal 718-292-3594 |
| Partner Organization Name and Contact Information and description of type of service provided. | Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services. | References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools) |
| <p>METAMORPHOSIS TEACHING LEARNING COMMUNITY Lucy Calkins 212-233-0419 Contract # QR0727B Metamorohosis will deepen teacher's mathematical content knowledge and expand pedagogical know-how</p> | 1. PS 277X | 1. Sagrario Jorge, Principal 718-292-3594 |
| | 2. PA 230K | 2. Bernadette Fitzgerald, Principal 718-439-5962 |
| | 3. PS 24K | 3. Christina Fuentes, Principal 718-832-9366 |
| Partner Organization Name and Contact | Schools the partner has successfully supported in the last three years | References / Contracts (Include the names and contact information |

| | | |
|---|---|---|
| Information Partner Organization Name and Contact Information and description of type of service provided. | (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. | 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) |
| Teachers College Reading and Writing Project Laurie Pessah 212-678-3104 Contract # Qr898AD | 1.PS 277X | 1. Sagrario Jorge, Principal 718-292-3594 |
| | 2.PS 59M | 2. Adele Schroeter, Principal 212-888-7870 |
| | 3.PS 109X | 3. Josette Claudio, Principal 718-583-8878 |
| Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided. | Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services. | References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools) |
| PEARSON EDUCATION, INC. Lisa Vera-Brown 917-805-5803 | 1. PS 277X | 1. Sagrario Jorge, Principal 718-292-3594 |
| | 2.PS 76M | 2. Charles de Barry, Principal 212-678-2865 |
| | 3.PS 154M | 3. Elizabeth Jarrett, Principal 212-864-2400 |
| Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided. | | 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) |
| Dr. Heidi Hayes Jacobs, Curriculum Designers 914-305-1820 Contract # 9252467 Dr. Heidi Hayes Jacobs will train teachers on the elements of curriculum mapping of common core aligned units of study. She will provide ongoing webinars for grade specific teachers reviewing and discussing appropriate modifications to their maps. | 1. PS 277X | 1. Sagrario Jorge, Principal 718-292-3594 |
| | 2. CFN 531 | 2. Anthony Vellon, Network Leader |
| | 3. PS 65Q | 3. Rafael Morales, Principal 718-323-1685 |
| 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) |

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|---|---|---|
| <p>JDL HORIZONS, LLC Mike Fick 201-4860-0496 Contract # QR812AL JDL Horizons will provide in-class instructional, pedagogical and technology supports for teachers as they design and implement their inquiry units of study.</p> | 1. CFN 201 | 1) Amy Reynolds, Curricular Specialist 718-281-7677 |
| | 2. PS 123M | 2) Melitina Hernandez, Principal 212-690-5925 |
| | 3. PS 277X | 3) Sagrario Jorge, Principal 718-292-3594 |
| <p>Partner Organization Name and Contact Information and description of type of service provided.</p> | <p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.</p> | <p>References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p> |
| <p>SPORTS & ARTS IN SCHOOLS Bruce Virginia 718-506-8364 Contract # QR898AP Sports & Arts will provide an afterschool program for approximately 100 students that includes opportunities for academic enrichment, arts programs and sport activities.</p> | 1. PS 277X | 1) Sagrario Jorge, Principal 718-292-3594 |
| | 2. PS 134X | 2) KENNETH THOMAS, PRINCIPAL 718-328-3351 |
| | 3. PS 97X | 3) KATHE LEEN BORNKAMP, PRINCIPAL 718-655-4446 |

K. Project Plan and Timeline

4 points

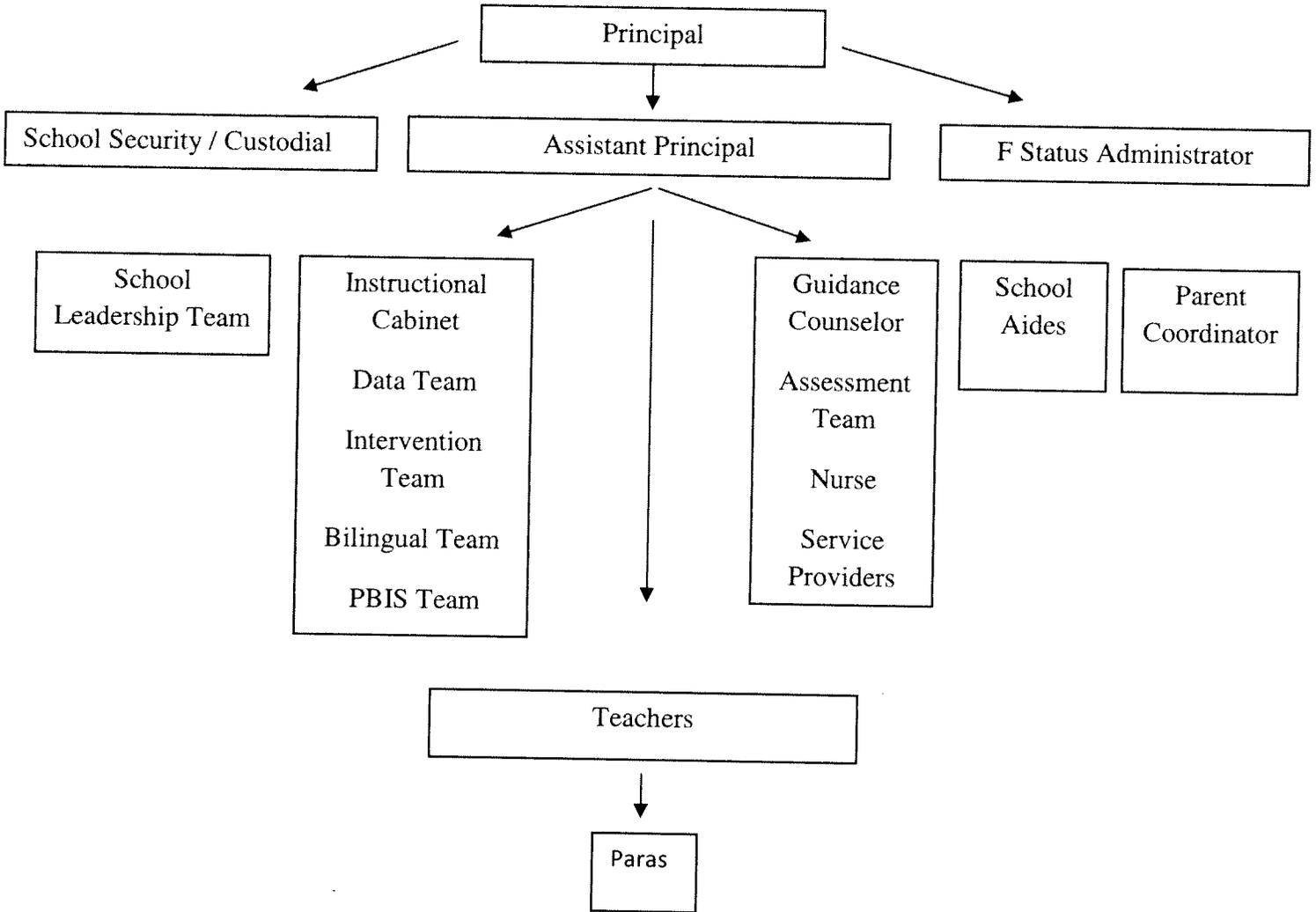
i. Identify and describe the goals and key strategies for year-one implementation period (June 1, 2014, to June 30, 2015).

- Greater than 75% of the PS369 teaching staff are new to the teaching profession and struggle to achieve mastery in both ELA and Math instruction. Therefore, the decision was made that teachers in the upper grades will departmentalize and focus on either Math or ELA. During the summer of 2014, teachers will attend a series of workshops, offered by TC and Metamorphosis, designed to increase their content knowledge and pedagogical practices in the subject area they will be focusing on during the upcoming school year. Beginning in September 2014, ongoing professional development opportunities and onsite support will be offered from the Network and Professional Development Consultants to guide the school and individual teachers to increase the effectiveness of instruction in all classrooms. The professional development supports will come from Teacher's College, Metamorphosis, Dr. Heidi Hayes Jacobs, JDL Horizons, Positive Behavior Intervention and Supports (PBIS), Ramapo, and other partnerships that the school is currently seeking to establish.
- By October, 2014, in order to improve and deepen teachers' understanding around effective pedagogical practices and to increase student achievement, school leaders and all teachers will create individual professional development plans related to the Danielson framework (to increase student's critical thinking skills and independence). During the year, teachers will engage in cycles of inter-visitations (both horizontal and vertical) where reflection, feedback and next steps are provided. In September, January, March and June, the administration will meet to follow up on the progress of the goals and make adjustments where necessary.
- Ongoing use of school-wide data, as well as patterns and trends from administrative informal and formal observations, will be used to develop school-wide goals and professional development plans for the school, specific grade levels, and to support the development of individual teachers. Beginning in September through June, with every 6 weeks, the administration will come together to analyze the data, monitor progress and make adjustments as necessary.
- Administrators will consistently use formal and informal data to inform next steps in the growth of individual teachers. Based on the data compiled from bullets 1 and 2, administration will create professional development plans/cycles for grade levels and individual teachers by the coaches, and staff developers.
- The administration will offer school-wide professional development workshops and scaffolds around the use of Danielson's Framework, which are included in the professional development calendar (Monthly Faculty Meetings September 2014 through June 2015).

- We will create Inquiry groups that are comprised of instructional leaders and grade level teachers that perform grade-wide inter-visitations, using the Danielson Framework, where colleagues can reflect on their practice and provide actionable feedback and next steps to support the grade work.
- The administration will create structures and maximize the time for teachers and coaches to collaborate in evaluating, planning, and aligning curricula to meet students' needs (Prep Schedule with a monthly double common planning time to analyze student work -September through June). Grade teachers will meet after school once a month with the instructional leads to analyze lesson plans, student work, and assessments, reflect on their practice, and identify students in need of targeted supports.
- In order to cognitively challenge our students, we will create common core aligned units of study that provide points of access for all students that culminate in a performance task in different content areas. We will continue to systematically align the ELA and Math curricula to the Common Core Standards through monthly common and weekly inquiry planning meetings (Monthly Grade Planning and Weekly Inquiry time will be used to provide grade level and cluster planning time September through June).
- To create structures and maximize the time for teachers and coaches to collaborate in evaluating, planning, and aligning curricula to meet students' needs. Dr. Heidi Hayes Jacobs will work with teachers on creating strategies and tools for curriculum mapping. We will delegate one planning day at the beginning of the year to an all day workshop with Dr. Heidi Hayes Jacobs and provide planning time and webinars after school for grade cohorts to plan CCLS curriculum maps, as well as unit/ lesson plans. Atlas Rubicon will be used to analyze unit and lesson plan templates (September 2014-June 2015).
- Beginning in October, 2014 we will provide parent workshops on CCLS and share ways to integrate CCLS into everyday activities and provide practical strategies to best support their children at home.
- In order to create a safe, nurturing, and inclusive learning community, we will continue to promote our PBIS philosophy, through lesson plans launched in the classroom and school- wide assemblies that promote the school's mission to Be Safe, Be Responsible and Be Respectful and through the development of tiered levels of support for specific students (September 2014 -June 2015).
- Incorporate the use of SWIS as a data tracking learning platform to help us address school- wide patterns and trends and the yearlong plan school-wide and for specific students that fall into Tier 2 and Tier 3 behaviors (Weekly data entering and bimonthly analysis of data September 2014-June 2015).

07X314

FY' 2013-2014



Jaleelah Cooke-Coleman

Professional Experience:

Principal I.A.,

Young Leaders Elementary School (07X369), BX, NY **Aug 2013- Present**

- Lead the instructional and administrative cabinet in strategic school-wide instructional and operational decision making
- Evaluate eligible candidates for potential hiring based on resumes, interviews, and capability to positive impact students
- Collaborated as a member of the school safety committee to develop preparedness procedures for potential safety concerns, disasters, and emergencies
- Lead weekly cohort team meetings in designing rigorous curriculum and assessments that promote cognitive engagement while aligning to CCLS
- Triangulate various school-wide data and collaborate with the school community to develop SCEP goals needed for school improvement
- Initiated the creation of a data team to assess overall student data, evaluate student/teacher performance, and create informed customized instructional plans

Principal Intern,

NYC Leadership Academy, Muscota (06M314), NY, NY **Aug 2012-June 2013**

NYC Leadership Academy, PS 109 (09X109), BX, NY **Feb, Mar, July 2013**

- Conducted formative and formal observations to assess quality of instruction and use Danielson's Framework for Teaching to provide actionable feedback and coach teachers
- Supervised non-instructional staff to increase operational efficiency
- Facilitated coaching and professional development as part of Quality Review preparation
- Developed and facilitated professional development sessions that align with citywide initiatives and school goals to increase academic rigor and career/college readiness
- Designed interventions and programs with the Pupil Personnel Team (PPT) that respond to students' individual social, emotional and academic needs
- Supervised inquiry team meetings by implementing protocols for analyzing student data resulting in inform instructional decisions
- Led one-to-one data conversations with teachers to promote the use of students' assessments to make appropriate changes in instruction and improve student achievement
- Was Responsible for addressing students' behavioral issues through the implementation of positive behavioral interventions and effective disciplinary procedures
- Managed, screened, and scheduled substitute teachers and paraprofessional coverages to maintain classroom consistency during staff members absence

IEP Teacher/ Special Education Liaison,

PS/MS 20 (10X020), Bronx, NY

Sept 2006-June 2012

- Participated on the IEP Team to review and evaluate initially referred students to determine eligibility of special education services
- Maintained the compliance of mandates and services for over 237 IEP students
- Managed students supports such as door-to-door transportation
- Assisted administration in school wide special education professional development in planning for Special Education Reform
- Served as a member of various school committees including: Principal's Leadership Team, School Leadership Team, IST/RTI Team, Social-Emotional-Academic Team.

- Collaborated with the Division for Students with Disabilities to initiate the PS/MS 20 Training Opportunity Program (TOP) middle school initiative.

ABA Teacher,

NYC Early Intervention, TheraCare, Bronx, NY

June 2007- June 2012

- Provided individualized direct instruction designed to meet the developmental needs of at-risk children from birth to three years old including (ABA) behavior management therapy to children on the autism spectrum
- Educated families on effective intervention strategies
- Maintained proper documentation and quarterly progress monitoring to comply with NYS state regulations

Special Education Teacher,

NYC Teaching Fellows, PS/MS 20, Bronx, NY

Sept 2001-June 2006

- Modified curriculum that aligned with NY State standards to create a student centered learning environment for children in grades 2-6 with special needs in CTT, SETSS, and 12:1:1 settings
- Collaborated with the SBST and parents to write individual educational plans to support students with disabilities in accessing grade-level curriculum
- Planned and implemented differentiated lessons that led to academic rigor and enhanced thinking skills
- Initiated and requested the movement of self-contained students to the least restrictive environment through mainstreaming and decertification
- Supported teacher development by serving as a lab site for best instructional practices
- Developed new teachers as a school based mentor in curriculum design, developing techniques for behavior management, and developing classroom environment conducive to promoting student learning.

Special Education Paraprofessional,

MS 321(10X321), Bronx, NY

Feb 1997-June 2001

- Collaborated with the main classroom teacher to serve the diverse academic, social, and emotional needs of special education students in the least restrictive environment
- Facilitated diverse instructional group activities and interventions to promote student learning
- Represented the paraprofessionals on the school planning team (1997-1999)
- Developed a handbook for paraprofessionals that was used as a professional development tool for training paraprofessionals with District 10 colleagues

Education:

Bank Street, Leadership Preparation Institute: Principal's Institute

Masters in Education

NYS School Building Leader

Certified 2010

Bank Street, Leadership Preparation Institute

Region One Distinguished Teacher Leader Program

Certified 2006

NYC Teaching Fellows: City College, CUNY

Masters of Science in Education

NYS Special Education Teacher

Certified 2004

Lehman College, CUNY

Minor: Elementary Education

Bachelor of Arts, Psychology
inducted into Psi Chi (1996)

June 2001

Consultation and Collaboration Documentation Form

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

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

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

Weekly Schedule (all grades)

| Days | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|
| Time | 8:40am- 2:50pm | 8:40am- 2:50pm | 8:40am- 2:50pm | 8:40am- 2:50pm | 8:40am- 2:50pm |
| Extended Time, Targeted small group instruction | 8:00am- 8:40am | 8:00am- 8:40am | 8:00am- 8:40am | | |
| Staff Development | | | | 8:00am- 8:40am | |
| After School Partnership, Homework Help (Aspira) | 3:00pm- 5:30pm | 3:00pm- 5:30pm | 3:00pm- 5:30pm | 3:00pm- 5:30pm | 3:00pm- 5:30pm |

Section G (attachement 2)

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.

| | Sept –Oct | Nov-Dec | Jan- Feb | Mar- Apr | May- June |
|---|-----------------------------------|--|----------------------|-------------|---------------------------------------|
| Teacher-School Leader Conferences/ Goal Setting | Initial Planning Conferences | | Mid Year Reflections | | Summative End-of-the-Year Conferences |
| Data Binder Collection | | Binder Collection w/ Feedback | | | |
| Environmental Assesment | Walkthroughs w/ Informal Feedback | | | | |
| Measures of Teacher Practice | | Observations based on option chosen during IPC | | | |

- To support each other and ensure that the schedule is adhered to the following timetable has been created for administrators to be on call:

| | |
|---|---------------------------------|
| Mondays: Ms. Cooke (on call morning) | Mr. Zindani (on call afternoon) |
| Tuesdays: Ms. Cooke (on call morning) | Mr. Zindani (on call afternoon) |
| Wednesdays: Ms. Cooke (on call morning) | Mr. Zindani (on call afternoon) |
| Thursdays: Ms. Cooke (on call morning) | Mr. Zindani (on call afternoon) |
| Fridays: Ms. Cooke (on call morning) | Mr. Zindani (on call afternoon) |

- During the month of March we begin to meet with teachers to discuss and collect artifacts and reflect on their goals.
- Provide written/verbal feedback regarding teacher effectiveness and instructional practices. The feedback will also be connected to school goals and Instructional Expectations for 2013-2014 set forth by NYCDOE and reflect the goals teachers set for themselves during our initial planning conference.
- From the observations, during instructional cabinet meetings, the administrative team will plan targeted professional development by tracking and monitoring feedback to teachers that is timely and actionable.

Section I. Training, Support and Professional Development
 ii. Year One Professional Development Plan

| PD Activity | Target Audience | Organization/ Agent Delivering PD | Desired Measurable Outcome | How Outcomes will be Analyzed and Reported |
|---|--|---|--|--|
| <p>Focused training on strategies for teaching reading and writing. Teachers will attend offsite workshops and receive in-class support and mentoring</p> | <p>ELA teachers</p> | <p>Teachers College Reading Writing Project</p> | <p>All teachers who teach ELA will demonstrate increased content knowledge and demonstrate effective pedagogical practices</p> | <p>Frequent teacher observations, calibrated to Danielson's rubric, as documented in the Advance online platform</p> |
| <p>Teachers will receive in-class support and mentoring and participate in common planning time and afterschool sessions to analyze student work and performance data</p> | <p>ELA teachers</p> | <p>Literacy Coach</p> | <p>Coach will provide documentation of all instances of teacher support. Lesson plans and student work samples will be analyzed during monthly after-school meetings and used to demonstrate teachers growth in their ability to incorporate level 3 and 4 components , as noted in the Danielson rubric</p> | <p>Meeting minutes, monthly review of lesson plans and frequent classroom observations calibrated to Danielson's rubric, as documented in the Advance online platform</p> |
| <p>All math teachers will participate in workshops and receive intensive in-class support to improve their mathematical content knowledge and pedagogical practice.</p> | <p>Math Teachers</p> | <p>Metamorphosis and Math Coach</p> | <p>Teachers will continue to collaborate and demonstrate their ability to sustain this work during common prep periods and afterschool planning sessions.</p> | <p>Frequent teacher observations, calibrated to Danielson's rubric, as documented in the Advance online platform. Two Lead Math Teachers will be trained to provide direction and support for this ongoing work.</p> |
| <p>Teachers and administrators will participate in an online webinar to show them how to use the various features of the Rubicon Atlas program. They will share with the teachers where to locate additional online training materials, included in the program. Network coach, who is familiar with the program, will also provide onsite support to the school.</p> | <p>All teachers, coaches, and administration</p> | <p>Rubicon Atlas and network support</p> | <p>All teachers will have uploaded all their curriculum maps, aligned to the school template and reflective of Danielson's level three and four components regarding lesson planning.</p> | <p>The curriculum maps that are created in the system will be analyzed to demonstrate effectiveness of training and usefulness of program.</p> |
| <p>Dr. Heidi Hayes Jacobs will train teachers on the</p> | <p>All teachers, coaches, and administration</p> | <p>Curriculum Designers, Inc.</p> | <p>All teachers will have uploaded all their curriculum maps, aligned to the school template</p> | <p>Dr. Heidi Hayes Jacobs will use Rubicon Atlas during grade level</p> |

| | | | | |
|--|---|---|---|---|
| elements of curriculum mapping of common core aligned units of study. She will provide ongoing webinars for grade specific teachers, reviewing and discussing appropriate modifications to their maps. | | | and reflective of Danielson's level three and four components regarding lesson planning. | webinars and review and advise teachers on format and content. The curriculum maps that are created in the system will be analyzed to demonstrate effectiveness of training and support. |
| Teachers will receive in-class instructional, pedagogical and technology supports as they design and implement inquiry units of study that foster the development of communication, collaboration, higher order thinking and problem solving skills. | Teachers and students | JDL Horizons, Inc. | Teachers and students will be better prepared to leverage the power of the Internet and technology tools to enrich teaching and learning at PS 369 and students will acquire college and career ready skills. | Samples of technology-rich teacher lesson plans and samples of student inquiry work will be evidence of effective integration of technology into the teaching learning Environment. |
| Training to empower teachers, parents, and childcare givers with the practical tools they need to foster positive behaviors and promote success. Our entire school community will be provided with supports for developing social and emotional skills, building healthy relationships, and learning practical techniques for de-escalating disturbing or aggressive behavior. | All administration, teachers, children and parents who attend workshops | Ramapo for Children, Inc. | Success of the effectiveness of this implementation will be measured by reduced behavior reports and observation of student engagement, participation, and respect for others in and outside of the classroom. A safe, respectful and welcoming school environment where positive behaviors and problem solving skills are evident in the classroom, the lunch room, the school yard and at home. | We will monitor behavior and OORS reports, student attendance and observe classrooms during frequent informal observations, as calibrated according to the Danielson rubric and documented in Advance. We will collect attendance and feedback from parents attending the parent workshops. |
| PS 369 will provide an afterschool program three days a week for approximately 100 students that includes opportunities for academic enrichment, arts programs and sport activities. | PS 369 Students | The Sports and Arts in School Foundation (SASF) | Students participating in this program will demonstrate improved academic, social and emotional growth, as demonstrated by their academic performance and attendance data and observation of student to student and student to staff interactions. | Students who participate in this program will be tracked and monitored for academic achievement and positive behaviors. Parent and student surveys will be administered quarterly to determine satisfaction with the program and recommendations for improving the |

| | | | | |
|--|--|--|--|------------|
| | | | | offerings. |
|--|--|--|--|------------|

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|-----------------|---|------------------------|
| 1st 8:37-9:25 | T: PREP | T: PREP | T: PREP | T: PREP | T: PREP |
| | A: PREP | A: PREP | A: PREP | A: PREP | A: PREP |
| | S: PREP | S: PREP | S: PREP | S: PREP | S: PREP |
| 2nd 9:25-10:10 | T: 1-ICT | T:K-BIL | T: UFT | T: C-6 | T: 3-ICT |
| | A: K/1-12:1:1 | A: OPEN | A: C-6 | A: K-GE | A: 2-ICT |
| | S: 2-ICT | S: 4-ICT | S: 5-1-ICT | S: C-6 | S: 3 rd GE |
| 3rd 10:10-10:55 | T: 5-1 ICT | T:PK-BILINGUAL | T: 5-2-ICT | T: K-BILINGUAL | T: PK-GE |
| | A: OPEN | A: K-GE | A: 2-ICT | A: PK-GE | A: K-BILINGUAL |
| | S: 5-2 ICT | S: K/1-12:1:1 | S: 3-GE | S: PK-BILINGUAL | S: 2-BIL |
| 4th 10:55-11:45 | T: K-GE | T: PK-GE | T: PK-GE | T: 4-ICT | T: PK-BILINGUAL |
| | A: PK-GE | A: 1-BIL | A: PK-BILINGUAL | A: PK-BILINGUAL | A: 4-ICT |
| | S: 5-12:1:1 | S: 1-ICT | S: 4 GE | S: PK-GE | S: 4 GE |
| 5th 11:45-12:35 | L U N C H | | | | |
| 6th 12:35-1:20 | T:3/3 RD GRADERS FROM 3/4 CLASS | T: 4 GE/4 TH GRADERS FROM 3/4 CLASS | T:5-12:1:1 | T: K/1-12:1:1 | T: K-GE |
| | A:4 GE/4 TH GRADERS FROM 3/4 CLASS | A: OPEN | A: 3-ICT | A: 2-BIL | A: 5-1-ICT half of 5-3 |
| | S: 4-ICT | S: 3-ICT | S:3/4-12:1:1 | S: OPEN | S: 3/4 12:1:1 |
| | G: 3-ICT | G: 3/3 RD GRADERS FROM 3/4 CLASS | G: K/1-12:1:1 | G: 2-ICT | G: 5-2 ICT half of 5-3 |
| 7th 1:20-2:05 | T: 4 GE/4 TH GRADERS FROM 3/4 CLASS | T: 2-ICT | T: 4-ICT | T:3/3 RD GRADERS M 3/4 CLASS | T:UFT |
| | A: 3/3 RD GRADERS FROM 3/4 CLASS | A: 5-1 ICT half of 5-3 | A: 2-BIL | A: 1-BIL | A: 1-ICT |
| | S: 3-ICT | S: 2-BIL | S: K-GE | S: 1-ICT | S: K/1 12:1:1 |

| | | | | | |
|------------------------------|-----------------|------------------------|----------------|--|---------------|
| | G: 4-ICT | G: 5-2 ICT half of 5-3 | G: K BILINGUAL | G: 4 GE/4 TH GRADERS FROM 3/4 CLASS | G: 1-BIL |
| 8 th 2:05-2:50 | T: PK-BILINGUAL | T: 2-BIL | T: 1-BIL | T: 3-ICT | T: UFT |
| | A: K-BILINGUAL | A: 5-2 ICT half of 5-3 | A: 1-ICT | A: 5-2 ICT half of 5-3 | A: K/1 12:1:1 |
| | S: 1-BIL | S: 2-ICT | S: K-BILINGUAL | S: OPEN | S: 1-BIL |
| | G: 2-BIL | G: 5-1 ICT half of 5-3 | G: K-GE | G: 5-1 ICT half of 5-3 | G: 1-ICT |

PK-3T/2A/1S-3 COMMON
 2ND-1T/2A/2S/1G
 5TH-1T/2A/1S/2G

K-2T/2A/1S/1G-4-COMMON
 3RD-2T/1A/2S/1G

1ST-1T/2A/2S/1G|
 4TH-2T/1A/2S/1G

Young Leaders Elementary School – PS 369

468 East 140 St., Bronx, N.Y. 10454, 718-292-7391; Fax – 718-292-8535

Ms. Jaleelah Cooke, Principal

Mr. Anwar Zindani, Assistant Principal

Table of Organization 2013-2014

| | | | | | | | |
|--|--------------------------|---------------------------------|------|--|--|--|--|
| <u>Administrators</u> | | | | | | | |
| Principal | J. Cooke | Room 205 | 2051 | | | | |
| Ass't Principal | A. Zindani | Room 422 | 4221 | | | | |
| <u>Coach</u> | | | | | | | |
| Special Ed Coach | K. McCormack | Room 422 | 4221 | | | | |
| <u>Secretaries</u> | | | | | | | |
| Payroll / Pupil Acct'g | J. Hernandez | Room 205 | 2051 | | | | |
| Assisted by | V. Cruz | Room 205 | 2051 | | | | |
| <u>Pre-Kindergarten</u> | | | | | | | |
| PK-1 | M. Cavaluzzi | Room 104 | 1041 | | | | |
| PK-2 Bil. | E. Del Rosario/Rodriguez | Room 106 | 1061 | | | | |
| <u>Kindergarten</u> | | | | | | | |
| K-1 Gen.Ed. | S. Kotansky | Room 105 | 1051 | | | | |
| K-2 Bil. | J. Dickerson | Room 103 | 1031 | | | | |
| K/1 12:1:1 | A. Coughlin | Room 201 | 2011 | | | | |
| <u>First Grade</u> | | | | | | | |
| 1.1 ICT | A. Martinez/ C. Grutman | Room 204 | 2041 | | | | |
| 1-2 Bil. | A. Pittaluga | Room 203 | 2031 | | | | |
| K/1 12:1:1 | A. Coughlin | Room 201 | 2011 | | | | |
| <u>Second Grade</u> | | | | | | | |
| 2-1 ICT | D. Jurgrau / S. Chernin | Room 214 | 2041 | | | | |
| 2-2 Bil. | A. Bravo | Room 212 | 2121 | | | | |
| <u>Third Grade</u> | | | | | | | |
| 3-1 Gen Ed. | L. Cruz | Room 412 | 4121 | | | | |
| 3.2 ICT | Q. Ahsan / S. Martinez | Room 411 | 4111 | | | | |
| 3/4 12:1:1 | H. Iannarelli | Room 415 | 4151 | | | | |
| <u>Fourth Grade</u> | | | | | | | |
| 4-1 Gen. Ed | M. Heyman | Room 414 | 4141 | | | | |
| 4-2 ICT | K. Thomasch/T. Gatto | Room 416 | 4161 | | | | |
| 3/4 12:1:1 | H. Iannarelli | Room 415 | 4151 | | | | |
| <u>Fifth Grade</u> | | | | | | | |
| 5-1 ICT | L. Scuteni / L. Flores | Room 409 | 4091 | | | | |
| 5-2 ICT | M. Fox / B. Rosario | Room 407 | 4071 | | | | |
| 5 12:1:1 | E. Rhee | Room 413 | 4131 | | | | |
| <u>Clusters</u> | | | | | | | |
| Art | G. McCaleb | Room 207 | 2071 | | | | |
| Gym | C. Uthairungskri | Gym 128 | 1281 | | | | |
| Tech'y/Soc. St. | P. Nau | Room 216 | 2161 | | | | |
| Science | Vacant | Room 209 | 2091 | | | | |
| <u>Other</u> | | | | | | | |
| Open Access | R. Clayton | Library/Media Cntr. Room 206 | 2061 | | | | |
| <u>SETSS/ESL</u> | | | | | | | |
| Bi'l SETSS / AIS | K. Martin | Room 211 | 2112 | | | | |
| ESL | A. Hosgood | Room 211 | 2112 | | | | |
| ESL | R. Abiola | Room 211 | 2112 | | | | |
| <u>Paraprofessionals (PENDING)</u> | | | | | | | |
| PK-1 | E. Cay | Room 104 | 1041 | | | | |
| PK-2 Bil. | M. Fernandez-Ortiz | Room 106 | 1061 | | | | |
| K/1-3 | Joh' Paul - Class EA | Room 201 | 2011 | | | | |
| K/1-3 | R. Marte - Ethan | Room 201 | 2011 | | | | |
| K/1-3 | B. Vento-Lopez - Jacob | Room 201 | 2011 | | | | |
| 1.1 | S. Polanco - Trinity | Room 204 | 2041 | | | | |
| 3-2 ICT | J. Duran - Johnnie D. | Room 411 | 4111 | | | | |
| 3/4 12:1:1 | C. Cherry - Class EA | Room 415 | 4151 | | | | |
| 3/4 12:1:1 | Joh' Paul - Jean Paul | Room 415 | 4151 | | | | |
| 3/4 12:1:1 | H. Gomez - Shaquel | Room 415 | 4151 | | | | |
| 5-2 | Joh' Paul - Jeromire | Room 407 | 4071 | | | | |
| 5 12:1:1 | J. Polanco - Class EA | Room 413 | 4131 | | | | |
| 5 12:1:1 | T. Beatty - Devine | Room 413 | 4131 | | | | |
| 5 12:1:1 | S. Green - Miles | Room 413 | 4131 | | | | |
| <u>Related Service Providers</u> | | | | | | | |
| School Counselor | S. Nunez | Room 202 | 2021 | | | | |
| Speech | O. Linton | Room 211 | 2111 | | | | |
| Speech | B. Perl | Room 211 | 2111 | | | | |
| Speech (Bilingual) | C. Obando | Room 211 | 2111 | | | | |
| PT | R. Sarmalea | Room 211 | 2111 | | | | |
| OT | N. Patel | Room 211 | 2111 | | | | |
| <u>School Assessment Team (SAT)</u> | | | | | | | |
| Educ'l Psychologists | J. Preval | Room 118 | 1181 | | | | |
| | O. Santos | Room 118 | 1181 | | | | |
| Social Worker | Y. Jose | Room 118 | 1181 | | | | |
| Family Worker | R. Quinones | Room 118 | 1181 | | | | |
| | A. Guerrero | Room 118 | 1181 | | | | |
| <u>Parent Outreach</u> | | | | | | | |
| Parent Coordinator | A. Aponte | Room 208 | 2081 | | | | |
| <u>School Aides</u> | | | | | | | |
| | J. Acosta | Room 205 | 2051 | | | | |
| | V. Cruz | Room 205 | 2051 | | | | |
| | B. Mats | Room 208 | 2083 | | | | |
| <u>School Safety Agents (ext.#1001)</u> | | | | | | | |
| V. Rivera | | | | | | | |
| B. Wright | | | | | | | |
| P. George | | | | | | | |
| <u>Custodians (ext.#1121)</u> | | | | | | | |
| R. Rodriguez | | | | | | | |
| D. Green | | | | | | | |
| G. Carter | | | | | | | |
| C. Ahreu | | | | | | | |
| R. Burton | | | | | | | |
| <u>Cafeteria Staff (ext.#1291)</u> | | | | | | | |
| M. Reid | | | | | | | |
| G. Carter | | | | | | | |
| D. Rodriguez | | | | | | | |
| A. Davila | | | | | | | |
| Z. Gonzales | | | | | | | |
| C. Laboy | | | | | | | |
| <u>Nurse (ext.#1171/1172)</u> | | | | | | | |
| K. Viloso | | | | | | | |

07X369

Consultation and Collaboration Documentation Form

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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. unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed and submitted to NYSED on this form.

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

07X369 YOUNG LEADERS ELEMENTARY SCHOOL

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

| SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART | Unit | District Average | Baseline Data | Target for 2014-15 | Target for 2015-16 | Target for 2016-17 |
|---|------|---------------------|------------------|--------------------|--------------------|-----------------------|
| I. Leading Indicators | | | | | | |
| a. Number of minutes in the school year | Min | 60390 | 60390 | 60390 | 60390 | 60390 |
| b. Student participation in State ELA assessment | % | 100 | 100 | 100 | 100 | 100 |
| c. Student participation in State Math assessment | % | 100 | 100 | 100 | 100 | 100 |
| d. Drop-out rate | % | 11 | N/A | N/A | N/A | N/A |
| e. Student average daily attendance | % | 94% | 93% | 94% | 95% | 96% |
| f. Student completion of advanced coursework | | 40 | N/A | N/A | N/A | N/A |
| g. Suspension rate | % | 0% | 0% | 0% | 0% | 0% |
| h. Number of discipline referrals | Num | 7% | 24% | | | |
| i. Truancy rate | % | 1% | 1% | 1% | 1% | 1% |
| j. Teacher attendance rate | % | 96% | 95% | 96% | 96% | 96% |
| k. Teachers rated as "effective" and "highly effective" | % | N/A | N/A | N/A | N/A | N/A |
| l. Hours of professional development to improve teacher performance | Num | 20 | | | | |
| m. Hours of professional development to improve leadership and governance | Num | 10 | | | | |
| n. Hours of professional development in the | Num | 10 | | | | |

| | | | | | | |
|---|-------|--------|-----|----------|----------|----------|
| implementation of high quality interim assessments and data-driven action | | | | | | |
| II. Academic Indicators | | | | | | |
| a. ELA performance index | PI | N/A | N/A | N/A | N/A | N/A |
| b. Math performance index | PI | N/A | N/A | N/A | N/A | N/A |
| c. Student scoring "proficient" or higher on ELA assessment | % | 26 | 5 | 8 to 11 | 11 to 17 | 14 to 23 |
| d. Students scoring "proficient" or higher on Math assessment | % | 30 | 15 | 17 to 19 | 19 to 23 | 21 to 27 |
| e. Average SAT score | Score | 442 | N/A | N/A | N/A | N/A |
| f. Students taking PSAT | Num | 112523 | N/A | N/A | N/A | N/A |
| g. Students receiving Regents diploma with advanced designation | % | 17 | N/A | N/A | N/A | N/A |
| h. High school graduation rate | % | 65 | N/A | N/A | N/A | N/A |
| i. Ninth graders being retained | % | 21 | N/A | N/A | N/A | N/A |
| j. High school graduates accepted into two or four year colleges | % | 47 | N/A | N/A | N/A | N/A |

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

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

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

I. Leading Indicators

a. Number of minutes in the school year

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

b. Student participation in State ELA assessment

K-8; from State Report Card Accountability table.

c. Student participation in State Math assessment

K-8. from State Report Card Accountability table.

d. Drop-out rate

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

e. Student average daily attendance

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

f. Student completion of advanced coursework

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

g. Suspension rate

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

h. Number of discipline referrals

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

i. Truancy rate

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

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

j. Teacher attendance rate

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

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

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

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

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

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

I. Hours of professional development to improve teacher performance

This may include the following types of professional development activities:

| | |
|--|---|
| <ul style="list-style-type: none"> • PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions) • PD to build a shared understanding of Danielson's <i>Framework for Teaching</i> and develop a shared picture of effective teaching • PD to understand the new system of teacher evaluation and development • PD to implement Response to Intervention (RtI) • PD for teachers working with English Language Learners • PD to implement Positive Behavioral Interventions and Supports (PBIS) • Observation and feedback to individual teachers • PD/mentoring to support new teachers • PD to implement CTE courses in which increased percentages of historically underserved students will enroll | <ul style="list-style-type: none"> • PD to implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which NYSED has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD to implement virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll • PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs • Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work |
|--|---|

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

m. Hours of professional development to improve leadership and governance

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

| | |
|---|---|
| <ul style="list-style-type: none"> • Regular meetings in which school leaders: <ul style="list-style-type: none"> ◦ Review data and establish an instructional focus ◦ Evaluate curricular alignment with standards in all content areas ◦ Plan and adjust PD to support implementation of the school's curricula ◦ Plan and adjust PD to improve instruction • Regular meetings in which team leaders develop facilitation, data analysis, and planning skills • PD specifically designed for teacher leaders, principals, and assistant principals, including PD provided to principals at network meetings • Support for instructional coaches, teacher leaders, and others in conducting evidence-based observations using the Danielson rubric, providing coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system • Support for school leaders supporting teachers with the new teacher evaluation and development system | <ul style="list-style-type: none"> • Support for highly effective teachers who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools • PD for principals/ instructional supervisors regarding the implementation of CTE courses in which increased percentages of historically underserved students will enroll • PD for principals/instructional supervisors regarding the implementation of Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD for principals/instructional supervisors regarding the implementation of virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of |
|---|---|

- 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.

Jaleelah Cooke-Coleman

Professional Experience:

Principal I.A.,

Young Leaders Elementary School (07X369), BX, NY **Aug 2013- Present**

- Lead the instructional and administrative cabinet in strategic school-wide instructional and operational decision making
- Evaluate eligible candidates for potential hiring based on resumes, interviews, and capability to positive impact students
- Collaborated as a member of the school safety committee to develop preparedness procedures for potential safety concerns, disasters, and emergencies
- Lead weekly cohort team meetings in designing rigorous curriculum and assessments that promote cognitive engagement while aligning to CCLS
- Triangulate various school-wide data and collaborate with the school community to develop SCEP goals needed for school improvement
- Initiated the creation of a data team to assess overall student data, evaluate student/teacher performance, and create informed customized instructional plans

Principal Intern,

NYC Leadership Academy, Muscota (06M314), NY, NY

Aug 2012-June 2013

NYC Leadership Academy, PS 109 (09X109), BX, NY

Feb, Mar, July 2013

- Conducted formative and formal observations to assess quality of instruction and use Danielson's Framework for Teaching to provide actionable feedback and coach teachers
- Supervised non-instructional staff to increase operational efficiency
- Facilitated coaching and professional development as part of Quality Review preparation
- Developed and facilitated professional development sessions that align with citywide initiatives and school goals to increase academic rigor and career/college readiness
- Designed interventions and programs with the Pupil Personnel Team (PPT) that respond to students' individual social, emotional and academic needs
- Supervised inquiry team meetings by implementing protocols for analyzing student data resulting in inform instructional decisions
- Led one-to-one data conversations with teachers to promote the use of students' assessments to make appropriate changes in instruction and improve student achievement
- Was Responsible for addressing students' behavioral issues through the implementation of positive behavioral interventions and effective disciplinary procedures
- Managed, screened, and scheduled substitute teachers and paraprofessional coverages to maintain classroom consistency during staff members absence

IEP Teacher/ Special Education Liaison,

PS/MS 20 (10X020), Bronx, NY

Sept 2006-June 2012

- Participated on the IEP Team to review and evaluate initially referred students to determine eligibility of special education services
- Maintained the compliance of mandates and services for over 237 IEP students
- Managed students supports such as door-to-door transportation
- Assisted administration in school wide special education professional development in planning for Special Education Reform
- Served as a member of various school committees including: Principal's Leadership Team, School Leadership Team, IST/RTI Team, Social-Emotional-Academic Team.

- Collaborated with the Division for Students with Disabilities to initiate the PS/MS 20 Training Opportunity Program (TOP) middle school initiative.

ABA Teacher,

NYC Early Intervention, TheraCare, Bronx, NY

June 2007- June 2012

- Provided individualized direct instruction designed to meet the developmental needs of at-risk children from birth to three years old including (ABA) behavior management therapy to children on the autism spectrum
- Educated families on effective intervention strategies
- Maintained proper documentation and quarterly progress monitoring to comply with NYS state regulations

Special Education Teacher,

NYC Teaching Fellows, PS/MS 20, Bronx, NY

Sept 2001-June 2006

- Modified curriculum that aligned with NY State standards to create a student centered learning environment for children in grades 2-6 with special needs in CTT, SETSS, and 12:1:1 settings
- Collaborated with the SBST and parents to write individual educational plans to support students with disabilities in accessing grade-level curriculum
- Planned and implemented differentiated lessons that led to academic rigor and enhanced thinking skills
- Initiated and requested the movement of self-contained students to the least restrictive environment through mainstreaming and decertification
- Supported teacher development by serving as a lab site for best instructional practices
- Developed new teachers as a school based mentor in curriculum design, developing techniques for behavior management, and developing classroom environment conducive to promoting student learning.

Special Education Paraprofessional,

MS 321(10X321), Bronx, NY

Feb 1997-June 2001

- Collaborated with the main classroom teacher to serve the diverse academic, social, and emotional needs of special education students in the least restrictive environment
- Facilitated diverse instructional group activities and interventions to promote student learning
- Represented the paraprofessionals on the school planning team (1997-1999)
- Developed a handbook for paraprofessionals that was used as a professional development tool for training paraprofessionals with District 10 colleagues

Education:

Bank Street, Leadership Preparation Institute: Principal's Institute

Masters in Education

NYS School Building Leader

Certified 2010

Bank Street, Leadership Preparation Institute

Region One Distinguished Teacher Leader Program

Certified 2006

NYC Teaching Fellows: City College, CUNY

Masters of Science in Education

NYS Special Education Teacher

Certified 2004

Lehman College, CUNY

Minor: Elementary Education

Bachelor of Arts, Psychology

inducted into Psi Chi (1996)

June 2001

| Category | Primary/SLC Activity | Description of Budget Item | Year 1 | Year 2 | Year 3 | Years 1-3 TOTAL | Sustainability |
|---|---|---|----------|----------|-----------|-----------------|--|
| Transformation: YOUNG LEADERS ELEMENTARY SCHOOL (07X369) | | | | | | | |
| Code 15 | Training, Support, and Professional Develop | Per Diem: Teachers will receive per diem coverage to attend workshops and have opportunities to debrief with Master Coaches when they are onsite. Year 1 = (5 Teachers * 4 sessions * \$154.97) + (2 Lead Teachers * 4 sessions * \$154.97) + (40 days of onsite coaching * \$154.97). Year 2 & 3 = (2 Lead Teachers * 4 sessions * \$154.97) + (2 days of onsite coaching * \$154.97). | \$10,538 | \$5,889 | \$5,889 | \$22,316 | Per Diem coverage will not be required as this work will continue during 90 minute common prep periods. |
| Code 15 | Training, Support, and Professional Develop | F-Status: Goal 2 - Improve teacher content knowledge and improve pedagogical practice. Existing F-Status Math coach will provide support 2 days per week and help to prepare two lead teachers who will assume this role in years two and three. | \$12,267 | \$0 | \$0 | \$12,267 | If this position continues in years two and three the school will use Title 1 Priority Focus or other school funds to reassume the cost of this position. \$12,267, plus fringe. (See Galaxy) |
| Code 15 | Training, Support, and Professional Develop | Hourly Per Session: Goal 3 - Designing CCLS Aligned Curriculum. Per session will be paid to 10 teachers @ \$41.98 to attend six one-hour webinars with Dr. Heidi Hayes Jacobs. | \$3,023 | \$0 | \$0 | \$3,023 | These webinars will be archived for ongoing viewing by teachers. Coaches and Lead teachers will continue this work during 90 minute common planning periods. |
| Code 15 | Data Driven Instruction/Inquiry (DDI) | Hourly Per Session: Goal 3 - Designing CCLS Aligned Curriculum. In year one, coaches and lead teachers will facilitate all teachers participating in after-school curriculum planning sessions = 12 teachers/coaches * 2 hours * 1 meeting per month * 41.98. In years two and three the lead teachers and coaches will meet afterschool for two hours once a month to review students work and test data and plan next steps 4*2*10*\$41.98. Evidence of this work will be reflected in curriculum maps and attendance data for teacher participation. | \$10,075 | \$4,198 | \$3,358 | \$17,632 | Coherence and calibration of strategies, protocols and systems for examining student data will be strongly developed in the instructional team by the end of this grant and work can continue during the 90 minute common prep planning periods. |
| Code 15 | Data Driven Instruction/Inquiry (DDI) | Supervisor Per Session: Goal 3 - Designing CCLS Aligned Curriculum. Supervisors will participate in meetings noted above | \$2,284 | \$1,406 | \$966 | \$4,657 | Coherence and calibration of strategies, protocols and systems for examining student data will be strongly developed in the instructional team by the end of this grant and work can continue during in school meetings between school administration and the instructional team. |
| | | | 38,187 | 11,493 | 10,214 | 59,893 | |
| | | | 0 | 0 | 0 | 0 | |
| Code 40 | Teacher Training | 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. | \$0,000 | \$25,000 | \$115,000 | \$190,000 | Title 1 funds will be repurposed to sustain this activity |
| Code 40 | Training, Support, and Professional Develop | Metamorphosis will deepen mathematical content knowledge and expand pedagogical know-how. Each year, five math teachers will attend a four day Summer Institute @ \$7500/series. Five math teachers will attend four sessions of the Teaching Learning Communities @ \$1200 per participant. Principal will attend four days of Principal Learning Communities @ \$1200. Two Lead Math Teachers will attend four days of Leader Development sessions @ \$1200 per participant. Goal 1 Improve teacher content knowledge and practice. Teacher attendance at workshops and frequent teacher observations of teacher practice, as documented in Advance, will be used to show deliverables. | \$70,000 | \$35,000 | \$5,000 | \$110,000 | By the end of the three year grant cycle all math teachers will have participated in extensive pd and in-class support and continue to collaborate and demonstrate their ability to sustain this work during common prep periods and afterschool planning sessions. Two Lead Math Teachers will be trained to provide direction and support for this ongoing work. |
| Code 40 | Training, Support, and Professional Develop | Goal 2 - Improve teacher content knowledge and improve pedagogical practice. Metamorphosis Master Coaches will provide 40 days of onsite support to all math teachers during year one and 10 days of onsite support in years two and three. Goal 2 improve teacher content knowledge and pedagogical practice. Documentation of support will be captured and observation of Lead Teacher interactions with staff during grade meetings and planning sessions will be used to determine effectiveness of this implementation. | \$13,350 | \$13,350 | \$13,350 | 40,050 | Two Lead Math Teachers will be trained to provide direction and support to continue this work. |

| | | | | | | | |
|---------|---|---|----------------|----------------|----------------|----------------|---|
| Code 40 | Training, Support, and Professional Develop | Goal 2 - Improve teacher content knowledge and improve pedagogical practice. A Teachers College trained full time Literacy Coach will be hired in year 1 to provide intensive support for the professional development provided by Teachers College Reading and Writing Project. In years 2&3 this position will be shared with another school in the building. The coach will work 2 days per week at PS 369 | \$82,851 | \$33,140 | \$3,153 | 119,144 | This school will use school funds to sustain this shared position for 2 days/week after the grant is over. |
| Code 40 | Training, Support, and Professional Develop | Goal 3 - Designing CCLS Aligned Curriculum. Dr. Heidi Hayes Jacobs will train teachers on the elements of curriculum mapping of common core aligned units of study. She will provide ongoing webinars for grade specific teachers reviewing and discussing appropriate modifications to their maps. Two face to face sessions @ \$3300/day; 4 webinars on the elements of curriculum mapping, and 2 webinars per grade @ \$550/hour. Webinars will be archived and viewable by teachers. | \$15,400 | \$0 | \$0 | 15,400 | After completing the work in year one with Dr. Heidi Hayes Jacobs, the Literacy and Math Coaches and Lead teachers will continue to review and revise curriculum maps during common planning periods. |
| Code 40 | Training, Support, and Professional Develop | Goal 3 - Designing CCLS Aligned Curriculum. JDL Horizons will provide in-class instructional, pedagogical and technology supports for teachers as they design and implement their inquiry units of study. 20 days @ \$1250/ day. | \$25,000 | \$0 | \$0 | 25,000 | Teachers will continue to incorporate the skills and strategies they learned as they continue to create rigorous tasks that require the use of technology, higher order thinking, Collaborative learning and problem solving skills. |
| Code 40 | School Climate and Discipline | Goal Two: Increased Social Emotional Learning for Students. Ramapo for Children training works to empower teachers, parents, and childcare givers with the practical tools they need to foster positive behaviors and promote success. They will provide our entire school community with supports for developing social and emotional skills, building healthy relationships, and learning practical techniques for de-escalating disturbing or aggressive behavior. Success of the effectiveness of this implementation will be measured by reduced behavior reports and observation of student engagement, participation, and respect for others in and outside of the classroom. | \$30,000 | \$0 | \$0 | 30,000 | Teacher will continue to use the tools and strategies learned thereby creating a learning environment that encourages students to practice these same skills. Should additional support be required the school will use its own funds to continue this valuable work. |
| Code 40 | Extended Learning Time (ELT) | In year one Sports & Arts will provide an afterschool program for approximately 100 students that includes opportunities for academic enrichment, arts programs and sport activities. In years two and three, this program will be reduced as other partners are acquired to provide dance and theater arts programs. | \$125,000 | \$95,000 | \$65,000 | 285,000 | Additional grant funding and not-for-profit partnerships will be sought to sustain this program. |
| Code 40 | Training, Support, and Professional Develop | Goal Two: Increased Social Emotional Learning for Students- In years two and three of the grant existing efforts to support parent engagement will be offered by new partners who are being solicited to provide workshops on such topics as nutrition, how to help your child study, reading and math curriculum topics, computer use, and availability of community family resources. Remaining SIG funds that can be used for supplies and materials will be used to supplement Title 1 Parent Engagement allocation | \$0 | \$17,038 | \$15,000 | 32,038 | Title 1 Parent Engagement monies will be used to continue this work. |
| | | | 411,601 | 218,528 | 216,503 | 845,632 | |
| Code 45 | Curriculum | Goal 3 -Designing CCLS Aligned Curriculum. Annual licenses for Rubicon Atlas Online Curriculum Mapping Software will be purchased each year of the grant. This software allows teachers and administrators the opportunity to examine the real curriculum that is being taught and after examine student work and test data, ongoing modifications or adaptations for special need students will be incorporated into the maps. | \$2,500 | \$2,500 | \$2,500 | \$7,500 | NYSTL software monies will be used to pay for this license after the grant. |
| Code 45 | Instruction | Technology - Apple: Goal 3 - Designing CCLS Aligned Curriculum. In year one, the school will purchase 25 MacBook Pro 13-inch laptops @ \$1475.71 each to be used by students for inquiry and project-based learning tasks. Cart for the laptops will be purchased with NYSTL funds | \$36,893 | \$0 | \$0 | \$36,893 | Additional laptops will be purchased with NYSTL hardware money |
| Code 45 | Instruction | Technology - Apple: Goal 3 - Designing CCLS Aligned Curriculum. One ten pack of iPad 4 with Retina Display 16GB Wi-Fi - Black (10-pack) with AppleCare+ \$5580. These will be distributed to classroom teachers to use with electronic whiteboards, document cameras, LCD projectors and to capture running records. | \$5,580 | \$0 | \$0 | \$5,580 | Additional iPads will be purchased with NYSTL hardware money. |

| Code | Data Driven Instruction/Inquiry (DDI) | Goal 3 - Designing CCLS Aligned Curriculum. Annual licenses for Rubicon Atlas Online Curriculum Mapping Software will be purchased each year of the grant. This software allows teachers and administrators the opportunity to examine the real curriculum that is being taught and after examine student work and test data, ongoing modifications or adaptations for special need students will be incorporated into the maps. | \$0 | \$16,600 | \$20,000 | \$36,600 | NYSTL software monies will be used to pay for this license after the grant. |
|----------------|---------------------------------------|--|---------|----------|----------|-----------|---|
| Code 45 | | Subtotal Code 45 | 44,973 | 19,100 | 22,500 | 86,573 | |
| 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. | 5,231 | 879 | 781 | 6,890 | |
| | | Subtotal Code 80 | 5,231 | 879 | 781 | 6,890 | |
| | | Subtotal Transformation | 499,992 | 249,999 | 249,998 | 999,989 | |
| CENTRAL | | | | | | | |
| Code 15 | | | | | | | |
| Code 16 | | | | | | | |
| Code 40 | | | | | | | |
| Code 45 | | | | | | | |
| Code 80 | | | | | | | |
| | | Subtotal Central | 0 | 0 | 0 | 0 | |
| | | TOTAL SIG | 499,992 | 249,999 | 249,998 | 999,989 | |
| | | Non-Core Instruction Tax Levy | 202,335 | 101,169 | 101,168 | 404,671 | |
| | | Title 1 for Priority and Focus Schools | 66,036 | 33,018 | 33,018 | 132,073 | |
| | | Other Title 1 allocations | 178,907 | 89,455 | 89,454 | 357,816 | |
| | | TOTAL | 947,269 | 473,641 | 473,638 | 1,894,348 | |
| | Other sources of income | | | | | | |

YOUNG LEADERS ELEMENTARY SCHOOL

Attachment D - (1003g) Budget Summary Chart

| | |
|--------------------|--|
| Agency Code | 305100010051 |
| Agency Name | New York City Department of Education |

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

| Year 1 Implementation Period (June 1, 2014 - June 30, 2015) | | |
|--|------|----------------|
| Categories | Code | Costs |
| Professional Salaries | 15 | 38,187 |
| Support Staff Salaries | 16 | - |
| Purchased Services | 40 | 411,601 |
| Supplies and Materials | 45 | 44,973 |
| Travel Expenses | 46 | - |
| Employee Benefits | 80 | 5,231 |
| Indirect Cost (IC) | 90 | - |
| BOCES Service | 49 | - |
| Minor Remodeling | 30 | - |
| Equipment | 20 | - |
| Total | | 499,992 |

| Year 2 Implementation Period (July 1, 2015 - June 30, 2016) | | |
|--|------|----------------|
| Categories | Code | Costs |
| Professional Salaries | 15 | 11,493 |
| Support Staff Salaries | 16 | - |
| Purchased Services | 40 | 218,528 |
| Supplies and Materials | 45 | 19,100 |
| Travel Expenses | 46 | - |
| Employee Benefits | 80 | 879 |
| Indirect Cost (IC) | 90 | - |
| BOCES Service | 49 | - |
| Minor Remodeling | 30 | - |
| Equipment | 20 | - |
| Total | | 249,999 |

| Year 3 Implementation Period (July 1, 2016 - June 30, 2017) | | |
|--|------|----------------|
| Categories | Code | Costs |
| Professional Salaries | 15 | 10,214 |
| Support Staff Salaries | 16 | - |
| Purchased Services | 40 | 216,503 |
| Supplies and Materials | 45 | 22,500 |
| Travel Expenses | 46 | - |
| Employee Benefits | 80 | 781 |
| Indirect Cost (IC) | 90 | - |
| BOCES Service | 49 | - |
| Minor Remodeling | 30 | - |
| Equipment | 20 | - |
| Total | | 249,998 |

| Total Project Period (June 1, 2014 - June 30, 2017) | | |
|--|------|----------------|
| Categories | Code | Costs |
| Professional Salaries | 15 | 59,893 |
| Support Staff Salaries | 16 | - |
| Purchased Services | 40 | 846,632 |
| Supplies and Materials | 45 | 86,573 |
| Travel Expenses | 46 | - |
| Employee Benefits | 80 | 6,890 |
| Indirect Cost (IC) | 90 | - |
| BOCES Service | 49 | - |
| Minor Remodeling | 30 | - |
| Equipment | 20 | - |
| Total Project Budget | | 999,989 |



| BASIC PROJECT INFORMATION | | |
|---|--|---|
| 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-between; width: 100%;"><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div></div> | PROJECT # <div style="border: 1px solid black; display: flex; justify-content: space-between; width: 100%;"><div style="width: 10%; height: 15px;"></div><div style="width: 10%; height: 15px;"></div></div> |
| AGENCY CODE | <div style="border: 1px solid black; display: flex; justify-content: space-between; width: 100%;"><div style="width: 10%; text-align: center;">3</div><div style="width: 10%; text-align: center;">0</div><div style="width: 10%; text-align: center;">5</div><div style="width: 10%; text-align: center;">1</div><div style="width: 10%; text-align: center;">0</div><div style="width: 10%; text-align: center;">0</div><div style="width: 10%; text-align: center;">0</div><div style="width: 10%; text-align: center;">1</div><div style="width: 10%; text-align: center;">0</div><div style="width: 10%; text-align: center;">0</div><div style="width: 10%; text-align: center;">5</div><div style="width: 10%; text-align: center;">1</div></div> | |
| Federal /State Program | <u>SCHOOL IMPROVEMENT GRANT 1003 (g). Cohort 5, Year 1</u> <u>YOUNG LEADERS ELEMENTARY SCHOOL</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 1 2014</u> To <u>JUN 30 2015</u> | |

BUDGET TOTAL

\$499,992

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 |
|-------------------------|--|----------------|-------------|----------------|
| 07X369 | Transformation | | | |
| | Teacher | 0.00 | 0 | 0 |
| | Teacher (regular) | 0.00 | 0 | 0 |
| | Lead Teacher | 0.00 | 0 | 0 |
| | Coach (Math, Literacy, Special Ed) | 0.00 | 0 | 0 |
| | Coach (Math, Literacy, Special Ed) | 0.50 | 24,534 | 12,267 |
| | Guidance Counselor | 0.00 | 0 | 0 |
| | Education Administrator | 0.00 | 0 | 0 |
| | Social Worker | 0.00 | 0 | 0 |
| | Teacher Per Session (rate per hour) | 312 | 41.98 | 13,098 |
| | Teacher per session Trainee Rate (rate per hour) | 0 | 19.12 | 0 |
| | Guidance Counselor Per Session | 0 | 43.93 | 0 |
| | Supervisor Per Session (rate per hour) | 52 | 43.93 | 2,284 |
| | Social Worker Per Session | 0 | 45.13 | 0 |
| | F-Status Teacher per diem (rate per day) | 0 | 306.67 | 0 |
| | Teacher Occasional Per Diem (rate per day) | 68 | 154.97 | 10,538 |
| | | | | 38,187 |
| | Teacher | 0.00 | 0 | 0 |
| | Teacher (regular) | 0.00 | 0 | 0 |
| | Lead Teacher | 0.00 | 0 | 0 |
| | Coach (Math, Literacy, Special Ed) | 0.00 | 0 | 0 |
| | Coach (Math, Literacy, Special Ed) | 0.00 | 0 | 0 |
| | Guidance Counselor | 0.00 | 0 | 0 |
| | Eduacation Administrator | 0.00 | 0 | 0 |
| | Social Worker | 0.00 | 0 | 0 |
| | Teacher Per Session (rate per hour) | 0 | 41.98 | 0 |
| | Teacher per session Trainee Rate (rate per hour) | 0 | 19.12 | 0 |
| | Guidance Counselor Per Session | 0 | 19.12 | 0 |
| | Supervisor Per Session (rate per hour) | 0 | 43.93 | 0 |
| | Social Worker Per Session | 0 | 45.13 | 0 |
| | F-Status Teacher per diem (rate per day) | 0 | 306.67 | 0 |
| | Teacher Occasional Per Diem (rate per day) | 0 | 154.97 | 0 |
| | | | | 0 |
| Central | School Implementation Manager | | | 0 |
| | | | | 0 |
| Subtotal - Code 15 | | | | 38,187 |

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 |
|--|----------------|-------------|----------------|
| 07X369 Transformation | | | |
| Family Worker (DC37 Para E-Bank) | 0.00 | 0 | 0 |
| School Aide (E-Bank) (FTEs) | 0.00 | 0 | 0 |
| School Aide (E-Bank) | 0 | 16.20 | 0 |
| Ed. Para Bulk (Per Session) (rate per hour) | 0 | 26.27 | 0 |
| School Aide Bulk Job (E-Bank) (rate per hour) | 0 | 16.20 | 0 |
| Secretary Per Session (H-Bank) (rate per hour) | 0 | 25.87 | 0 |
| | | | 0 |
| Family Worker (DC37 Para E-Bank) | 0.00 | 0 | 0 |
| School Aide (E-Bank) (FTEs) | 0.00 | 0 | 0 |
| School Aide (E-Bank) | 0 | 16.20 | 0 |
| Ed. Para Bulk (Per Session) (rate per hour) | 0 | 26.27 | 0 |
| School Aide Bulk Job (E-Bank) (rate per hour) | 0 | 16.20 | 0 |
| Secretary Per Session (H-Bank) (rate per hour) | 0 | 25.87 | 0 |
| | | | 0 |
| Subtotal - Code 16 | | | 0 |

PURCHASED SERVICES: Code 40

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

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

| 07X369 Transformation | | |
|--|--------------------------|----------------|
| 685 - Educational Consultant | Teachers College | 82,851 |
| 686 - Professional Services Other | Ramapo; Sports and Arts; | 155,000 |
| 689 - Curriculum & Staff Development Consultant (PD) | Metamorphosis | 173,750 |
| | | 411,601 |

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

Subtotal - Code 40

| |
|---------|
| 411,601 |
|---------|

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 |
|--|----------------------|
| 07X369 Transformation | |
| Computer and Printers under \$5,000 per unit | 42,473 |
| Educational Software | 2,500 |
| General and Instructional Supplies | 0 |
| Library Books | 0 |
| Supplemental Textbooks | 0 |
| | 44,973 |
| | |
| Computer and Printers under \$5,000 per unit | 0 |
| Educational Software | 0 |
| General and Instructional Supplies | 0 |
| Library Books | 0 |
| Supplemental Textbooks | 0 |
| | 0 |
| Subtotal - Code 45 | 44,973 |

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 | 5,231 |
| ARRA FRINGE - Other | 0 |
| ARRA FRINGE - CENTRAL | 0 |
| Subtotal - Code 80 | 5,231 |

CALCULATION OF INDIRECT COST: Code 90

| | |
|---|-----------|
| A. Modified Direct Cost Base - Sum of all preceding subtotals (Codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) | \$499,992 |
| 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 |

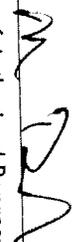
**M/WBE SUBCONTRACTORS AND SUPPLIERS
 NOTICE OF INTENT TO PARTICIPATE**

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 **Email:** mdoyle@schools.nyc.gov


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

Date: 2/21/14

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

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

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

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

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

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

DESIGNATION: MBE Subcontractor WBE Subcontractor MBE Supplier WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

(AA/WB/N)

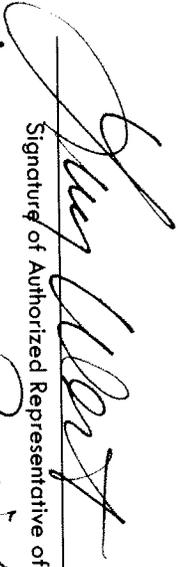
The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development

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

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

| | | |
|---|----|---------|
| The estimated dollar amount of the agreement: | \$ | 190,000 |
|---|----|---------|

Date: 2/21/14


Signature of Authorized Representative of M/WBE Firm
Lucy West, President
Printed or Typed Name and Title of Authorized Representative

M/WBE 102

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

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

NAME OF APPLICANT: NYC DEPARTMENT OF EDUCATION

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

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

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

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

M/WBE Documents

M/WBE Goal Calculation Worksheet

(This form should reflect Multi-Year Budget Summary Totals)

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

Applicant Name: NYC DEPARTMENT OF EDUCATION

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

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

| | Budget Category | Amount budgeted for items excluded from M/WBE calculation | Totals |
|----|---|--|---------------|
| 1 | Total Budget | | \$ 999,989 |
| 2 | Professional Salaries | \$ 59,893 | |
| 3 | Support Staff Salaries | \$ - | |
| 4 | Fringe Benefits | \$ 6,890 | |
| 5 | Indirect Costs | \$ - | |
| 6 | Rent/Lease/Utilities | \$ - | |
| 7 | Sum of lines 2, 3, 4, 5, and 6 | | \$ 66,784 |
| 8 | Line 1 minus Line 7 | | \$ 933,205 |
| 9 | M/WBE Goal percentage (20%) | | 0.2 |
| 10 | Line 8 multiplied by Line 9 =MWBE goal amount | | \$ 186,641 |

M/WBE UTILIZATION PLAN

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

Bidder/Applicant's Name: NYC DEPARTMENT OF EDUCATION Telephone/Email: (212) 374-0520
Address: Chambers St. Federal ID No.: 13-6400434
City, State, Zip: New York, NY 10007 RFP No: RFP Number: TA-14

| Certified M/WBE | Classification (check all applicable) | Description of Work (Subcontracts/Supplies/Services) | Annual Dollar Value of |
|--|--|---|--|
| NAME: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC ADDRESS: 165 PARK ROW # 18A CITY, ST, ZIP: New York NY, 10038 PHONE/E-MAIL: 212-608-0714 / lucy@lucywestpd.com FEDERAL ID No. 043713795 | NYS ESD Certified MBE <input type="checkbox"/> WBE <input checked="" type="checkbox"/> | Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction. | Year 1 \$ 50,000 Year 2 \$ 25,000 Year 3 \$ 115,000 TOTAL \$ 190,000 |

PREPARED BY (Signature)  DATE 2-27-14

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

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

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

M/WBE SUBCONTRACTORS AND SUPPLIERS NOTICE OF INTENT TO PARTICIPATE

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

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

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

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


Signature of Authorized Representative of Bidder/Applicant's Firm **Mary Doyle, Executive Director State Portfolio Policy**
Date: 2/21/14 **Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm**

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

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

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

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

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

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

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

PART C - CERTIFICATION STATUS (CHECK ONE):

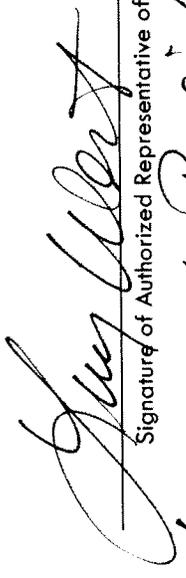
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The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (M/WBD) for M/WBE certification.

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

| | | |
|---|----|---------|
| The estimated dollar amount of the agreement: | \$ | 190,000 |
|---|----|---------|

Date: 2/21/14



Signature of Authorized Representative of M/WBE Firm

Lucy West, President

Printed or Typed Name and Title of Authorized Representative

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

Applicant Name: Metamorphosis Teaching Learning Communities Inc. Telephone: 212-233-0419
 Address: 105 Park Row #189 Federal ID No.: 04-371-3795
 City, State, ZIP: New York, NY 10038 Project No:

Report includes:

Work force to be utilized on this contract OR

Applicant's total work force

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

| EEO - Job Categories | Hispanic or Latino | | Race/Ethnicity - report employees in only one category | | | | | | | | | | | | | | | | |
|---|--------------------|--------|--|---------------------------|---|-------|----------------------------------|------------------------|----------|---------|-------|------------------|---|-------|----------------------------------|-------------------|----------|---------|--|
| | Total Work Force | | Male | | | | | 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 | |
| Executive/Senior Level Officials and Managers | | | | | | | | | | 2 | | | | | | | | | |
| First/Mid-Level Officials and Managers | | | 1 | | | | | | | | 16 | 1 | | 2 | | | | | |
| Professionals | | | 1 | | | | | | | | | | | | | | | | |
| Technicians | | | | | | | | | | | | | | | | | | | |
| Sales Workers | | | | | | | | | | | | | | | | | | | |
| Administrative Support Workers | | | | | | | | | | | 1 | 1 | | | | | | | |
| Craft Workers | | | | | | | | | | | | | | | | | | | |
| Operatives | | | | | | | | | | | | | | | | | | | |
| Laborers and Helpers | | | | | | | | | | | | | | | | | | | |
| Service Workers | | | | | | | | | | | | | | | | | | | |
| TOTAL | | 2 | | | | | | | | | 19 | 2 | | | | | | 2 | |

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

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