



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

---

Director  
Office of School Innovation  
5N EB Mezzanine  
Telephone: (518)473-8852  
Fax: (518)473-4502

June 30, 2014

Carmen Fariña  
Chancellor  
NYC Dept. of Education  
52 Chambers St., 3rd Floor  
New York, NY 10007

RE: Award Notice: School Innovation Fund (SIF) Round 3– Grant #TA-15  
Award Amount: \$750,000  
Time Period: June 1, 2014 to June 30, 2017

Dear Chancellor Fariña:

On behalf of the New York State Education Department (NYSED), thank you for your participation in our recent School Innovation Fund grant competition. I am pleased to inform you that district's your proposal for Aspirations Diploma Plus High School has met the preliminary standard for funding

The NYSED School Turnaround Office will serve as lead for School Innovation Fund project oversight, assistance, monitoring, and reporting. Office staff will be conducting a final review of the proposed budget for this school to ensure that all expenses meet the intents and purposes of the grant and are allowable, necessary and reasonable. In addition, the final grant approval process includes review and approval of your district's proposed compliance with NYSED's Minority and Women-Owned Business Enterprises (M/WBE) policy as described in the grant application. NYSED may contact your district with questions about the M/WBE plan and documentation; a prompt response will avoid or minimize delay in finalizing the grant award.

After final approval of the budget and M/WBE compliance, you will receive a formal grant award notice from our Grants Finance Unit. No work should be initiated until you receive final notice of approval of your award. All grants, regardless of type or dollar amount, are subject to further review, monitoring, and audit to ensure compliance. NYSED has the right to recoup funds if the approved activities are not performed and/or the funds are expended inappropriately.

The grant resulting from this award will require that grantees accept electronic payments for amounts due on the grant. Additional information and authorization forms are available at the State comptroller's website at [www.osc.state.ny.us/epay/index.htm](http://www.osc.state.ny.us/epay/index.htm).

The School Turnaround Office looks forward to working with your district on this project. Should you have any questions or require additional assistance, please contact the office at [turnaround@mail.nysed.gov](mailto:turnaround@mail.nysed.gov) or (518) 473-8852.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bill Clarke', with a stylized, sweeping flourish extending to the right.

Bill Clarke

c: D. Gibson  
S. Rencher  
M. Doyle  
M. Torres

ORIGINAL

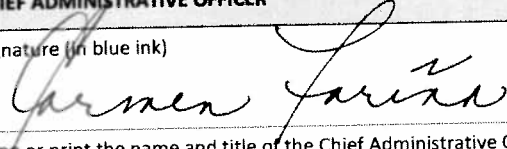
**New York State Education Department  
School Innovation Fund Grant – Round 3 (TA-15)  
Application Cover Sheet**

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

Applicant LEA (Name) New York City Department of Education			County New York		
Legal School Name for the Priority School Identified in this Application Aspirations Diploma Plus High School			Beds Code 332300011646		
Chief Administrative Officer (Last Name, First Name, Dr./Mr./Ms.) Fariña, Carmen, Mrs.					
Title Chancellor	Telephone (212) 374-0200	Fax Number (212) 374-5588	E-mail Address CGFarina@schools.nyc.gov		
Address (Street, City, Zip Code) 52 Chambers Street, New York, NY 10007					
Application Type (Check one):		<input checked="" type="checkbox"/> LEA with one Lead Partner		<input type="checkbox"/> LEA with Partner Consortium	
SCHOOL DESIGN TYPE (Check One)					
College Pathways <input checked="" type="checkbox"/>	Community-Oriented <input type="checkbox"/>	Arts / Cultural Ed <input type="checkbox"/>	CTE <input type="checkbox"/>	Virtual/Blind/Online <input type="checkbox"/>	Network-Affiliated <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	
DO NOT WRITE IN THIS SPACE	
Reviewed by _____	Date _____

**RECEIVED**  
FEB 28 2014  
CONTRACT ADMINISTRATION  
NB

## 23K646 Aspirations Diploma Plus HS

2014 SIF 3 Application Cover Page

---

### Page 1

Select District (LEA) Name:

NYC GEOG DIST #23 - BROOKLYN

Select School Name:

332300011646 ASPIRATIONS DIPLOMA PLUS HIGH SCHOOL

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

9-12

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

231

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

Enter name of person submitting application:

Mary Doyle

Phone number:

212-374-2762

Fax number:

212-374-5760

Email address:

mdoyle5@schools.nyc.gov

Select the SIF Model for this School Application

Arts and/or Cultural Education School Design



### Submission Checklist

Documents	Checked - Applicant	Checked - SED
Application Cover Sheet (with original signature in <u>blue ink</u> )	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative District-level Plan <b>and</b> School-level Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment A Assurance of Joint Commitment 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"/>
Attachment E Project Plan Template	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment F Performance Agreement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment G Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FS-10 for Year One Implementation Period (June 1, 2014 to June 30, 2015); FS-10 forms are available at: <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Preliminary draft Memorandum of Understanding(s) (with Lead Partner <b>or</b> Partner Consortium)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**M/WBE Documents Package (containing original signatures)**

☒ Full Participation    
 ☐ Request Partial Waiver    
 ☐ Request Total Waiver

Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<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? ☐ Yes ☐ No

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

## **A. District Overview**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 SIF 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 SIF 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 SIF plan, that have been formally contracted by the NYCDOE after a vetting process. The NYCDOE oversees a request for proposal process from organizations experienced in working with schools in need of school improvement. Accountability plans for the partner must be included based on annual evaluations

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

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

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

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

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

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

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy13\\_14/FY14\\_PDF/am86.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/am86.pdf)

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

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

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

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

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

**ii. Labor-management documentation**

The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here: [http://www.uft.org/files/contract\\_pdfs/teachers-contract-2007-2009.pdf](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 SIF 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 SIF 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 SIF schools. The Priority School will be formally visited at least three times by its Superintendent in order to ensure progress towards academic improvement is underway. Staffing for these schools may also be enhanced so that struggling schools receive an experienced principal with success in turning around a school, as well as a complete NYCDOE team to assist that principal.

To further school improvement, the NYCDOE implemented Education Law 3012-c. The Measures of Teacher Practice (MOTP) component of the system counts for 60% of a teacher's evaluation. In this component, teachers receive ratings and feedback on classroom observations and teaching artifacts based on a teaching practice rubric, Danielson's Framework for Teaching. Teachers may also choose to submit teaching artifacts to inform their evaluation rating. For teachers of students in grades 3-12, student feedback will also inform teachers' ratings under MOTP in future years.<sup>1</sup> The Measures of Student Learning (MOSL) components of the system is worth 40% of a teacher's overall evaluation rating – the State Measures component is worth 20% and the Local Measures component is worth 20%. The NYCDOE has provided in-person and online professional 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

---

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

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

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

### iii. Timeframe and persons responsible

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

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

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

\*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 SIF 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 SIF 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 SIF plans. All NYCDOE SIF materials were also shared directly with CPAC, CSA, and UFT for distribution this year. Materials included the NYCDOE-created SIF School-level Plan and SIF 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 SIF engagement process with each group took place via meetings, phone calls, and emails about the NYCDOE SIF applications. The Office of State Portfolio Policy staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on January 9<sup>th</sup> to discuss SIG and SIF. CPAC is the group of parent leaders in the NYCDOE; it is comprised of presidents of the district presidents' councils. The role of CPAC is to consult with the district presidents' councils to identify concerns, trends, and policy issues, and it advises the Chancellor on NYCDOE policies.

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

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

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

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

### **Expanded Learning Time Requirements**

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

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

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

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

---

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

### Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

### Student Participation

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

### Options for Adding Time

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

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

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



## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

---

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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.<sup>3</sup> See the session time memo for guidance on using the 37.5 minutes.

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

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

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

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

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

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

---

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

### Academic Instruction

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

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

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

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

### Teachers

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

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

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

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

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

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

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

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

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

## **Operations**

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

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

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

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

---

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

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

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

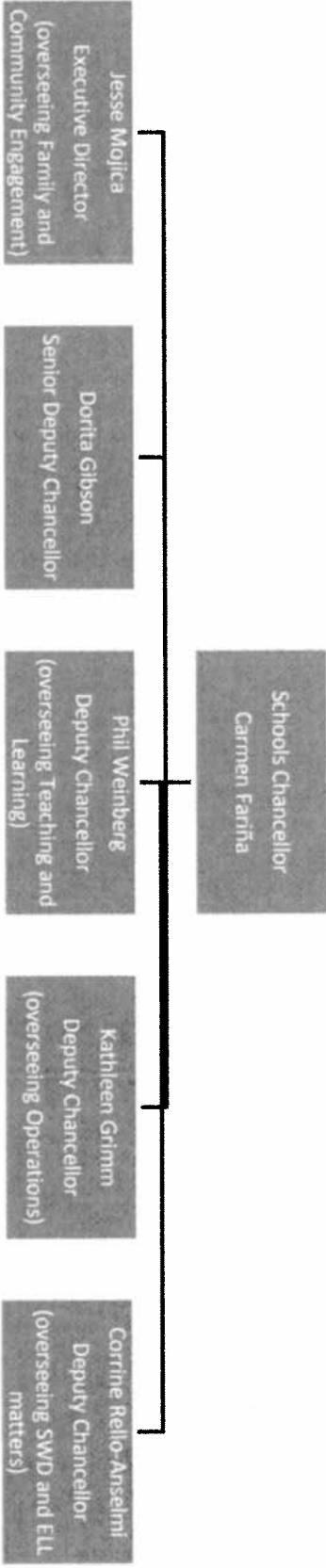
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

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

**District-Level Leadership Organizational Chart**





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

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

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation  
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

**A. General Transfers**

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

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

**B. Hardship Transfers**

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

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

**C. Voluntary Teacher Exchange**

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

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

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

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

---

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation  
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

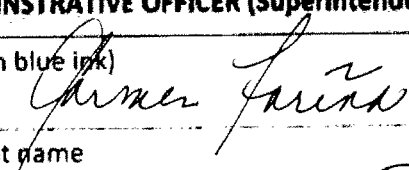


ORIGINAL

**Attachment A**  
**Assurance of Joint Commitment and Collaboration Form**

By signing this document, the Superintendent, Board of Education, and teachers' and principals' unions are acknowledging their joint commitment to implement the whole school redesign effort proposed in the application and to work collaboratively to sustain the positive changes that result from the SIF grant.

LEA Name: NYCDOE  
School Name: 23K 646 Aspiration Diploma Plus High School

<b>CHIEF ADMINISTRATIVE OFFICER (Superintendent)</b>	
Signature (in blue ink) 	Date <u>2/25/14</u>
Type or print name <u>Carmen Fariñu</u>	

<b>BOARD OF EDUCATION PRESIDENT</b>	
Signature (in blue ink)	Date
Type or print name	

<b>LOCAL ADMINISTRATORS UNION PRESIDENT</b>	
Signature (in blue ink) <u>Ernest A. Logan</u>	Date <u>2/24/14</u>
Type or print name <u>Ernest A. Logan</u>	

<b>LOCAL TEACHERS UNION PRESIDENT</b>	
Signature (in blue ink) <u>Michael Mulgrew</u>	Date <u>2/25/14</u>
Type or print name <u>Michael Mulgrew</u>	

District Parent Representative

 2/24/14  
Alim S. Gafar

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

### **Aspiration Diploma Plus High School (23K646)**

#### **Partner Information**

##### **Sports and Arts in School Foundation**

SASF's mission is to help bridge the academic performance gap among under-achieving students by extending the school day and year with wholesome, skill-building activities designed to improve New York City children's academic performance, health and wellness, attitude towards school, self-confidence, character and values, and opportunity for lifelong employment.

SASF will partner with Aspirations High School to help the school meet its performance targets and support the school in its after-school programming. To accomplish this, school will implement the SASF Champions Clubs Program during school year 2014-2015 for 30 weeks (5 days per week; Monday – Friday, for 8 hours per day). This program will provide performing/visual arts activities, sports activities, college readiness team and leadership development and academic enrichment for youth via our Champions Clubs model.

##### **Teaching Matters**

Teaching Matters' mission is to develop and retain great teachers, and measurably increase their ability to give students in urban public schools an excellent education.

Teaching Matters will assist Aspirations High School in designing rigorous and engaging curricula maps and units that are CCLS-aligned and extend across the grades and content areas. Teaching Matters utilizes a professional development program with teachers and administrators called Teaching for Impact which has a comprehensive yet flexible design for interdisciplinary curriculum design. Aspirations will implement discrete components, concentrating their efforts on a few facets only:

- 1) Intake/needs assessment: This initial phase consists of a needs assessment and program orientation to identify if the school has the enabling environment necessary for success. We determine whether or not a school has: (a) enough teachers with potential to become leaders; (b) informed, responsive school leadership; (c) common, cohesive curricula aligned to the Common Core and assessments; (d) school has made efforts to form teacher teams; (e) student discipline does not interfere with academic instruction; and (f) infrastructure that enables teacher effectiveness (e.g., technology, budget for key resources). The results of the needs assessment will determine our starting point.
- 2) Establishment of Instructional Foundations or inquiry teams in a core content area: The first year focuses on intensive guidance on Instructional Foundations with an emphasis on content and pedagogy, recognizing that implementation of any curriculum requires teacher's expertise in research-based practices that give them the flexibility they require to meet the needs of all their students. An additional focus of the Instructional Foundations component will be Common Assessments and Data Tracking to enable the school to identify and/or develop common assessments, and to implement an appropriate instructional Data Tracking system that promotes teacher collaboration and student learning.

3) Establishment of inquiry teams: Teaching Matters' coaches work with grade level teams – mentoring first year teacher leaders. Principals receive specialized coaching focused on supporting their content area, maximizing their PLCs and creating action plans for sustaining them.

4) Sustained professional learning and implementation of school-wide action plans: A third year responds to noted progress gaps of previous cohorts, co-develops PLC expansion/action plans with principal and potentially extends the work to teacher leaders in other content areas. Ultimately, teams of teacher leaders sustain the work going forward in the school.

## **Enrollment Summary**

In Aspirations Diploma Plus High School, students with disabilities comprise 15% of the school's population, on par with the average transfer school in the city. English Language Learners comprise 2% of the school's population, 10 percentage points lower than the average transfer school in the city. The average incoming proficiency (8<sup>th</sup> grade ELA/math) of the school's students is 2.4, on par with the average transfer school in the city.

## **Leadership Information**

Aspirations Diploma Plus High School is a transfer high school for students who, for any number of reasons, have fallen behind in credit accumulation and anticipated progression through Regents exams while attending traditional high schools. The mission of Aspirations is to welcome these students who have not been able to accrue the benefits of academic success and to ensure they graduate with the skills necessary to succeed in college or careers. In order to do this - in order to succeed with students who have failed in other environments - the school requires outstanding leadership capable of bringing together several high-leverage competencies: expertise in data analysis and utilization for the purpose of setting goals, modifying instruction and monitoring progress of strategic initiatives, strong curricular and instructional leadership, the ability to engage the school community in a manner that builds on student strengths and motivates students to succeed, and the proven ability to support adult learning for very experienced teachers in a manner that will move instructional practice to engage struggling learners. As evidenced by low student outcomes, poor attendance (for both regular school days and tutoring), and a high number of incidents, Aspirations was a school in need of a principal with command of the competencies identified here. In the past two years, Aspirations - under strong leadership in these areas - has demonstrated impressive gains in school tone, climate, attendance and student outcomes: it can be anticipated that the school will continue to build on these gains as it develops expertise in these competencies.

Shermila Bharat has more than two decades of experience working in New York City public schools. As a social studies teacher and senior advisor at Hillcrest High School in Queens, N.Y. - a school which has maintained a consistent track record of success - Ms. Bharat developed a strong foundation in instruction, student engagement, and community building activities. While at Hillcrest, Ms. Bharat earned an MS ED in Special Education and pursued graduate study in school administration, before being recruited to take on the role of Facilitator at the Department of Education's Office of New Teacher Induction, where she taught courses to new teachers in

effectively managing, planning for, and engaging students. Accepting the position of Director of Afterschool Professional Development in 2001, Ms. Bharat was responsible for working with multiple constituencies, and guided the development and administration of professional development programs serving teachers, paraprofessionals, and school aides.

From 2004 to 2007, as Director of New Teacher Induction for Region 2, Ms. Bharat administered every aspect of teacher induction, from hiring, training and placement of mentors to collection and utilization of data for the purpose of program improvements to guiding a curriculum that utilized the University of California, Santa Cruz model of new teacher professional development. From 2007-11, Ms. Bharat worked in the network support structure as an instructional specialist responsible for Special Education instruction. Here she served schools K-12, but primarily engaged 6-12 teachers in a network with many struggling schools as they worked to modify their instruction to develop multiple entry points for diverse learners.

In 2011, Aspirations Diploma Plus High School had just received a grade of F on the NYCDOE Progress Report, had numerous disciplinary issues, and had a staff comprised largely of new teachers with a few very experienced teachers who were not differentiating instruction to support diverse learners. Acknowledging her outstanding track record in program management and her evident expertise in working with data systems, and given her extensive experience in high school instruction and in working to support new teachers and teachers of students with special needs, Shermila was selected to take over Aspirations and charged with improving student outcomes. Since that time, the school has seen improvements in attendance, credit accumulation and Regents pass rates, and moved from a grade of "F" to a grade of "C" on the NYCDOE Progress Report, and the number of safety-related incidents has fallen dramatically. We look forward to seeing these solid gains continue as the school faculty gains expertise and confidence, and the school culture continues to improve.

ORIGINAL

2312646

**Attachment F**  
**School Innovation Fund (SIF) – Round 3 Performance Agreement**

The SIF performance agreement is an accountability agreement between the New York State Education Department (NYSED) and a LEA receiving a SIF grant for its low-performing schools. A core feature of the SIF grant is joint accountability for improved student achievement between an LEA and its Lead Partner or Partner Consortium. Areas of 1) joint responsibility (partner(s) and LEA), 2) LEA responsibility, and 3) SIF partner responsibility should be explicitly identified in each Memorandum of Understanding (MOU) between the LEA and the partner. The LEA is responsible for holding the partner accountable for the delivery and effectiveness of its services.

By signing below, the LEA and Lead Partner or Partner Consortium (team of two or three partners) agree to meeting the indicators and performance metrics identified in Attachment B: School-level Baseline Data and Target-Setting Chart and Attachment E: Project Plans, according to the responsibilities explicitly identified in each MOU. Failure to do so may result in a delayed or stopped payment.

<b>SUPERINTENDENT</b>	
Signature (in blue ink)	<i>Carmen Fariña</i> Date <i>2/25/14</i>
Type or print the name	<i>Tamika Matheson</i>
<b>EXTERNAL PARTNER</b>	
Signature (in blue ink)	<i>Jane Condliffe</i> Date <i>2/4/14</i>
Type or print the name and title and organization of the partner. Teaching Matters, Inc. Jane Condliffe, Deputy Director	
<b>EXTERNAL PARTNER</b>	
Signature (in blue ink)	<i>James R. O'Neill</i> Date <i>2/7/14</i>
Type or print the name and title and organization of the partner. <i>Jim O'Neill - CEO - Sports, Arts &amp; Schools Foundation</i>	
<b>EXTERNAL PARTNER</b>	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner.	

**MEMORANDUM OF UNDERSTANDING  
BETWEEN TEACHING MATTERS  
AND  
NEW YORK CITY DEPARTMENT OF EDUCATION**

1. **Parties.** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between TEACHING MATTERS ("TEACHING MATTERS") and New York City Department of Education ("NYCDOE") effective as of signature date, below.
2. **Purpose.** The purpose of this MOU is to establish projected responsibilities under which TEACHING MATTERS provides services to Aspirations Diploma Plus HS, a Priority School as identified by NYSED, in order to jointly redesign and turnaround the school into a high performing, high quality organization.
3. **Projected Responsibilities for TEACHING MATTERS**

Teaching Matters' mission is to develop and retain great teachers, and measurably increase their ability to give students in urban public schools an excellent education.

In the event that the Aspirations Diploma Plus HS is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), TEACHING MATTERS agrees to negotiate in good faith and proceed in a timely manner to conclude a mutually acceptable service agreement, based on the Proposal Narrative submitted by the DOE as part of the grant application process.

TEACHING MATTERS will tailor existing products and services for implementation in Aspirations Diploma Plus HS. These products and services include:

Teaching Matters will assist Aspirations High School in designing rigorous and engaging curricula maps and units that are CCLS-aligned and extend across the grades and content areas. Teaching Matters utilizes a professional development program with teachers and administrators called Teaching for Impact which has a comprehensive yet flexible design for interdisciplinary curriculum design. Aspirations will implement discrete components, concentrating their efforts on a few facets only:

1) **Intake/needs assessment:** This initial phase consists of a needs assessment and program orientation to identify if the school has the enabling environment necessary for success. We determine whether or not a school has: (a) enough teachers with potential to become leaders; (b) informed, responsive school leadership; (c) common, cohesive curricula aligned to the Common Core and assessments; (d) school has made efforts to form teacher teams; (e) student discipline does not interfere with academic instruction; and (f) infrastructure that enables teacher effectiveness (e.g., technology, budget for key resources). The results of the needs assessment will determine our starting point.

2) **Establishment of Instructional Foundations or inquiry teams in a core content area:** The first year focuses on intensive guidance on Instructional Foundations with an emphasis on content and pedagogy, recognizing that implementation of any curriculum requires teacher's expertise in research-based practices that give them the flexibility they require to meet the needs of all their students. An additional focus of the Instructional Foundations component will be Common Assessments and Data Tracking to enable the school to identify and/or develop common assessments, and to implement an appropriate instructional Data Tracking system that promotes teacher collaboration and student learning.

3) **Establishment of inquiry teams:** Teaching Matters' coaches work with grade level teams – mentoring first year teacher leaders. Principals receive specialized coaching focused on supporting their content area, maximizing their PLCs and creating action plans for sustaining them.

4) Sustained professional learning and implementation of school-wide action plans: A third year responds to noted progress gaps of previous cohorts, co-develops PLC expansion/action plans with principal and potentially extends the work to teacher leaders in other content areas. Ultimately, teams of teacher leaders sustain the work going forward in the school.

**4. Projected Responsibilities for NYCDOE**

Provide adequate space for on-site meetings, workshops, coaching and professional development sessions.

Process timely payments for all services rendered, in accordance to the mutually acceptable service agreement and to NYCDOE's standard operating procedures.

Comply with all information and program evaluation requests of NYSED

Comply with all financial management and reporting requirements of NYSED

**5. Joint projected Responsibilities for TEACHING MATTERS and NYCDOE**

Reach annual targets for all metrics described in the Application Narrative Attachment B: *School-level Baseline Data and Target-Setting Chart*

**6. Terms of Termination**

This MOU shall remain in effect as of the signature date until:

- Official announcement or notice of the cancellation of the Notice Inviting Applications;
- Receipt of written notice from the NYSED that it will not award a SIF grant to Aspirations Diploma Plus HS
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, **and** a final service agreement is negotiated between TEACHING MATTERS and NYCDOE

Either Internationals or NYCDOE may terminate this MOU by giving thirty (30) days written notice to the other party.

**7. Payment.** No payment shall be made to either party by the other party as a result of this MOU.

**8. Assignment.** Neither party may assign this MOU or any of its rights or obligations hereunder without the prior written consent of the other party.

**9. Signatures.** In witness whereof, the parties to this MOU through their duly authorized representatives have executed this MOU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

The effective date of this MOU is the date of the signature last affixed to this page.

**TEACHING MATTERS**

---

Signature	Title	Date
-----------	-------	------

**NYCDOE**

---

Signature	Title	Date
-----------	-------	------



**MEMORANDUM OF UNDERSTANDING  
BETWEEN SPORTS AND ARTS IN SCHOOL FOUNDATION  
AND  
NEW YORK CITY DEPARTMENT OF EDUCATION**

1. **Parties.** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between SPORTS AND ARTS IN SCHOOL FOUNDATION ("SASF") and New York City Department of Education ("NYCDOE") effective as of signature date, below.

2. **Purpose.** The purpose of this MOU is to establish projected responsibilities under which SASF provides services to Aspirations Diploma Plus HS, a Priority School as identified by NYSED, in order to jointly redesign and turnaround the school into a high performing, high quality organization.

3. **Projected Responsibilities for SASF**

SASF's mission is to help bridge the academic performance gap among under-achieving students by extending the school day and year with wholesome, skill-building activities designed to improve New York City children's academic performance, health and wellness, attitude towards school, self-confidence, character and values, and opportunity for lifelong employment.

In the event that the Aspirations Diploma Plus HS is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), SASF agrees to negotiate in good faith and proceed in a timely manner to conclude a mutually acceptable service agreement, based on the Proposal Narrative submitted by the DOE as part of the grant application process.

SASF will tailor existing products and services for implementation in Aspirations Diploma Plus HS. These products and services include:

SASF will partner with Aspirations High School to help the school meet its performance targets and support the school in its after-school programming. To accomplish this, school will implement the SASF Champions Clubs Program during school year 2014-2015 for 30 weeks (5 days per week; Monday – Friday, for 8 hours per day). This program will provide performing/visual arts activities, sports activities, college readiness team and leadership development and academic enrichment for youth via our Champions Clubs model.

4. **Projected Responsibilities for NYCDOE**

Provide adequate space for on-site meetings, workshops, coaching and professional development sessions.

Process timely payments for all services rendered, in accordance to the mutually acceptable service agreement and to NYCDOE's standard operating procedures.

Comply with all information and program evaluation requests of NYSED

Comply with all financial management and reporting requirements of NYSED

5. **Joint projected Responsibilities for SASF and NYCDOE**

Reach annual targets for all metrics described in the Application Narrative Attachment B: *School-level Baseline Data and Target-Setting Chart*

**6. Terms of Termination**

This MOU shall remain in effect as of the signature date until:

- Official announcement or notice of the cancellation of the Notice Inviting Applications;
- Receipt of written notice from the NYSED that it will not award a SIF grant to Aspirations Diploma Plus HS
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, **and** a final service agreement is negotiated between SASF and NYCDOE

Either Internationals or NYCDOE may terminate this MOU by giving thirty (30) days written notice to the other party.

7. **Payment.** No payment shall be made to either party by the other party as a result of this MOU.
8. **Assignment.** Neither party may assign this MOU or any of its rights or obligations hereunder without the prior written consent of the other party.
9. **Signatures.** In witness whereof, the parties to this MOU through their duly authorized representatives have executed this MOU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

The effective date of this MOU is the date of the signature last affixed to this page.

SPORTS AND ARTS IN SCHOOL FOUNDATION

---

Signature	Title	Date
-----------	-------	------

**NYCDOE**

---

Signature	Title	Date
-----------	-------	------

### School Innovation Fund (SIF) Application

<b>School Name:</b>	Aspiration Diploma Plus High School				
<b>DBN:</b>	23K646				
<b>Network:</b>	603				
<b>Application Type (Check one):</b>		<input type="checkbox"/> School with Lead Partner		<input checked="" type="checkbox"/> School with Partner Consortium	
<b>Model Type (Check all that apply):</b>					
College Pathways  <input type="checkbox"/>	Community-Oriented  <input checked="" type="checkbox"/>	Arts / Cultural Ed  <input type="checkbox"/>	CTE  <input type="checkbox"/>	Virtual/Blnd/Online  <input type="checkbox"/>	Network-Affiliated  <input type="checkbox"/>

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

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

**LAS: Leadership for Academic Success at Aspirations Diploma Plus HS**

#### **EXECUTIVE SUMMARY**

Leadership for Academic Success (LAS) is our ultimate goal. Aspirations Diploma Plus High School proposes to partner with Teaching Matters and Sports and Arts in Schools Foundation to create a sustainable program that aims to develop a seamless bridge between classroom and afterschool programming that that will support the ongoing educational transformation from Priority School status. The multiple partnerships' goal is to collaborate as a single unit within the school to bring together students, parents, staff and community members to accelerate students' academic progress and positive youth development.

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.**

At Aspirations High School our mission reflects the belief that "all students possess leadership qualities" and through a culture of respect and productive "teacher-student-family interactions" we strive to transform our students into "confident leaders. Our school's vision recognizes and strives to embed those qualities and characteristics that are universally recognized in successful leaders and their leadership practices. Therefore, at Aspirations High our vision seeks to develop responsible, respectful, and articulate graduates that have a strong work ethic, understand the fundamentals of problem solving, and have a successful record of overcoming adversity.

Therefore, in order to develop our School-level plan we have set **Three Major Goals**:

1. Create a Leadership-Driven Success Model that utilizes Extended Learning Time that addresses the “whole child” and develops the attributes and skills of College and Career Readiness, and builds a safe and orderly school climate that is conducive to learning.
2. Utilize external partners to create a sustainable structure for leadership development in students, educators, and community partners so as to produce Future Leaders by leveraging the resources of families and community partners to support the ongoing work.
3. Develop rigorous and engaging curricula that are Common Core aligned to all contents areas including the Arts and Technology that will reflect the high levels of teacher effectiveness cited within the Danielson Framework that will positively impact student achievement and progress for the unique students of a Transfer School.

For the SIF Grant we have selected the Community Oriented School Design. Our Key Design Elements reflects the work on Leadership by Douglass B. Reeves, “Leadership Keys: focus: stop initiative fatigue, confront the cynics; Principles are more important than programs; strategic leadership is different from unitary leadership; values and evidence: a powerful combination,” p. 81 and Michael Fullan who utilizes leadership capacity building to turn a whole system around.

In terms of the SIF Grant the **Key Design Elements** of the School-level plan are as follows:

- Creation of a Leadership Advisory Program
- Create an Office and or Team of Culture & Climate to support Youth Development
- Joint Socioemotional support program that utilizes Child Center of New York, Advocates, and Sports and Arts Foundation programs
- Common Planning time to develop/review new/modified curricula
- Professional Development: leadership, team building, curriculum alignment, technology and the arts, community connections, support the needs of ALL students, positive behavior supports
- Monitoring and tracking progress (ALL leading and Lagging indicators)
- Parent/family and community support/resources/engagement to support student leadership development and academic progress
- All key partners will be teamed with inhouse counterparts so as to have a greater impact on students and develop inhouse expertise over time.

In terms of the Key Design Elements, the **Core Strategies** are as follows:

- Sports and Arts afterschool activities will provide the hook to engage students into afterschool programs that cannot only provide an outlet for student issues, it can also provide the motivation to address academic and socioemotional needs on a regular basis as well as develop team and leadership skills and abilities.
- Leadership development will be directly connected to academic progress and success. And skills and abilities for leadership will be the same for staff and students and reflects the characteristics of the CCLS.
- Curriculum development will be aligned to the CCLS, include instructional strategies that meet the needs of all students, and include opportunities to engage the family and communities. And CD will be supported by ongoing, targeted professional development that reflects the analysis of student data and work from teacher teams.
- Danielson Domain 4 will be represented in all work, teachers will have PD in its integration and desired outcomes, and from this will emerge the school leaders.

- Extended Learning Time (ELT) will not help students keep or get back on track but will offer fun and engaging activities that ultimately build leadership and help to create a positive school culture with goal-driven leaders.
- Success models will be created and implemented so as to be transparent and part of the school culture that connects student, parent/families, and the community.

**Key Partnership Organizations** to realize the Goals of the SIF Grant are as follows:

- **Sports and Arts Foundation:** afterschool sports and arts program, team and leadership development, Advisory Model, Youth Development services, connection to Guidance Counselor's, Danielson Domain 4 for developing professional Responsibilities.
- **Teaching Matters:** Coaches for CCLS planning, rigor and engagement, Teacher Leaders, Content and Pedagogy experts for individual/teams, align instruction and assessment, develop/refine curriculum, advisory support
- **Sussman Sales:** Educational software that are tailored to meet the needs of a variety of learners both for diagnostic as well as remedial support that include: Study Sync (CCLS), myON Reader (SPEDs, ELLs), MindPlay (RTI) and CiteLighter
- **APEX:** advanced course work, etc.
- **Child Center of NY:** in kind on site socioemotional services for students/families

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

**4 points**

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

**i. Complete the Schoollevel Baseline Data and TargetSetting Chart**  
(see Attachment B).

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

Aspirations Diploma Plus is a transfer high school with 231 students from grade 9 through grade 12. Our students represent a population that has been under served by the school system. Every student at Aspirations has struggled and transferred here from being previously incarcerated, having dropped out of school, having had a baby or babies, suffered with addiction, foster care, living in shelters or just has not experienced success and Aspirations is their last opportunity to earn a high school diploma. Many of our students don't have a vision for a future beyond graduating high school as they are the first generation to graduate. They come to us hungry, some need clothes, some need child care and all need social emotional advocacy and counseling on a regular basis to stay motivated to finish and earn their diploma. The need for more resources to increase 4 and 6 year graduation rate and college and career readiness is great as evidenced by the data below. Our overall 6 year graduation cohort for 20122013 was 30%. 25.86% of all students who graduated last year were enrolled in a 2 or 4year college or university. 17.24% of all the students who graduated last year went to a 2year school; city or private, New York State or out of State. 8.62% of all the students who graduated last year went to a 4 year school; city or private, New York State or out of State.

Our school population is 76% Black, 22% Hispanic, and 2% Asian students. The student body includes 3% English language learners and 11% special education students. Boys account for 48% of the students enrolled and girls are 52%. Our students are overaged and under credited, on average a student comes to our school is 18 years old with 10 credits or less. 76.6% of our students are Title 1 eligible for free lunch. They are young people who need significant remediation in basic reading and math skills as well as study skills. Their reading and math scores are 56 years lower than their peers as most are level 1s and 2s. In ELA level 1s are 9.16% and level 2s make up 71.25% of our population. In math, 12.45% are level 1s and 61.25% are level 2s. Postsecondary Enrollment rate was 18% for 20122013 and College and Career Preparatory Course Index Rate was 2% as compared to 13.3% for the peer range and 11.1% for the city range.

### **Black and Hispanic males**

The Black/African American and Hispanic Males sub group make up 45% of the schools population in which 32.8% are Black/African American males and 12.1% are Hispanic males. The combined attendance rate for this subgroup of males is 63%, with a suspension rate of 11%. Almost all of the students of this subgroup (+98%) are also classified as Economically Disadvantaged Students in a school that has 77% Title 1 students. In 201213 SY, 44.8% of students who graduated were Black/African American and Hispanic Males. As almost all students of this subgroup come to our school being overage and undercredited, 42% of these students graduate. And in terms of the most atrisk students of this subgroup, only 19% of this group graduates. Less than 20% of these students graduate in 5 years. Ultimately, the students in this subgroup need extended learning time opportunities to pass their required courses and Regents examinations. Yet, only 42% of the students of this subgroup take advantage of the schools afterschool and Saturday school programs. And less than 2% of these students pursue advanced course work in the content areas through the school's online teaching site (APEX). And in terms of tracking student progress, we find that 53% and 68% respectively of the students in this sub group test in the 24 scoring level in English Language Arts and Mathematics and by the end of the year 39% test within the 34 scoring level in ELA and in Mathematics 47% test within a 34 scoring level. In addition, we find that +92% of the students in this subgroup require three or more interventions to quick them on track for their 6year graduation.

### **Students with Disabilities**

Students with Disabilities (SWD) make up 11% of the schools' population. Yet, the school only has two licensed special education teachers and struggles to provide all the mandated services throughout the year. Therefore, 100% of all SWD's are mainstreamed into general education classes (Least Restrictive Environment). Unfortunately, 50% of this group will dropout based on previous statistics. However, 83% of the SWDs that remain will graduate with high school diplomas, as the school tracks all students for local diplomas. In this subgroup, students are extremely successful with the Writing RCT in which 100% of the students passed in the 201011 SY. Yet, the same students struggled with the Global, US History, and Math RCTs in which only 29%, 20% and 50% passed respectively. However, in tracking the progress of these students in ELA and Mathematics we find that 50% of the students after four plus years of instruction test within a 24 scoring level for both content areas and yet we can only increase the students scoring to level 34 to 40% and 20% respectively. Currently, the school uses a team teaching model and a pull out SETTS model to assist SWDs, however these students require far more extended learning time opportunities to make up for all skill deficits. And in the current extended learning

time opportunities of afterschool and Saturday school, only 9% of the students that attend are SWD. However, the current ELT opportunities do not provide the same level of targeted instruction due to the staffing constraints of the programs.

**iii. Describe the systematic indepth 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.**

Our school had a Quality Review in 20122013 by Rosemary Stuart a reviewer from the Department of Education. The reviewer conducted classroom visits with the principal and calibrated feedback based on the Quality Review Rubric and reviewed the schools data. She met with two groups of Teacher Inquiry Teams to determine how effectively teachers were collecting and analyzing and implementing changes from student data/work, two groups of students to discuss how the school supported them to meet their goals of academic success and graduation; with parents to examine how the school communicates with families and with teachers to look at team structures and the system of feedback and support to move teacher practice and support growth and leadership. The overall evaluation rated the school as “proficient” and all the quality review indicators for Systems for Improvement (1.3, 3.1, 4.1, 4.2, 5.1) were rated “proficient”.

In 20132014, the school had two Principal Practice Observation (PPO) visits as part of the new evaluation system for Principals. During the first visit, Deputy Cluster leader Richard Cintron met with the Principal utilizing the PPO rubric which is aligned with the Quality Review Rubric to assess progress the school has made since its last Quality Review in 2013 and to look at the leadership practices particularly around indicator 1.3 on how the school leader manages and allocates resources to address the areas for growth. Classroom visits were made after the initial discussion and were debriefed with the lens of the PPO rubric.

The second PPO visit conducted by the Superintendent for District 23, Tamika Matheson and the Executive Director for School Quality Reviews, Carolyn Yaffe occurred in two parts (due to snow conditions that impacted student attendance). The initial visit consisted of a meeting with the principal utilizing the PPO rubric to follow up on the first visit by the Deputy Cluster Leader and to continue to review the schools data to check for progress since the Quality Review. The final visit consisted of visits to classrooms with a focus on the school’s literacy initiative after having given the ELA Performance Baseline assessment to all students as part of the 20% teacher accountability for 3012C and to see how teachers are incorporating the literacy components for student growth in the core content areas.

**iv. Describe the results (connect to QR/PPO ratings) of this systematic school review, including the existing capacity (need to address), strengths, and needs to dramatically improve student achievement. According to the Quality Review and our own Self Evaluation, the strengths of the school include the following:**

**School Leadership Practices and Decisions**

"The principal allocates resources, assigns staff, and builds partnerships to attain school goals leading to improved student outcomes. The principal allocates funds for art, English, social studies, science, and math teachers to work with consultants on aligning units of study to the Common Core Learning Standards (CCLS) and improving instructional practices." In terms of personnel resources, two guidance counselors’ were added to focus on analyzing transcripts of new and existing students to determine what each student needs to graduate. In turn, the principal uses this information to determine teaching assignments and how to program students accordingly, while keeping class size as small as possible to maintain needed supports. The principal and cabinet also analyzes

scholarship data and Regents' exam results to determine the best matches between teachers and students for Regents preparation classes. After determining the specific needs, the principal made program changes to provide the necessary supports to English language learners and reassigned teachers after analyzing January Regents pass rates. A special education teacher partners with general education teachers to provide integrated coteaching instruction in English classes. The impact on credit accumulation and Regents exam pass rates is already evident by comparing results from January 2014 to the same time last year with 22% more ninth graders passing all of their classes, the English Regents exam pass rate improving from 17% to 62% and the Global History pass rate improving from 9% to 36%.

### **Teacher Practices and Decisions**

"Teachers align assessments with content area curricula and utilize a common grading policy to provide consistent feedback to students and inform adjustments to instruction in order to meet the needs of all learners. In line with the principal's policy, teachers design assessments that not only measure mastery of course content, but also help students develop persistence and become familiar with the types of questions they are likely to encounter on Regents exams."

Senior teachers with Regents experiences teach review classes and departments have all come together and reviewed Regents items analysis to target specific student needs for the June/August Regents. We have also instituted a system of midterms and finals to help students prepare for assessments that contain a large body of information and teachers receive feedback on their exams as they are required to submit to administration one week prior to the exams. This feedback is also aligned with our UbD framework of backwards design to set a goal and then take action steps to meet that goal. The impact has been one of all around success in which our school's attendance has increased, truancy has decreased, and earlier graduation dates have been achieved by more than 20% of our student population. Our credit accumulation has increased dramatically for all cohorts because students are scheduled for classes they specifically need, teachers are differentiating instruction and support each student individually.

### **Student Social and Emotional Development and Health**

"Administrators, teachers, students, and parents, uniformly believe and value a respectful, supportive culture to reengage struggling students that results in positive impact on students' lives. The entire school community works to identify and recruit students who have been disengaged in academic pursuits and to support them as they refocus on preparing for their futures."

### **Family and Community Engagement**

"Teacher teams and staff communicate high expectations and inform students and families about academic progress contributing to a culture that supports learners as they prepare for college and career." The school has provided opportunities for students and families to participate in college kickoff events with guidance counselors as well as resume writing workshops...

### **Positive School Culture**

To foster a positive school culture and validate the work of the students we utilize our state of the art library as a hub and our full time librarian as liaison. We celebrate the achievements of the students by posting the great thing they do, such as names of students who have passed the January 2013 Regents or RCT.

### **Areas for Growth: Curriculum Development and Support**

Expand the design of rigorous performance tasks to emphasize crossgrade and crosscontent area connections with particular attention to the cognitive engagement of English language learners and students with disabilities...work has not yet resulted in curriculum maps that are integrated vertically from grade to grade or lesson plans that explicitly address the needs of all learners. As



a result, the school is not fully leveraging the curriculum to close the achievement gap for its relevant subgroups.

NEED: Create interdisciplinary, rigorous and engaging curriculum maps across the content areas and grades that reflect expectations of the Common Core Learning Standards (CCLS)

### **Teacher Practices and Decisions**

Provide consistent access to challenging tasks through multiple entry points across classrooms so that all students are engaged in higher order thinking leading to improved discourse and participation...inconsistent engagement of students in challenging tasks hinders the school in achieving its goals for all students to reach their potential.

NEED: Teacher need to work collaboratively within and across content areas within a distributive leadership model in order to foster participation in professional discourse as a means of sharing best practices and reflecting on plans for student success that are data driven. Curriculum Units developed should be high interest, tapping into student prior knowledge, and making realworld connections unique to the Transfer School Student. The youth development components of the all of the curriculum will also develop the student skills and abilities of collaborative work so that students understand how to question each other, discuss ideas, and challenge each other's thoughts and solutions to complex problems. This in turn will be connected to the afterschool Sports & Arts program that will delve deep into team building and leadership development

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

#### **Need for Leadership for Academic Success**

The Quality Review and subsequent reviews by both the Deputy Cluster Leader and the Superintendent acknowledged that while the leadership capacity on the part of administration is evident the systems and structures for distributive leadership for staff, students, and community partners needs to be developed. In addition, the overarching issue of curricula rigor and student engagement continues to be an area of struggle for our students.

In a Transfer School one of the most difficult shifts for teachers to make is to understand that even though students struggle with basic instruction that does not mean that still don't need to be challenged and engaged in rigorous instruction. In our current Teacher Effectiveness ratings, we have found that teachers that have revised their curricula to reflect high expectations have met with the greatest student success and progress. Ultimately, this requires our students to work together as teams and all teams require leadership roles to successfully address higher order tasks. Currently, the need for both students and staff to step forward and take a leadership role that owns the process of learning is a work in progress. A skeletal framework for a system to do this exists but regular sustained support by experts is needed to develop and expand the roles and responsibilities of leadership development? And how we track its progress. We have common planning time and departments but teachers don't meet regularly because in small schools there a small number of teachers for each department, therefore teachers usually teach their own specific courses so there is limited need for teachers to plan together. Yet, the need to further develop teacher teams that are teacher led to create and own the work around curricula is critical.

Our students are not fully engaged because they don't see the connection between working hard and success as they struggle with the need to be persistent and working with a partner or team to achieve academic success. They do not have a model on how to be successful and because they

believe success in a individual endeavor and there is no value in work in teams and partners. And students often fail to accept leadership roles because they have not experience team building that build trust and respect and the need for leaders that provide expertise and skills in terms of advanced problem solving activities. They tend to see themselves as alone and must do it on their own. When they can't which is often, frustration builds and academic failure is the result.

We have experienced a modicum of success this year with our structure for the PSAL transfer league basketball team and the Aspire for Greatness (AFG) dance team where students signed a contract that included requirements for attendance, attending regular practice and the need to pass all classes to remain on the teams. A significant amount of students on both teams fulfilled all requirements which translated to higher attendance, higher credit accumulation and graduation. We wish to build on this model to create an afterschool culture to motivate our young people to be part of a team and to understand the dynamics as well as to take leadership roles that ultimately translates to academic success. This model can be supported by the current faculty of the school including the guidance staff and the eight members onsite community support organization, Child Center of New York that works with our young people, particularly around social emotional concerns.

Our initial work has to start with our teachers and to ensure through ongoing professional development what high quality curriculum looks like and the best practices and strategies that can be used to bring it life in the classroom and assess its effectiveness. Our teachers need to understand how to reflect on their practice, make positive changes, and track their own progress and success. Teachers need to be empowered to reflect on the alignment of their curriculum to CCLS and the strength of the curriculum in terms of meeting the needs of all students before they can work together to create interdisciplinary curriculum that cuts across the content areas and grades. So while teachers refine their curricula they must undergo team building and leadership development so as to have the skills and understanding of how to work best together, effectively work on large tasks, and track and monitor their success as a group and the effectiveness of the leader. And at the same time, they must work with their students to develop a positive attitude towards teams and groups and recognize the value of leaders who make the process easy and manageable so as to receive the maximum results. Student's teams can use the teacher teams as there model of how team's functions, set goals, and accomplish their tasks. And they can create their own rubrics that assess their practices and allow them to track their own progress (strength, needs) over time. Then teacher teams can review and reflect on the rigor, engagement, and embedded youth development skills of all curriculum maps and units so as to create a school culture that automatically develops leadership and stresses the need for students to work and support each other so that all students are engaged.

### **C. School Model and Rational**

*4 points*

The school must propose and present the SIF plan as a plausible solution to the challenges and needs identified in the previous section, as well as the appropriate fit for the particular school and community. The SIF plan and rationale must contain descriptions of the following elements:

- i. **Describe the rationale for the selected design framework, the researchbased key design elements and other unique characteristics of the school's improvement design. Describe the researchbased 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.**

For the Schoollevel plan we selected Sports Arts Foundation as our lead partner so as to assist in the redesign of our school with the Design Framework of CommunityOriented School Design. Our rationale for selecting this design framework is reflects in the SCEP's fifth Goal on Family and Community Engagement (Tenet 6). For Tenet 6 our Major Recommendation strongly aligned with Standard of Practice 6.2 Welcoming Environment. As we understand that school has to be a safe, respectful place that students and their families value and high expectations for. So our lead partner, Sports & Arts Foundation, has an extensive history in New York City of providing attractive and interesting programs to draw in the students and then providing them with the necessary youth development skills that will ensure their continued participation and academic achievement. Essential to our lead partner, is there expertise in team and leadership building to help establish a culture of mutual respect, collaboration, and strong community engagement. As a transfer school, our students come to as having experienced failure on many levels and feeling extremely isolated, with no interest in connecting with others or bringing the families into their school life. In order to help create our welcoming environment we need to offer those things that initially interest or motivate our students such as sports and programs and use them as the "hooks" to build our school culture and environment. However, with only one physical education and one arts teacher with limited resources we struggle to offer these enticing programs and bring the community into our school in meaningful ways. And with two guidance counselors and an entire "atrisk population", we are overwhelmed with the need socioemotional supports. Therefore, Sports & Arts is the perfect lead partner to provide the needed our desperately needed sports and arts programs with embedded youth development services and SIF funds will help us so we can maximize the outcomes of our extended learning time opportunities for our students.

- ii. **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 decisionmaking processes for model selection and plan development.**

The LAS model was chosen after reflection on the SCEP goals created and approved by our School Leadership Team (which includes staff, students, parents, and community partners) that are based on intensive review of the following data sets: *Progress Report, Quality Review, Learning Environment Survey, Regents Data, State Report Card and Priority Status*. Our faculty has met and after preliminary vetting of potential partners was accomplished though the support of our AP Supervision, Director of the CBO, Librarian and Principal. A sharing of the information with all school partners regarding the vetting process was provided and a discussion ensued regarding the qualifications and alignment of the work of our main partners: Sports & Arts Foundation (lead partner), Teaching Matters and APEX, and Sussman Sales with our identified needs. (See attendance sheet and agenda) Our School Leadership Team has also met, discussed and reviewed the salient points of the grant and its alignment with our SCEP goals to address the needs of our student population.

**D. School Leadership**

**8 points**

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

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

Aspirations Diploma Plus High School is a transfer high school for students who, for any number of reasons, have fallen behind in credit accumulation and anticipated progression through Regents exams while attending traditional high schools. The mission of Aspirations is to welcome these students who have not been able to accrue the benefits of academic success and to ensure they graduate with the skills necessary to succeed in college or careers. In order to do this in order to succeed with students who have failed in other environments the school requires outstanding leadership capable of bringing together several highleverage competencies: expertise in data analysis and utilization for the purpose of setting goals, modifying instruction and monitoring progress of strategic initiatives, strong curricular and instructional leadership, the ability to engage the school community in a manner that builds on student strengths and motivates students to succeed, and the proven ability to support adult learning for very experienced teachers in a manner that will move instructional practice to engage struggling learners. As evidenced by low student outcomes, poor attendance (for both regular school days and tutoring), and a high number of incidents, Aspirations was a school in need of a principal with command of the competencies identified here. In the past two years, Aspirations under strong leadership in these areas has demonstrated impressive gains in school tone, climate, attendance and student outcomes: it can be anticipated that the school will continue to build on these gains as it develops expertise in these competencies.

- 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 uptodate resume and track record of success in leading the improvement of lowerperforming schools.**

Shermila Bharat has more than two decades of experience working in New York City public schools. As a social studies teacher and senior advisor at Hillcrest High School in Queens, N.Y. a school which has maintained a consistent track record of success Ms. Bharat developed a strong foundation in instruction, student engagement, and community building activities. While at Hillcrest, Ms. Bharat earned an MS ED in Special Education and pursued graduate study in school administration, before being recruited to take on the role of Facilitator at the Department of Education's Office of New Teacher Induction, where she taught courses to new teachers in effectively managing, planning for, and engaging students. Accepting the position of Director of Afterschool Professional Development in 2001, Ms. Bharat was responsible for working with multiple constituencies, and guided the development and administration of professional development programs serving teachers, paraprofessionals, and school aides.

From 2004 to 2007, as Director of New Teacher Induction for Region 2, Ms. Bharat administered every aspect of teacher induction, from hiring, training and placement of mentors to collection and utilization of data for the purpose of program improvements to guiding a curriculum that utilized the University of California, Santa Cruz model of new teacher professional development. From 2007 to 2011, Ms. Bharat worked in the network support structure as an instructional specialist responsible for Special Education instruction. Here she served schools K12, but primarily engaged 612 teachers in a network with many struggling schools as they worked to modify their instruction to develop multiple entry points for diverse learners.

In 2011, Aspirations Diploma Plus High School had just received a grade of F on the NYCDOE Progress Report, had numerous disciplinary issues, and had a staff comprised largely of new teachers with a few very experienced teachers who were not differentiating instruction to support diverse learners. Acknowledging her outstanding track record in program management and her evident expertise in working with data systems, and given her extensive experience in high school instruction and in working to support new teachers and teachers of students with special needs, Shermila was selected to take over Aspirations and charged with improving student outcomes. Since that time, the school has seen improvements in attendance, credit accumulation and Regents pass rates, and moved from a grade of "F" to a grade of "C" on the NYCDOE Progress Report, and the number of safety-related incidents has fallen dramatically. We look forward to seeing these solid gains continue as the school faculty gains expertise and confidence, and the school culture continues to improve.

**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.**

AP Organization is an African American male who is a Yale and Columbia University graduate with a strong background in Youth Development. He will be responsible for all aspects of the grant involving:

- School Climate, Culture, Enrichment, Funding, Payments, Resources, School Safety,
- Liaison to Sports and Arts Foundation

The Assistant Principal supervision has immersed himself in both the Common Core Learning Standards and the Danielson Framework for Teacher Effectiveness. When combined with math content area expertise, he is a strong driving force to partner with Teaching Matters to develop teacher pedagogy and leadership. He will be responsible for all aspects of the grant involving:

- Responsible for Teachers, Librarian, Teacher Teams, Student Teams,
- Liaison to partners: Teaching Matters, Sussman Sales, APEX

**iii. 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 principal and the school to ensure buyin and support from the entire leadership team. Identify any barriers or obstacles to obtaining leadership buyin or support as well as strategies for overcoming them.**

#### **Supporting Leadership**

Aspirations has an African American male Assistant Principal who is a Yale and Columbia University graduate with a strong background in Youth Development. His expertise will be leveraged to meet our goals around developing leadership skills and college and career readiness together with our two guidance counselors who will work to track student progress and develop action plans with our Sports and Arts partner for LAS. Our Community Based Partner, Child Center of New York's Director has a Masters in Social Work and her work is grounded in social emotional youth development. The Assistant Director is an African American male who played semipro basketball and has made a positive connection with our students, many of whom share that interest. He is an asset to working with students, particularly our African American Males and Hispanic students using basketball as a springboard to teach teambuilding and leadership skills. The Assistant Principal supervision has immersed himself in both the Common Core Learning Standards and the Danielson Framework for Teacher Effectiveness. When combined with his content area expertise in math, he is a strong driving force to partner with Teaching

Matters to develop teacher pedagogy and leadership. Prior to selecting partners, administrators met to review the identified needs of the school and the efficacy of this grant. All leaders have had a role in interviewing partners and reviewing what the partnerships have to offer in order to ensure fidelity in alignment with the school's identified goals:

1. Create a LeadershipDriven Success Model that utilizes Extended Learning Time that addresses the “whole child” and develops the attributes and skills of College and Career Readiness, and builds a safe and orderly school climate that is conducive to learning.
2. Utilize external partners to create a sustainable structure for leadership development in students, educators, and community partners so as to produce Future Leaders by leveraging the resources of families and community partners to support the ongoing work.
3. Develop rigorous and engaging curricula that are Common Core aligned to all contents areas including the Arts and Technology that will reflect the high levels of teacher effectiveness cited within the Danielson Framework that will positively impact student achievement and progress for the unique students of a Transfer School.

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.

<b>E. Instructional Staff</b> <span style="float: right;"><b>8 points</b></span>
<p>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:</p>

- 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 201314 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 201314 school year is the first year of *Advance*.

- iii. **Describe and discuss the current schoolspecific 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 startup of model implementation, and throughout the implementation period of the grant.**

**Staffing Picture**

At Aspirations, we have a Principal, Assistant Principal Supervision and Assistant Principal Organization. We also have two guidance counselors, three social studies teachers, three English teachers, three math teachers, two science teachers, a full time librarian, physical education teacher, art teacher, foreign language teacher, a parent coordinator, family worker, and an eight member community based organization that is on site with a director and assistant director. The staff is dedicated to our students and the goals of the school as demonstrated by the changes in the schools progress report over the last two years from a grade of F to a C. This change occurred as the whole school immersed itself in the data and committed to changing practice that included the way they planned that is reflective of Understanding by Design. They have led and participated in professional development on site and off site to refine their practice. Every member of the staff understands that we have to treat each student on an individual basis as each one has a unique set of needs. This has resulted in one on one personalized attention to how the student learns and how to support that student. Our staff has been carefully selected over the years to be reflective of our students but also a mix of new and veteran teachers who bring different perspectives to the craft of teaching. Staff attendance and stability is excellent which is allowing us to build a sustainable model for changing the existing realities that are holding forces to a vision where every student is a not only a graduate but college and career ready. Seeing the staff here and prepared every day, is a model of our expectations for our students as we work with them to improve their attendance and come prepared to learn. We are looking to partner with Teaching Matters and Sports and Arts who will collaboratively work to develop LAS.

#### **Qualitative and Quantitative Change**

Aspirations is in need of experts to build the capacity of its staff, particularly around the team structure. Due to the fact that we are a small school, no two teachers, teach the same course so planning and collaboration is difficult. They have not stepped up to lead planning sessions within or across discipline to see the commonalities that they share. They struggle with seeing the commonalities as so much focus has been on the uniqueness of Transfer School and the Transfer school student. Aspirations has some structures in place that would help to facilitate the qualitative changes needed. They include: common planning, technology in the form of Smart Boards in every classroom that every teacher is fully trained to utilize, computers in every classroom, a fully operational library with computers and a dedicated librarian, a computer lab, the building is wireless. A full time Art teacher with a space for the Arts exists with a kiln in a space specific to the Arts. A PSAL approved gym with a full time Physical education teacher and an auditorium. Aspirations recently hired a new Art teacher whose years of experience include being that of the Project Arts Coordinator for District 23. Together with the physical education teacher and the CBO a powerful team structure could be built with Sports and Arts for LAS. We ideally would like to hire an additional science teacher and a special education teacher to meet the needs of all students and to balance the departments as there is a disparity in the amount of preparation as the two science teachers have to teach out of license to meet the requirements by the state and the two special education teacher's caseload far exceeds what they should be working on given the complexities of IEP writing and implementation. Bringing in new staff and support partners will energize the existing staff and add more highly qualified individuals to our community who can better serve our student to achieve LAS.

- iv. **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.**

We expect our partners to fully train our staff and CCNY to work collaboratively for this to be a schoolwide change model, not a push in program from organizations that will leave us at some point in time. Sports and Arts will work with our AP Administration, Guidance Counselors,



Physical Education teacher, Art teacher and CCNY in the full integration of the Advisory Program, the College and Career Program, the Sports and Dance Piece as well as the Web design and Arts program. Teaching Matters will collaborate with the Principal and the Assistant Principal Supervision to support teacher teams in seeing cross curricular connections and to develop facilitation and leadership skills that are aligned with Danielson Domain 4 and the vision and goals of the SIF model.

- v. **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 highneed 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 uptodate 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.

The greatest barriers to staffing at Aspirations are our location and lack of experience with working with our unique population. Aspirations is located in the Brownsville, East New York section of Brooklyn. This area is one of the poorest socioeconomic areas in New York City that is also characterized by high crime and gang affiliations. Many are reluctant to apply to work here because of the school’s location. Our students are not typical high school students who move from middle school to high school. We serve those students that typical high schools were unsuccessful in meeting their needs. All of our students have had at least 1 year of high school somewhere else and felt the need to leave or the institutions themselves transferred the students. Over aged and undercredited students require nontraditional instruction and support and individuals who can provide this support. New York City has less than 50 Transfer Schools which has resulted in a small pool of applicants who have experience working with our population. Those hired to serve our students are screened for not just academic abilities and pedagogy but the ability to care and be open minded. The school utilizes the open market system and referrals by those who work at the school and have recommend colleagues who are a good fit for Aspirations. Through intense questioning and role playing as well as close scrutiny of references and Network support, the school has been able to be fully staffed with a cadre of caring and supportive staff. Staff are observed at minimum as per contractual requirements and provided with feedback and support by administration, colleagues and Network Support.

<b>F. Partnerships</b>	<b>6 points</b>
The school must be able to establish effective partnerships* for areas where the school lacks	



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

\*Organizations comprising a Partner Consortium have a direct role in the implementation of this SIF grant and work collectively as a team of two or three external partners with a DOE team to provide direction, coordination, oversight, and overall development in the areas of portfolio management, human capital development, sitebased governance, sitebased budgeting and financial services, facilities, instructional and noninstructional planning and implementation. A Lead Partner may be a nonprofit educational service organization such as a new smallschool developer or charter management organization, institution of higher education, or communitybased organization which also provides direction, coordination, oversight, etc. as well as coordinates all supporting partner organizations that interface with the school.

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

#### **Sports & Arts in Schools Foundation (SASF)**

Sports & Arts in Schools Foundation (SASF), a nonprofit 501(c)(3) organization, is one of the largest providers of schoolbased afterschool programs in New York City and the metropolitan region. SASF serves more than 10,000 students in over 85 public schools in the five New York City boroughs as well as Mount Vernon, New York. These students typically live in lowincome neighborhoods and attend academically struggling schools in grades K12.

Sports & Arts in Schools Foundation (SASF) will partner with Aspirations High School to help the school meet its performance targets and support the school in its afterschool programming. To accomplish this, we will implement the SASF Champions Clubs Program during school year 20142015 for 30 weeks (5 days per week; Monday – Friday, for 8 hours per day). This exciting program will provide performing/visual arts activities, sports activities, college readiness team and leadership development and academic enrichment for youth via our Champions Clubs model. Specifically, the program will encourage youth to maximize their academic achievements by providing youth development activities geared towards team building and incentives that empower youth to take charge of their own education by making them part of the process when setting academic and future goals.

#### **Five key components of the project will include:**

1. Performing/Visual Arts Activities: Ballroom/Latin Dancing, Web Design, Fashion
2. Sports Activities: baseball, basketball, volleyball, flag football, lacrosse, fencing, golf, martial arts, rugby, table tennis, track & field
3. Individualized Graduation Plans: targeted educational counseling
4. Regents Boot Camp
5. College and Career Ready Component: Career Ready Programming, Leadership development

### **Rationale for Selection**

Sports & Arts Foundation was selected as our lead partner in that the organization has the capacity to fully support our school, which currently has only one Physical Education teacher, and students need to be encouraged by sports and arts to attend extended learning opportunities at the school. In addition Sports and Arts integrates the Youth Development components: Team and Leadership building, and integrated Academic Personal Outcome training.

### **Teaching Matters**

Teaching Matters will assist Aspirations High School in designing rigorous and engaging curricula maps and units that are CCLSaligned and extend across the grades and content areas. Teaching Matters utilizes a professional development program with teachers and administrators called *Teaching for Impact* which has a comprehensive yet flexible design for interdisciplinary curriculum design. Aspirations will implement discrete components, concentrating their efforts on a few facets only:

1) **Intake/needs assessment:** This initial phase consists of a needs assessment and program orientation to identify if the school has the enabling environment necessary for success. We determine whether or not a school has: (a) enough teachers with potential to become leaders; (b) informed, responsive school leadership; (c) common, cohesive curricula aligned to the Common Core and assessments; (d) school has made efforts to form teacher teams; (e) student discipline does not interfere with academic instruction; and (f) infrastructure that enables teacher effectiveness (e.g., technology, budget for key resources). The results of the needs assessment will determine our starting point.

2) **Establishment of Instructional Foundations or inquiry teams in a core content area:** The first year focuses on intensive guidance on *Instructional Foundations with an emphasis on content and pedagogy, recognizing that implementation of any curriculum requires teacher's expertise in researchbased practices that give them the flexibility they require to meet the needs of all their students. An additional focus of the Instructional Foundations component will be Common Assessments and Data Tracking* to enable the school to identify and/or develop common assessments, and to implement an appropriate instructional Data Tracking system that promotes teacher collaboration and student learning.

3) **Establishment of inquiry teams:** Teaching Matters' coaches work with grade level teams – mentoring teacher leaders. Principals receive specialized coaching focused on supporting their content area, maximizing their PLCs and creating action plans for sustaining them.

4) **Sustained professional learning and implementation of schoolwide action plans:** A third year responds to noted progress gaps of previous cohorts, codevelops PLC expansion/action plans with principal and potentially extends the work to teacher leaders in other content areas. Ultimately, teams of teacher leaders sustain the work going forward in the school.

### **Rational for Selection of Teaching Matters**

Teaching Matters specializes in working with interdisciplinary teaching teams to develop curriculum, provides sustained professional development that is aligned to the school's SIF goals, and can provide pedagogy instruction in all content areas which is essential to our small school size where individual teachers teach their own courses.

### **Sussman Sales**

Will provide Software and WebbBased Programs for Computers:

- Citelighter will allow students to learn critical thinking skills through research, argument (CCLS), collaboration with other students (team and leadership development), paraphrasing, organization and essay and research paper writing

- StudySync provides a digital library and multimedia assignments (CCLS) with reading, writing, peer review and discussion
- myON reader is a literacy solution that provides digital books using a variety of formats with embedded lexile reading assignments (CCLS) so student growth and forecasts of growth can be predicted. Also supports ELLs and bilingual students.
- Math Solutions : Dreambox Learning
- Science Solutions: SmartScience (Living Envir, Chemistry, and includes laboratory activities)

#### **Rational for Selection of Sussman Sales**

All of the Software and Webbased program have strong alignment to the Common Core Learning Standards, allow for independent and team/group work, and can target specific Standards/Skills to aid in student achievement and progress to graduation. Sussman products will complement and enhance existing software and webbased programs for credit recovery, enrichment, and advanced course work.

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.

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.

#### **Sports and Arts Foundation**

**ACCOUNTABILITY OF PARTNER:** The project will have **9 Outcome Targets** by which to monitor progress, including:

#	Program Service	Outcome Target
1	Pathway to Graduation	100% of participants will meet with HSTCT Advisor and develop an Individual Graduation Plan within first 30 days of enrolling in program.
2	Performing/Visual Arts Showcase	At least 75% of participants will participate in a culminating event/exhibit that will showcase their work for family, friends and community members.
3	Promotion Rate for Sophomores	At least 85% of 10 <sup>th</sup> grade participants will complete their second year "on credit" and pass into the 11 <sup>th</sup> grade.
4	Promotion Rate for Juniors	At least 85% of 11 <sup>th</sup> grade participants will complete their third year "on credit" and pass into the 12 <sup>th</sup> grade.
5	High School Completion Rate for Seniors	At least 85% of 12 <sup>th</sup> grade participants will complete their fourth year "on credit" and will graduate from high school in June.
6	College visits for 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> graders	At least 90% of all 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> grade participants will visit at least two colleges each year.
7	Community Service Learning Projects	At least 70% of the program population will participate in one or more community service/engagement projects.
8	Character Education for	90% of sophomores and juniors will complete a

	<b>10<sup>th</sup> and 11<sup>th</sup> graders</b>	<b>comprehensive character education program including Sean Covey's <i>The 7 Habits of Highly Effective Teens</i> curriculum.</b>
9	<b>Educational trips.</b>	<b>At least 90% of all participants each year will go on a minimum of one educational trip each year.</b>

## **Teaching Matters**

### **Accountability of partner**

At the outset of the engagement Teaching Matters develops a professional plan that includes objectives and SMART goals that serve as benchmarks for the yearlong work. This plan is approved by the principal and is revisited with the principal and the leadership team throughout the course of our work so that modifications and concerns can be addressed while the work is taking place and so the principal can be assured that the work is on track to meet the objectives.

The *Teaching for Impact* assessment methods and expected results that we currently apply in our New York City schools are provided below. Our educational coaches debrief with principals at the midyear point to assess progress and determine next steps – with an optional midyear report. An endofyear report is sent to all principals. Teaching Matters is also prepared to share assessment results with pertinent school district personnel. We will adapt these evaluation protocols and goals, as appropriate:

<b>Implementation of common curricula</b>	
Will be assessed based on reviews of curricula used, previously conducted quality reviews and Teaching Matters' observations of classrooms. Additional assessment will be conducted through retrospective surveys of perceptions of curriculum implementation administered to all <i>Teaching for Impact</i> team members.	<i>It is expected that: by the end of their first program year, the school if it had not done so previously will have adopted and begun implementing common curricula. by the beginning of the second program year, if the school had any curriculum challenges identified in their last quality review or initial classroom observations will have developed educational plans designed to address those challenges, and that the school will have made substantial progress in addressing those challenges.</i>
<b>Implementation of actionable assessments</b>	
Will be assessed based on reviews of assessments used, previously conducted quality reviews and Teaching Matters' observations of classrooms. Additional assessment will be conducted through retrospective surveys of perceptions of assessment procedures administered to all <i>Teaching for Impact</i> team members.	<i>It is expected that: by the end of their first program year, the school that had not done so previously will have adopted, adapted and/or developed and begun implementing common curriculum aligned assessments. by the beginning of the second program year, if the school had any assessment challenges identified in their last quality review or initial classroom observations will have developed educational plans designed to address those challenges, and the school will have made substantial progress in addressing those challenges.</i>
<b>Implementation of intervention systems</b>	

Will be assessed through reviews of school documentation of intervention plans and response to intervention (RTI) team membership, tools for progress monitoring, student and staffing assignments, and student tracking forms as well as previously conducted quality reviews and Teaching Matters' observations of intervention programs. Additional assessment will be conducted through retrospective surveys of perceptions of intervention systems administered to all <i>Teaching for Impact</i> team members beginning in the second program year.	<p><i>It is expected that:</i></p> <p><i>by the end of their second program year, the school if it had not done so previously will have established and begun to implement intervention systems for struggling students.</i></p> <p><i>by the beginning of the second program year, the school that had any intervention system challenges identified in their last quality review or initial classroom observations will have developed educational plans designed to address those challenges, and</i></p> <p><i>by the end of the second program year, the school will have made substantial progress in addressing those challenges.</i></p>
<b>Instructional and collaborative school culture</b>	
Will be assessed through reviews of prior year's school environment surveys, documentation of advisory programming, previously conducted quality reviews, and Teaching Matters' school and classroom observations. Additional assessment will be conducted through retrospective surveys of perceptions of school culture administered to all <i>Teaching for Impact</i> team members, school leaders, teachers and teacher leaders schoolwide.	<p><i>It is expected that:</i></p> <p><i>by the beginning of the second program year, the school if it had any instructional or school culture challenges identified in their last quality review or initial school and classroom observations will have developed educational plans designed to address those challenges.</i></p> <p><i>by the end of the second program year, the school will have made substantial progress in addressing those challenges, and</i></p> <p><i>if the school in which surveyed staff perceive that school and instructional culture was not strong prior to the first program year, the proportion of respondents agreeing with indicators of strong culture will increase sufficiently in each year of the program so that, by the end of the final program year, at least 80% of respondents in each respondent group will agree with indicators of strong culture.</i></p>
<b>Collaboration and teacher leadership</b>	
Will be assessed through reviews of prior year's school environment surveys, previously conducted Quality Reviews, and Teaching Matters' school and classroom observations.	<p><i>It is expected that:</i></p> <p><i>by the beginning of the third program year, that the school that had any challenges to collaboration and school leadership identified in their last Quality Review or initial school and classroom observations will have developed educational plans designed to address those challenges.</i></p> <p><i>by the beginning of the third program year, 65% of the school will have made substantial progress in addressing those challenges, and</i></p>

Additional assessment will be conducted through retrospective surveys of perceptions of collaboration and teacher leadership administered to all Teaching for Impact team members, school leaders, teachers and teacher leaders schoolwide.	<i>in a school in which surveyed staff perceive that collaboration and teacher leadership was not strong prior to the second program year, the proportion of respondents agreeing with indicators of strong collaboration will increase sufficiently in each year of the program so that, by the end of the final program year, at least 80% of respondents in each respondent group will agree with indicators of strong leadership.</i>
<b>Strong classroom instruction</b>	
Will be assessed through reviews of previously conducted quality reviews, Teaching Matters' classroom observations and records of teacher evaluations.	<i>It is expected that: by the beginning of the second program year, that 85% of the school that had any challenges to classroom instruction identified in their last quality review or initial classroom observations or teacher evaluations will have developed educational plans designed to address those challenges, by the end of the second program year, 70% of the school will have made substantial progress in addressing those challenges, and by the beginning of the third program year, the school will have developed educational plans that use evidence of the quality of instruction to inform teacher support and retention efforts.</i>
<b>Teacher retention</b>	
Will be assessed prospectively through surveys of teachers' employment plans administered to all teachers and teacher leaders schoolwide; and retrospectively through official teacher assignment records.	<i>By the end of each program year, it is expected that, if a school that experienced high teacher turnover rates (at or above 20%) in the previous year, actual and anticipated teacher retention will improve among teachers rated as effective or highly effective by 35%, and among teachers rated as highly effective by 50%.</i>
<b>Student achievement</b>	
Will be assessed through New York Common Core State Standards aligned ELA and math tests, administered in the spring of each year.	<i>It is expected that: by the end of the first program year, average Teaching for Impact student performance in the identified content areas will be at least as high as that of students in peer schools that are matched for similar baseline (prior year) performance. by the end of each subsequent program year, average Teaching for Impact student performance will be statistically significantly higher than that of students in peer schools that are matched for similar (prior year) baseline performance.</i>
<b>G. Organizational Plan</b>	
<b>8 points</b>	
The school must provide a sound plan for how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders. The organizational plan must contain the following elements:	

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

iii. Describe how the structures function in daytoday operations (e.g., the type, nature, and frequency of interaction, datasources used to drive discussion and decision making, manner in which the results of interactions are communicated and acted upon, etc.).

The NYCDOE implemented *Advance*, a new system of teacher evaluation and development in school year 201314. *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 312, student feedback also informs teachers' ratings under MOTP.<sup>1</sup> The Measures of Student Learning (MOSL) components of *Advance* is worth 40% of a teacher's overall evaluation rating – the State Measures component is worth 20% and the Local Measures component is worth 20%.

The NYCDOE has provided various supports for schools to help them implement *Advance*. The NYCDOE has offered numerous inperson and online *Advance* professional developments sessions for teachers and school leaders during the summer and throughout the 201314 school year. The NYCDOE provided additional support to schools through specialists at the clusters and networks. The NYCDOE hired specialists for both MOTP and MOSL to build the capacity of networks and clusters to support schools in implementing *Advance*; in some cases, these specialists provide direct support to schools as well. Finally, the NYCDOE created numerous guidance materials and resources to provide information to help schools and support staff meet critical *Advance* implementation milestones including the *Advance* Web Application, an online application.

*Professional Development:* The NYCDOE has provided various supports for schools to help them implement *Advance*. During the summer of 2013, the NYCDOE offered over 100 *Advance* professional developments sessions, attended by over 10,000 teachers, UFT chapter leaders, assistant principals and principals, across all five boroughs. Additionally, over 100 inperson professional development sessions for teachers and school leaders on the Danielson *Framework for Teaching* are being held throughout the 201314 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

---

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



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*.

Daily communication check ins between the liaisons and partners will occur to troubleshoot and weekly progress meetings to discuss what's working and what needs to be revised will also occur. Data involving number of students participating and goals to be achieved will be reviewed weekly between partners and liaisons. Progress towards meeting curriculum development goals will be shared within the teaching staff as well as regular share outs of best practices by the teacher teams as facilitators. Teaching Matters will meet weekly with the Principal and AP Supervision to discuss successes, areas for growth and next steps to ensure that all teachers are highly effective in their craft. Results will be shared schoolwide and at SLT meetings. Impact of program on LAS will be tracked by guidance counselors and AP administration particularly with a focus on academic success to meet graduation and college and career readiness targets. Monthly celebrations of progress will occur with the Parent Coordinator reaching out to families as we continue to build a support network that leverages all members of our community.

**iv. 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 preobservation conferences, classroom observations, and postobservation conferences.**

The Principal and AP Supervision are responsible for implementing the APPR. They met with all teachers during the first week of September to determine which options teachers wanted to have as the method for observations. Monthly calendars for visits were created by the AP in consultation with the Principal based on who are probationary teachers, who need formals vs. informal, how many are needed... In the case of a formal observation, teachers are informed in writing to report for a preobservation conference on a given date with either the AP or Principal, and are provided with a list of things to bring to the conference including a copy of the preobservation conference where the *Teacher Effectiveness Tool* and the *22 component check list* are used as the frame for the conference. (See attachment email to teachers and Preobservation Conference tool). After the preobservation conference, the observation is conducted followed by a postobservation conference where the administrator who conducted the observation shares feedback with the teacher once again utilizing the *Teacher Effectiveness Tool*. After the post observation conference the observation is written in advance and the teacher receives a copy for



signature and their records. The feedback given, especially next steps are then followed up on the next visit. The process is the same for informal observation except for the preobservation conference. Depending on the next steps, various forms of support maybe offered including opportunities to model, intervisitations with colleagues who may have a best practice that supports an identified area for growth.

**V. Provide a full calendar schedule of the events listed in “iii” for the 20132014 school year that reaches all instructional personnel who will staff the building.**

(See attachment D) Each month consisted of weekly Professional Development Opportunities based on the following topics:

**September** Weekly cabinet/partner meetings /professional development on: Citywide Expectations, Universal Design for Learning, Teacher Effectiveness Framework, Measures of Student Learning (MOSL); Danielson Framework; Component 1C: Setting Instructional Outcomes; Data Analysis, Part 1; Special Education compliance; Transition Planning; Training; Spanish Instruction – Danielson 3C; Talent Coach; SLT and PA Meetings.

**October** Weekly cabinet/partner meetings; Danielson Component 3C: Engaging Students in Learning; MOSL and NYC Performance Assessment Test; Talent Coach; SLT and PA Meetings

**November** Weekly cabinet/partner meetings; Danielson Component 2E and Unit Planning; Talent Coach ; SLT and PA Meetings.

**December** Weekly cabinet/partner meetings; Review of NYC ELA Performance Test Preassessment Results & Danielson Component 1E: Designing Coherent Instruction; SLT and PA Meetings

**January** Weekly cabinet/partner meetings; Databased reflection on our teaching practice – Danielson Domains 2 & 3; Danielson 2B: Establishing a Culture for Learning & 2E: Organizing Physical Space; Instructional Shifts in Mathematics; Teaching Strategies for Special Education Teacher; Danielson Rubric; Talent Coach; SLT and PA Meetings

**February** Weekly cabinet/partner meetings; Content Specific CCLS Instructional Shifts – Teachers, with the exception of the Math Department will attend PD outside the building. Aspirations will host a Mathspecific CCLS PD; Evaluating January Regents Data; Danielson Component 1C: Setting Instructional Outcomes; 1F: Designing Student Assessments; SLT and PA Meetings.

**March** Weekly cabinet/partner meetings Danielson Component 3B: Using Questioning and Discussion Techniques; Danielson Component 3D: Using Assessment in Instruction; Talent Coach; SLT and PA Meetings.

**April:** Weekly cabinet/partner meetings; Danielson Component 3E: Demonstrating Flexibility and Responsiveness; MOSL Revisited: NYC Performance Assessment; SLT and PA Meetings.

**May** Weekly cabinet/partner meetings; MOSL Revisited: NYC Performance Assessment; Reflection – Celebrating Successes and Identifying persistent challenges; Talent Coach ; SLT and PA Meetings.

**June** Weekly cabinet/partner meetings; Preview CIE for SY 20142015; SLT and PA Meetings.

**H. Educational Plan**

**8 points**

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

- i. **Curriculum.** Describe the curriculum to be used with the school’s SIF 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/commoncorecurriculumassessments>).**

The school aligns its curriculum maps with the expectations of the Common Core Learning Standards and New York State Standards. Teachers use sample modules available on

The *Engageny* website as models for what they are developing. The Network and administration has supported teachers in this process by doing unit reviews, providing teachers with technical feedback and then working with teachers to revise those units. Content area teachers look at the standards to be taught, assess students to see where the gaps are and then design or modify units based on gaps using the UbD framework. Teaching Matters will support teachers in this endeavor as the school is on trimesters and needs to make judicious choices as to what needs to be taught and how it needs to be taught based on the students' data regarding levels and learning styles, general education v. SWD, ELLs...

- ii. **Instruction.** Describe the instructional strategies to be used in core courses and commonbranch 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.).

**Instructional Strategies**

The school is moving towards digital curriculum and assessment with instructional analytics. As part of the process we will create and customize skillsbased interventions groups in which lessons are adapted to the skill, pace, and style of each student. One of the major strategies will be to use online (scaffolded) resources that require students to critically think through research, argument, collaboration with other students, paraphrasing, organization and essay and research writing. While at the same time filling in student gaps in reading and writing that include: phonemic awareness, phonics, vocabulary, fluency, and comprehension by using a digital library, multimedia assignments, argumentative writing, peer review, and discussion.

**6 Instructional Shifts for Mathematics and ELA**

Critical to the above mentioned instructional strategies there will be the use of nonfiction, informational texts in the digital library that will allow students to make claims and cite evidence to support their claims so they can argue their position in terms of the quality and relevance of their evidence. Implicit in this will be text used to cite evidence from that are appropriate to the specific students and that they represent complex texts that utilize the specific academic vocabulary of their given topic/claim. As these areas represent the critical shifts in ELA. In terms of the mathematics shifts, it will be critical that the instructional strategies utilize manipulative tools (real and virtual) to develop deep conceptual understandings that allow the students to focus on the Standard so as to narrow and deepen their understanding of specific content/concepts. In addition, this implies that students will develop a deep understanding of math concepts so they can apply the mathematics they learn in other contexts and interdisciplinary performance tasks. And the revised mathematics curriculum will be rigorous and expect students to develop fluency and the ability to apply their understandings to new and unique problems and questions.

**Plan to Accelerate Learning**

- Need to understand where all students are in their levels of content and skills knowledge and application

- Utilize a blended learning system that provides quick assessments, progress monitoring data, with adapted minilessons or skill builders
  - Create skillsbased intervention groups
  - Reinforce reading and writing skills (aligned to CCLS)
  - Create systems and structures for discussion, critical thinking, problem solving, and research
  - Utilize technology to offer multimedia tasks and assignments
- 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:
- The current school day runs from 8:30 am to 3:00 pm. At Aspirations we run 7 instructional periods (54 minutes each) with an Advisory period (30 minutes/twice a week) and a lunch period. As New York State requires 180 minutes of instruction for Regents classes we far exceed this 300 minutes of instruction a week for our Regents classes. This also allows us to include the 1200 minutes of required laboratory time for our lab classes. And build on skills deficits that many of our students have such as writing constructed responses, using multiple pieces of information to support an idea, and using tools and resources such as calculators, reference tables, and compasses. Our current extended learning time is Tuesday and Thursday from 4:00 pm to 6:00 pm, in which there are four licensed teachers for the content areas that work groups of students (up to 15) in a programed course using APEX online webbased program that provides individualized instruction based on the students' needs. In addition, Saturday school offers a 10:00 am – 1:00 pm session for students in a specific content area with a licensed teacher using APEX with an Assistant Principal supervising the program.

In terms of restructuring the school for our Schoollevel plan, our plan is to increase the Advisory period to a full hour and meet Monday – Friday. The Advisory class would provide a menu of options for specific Advisory classes that focus on topics such as leadership development, college preparation and success, and socioemotional supports targeted to our students needs as identified through student surveys, parent requests, and teacher expertise. This would of course mean reducing time from other classes to increase the current Advisory period by 30 minutes. However, we still would be able to provide well beyond the 180 minute of instruction each week/per content course. And we would also be increasing the extended learning to 5 days a week and from 3:00 pm to 7:00 pm. This is where we intend to build in the sports and arts as an incentive and tool for team and leadership building while still being able to provide time for credit recovery, enrichment activities, student supports to stay on track, skill building, and advanced course work. In addition, the Saturday program would now run from 9:00 am – 2:00pm. So students could now opt for two classes (2.25 hrs. each with a break in between) for either credit recover, enrichment, and/or advanced classes.

In terms of increasing the extended learning times in both our afterschool program and Saturday school, our experience of online webbased program use for students requires a threepart process in order to be truly effective. Students must first work individually on the online webbased

program to build necessary skills and experience specific Standardsbased content, then they must work collaboratively on a real world problem that applies those skills (so students see beyond the content to the process), and the students must work directly with the teacher to demonstrate their understanding and learning.

**Class Schedule: Effective September 2014 Monday – Friday**

Period	Time
1	8:47 – 9:37
2	9:39 –10:29
3	10:31 – 11:21
ADVISORY	11:23 – 11 : 53
4(LUNCH)/ 37 ½ Minutes AIS	11:54 – 12:24
5	12:26 – 1:16
6	1:18 – 2:08
7	2:10 3:00
Extended Learning Time	3:00 – 7:00
Saturday ELT Schedule	9:00 – 2:00 pm

- iv. **DataDriven Instruction/Inquiry (DDI).** Describe the school's functional cycle of DataDriven 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, teacheradministrator oneonone meetings, group professional development, etc.) that will be provided to the teachers for the examination of interim assessment data and testinhand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. (See <http://engageny.org/datadriveninstruction> for more information on DDI).

The school's cycle of DataDriven Instruction/Inquiry will be directly connected to the Danielson Framework for Teaching in which teachers are expected to monitor and track their student and own professional practice so they can adjust or modify instruction in real time. The Schoollevel plan for the SIF includes professional development for not only monitoring and tracking progress but for also developing and implementing rigorous and engaging curricula that meet the needs of all students and have multiple entry points. Through another partner, Teaching Matters, teachers will receive professional development in both content and pedagogy that utilizes DDI. Teachers will work together in content areas and as collaborative interdisciplinary teams that utilize common planning time, oneonone meetings with the support organization, and full staff professional development. The ELA baseline assessment was administered and provided the 20% city performance metric. Through an interdisciplinary team, the item analysis was conducted as well as a skills assessment of the writing samples. Curriculum maps were then adjusted to reflect the findings and common planning time has been used to identify, discuss, and evaluate the school's best practices being used to address the identified needs and skills. Teacher teams provide reports on their work, results, and next steps to the administration that reviews the work and reflects with the teams on their practice. A strongly identified need of the staff has been in creating effective assessments to help monitor and track student progress and then utilizing specific best practices to ensure that students are able to demonstrate understanding. This work I also aligned with the school's work with the Common Core Learning Standards and development of performance tasks and rubrics to assess student learning. Now the current objective is to create interdisciplinary tasks that go across the content areas and grades to ensure that students are able to effectively utilize the content and skills they have acquired in all of their

courses to be effective problem solvers that understand how to collaboratively work together to maximize their production and quality of work.

- v. **Student Support.** Describe the schoolwide framework to be used under SIG for providing academic, socialemotional, and student support to the whole school population. List the major systems to be in place for the identification of students atrisk for academic failure, disengagement/dropout, 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>.

**Student Support**

Every Aspiration student is assigned to an Advocate Counselor from ChildCenter of New York. (See attachment of Advocate Caseloads) The Advocates spiral with the students during the time they are at Aspirations. They work with the students from intake to orientation to graduation. They provide social emotional support and are liaisons between the student and teachers to ensure that students are clear on expectations as a cheerleader and coach to the student. We have a ladder of referral (see section vi) that teachers use to identify at risk behavior and work with the appropriate parties to support the student. (See attachment teacher email Advocates). The guidance counselors provide mandated counseling and we have a nurse who is aware through documentation received from students and families about their health issues and she checks in on students daily. The AP Administration has also partnered with CCNY on two initiatives to support targeted groups of students to get back and stay on track. The first is in regards to students who cut and the second is to motivate young men to succeed using the strong role models we have onsite.

**Young Men Initiative (YMI): Staff Facilitators**

Redell Armstrong, Andrew Dillon, Jawara Johnson, Graham Thomas, Xavier Bishop

**Purpose of the Organization:**

1. To assist our male students in developing their social/emotional development and capacity.
2. Serve as an alternative to disciplinary measures against students by teaching students to become responsible for themselves and their actions.
3. Provide students with alternative viewpoints on their lives, cultures, societal expectations, and aid them in achieving their personal/professional goals.

→ This organization will not be a basketball clinic or a "hangout spot," rather it will be a "safe" space for student development.

**Have Key Stakeholders "BuyIn" to the Organization:**

In order to ensure this organization works, we must have "buyin" from:

- A. The students' parents      B. The students' teachers      C. And the students themselves
- We discussed the prospect of extending an invitation to approximately 15 to 20 male students to participate in this organization.
  - We also discussed targeting students for the first meeting that have a high chance of showing up as well as bring in others.

**Incentives to Participate in the Organization:**

As an incentive for students to attend the biweekly meetings, we discussed the possibility of having food at one of the two biweekly meetings and possibly having the CBO provide approximately \$1,000.00 to support the organization and pay for the food.

Additionally, we discussed a plethora of incentives to encourage students to participate in the organization, including, but not limited to, attending a professional sports game, having local college representatives speak with our students about the opportunity to attend college; have a diversity of professionals speak to the students of the organization, including police officers, local political officials and outside speakers; trips to Manhattan, museums, and other spaces/events that interest the students; and have the students participate in an etiquette class.

- Although staff will be facilitating the meetings it is imperative that the student's are comfortable and understand that they are in a safe environment.
- Staff members will also have to "water down" their roles as school officials to reach out to students on a more personal level.

#### **Important Aspects/Ideas/Thoughts of the YMI**

- Discussion of Controversial topics to spur interesting ideas and participation from students
- Staff may want to incorporate a brief current events section in the beginning of every meeting.
- May want to have a kickoff event
- YMI student suggestions for topics that they may want to talk about.

#### **Desired Times and Locations for YMI to Meet:**

Prospective Location: *Either the auditorium or the courtroom.*

Suggested Time for: Lunch Time [Part A] (11:35 am 12:12 pm)

After School [Part B] (3:00 pm – 3:45 pm)

**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.

#### **School Climate and Discipline**

The school employs a ladder of referral that is shared in the staff handbook that all staff receives at the beginning of the school year. The impact has been a 30% reduction in suspensions this year compared to the same time last year for both general education and students with disabilities as we take more of a counseling approach. If a student is involved in an incident, the student is taken by school safety to the AP Supervision's office. The students advocate counselor is notified and meets with the student and the AP. The parent is called or guardian on the student's blue card. If it is a student with disability, the IEP is used to identify special needs that have to be addressed or if an MDR is needed. If the incident involves more than one student, a mediation occurs as soon as students can meet with their advocate counselors and the AP present along with guidance counselors or others if necessary. If a student is suspended, the parent/guardian is notified in writing and by telephone. Teachers are notified in writing in order to provide the work the student needs to complete so there is minimal disruption of the educational process. Work is submitted to the AP as he supervises the suspension process.

**Caution the student.** Remind him or her of behavior expectations and attempt to resolve any situation as needed. Do not antagonize, for instance by suggesting that the student will lose credit or could be suspended if misbehavior continues. If a student is late, mark him or her late and proceed with your lateness policy.

**Meet with the student.** Consult with him or her outside class to discover any problems or challenges the student faces that may be causing the misbehavior and to collaborate on possible methods to help the student improve behavior.

**Consult a counselor.** Every student is assigned a CCNY counselor and meets with that person regularly. Alerting the counselor can help address any underlying causes. A list of counselors

and assigned students is available in room 114/115.

Consult a learning specialist. If you find the student is having difficulty learning, speak with Ms. Sidbie or Mr. Anderson about ways to differentiate instruction for the student. They can bring ideas and practical resources to the discussion.

Contact a parent or guardian. If misbehavior persists, contact a parent or guardian to explain how the student misbehaves, review your expectations, discuss what might solve the problem, and get a commitment that the student will be spoken to. Be sure to email the student's counselor with details.

Request a school conference. You can ask the parent or guardian to come to school to meet with you and the student, and can request that another teacher, counselor and/or administrator attend. To arrange for security and related supports, an administrator should be alerted about any pending conference.

Involve administration. After these steps have been taken, Ms. Bharat or Mr. Armstrong can pursue further action, including hold other meetings or assign suspensions.

**Parent and Community Engagement.** Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication 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 decisionmaking in schoolbased planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>.

#### **Parent and Community Engagement**

LAS will strengthen the existing structures the school has for communication and gauging satisfaction. Currently, the school uses the phone messenger system to call home daily informing families if a student was absent or of upcoming events at the school and to remind students and families of the need to attend extended learning opportunities. The CBO speaks to students and families daily as well as makes home visits when they cannot be contacted by phone or if a student has been absent more than 3 days. Guidance counselors send letters home informing parents of student progress to graduation every trimester. The school sends communications home with students and via mail such as FAFSA forms, newsletters prepared by our Parent Coordinator, school year calendars, and information regarding Regents Exams, senior events, Progress Reports and graduation information. The Parent Coordinator also holds regular monthly PA meetings that are based on an interest survey done at the beginning of the school year and the school has monthly SLT meetings that are cochaired by our student representatives. Administration meets daily with parents. No one needs an appointment to speak to anyone about a student. Someone is always available.

Schoolwide decisions such as SCEP goals, budgetary discussions, sharing of data are done formally at SLT meetings but parents are always welcome to come in and we have one on one or small group discussions. The school uses the SLT as a forum to assess school wide needs and satisfaction levels with initiatives. The school utilizes the School Learning Environment Survey as a source of gauging community satisfaction but also what we need to improve. An area of dissatisfaction for students was the lack of after school activities last year. The school through its' physical education teacher developed a partnership with PSAL and the school now is part of the basketball Transfer League. Working with the CBO and the foreign language teacher, the school also created AFG, there dance team. Parents are invited to attend performances and

games and our annual Thanksgiving Pot luck followed by a student faculty basketball game that many parents attend.

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

*4 points*

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

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

All school leadership and staff were informed of the opportunity and purpose for applying for this grant. Data was gathered from all stakeholders in order to respond to the various aspects of the plan. The information gathering and coordination as well as grant writing was done by the Principal, Assistant Principals, Librarian and Network Support. The partners provided information for the budget alignment and attachment C. All aspects were vetted through the SLT which is made up of administrators, teachers, DC 37, students and parents as well as CBO.

**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.**

SERVICE ACTION	TIMELINE FOR IMPLEMENTATION	STAFF RESPONSIBLE	TARGETED PARTICIPANTS
<b>Btw. 75 and 90 total days of support provided onsite and offsite by team of consultants</b>			
Needs Assessment/PD Plan Development developed through site visits, observations and interviews to determine existence and status of: Coherent Common Core Curriculum, assessment, pedagogy and content Data and communications systems Usable school data Collaborative inquiry teams	Late spring August	Teaching Matters' content specialist (coaches)	School administrators and teachers



SERVICE ACTION	TIMELINE FOR IMPLEMENTATION	STAFF RESPONSIBLE	TARGETED PARTICIPANTS
<b>Deliverable: Action Plan</b>			
<b>Deliver appropriate Instructional Foundations components</b> (individually or in combination as required by the above determination). Support provided either via existing teacher team meetings and in class support or through development of teacher teams and inclass support (see team information below) Common CoreAligned Curriculum, Content, Pedagogy and Common Assessments Observing Practice in Teacher Teams Establishing the Future State Assessment Tracking and Data tools. Communication and Collaboration. Principal data dashboards. Advisory and IEP management	September – May	Teaching Matters' content specialist (coaches)	School administrators and teachers
<b>Development and/or support of teacher teams</b> to build a collaborative foundation that gets each team to a point of trust and shared accountability	Ongoing based on Needs Assessment	Teaching Matters' content specialist (coaches)	Typically two gradelevel teams of 4 – 7 teachers in selected content areas
<b>Guide Team work in cycles</b> throughout the year focusing on: Analyzing student data to determine the cycle goal Changing instruction to meet the goal –Evaluating data to ensure the goal was met Teamwork is accompanied by <b>inclass mentoring, observation and leadership development</b> <b>Potential teacher leaders are identified and cultivated:</b> Teacher leadership institutes Collaborative tools and	Timing of cycles determined in Action Plan. Typically 68 weeks aligned with curriculum.	Teaching Matters' content specialist (coaches)	Typically two gradelevel teams of 4 – 7 teachers in selected content areas

SERVICE ACTION	TIMELINE FOR IMPLEMENTATION	STAFF RESPONSIBLE	TARGETED PARTICIPANTS
mentorship			

### **SASF**

Sports & Arts in Schools Foundation (SASF) will partner with Aspirations High School to help the school meet its performance targets and support the school in its afterschool programming. To accomplish this, we would like to implement the SASF Champions Clubs Program for 150 Aspirations High School students during school year 20142015 for 30 weeks (5 days per week; Monday – Friday, for 8 hours per day).

Initially, we will implement 5 Program Components.

And ongoing basis monitor and track progress.

Provide weekly reports, monthly overviews, and quarterly updates.

### **Programmatic Components**

#### **1Performing and Visual Arts Activities**

Exploring the arts expands a young person's world, fostering appreciation for learning, creative thinking, discipline and focus. Students who participate in the afterschool program will enjoy a wide range of art experiences including the opportunity to perform and exhibit their work for family, friends and community members at special events. The following activities will be provided at Aspirations High School:

#### **Ballroom/Latin Dance**

Ballroom Dance is a formal set of social dances done with a partner around the world. Ballroom dance is beneficial because it provides knowledge of various cultures, helps students work as a team and build their selfesteem and confidence. Participants will be exposed to various forms that teach poise, humility and grace. It is a form of sequence dancing, with steps done in a specific pattern and style. Some types of ballroom dance include the fox trot, rumba, tango, swing, merengue, salsa, waltz plus many more. Each type of ballroom dance will often match the character of the song to which they are performed to. Students will have the opportunity to learn several dance forms without reservations of prior dance skill or ability.

Latin Dance is a general label and mostly refers to a range of dances, closely related to ballroom dance, that originate from Latin America. Students will be exposed to the chachacha, rumba, salsa, samba, mambo, merengue, bachata and paso doble. Latin dances are generally fasterpaced, involve the hips, and have more rhythmic expression. The Latin dances are derived from the music to which they are danced and their fast and slow tempo is what differentiates them. It is a very stylized form of dancing that will help students with selfesteem and confidence.

#### **Web Design**

During website design, students will learn the basics of creating their own web sites through several mediums. They will explore the elements and principles of two dimensional design with an emphasis on the digital environment. Topics include line, shape, color, texture and pattern, rhythm, and sequence. Projects cover static, timebased, and interactive elements. Students will have the ability to use Adobe Illustrator and Flash. Students will learn to operate a digital camera

and to adjust settings for correct exposures, lighting effects and the use of lenses and filters. The students will have the ability to create a showing of their art work at the end of the class.

### Fashion

In fashion design, the students will study form, line, balance, tone, shade, value, and pattern with reference to the human figure and its costume. They will learn the basics of fashion illustration to produce textile designs, and color stories and design presentations. For the student fashion designer, this program will provide a fastpaced creative course with a focus on the fashion, art and aesthetics of style. Students will create projects encompassing light, color, and silhouette as they relate to the image of fashion. The activity will encourage students to work as a team and push their creativity.

### 2Sports

SASF's Center for Sports Instruction (CSI) will work closely with Aspirations High School and provide developmental programs in a variety of sports activities from 9<sup>th</sup> through 12<sup>th</sup> grades. Students in our program will have the opportunity to participate in both traditional sports (basketball, volley ball, flag football) and nontraditional sports (Lacrosse, Fencing, Golf). Our approach provides new ways to learn team building, social, communication and leadership skills. In addition, our sports component incorporates character building and nutrition awareness, along with 45 minutes of vigorous physical activity during daily sessions. Our students will also participate in tournaments, leagues and special events. Sports activities may include:

- **Baseball, Basketball, Fencing, Flag Football, Golf, Lacrosse, Martial Arts, Rugby,**
- **Soccer, Table Tennis, Tennis, Track & Field, and Volleyball among others.**

### 3Individualized Graduation Plan

Every participant in the program will work collaboratively with a college/career advisor to create an Individualized Graduation Plan. This document will be the **student's roadmap toward successfully managing and completing their graduation requirements**. Understanding these requirements (i.e. 44 total credits, required credits in each subject area, minimum passing grades, NYS Regents exams needed, etc.) can be complicated and frustrating to students and parents. By working closely with the school's Guidance Counselor, the SASF college advisor will create an individualized plan with each student, so that there is no confusion and no last minute surprises.

Students will understand exactly what they need to do to graduate including which classes they will need to take or when he/she will be expected to take specific Regents exams. **Individual advisement sessions** give students the opportunity to review and modify their plan, and ensure that issues are dealt with before they become less manageable. Timely meetings with students and parents to review the Individualized Graduation Plan with both shortterm (monthly) and longterm goals (3year goals for current 10<sup>th</sup> graders) will help to ensure ontime graduation.

**College and Character/Career Advisors** assigned to approximately 75 students each, will be responsible for creating an individualized graduation plan for every participant and then working with them through biweekly (or daily, if necessary) meetings to monitor the student's progress in meeting the student's educational and career progress. Among key benchmarks will be daily classroom attendance rates, daily outofschool time attendance rates, homework completion rates, quarterly grades, and credit status. **Targeted educational counseling** will be provided to make sure all participants complete high school. Among key benchmarks will be daily classroom attendance rates, daily outofschool time attendance rates, homework completion rates, quarterly grades, and credit status.

### 4Regents Boot Camp

Participants will have the opportunity to receive extensive test prep for all of the required NYS Regents exams required for graduation (i.e. ELA, Global History, U.S. History, Math, and Science). Students will receive content based support as well as learn helpful testtaking strategies that will grant them a better opportunity to excel on these exams. Students will be working with our academic advisors regularly so they will be aware of exactly which exams they will need to take, and when. The academy will focus our test prep services during appropriate times leading up to the January and June exams. Students will work individually or in small groups with instructors and tutors, depending on their unique studyskills, giving them the best opportunity to succeed.

### **5College and Career Ready Component**

An intensive **College and Career Ready** component based on the SASF Preparing for College Checklist including workshops for students and parents about what courses and extracurricular activities competitive colleges require for admission, college visits for students and parents, P/SAT test prep, how to identify colleges well suited to a student's individual needs and interests, how to complete admission and financial aid applications, how to write effective personal essays, and educational counseling to assist students and parents as they make a final choice of a college.

**Career Ready Programming** for all participant grades 912 will help them become Career Ready. Program will consist of career workshops on work skills such as how to write a resume, how to dress for a job interview, how to research job opportunities, how to apply for a job online, and financial literacy training. The career piece will be linked to the SASF Speakers Bureau and its network of internships and summer jobs via job readiness workshops. The College Ready, Career Ready Program will help Aspirations High School students successfully complete important academic and personal outcomes for their education and careers.

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

### **Targeted Goals for Professional Development**

Shared understanding and development of rigorous and engaging, interdisciplinary curriculum maps that go across the content area and grades. These maps will be peer reviewed within the school so as to address the Dok of all content areas, inclusion of academic vocabulary for multisubjects, and CCLS – aligned rubrics.

Appropriate ongoing use of Webbbased learning software to support teaching and learning in a manner that reflects the best practices and strategies of effective teaching. And ongoing monitoring and tracking provides the data for DDI and lesson and curriculum revisions and adjustments. Impact will be measured through online programs which also analyze the results to provide required remediation.

Teacher effectiveness as evaluated through the Danielson Framework will increase for all teachers in at least 12 components of Domains 2 and 3 (Classroom Instruction). Impact will be measured through student performance on common assessments and performance tasks.

Youth Development practices will be included in all curricula and reinforced through the school's multifaceted Advisory topics and afterschool program and Saturday school. Impact will be measured through data collected on student positive and negative behaviors (OORS), attendance, parent and family engagement, and Advisory progress.

Develop team and leadership practices that create dynamic leaders, foster collaborative practices to apply problem solving methods and strategies, and build the skills of discussion, argument, and research. Impact will be measured through student progress and success in rigorous tasks and assessments, as well formatively through multiple methods of assessment ( i.e. exit tickets, quick writes, mock exams, practice essays, templates and graphic organizers)

Our Professional Development plan for assessment includes the initial evaluation immediately after the PD session in which the staff identifies the areas of the practice they are currently using, its effectiveness, and the next steps they will take to further their practice with an identification of how they will assess its implementation. Then teacher teams will meet to discuss their individual practices, their success and challenges, and then agree upon a practice they will all utilize and bring back for further discussion. Teacher teams will then send a report to their supervisors indicating their work and its effectiveness so the future PD can be modified as needed.

On a monthly basis, teacher teams will all meet together to share their work and next steps. And on a quarterly basis, teacher teams will reflect on their goals and progress towards those goals. And administration will share its assessment of the overall work of the teacher teams towards the SIF goals. The Parent Coordinator in conjunction with the Guidance staff will then provide feedback to the parents, families, and communities. And collect addition comments suggestions, and feedback so that all partners are involved in the assessment process.

#### **J. Communication and Stakeholder Involvement/Engagement**

**4 points**

The school must fully and transparently consult and collaborate with key education stakeholders about the school's Priority status and on the implementation of the SIF plan. The plan for consultation and collaboration provided by the school must contain the following elements:

- i. **Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation of the SIF 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 SIF 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 deidentification. 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 Innovation Fund, 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 districtlevel 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 schoollevel in addition to the districtlevel.

The Priority School will continue to regularly update stakeholders on the implementation of the SIF plan. The SIF plan will be an agenda item for discussion in the monthly School Leadership Team meetings, the shared decisionmaking 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 SIF plan upon the start of the 201415 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.

In June the school will host a "kickoff" to introduce the parents to the Schoollevel plan, its goals, and opportunities for the students and parents. From this initial meeting, all parent contacts will be added or revised as needed to develop a listserve, provide access to the appropriate Webbbased applications, and allow for communication through electronic and traditional methods.

On a daily basis the school and afterschool program will be able to provide parents and families with attendance and performance data that reflect their progress and success (and predict future success on highstakes assessments). In addition, afterschool and Saturday school will have youth development services they can utilize themselves or in concert with their child.

In terms or regular communications for parents, families, and the community information will be shared on an ongoing basis on the school's website, newsletters, information handouts at the Parent Association meetings and Open School Night and Day and all afterschool events. In addition, the Parent Coordinator will make outreach to all parents and families on an ongoing and regular basis. And the School Leadership Team meetings, Student Council meetings, afterschool activities will also be used to regularly communicate with students, parents, families.

The Assistant Principal of Supervision will prepare SIF updates, progress reports, findings, and resources that will be shared on a bimonthly basis will all school stakeholders both electronically and traditionally through take home handouts. And will be responsible for all reciprocal feedback with school members and partners. And on a bimonthly basis will meet with all partners to review their programs, progress toward their goals, and next steps that will also be shared with the school community.

On a monthly basis, teacher teams will all meet together to share their work and next steps. And on a quarterly basis, teacher teams will reflect on their goals and progress towards those goals. And administration will share its assessment of the overall work of the teacher teams towards the SIF goals. The Parent Coordinator in conjunction with the Guidance staff will then provide feedback to the parents, families, and communities. And collect addition comments suggestions, and feedback so that all partners are involved in the assessment process. And finally, as an additional measure to involve communitybased organizations an Advisory Board of outside partners will be formed to discuss, evaluate, and provide feedback on the school and its effectiveness and connect the students to postsecondary opportunities (College and Career).

#### **K. Project Plan and Timeline**

**4 points**

The school must provide a project plan (Attachment E) that provides a detailed and specific, measurable, realistic, and timephased set of actions and outcomes that reasonably lead to the

effective implementation of the SIF plan. The plan must contain each of the following elements:

- ii. **Identify and describe the goals and key strategies for Year One Implementation Period (June 1, 2014, to June 30, 2015), that are aligned to the goals identified in Section A. School Overview.**

**Goals for the Year I Implementation Period**

1. Create a LeadershipDriven Success Model that utilizes Extended Learning Time that addresses the “whole child” and develops the attributes and skills of College and Career Readiness, and builds a safe and orderly school climate that is conducive to learning.

**For Year 1:** Introduce the team building and Leadership curriculum into Advisory Class and afterschool and Saturday Program. And provide youth development services aligned to student, parent, and family needs.

2. Utilize external partners to create a sustainable structure for leadership development in students, educators, and community partners so as to produce Future Leaders by leveraging the resources of families and community partners to support the ongoing work.

**For Year 1:** Lead partner implements five components of their program to provide students with interesting and engaging activities and work so as to build a youth development program that reflects their team building and leadership development.

3. Develop rigorous and engaging curricula that are Common Core aligned to all contents areas including the Arts and Technology that will reflect the high levels of teacher effectiveness cited within the Danielson Framework that will positively impact student achievement and progress (for the unique students of a Transfer School.)

**For Year 1:** Create rigorous and engaging curriculum maps for all content areas that are CCLSaligned, as well as two interdisciplinary units that go across the grades and content areas.

**Key Strategies for Year 1:**

Sports and Arts afterschool activities will provide the hook to engage students into afterschool programs that cannot only provide an outlet for student issues, it can also provide the motivation to address academic and socioemotional needs on a regular basis as well as develop team and leadership skills and abilities.

Leadership development will be directly connected to academic progress and success. And skills and abilities for leadership will be the same for staff and students and reflects the characteristics of the CCLS.

Curriculum development will be aligned to the CCLS, include instructional strategies that meet the needs of all students, and include opportunities to engage the family and communities. And CD will be supported by ongoing, targeted professional development that reflects the analysis of student data and work, teachers will have PD in its integration and desired outcomes, and from this will emerge from teacher teams.

Danielson Domain 4 will be represented in all the school leaders.

ELT will not help students keep or get back on track but will offer fun and engaging activities that ultimately build leadership and help to create a positive school culture with goaldriven leaders.

Success models will be created and implemented so as to be transparent and part of the school culture that connects student, parent/families, and the community.

## Additional Attachments.

**From:** Martella Michael

**Sent:** Wed

11/20/2013 8:45 AM

**To:** Feuerstein Edward (23K646/Aspirations HS) <EFeuerstein@schools.nyc.gov>; Ahmed Laura <LAhmed@schools.nyc.gov>; Avila Carolina <CAvila3@schools.nyc.gov>; Beck Rosemary A (23K646) <RBeck3@schools.nyc.gov>; Clarke Shirley (19K420) <SClarke22@schools.nyc.gov>; Crawford Carlton (15K530) <CCrawfo4@schools.nyc.gov>; Graham Julia C (15K530) <JGraham7@schools.nyc.gov>; Lawson Shana (23K646) <SLawson8@schools.nyc.gov>; Lockley Nigeria <NLockley@schools.nyc.gov>; Mason Sharon (21K572) <SMason@schools.nyc.gov>; Rosario Andre (02M690) <ARosario2@schools.nyc.gov>; Taffel Jeremy (11X455) <JTaffel@schools.nyc.gov>; Sidibe Abena (23K646) <ASidibe@schools.nyc.gov>; Crabb Jacinth <JCrabb@schools.nyc.gov>; Jasmineijackson@yahoo.com; jackson9@schools.nyc.gov; Acham Celina (22K240) <CAcham@schools.nyc.gov>; xavierbishop@childcenterny.org; jawarajohnson@childcenterny.org; Khalifeh Jennifer (23K646) <JKhalifeh@schools.nyc.gov>; Mohammed Anita (23K645) <AMohamm@schools.nyc.gov>; Mendez Yolanda (23K646) <YMendez3@schools.nyc.gov>; Skeffrey Sutanya (17K394) <SSkeffrey@schools.nyc.gov>; stacystewart@childcenterny.org; grahamthomas@childcenterny.org; Wright Stephenett (K645) <SWRIGHT12@schools.nyc.gov>; Jeffbkauffman@gmail.com; Cadette Agatha (18K415) <ACadett@schools.nyc.gov>; Scotland Ken <KScotland@schools.nyc.gov>; erinsantana@childcenterny.org; ken11207@yahoo.com; Milman Matthew <MMilman@schools.nyc.gov>; maxbivona87@gmail.com; Anderson Wayne <WAnderson3@schools.nyc.gov>; andrewdillon@childcenterny.org; Armstrong Redell (23K646) <RArmstrong@schools.nyc.gov>; saranshields@childcenterny.org

**CC:** Bharat Shermila

**Subject:** Falling/ At Risk Student

Good morning All,

Below is a list of students who are either currently failing or at risk of failing my class. If you have a good relationship with any of these students I ask that you encourage them to put in the effort to earn their credit. All of these students have time left to bring their grade up. Thank you in advance for your help.

Best,

M. Martella

Brooks, Shateek	Leal, Ana	Manigat, Jorvany	Strachan, Eric
Hall, Chevon	Lyking, Akilah	Pulido, Cristal	Thomas, Denzel
John, Kabria	Batista, Milagro	Brown, Terrence	Butts, Angelette
Jenkins, Dayshawn	Gilchrist, Porsha	Hernandez, Menalyn	Jordan, Nassor
Jessie, Lanisha	Moore, Breyvonna	Conklin, Dareese	French, Tevin
Sandres, Luis	Mayi, Rodgers	Moore, Cherrelle	St Martin, Lisa
Weathers, Erik			
Diaz, Ashley			



## Attachment M

From: Anderson Wayne [WAnderson3@schools.nyc.gov](mailto:WAnderson3@schools.nyc.gov)  
1/7/2014 5:29 PM  
To: Ahmed Laura [LAhmed@schools.nyc.gov](mailto:LAhmed@schools.nyc.gov)  
CC: Bharat Shermila [SBharat@schools.nyc.gov](mailto:SBharat@schools.nyc.gov)  
Subject : FW: Pre observation conference

Sent: Tue

Dear Ms. Ahmed,

Please see me Monday, January 13, at the start of 3<sup>rd</sup> period for a pre-observation conference. I will be coming on Tuesday, January 14, to observe your 6th period class. Please bring to the conference in my office the following documents:

- A copy of the lesson you plan on teaching
  - A copy of the current unit plan from which this lesson is attached
  - The attached document filled out for purposes of moving the conversation, this is suggested not mandated
  - Any artifacts you may wish to submit

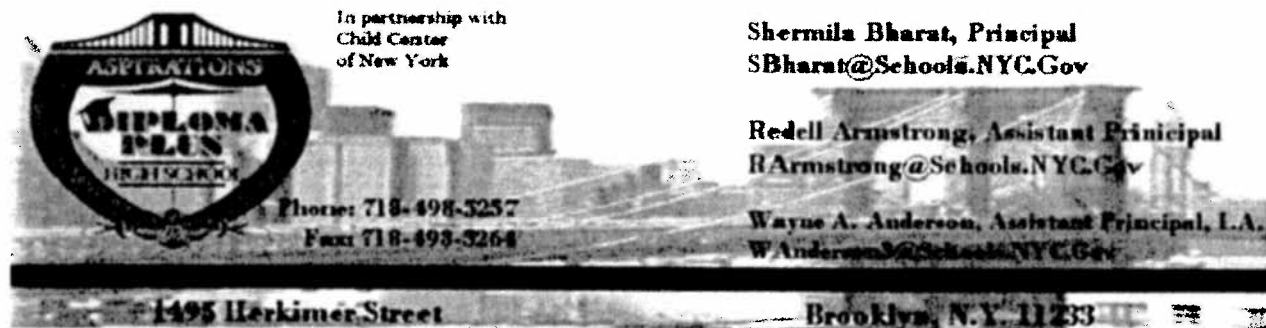
Please note that the expectation is that in a formal observation, all 4 domains are observed.

If you have any questions, please see me.

Regards,

W.A. Anderson  
Assistant Principal, Supervision/Instruction  
Aspirations Diploma Plus High School  
1495 Herkimer Street  
Brooklyn, NY 11233  
(718) 498-5257  
E-mail: [wanderson3@schools.nyc.gov](mailto:wanderson3@schools.nyc.gov)

*Good teaching comes not from behind the desk, but from behind the heart.*



Interview Protocol for a Pre-observation (Planning) Conference

Name of Teacher: \_\_\_\_\_

Subject \_\_\_\_\_

Trimester \_\_\_\_\_

Name of Observer: \_\_\_\_\_

Location within timeline of unit: \_\_\_\_\_

Questions for discussion:

1. Does the lesson address components 1a-1f for Planning and Preparation? Please be prepared to identify where in your lesson these components are "living?"
2. How will this lesson "fit" into the sequence of learning for developing the needed skills/content required for the unit's summative performance task?
3. What theme, enduring understandings, and/or essential questions will your lesson address?
4. What CCLS are being addressed by this lesson and how is it aligned to the state standards or assessments?
5. How are you going to cognitively engage students during this lesson?
6. What data have you used to organize your instructional pairs/groups? How will the learning experiences be made accessible to all the students in your class?
7. What are specific learning outcomes/evidence of learning for this lesson?
8. How will you assess the level to which students have mastered the intended learning of the lessons?

Attachment N

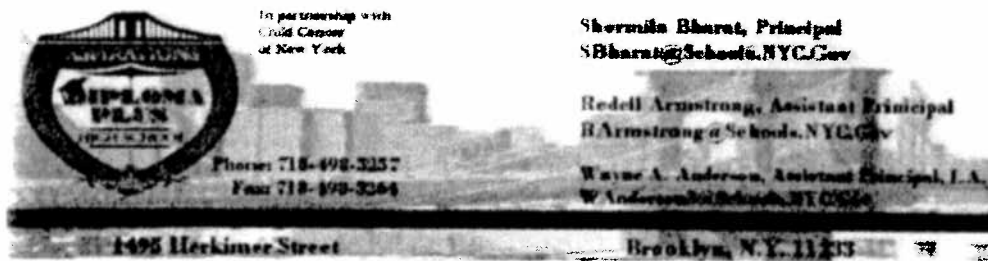
# 2013-2014 Student Case Load List

	Phoebe		Xavier		Stacy		Graham		Jawara	
1	Allen, Amani	Johnson, Yasmin	Banks, Kayla	Johnson, Ranell	Allen, Kishi	James, Amira	Alvarez, Oved	Lee, Starisha	Abrams, Zephron	Moore, Breyvonna
2	Bass, Myasia	Jones, Codi	Bailey, Nikesha	Jordan, Nassor	Allen, Queenai sha	Kelly, Paul	Bien-aime, Robmarlie	Leonard, Trayvon	Aikens, Destiny	Munoz, Ulises
3	Benyehudah, Rahkim	Kellum, Kassandar	Batista, Milagros	Kearse, Patricia	Andino, Onice	Lamarre, Bianca	Bellamy, Quadeisha	Lindo, Shadae	Bell, Robert	Newman, Dequa
4	Briggs, James	King, Alexis	Bins, Taneisha	Lima, Chanel	Ayala, Kasey	Lino, Ricki	Bethea, Obadiah	McIntyre, Janiah	Benjamin, Curtis	Pierre-Louis, Karl
5	Brown, Patra	Lomax, Tahirah	Burroughs, Isaiah	Marcellus, Kenny	Ayala, Tatyana	Lyking, Akilah	Brown, Ariel	McLeod, Elijah	Brown, Essence	Reed, Dominique
6	Cannady, Trevor	Love, Sweet	Carranza, Jason	Myers, Malachi	Blackman, Lourin	Manigat, Jorvanny	Brown, Terrence	Moulter, TyTahni sha	Brown, Jasmin	Robinson, Kuwaun
7	Caravajal, Cristy	Macklin, Aaliyah	Carranza, Jose	Weather, Erick	Bowe, Imani	Mendez, Jeanie	Chambers, Shanray	Nelson, Leon	Collins, Tatianna	Rodriguez, Junior
8	Caravajal, Heydybel	Martin, Dominick	Clark, Sylvester	Mendez, Delialuz	Brooks, Shateek	McBurrough, Patrina	Chance, Elijah	Ortiz, Bethany	Corion, Steven	Rowe, Andre
9	Clarke, Nyesha	Martin, Octavia	Clarke, Renita	McCowen-Richards, Tionna	Burgos, Jose	Monroe, Barry	Clarke, Dondre	Paul, Russel	Cousar, Abraham	Scott, Shevon
10	Connell, Nikkettiea	McMillian, Monique	Conklin, Dareese	Nauth, Amanda	Butts, Angelette	Moore, Cherelle	Colon, Wilberto	Pulido, Cristal	Covington, Samone	Solano, Argeiris
11	Cumberbatch, Janiece	McNeil, Alexis	Duncan, Donovan	Perez, Jeffrey	Cowell, Charisma	Nash, Laquasia	Daniels, Christopher	Samuels, Lance	Covington, Tyrell	St. Martin, Lisa
12	David, Recardo	McWilliams, Dominique	Efferson, Shanine	Perez, Sonia	DeSouza, Darien	Pollack, Phyllisita	Decius, Chedeline	Santiago, Joshua	Crawford, Dominique	Taylor, Shaquille
13	Duncan, Dontae	Norman, Dajuan	Evans, Ronique	Riddick, Evelyn	Edwards, Onyjie	Privott, Tanaija	Edwards, Frankie	Simmons, Jared	Dipchand, Amanda	Thompson, Tevin
14	Durden, Freeman	Poindexter, Ebony	Fargas, Jeffrey	Sissoko, Seydou	Eugene, Taina	Richards, Reyanna	French, Tevin	Singh, Yadram	Evans, Leaysha	Warner, Shaquille
15	Favorite, Neisha	Reid, Emani	Fraser, Rashira	Smalls, Tatyana	Florentin, Yovanny	Rivera, Richard	Gough, Yanii	Soto, Dodger	Felciano, Samantha	Wheeler, Taquaysha
16	Fernandez, Tyenasha	Rhaburn, Ashley	Garcia, Louis	Soto, Stephanie	Foster, David	Riveralasa, Angelica	Grant, Kadeem	Stewart, Adante	Garvin, John	White, Quinesha
17	Francis, Maria	Richardson, Lanaya	George, Maria	Spann, James	Gailyard, Tymell	Roberts, Kyana	Hernandez, Miguel	Stewart, Peter	Germain, Joshua	Williams, Eric
18	Grant, Athens	Roches, Ebony	Gilgeours,	St. Louis, Wayne	Germain, Jeremy	Rogers, Mayi	Hosey, Devere	Thomas, Jade	Hall, Chevon	Wilkins, Robert

			Charlyn n							
19	Haigler, Ki-yana	Scott, Kenyatta	Hampton, Rashid	Suarez, Jasmin	Gibbs, Sydeah	Rosario, Ashley	Hosien, Taneza	Tejada, Josue	Leal, Ana	
20	Harper, Carrie	Shepherd, Naddalya	Hitt, David	Summer ville, Michelle	Gilchrist, Porsha	Sandres, Luis	John, Kabria	Thomas , Marick	Mabry- Watkins, Dayvon	
21	Haye, Kevon	Small, Dejanay	Hughes , Raymond	Vidal, Emily	Gordon, Shanise	Thomas, Denzel	Johnson, Khalil	Tyler, Tatiana	McFee, Jermaine	
22	Hernandez, Irene	Talavera, Jesus	Jackson , Tislam	Williams, Khalil	Hector, Antoinette	Williams, Tylik	Kennedy, Jamire	Vasquez, Hanif	Mendez, Destiny	
23	Hernandez, Menalyn	Thompson, Makeisha	Jean Lubin, Trayvon	Williams, Ronald	Hobdy, Mark	Ornelana, Menalyn		Walker, Asia		
24	Jesse, Lanisha	Weston, Jade	John, Isaiah	Willis, Kareem						

	<b>Max</b>		<b>Katlin Kozlik</b>
1	Aquino, Abraham	Diaz, Ashley	Carryl, Cleyon
2	Alford, Jabari	Jones, Javon	Capers-Palmer, Danetta
3	Almeida, Michelle	Leonard, Dijuan	Fortner, Jasmine
4	Almonte Johnny	Strachan, Eric	Foster, Legrant
5	Armstrong, Julian	Trowell, Keyshawn	Gantt, Trenton
6	Camacho, Israel	Thomas, Nathaniel	Harper, Shadiyah
7	Copeland, Christopher	Willis, Sherell	Moyd, Tynara
8	Cullum, Keyonna		
9			

## Attachment H



### Faculty Meeting February 5, 2014 Agenda

- School Innovation Fund (SIF)
- What is it?
- What do we need to do to get it?
- How is it aligned with the needs of the school?
- Q & A



Phone: 718-498-5257  
Fax: 718-498-5261

Shermila Bharat, Principal  
SBharat@Schools.NYC.Gov

Redell Armstrong, Assistant Principal  
RArmstrong@Schools.NYC.Gov

In partnership with Child  
Center of New York

1495 Herkimer Street

Brooklyn, N.Y. 11233

## Faculty Meeting

### Professional Development Attendance Sheet

Date: 2/5/14 ; Time: 11:30  
Topic: SIF GRANT

	Print Name	Signature
1	Abernethy, Sibile	A. Sibile
2	Carra Ahmed	C. Ahmed
3	A. ROSARIO	A. Rosario
4	M. Mirman	M. Mirman
5	S. Clarke	S. Clarke
6	Ugna Locke	U. Locke
7	CHARLTON CLEMENTS	C. Clements
8	Michael Matella	M. Matella
9	Rose Bush	R. Bush
10	Jeff	J. [Signature]
11	Graham	G. [Signature]
12	A. Cadette	A. Cadette
13	S. Ayala	S. Ayala
14	STANLEY S. WATKINS	S. Watkins
15	Sharon Mason	S. Mason
16	Taffel	T. [Signature]
17		
18		
19		
20		
21		
22		

"Meeting students where they are and equipping them to go where they aspire to go."

## Attachment J

Shermila Bharat  
148-11 87<sup>th</sup> Avenue  
Briarwood, New York 11435  
347-306-0975

### Education

1998-2002	MS ED Special Education	Queens College
1999-2001	School Administration	Massachusetts College of Liberal Arts
1989-1993	BA History	Queens College

### License and Certifications

2006-2011	Quality Reviewer-trained by Cambridge and DOE
2005	SDA- School District Administrator
2001	SAS- School Administrator Supervisor
2001	Social Studies-7-12

### Professional Experience

2011-  
Present      **Principal, Aspirations Diploma Plus HS**

2010-2011      **Children First Network Instructional Specialist (CFN 603, Cluster 6)**  
Provide Phase 1 Special Education support for 27 schools in the Network including SESIS  
Coaching support for schools undergoing Quality Reviews  
Facilitating of the Common Core State Standards for school's instructional teams  
Support for Transfer School and 6-12 schools using targeted measures aligned to school's vision and mission  
Facilitated the middle school promotional portfolio training for the Network

2007-2009      **Knowledge Management Instructional Specialist/CFN 17, LLSO**  
Collaborate across the LLSO structures (KM Teams, Core Team, Network Teams) to provide targeted consultations/customization of professional development for schools in the areas of advisory and enrichment and college readiness  
Develop and facilitate workshops focused primarily on data-driven Differentiated Instruction and Special Education with a specific focus on small and comprehensive

high schools

Coaching and support for principals and their teachers in preparation for the Quality Review

Developed the framework for the LLSO-wide Knowledge Management Catalogue

- 2004-2007     **Director of New Teacher Induction, Region 2**  
Direct and oversee the hiring and placement of mentors in schools  
Responsibilities included: mentor selection, caseload assignments, staff and program evaluation, ongoing professional development, curriculum development, new teacher orientation, and day to day program administration  
Facilitate mentor development using a deep understanding and integration of the New Teacher Center, University of California, Santa Cruz model of new teacher induction  
Collect data on the New Teacher Induction Program and plan program adjustments and improvements based on that data  
Establish and maintain positive working relationships with the Division of Teaching and Learning, Regional Superintendents, Administrators, University Partners, the UFT, and other key stakeholders
- 2001-2004     **Director of the After School Professional Development Program, Central**  
Supervised the production of ASPDP and Professional Studies Catalogs  
Reviewed course outlines and instructor applications for compliance with program requirements and NYC Standards  
Hired supervisors to monitor courses to ensure alignment with the Standards  
Prepared and managed budgets for the programs  
Collaborate with the United Federation of Teachers in the design and development of courses  
Collaborate with Division of Human Resources to provide training for Supervising School Aides  
Designed and implemented training for the para professional state exam
- 2002-2004     **Facilitator Office of New Teacher Induction, Central**  
Designed and taught courses for New Teachers on:  
Effective Classroom Management Strategies  
Planning and Engaging Students in the Classroom
- 1999-2001     **Senior Advisor Hillcrest High School, Queens, NY**  
Coordinated all activities for the success of the Senior Class  
Taught the Student Leadership Class that was responsible for organizing charitable events to teach the students a sense of civic responsibility, i.e., blood drives, breast cancer walks, benefits for the March of Dimes...as part of leadership skills and responsibilities
- 1993-2001     **Teacher Hillcrest High School, Queens, NY**  
Taught general education students in grades 10-12 –Social Studies  
Prepared students for Regents Exams in Global and American History using research based test taking strategies  
Worked with special education students as a Resource room and Inclusion teacher-grades 10-12



---

## **Skills**

Knowledge and utilization of accountability tools: Aris, ScanTron, Acuity, Quality Review, Environmental Surveys and the Progress Report

Management Tools: Galaxy, SEC-Special Education Online Reports, SIS-Student Information System, SESIS

Microsoft Power Point and Microsoft Office

On line course facilitation using Moodle



## Attachment C

### Sports and Arts Foundation

**ACCOUNTABILITY OF PARTNER:** The project will have 9 Outcome Targets by which to monitor progress, including:

#	Program Service	Outcome Target
1	Pathway to Graduation	100% of participants will meet with HSTCT Advisor and develop an Individual Graduation Plan within first 30 days of enrolling in program.
2	Performing/Visual Arts Showcase	At least 75% of participants will participate in a culminating event/exhibit that will showcase their work for family, friends and community members.
3	Promotion Rate for Sophomores	At least 85% of 10 <sup>th</sup> grade participants will complete their second year "on credit" and pass into the 11 <sup>th</sup> grade.
4	Promotion Rate for Juniors	At least 85% of 11 <sup>th</sup> grade participants will complete their third year "on credit" and pass into the 12 <sup>th</sup> grade.
5	High School Completion Rate for Seniors	At least 85% of 12 <sup>th</sup> grade participants will complete their fourth year "on credit" and will graduate from high school in June.
6	College visits for 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> graders	At least 90% of all 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> grade participants will visit at least two colleges each year.
7	Community Service Learning Projects	At least 70% of the program population will participate in one or more community service/engagement projects.
8	Character Education for 10 <sup>th</sup> and 11 <sup>th</sup> graders	90% of sophomores and juniors will complete a comprehensive character education program including Sean Covey's <i>The 7 Habits of Highly Effective Teens</i> curriculum.
9	Educational trips.	At least 90% of all participants each year will go on a minimum of one educational trip each year.

### Teaching Matters

#### Accountability of partner

At the outset of the engagement Teaching Matters develops a professional plan that includes objectives and SMART goals that serve as benchmarks for the yearlong work. This plan is approved by the principal and is revisited with the principal and the leadership team throughout the course of our work so that modifications and concerns can be addressed while the work is taking place and so the principal can be assured that the work is on track to meet the identified objectives.

The *Teaching for Impact* assessment methods and expected results that we currently apply in our New York City schools are provided below. Our educational coaches debrief with principals at the midyear point to assess progress and determine next steps – with an optional midyear report. An end-of-year report is sent to all principals. Teaching Matters is also prepared to share assessment results with pertinent school district personnel. We will adapt these evaluation protocols and goals, as appropriate:

<b>Implementation of common curricula</b>	
Will be assessed based on reviews of curricula used, previously conducted quality reviews and Teaching Matters' observations of classrooms. Additional assessment will be conducted through retrospective surveys of perceptions of curriculum implementation administered to all <i>Teaching for Impact</i> team members.	<p><i>It is expected that:</i></p> <p><i>by the end of their first program year, the school if it had not done so previously will have adopted and begun implementing common curricula.</i></p> <p><i>by the beginning of the second program year, if the school had any curriculum challenges identified in their last quality review or initial classroom observations will have developed educational plans designed to address those challenges, and that the school will have made substantial progress in addressing those challenges.</i></p>
<b>Implementation of actionable assessments</b>	
Will be assessed based on reviews of assessments used, previously conducted quality reviews and Teaching Matters' observations of classrooms. Additional assessment will be conducted through retrospective surveys of perceptions of assessment procedures administered to all <i>Teaching for Impact</i> team members.	<p><i>It is expected that:</i></p> <p><i>by the end of their first program year, the school that had not done so previously will have adopted, adapted and/or developed and begun implementing common curriculum aligned assessments.</i></p> <p><i>by the beginning of the second program year, if the school had any assessment challenges identified in their last quality review or initial classroom observations will have developed educational plans designed to address those challenges, and the school will have made substantial progress in addressing those challenges.</i></p>
<b>Implementation of intervention systems</b>	
Will be assessed through reviews of school documentation of intervention plans and response to intervention (RTI) team membership, tools for progress monitoring, student and staffing assignments, and student tracking forms as well as previously conducted quality reviews and Teaching Matters' observations of intervention programs. Additional assessment will be conducted through retrospective surveys of perceptions of intervention systems administered to all <i>Teaching for Impact</i> team members beginning in the second program year.	<p><i>It is expected that:</i></p> <p><i>by the end of their second program year, the school if it had not done so previously will have established and begun to implement intervention systems for struggling students.</i></p> <p><i>by the beginning of the second program year, the school that had any intervention system challenges identified in their last quality review or initial classroom observations will have developed educational plans designed to address those challenges, and</i></p> <p><i>by the end of the second program year, the school will have made substantial progress in addressing those challenges.</i></p>
<b>Instructional and collaborative school culture</b>	
Will be assessed through reviews of prior year's school environment surveys, documentation of advisory	<p><i>It is expected that:</i></p> <p><i>by the beginning of the second program year, the school if it t</i></p>

programming, previously conducted quality reviews, and Teaching Matters' school and classroom observations. Additional assessment will be conducted through retrospective surveys of perceptions of school culture administered to all <i>Teaching for Impact</i> team members, school leaders, teachers and teacher leaders school-wide.	<p><i>had any instructional or school culture challenges identified in their last quality review or initial school and classroom observations will have developed educational plans designed to address those challenges.</i></p> <p><i>by the end of the second program year, the school will have made substantial progress in addressing those challenges, and if the school in which surveyed staff perceive that school and instructional culture was not strong prior to the first program year, the proportion of respondents agreeing with indicators of strong culture will increase sufficiently in each year of the program so that, by the end of the final program year, at least 80% of respondents in each respondent group will agree with indicators of strong culture.</i></p>
<b>Collaboration and teacher leadership</b>	
Will be assessed through reviews of prior year's school environment surveys, previously conducted Quality Reviews, and Teaching Matters' school and classroom observations. Additional assessment will be conducted through retrospective surveys of perceptions of collaboration and teacher leadership administered to all <i>Teaching for Impact</i> team members, school leaders, teachers and teacher leaders school-wide.	<p><i>It is expected that:</i></p> <p><i>by the beginning of the third program year, that the school that had any challenges to collaboration and school leadership identified in their last Quality Review or initial school and classroom observations will have developed educational plans designed to address those challenges.</i></p> <p><i>by the beginning of the third program year, 65% of the school will have made substantial progress in addressing those challenges, and</i></p> <p><i>in a school in which surveyed staff perceive that collaboration and teacher leadership was not strong prior to the second program year, the proportion of respondents agreeing with indicators of strong collaboration will increase sufficiently in each year of the program so that, by the end of the final program year, at least 80% of respondents in each respondent group will agree with indicators of strong leadership.</i></p>
<b>Strong classroom instruction</b>	
Will be assessed through reviews of previously conducted quality reviews, Teaching Matters' classroom observations and records of teacher evaluations.	<p><i>It is expected that:</i></p> <p><i>by the beginning of the second program year, that 85% of the school that had any challenges to classroom instruction identified in their last quality review or initial classroom observations or teacher evaluations will have developed educational plans designed to address those challenges,</i></p> <p><i>by the end of the second program year, 70% of the school will have made substantial progress in addressing those challenges, and</i></p> <p><i>by the beginning of the third program year, the school will have developed educational plans that use evidence of the quality of instruction to inform teacher support and retention efforts.</i></p>
<b>Teacher retention</b>	
Will be assessed prospectively through surveys of teachers' employment plans administered to all teachers and teacher leaders school-wide; and retrospectively through official teacher assignment records.	<p><i>By the end of each program year, it is expected that, if a school that experienced high teacher turnover rates (at or above 20%) in the previous year, actual and anticipated teacher retention will improve among teachers rated as effective or highly effective by 35%, and among teachers rated as highly</i></p>

	effective by 50%.
<b>Student achievement</b>	
Will be assessed through New York Common Core State Standards aligned ELA and math tests, administered in the spring of each year.	<p><i>It is expected that:</i></p> <p><i>by the end of the first program year, average Teaching for Impact student performance in the identified content areas will be at least as high as that of students in peer schools that are matched for similar baseline (prior year) performance.</i></p> <p><i>by the end of each subsequent program year, average Teaching for Impact student performance will be statistically significantly higher than that of students in peer schools that are matched for similar (prior year) baseline performance.</i></p>

# Aspirations Diploma Plus High School

Theme for the year: Rigorous and Accessible Instruction for All Learners

Month	Professional Development Focus	PD Model	Rationale	Essential Question	Evidence	Additional Professional Development
September	<p><b>Sept 3: –</b> Citywide Expectations, Universal Design for Learning, Teacher Effectiveness Framework, Measures of Student Learning (MOSL)</p> <p><b>Sept 4: –</b> MOSL</p> <p><b>Sept 9: –</b> New Students Attendance, &amp; Procedures for Ordering Materials.</p> <p><b>September 10: –</b> <u>Best Practices</u></p> <p><b>September 11: –</b> Staff Handbook, Fire Drills &amp; Lockdowns</p> <p><b>September 12: –</b> Danielson Framework.</p> <p><b>Sept 16: –</b> Component 1C: Setting Instructional Outcomes.</p>	<p>This half-day workshop will be facilitated by the principal, utilizing resources provided by the NYCDOE.</p> <p>“The MOSL Team” – Whole School</p> <p>Whole staff, facilitated by principal.</p> <p>Whole staff, facilitated by principal.</p> <p>Whole group, facilitated by principal</p> <p>Whole group, facilitated by the principal</p> <p>Whole group, facilitated by principal.</p> <p>Whole Group, 1-Period meeting facilitated by the principal.</p>	<p>Align Aspirations practice to Citywide Expectations: Teachers need to gain a better understanding of the new teacher evaluation system and how it sits within the greater citywide expectations. As well, there needs to be a general awareness of how the school will be judged in the quality review. 2012-2013 Quality review recommended that the school needs to “expand the design of rigorous performance tasks to emphasize cross-grade and cross content area connections with particular attention to the cognitive engagement of English Language Learners and students with disabilities.” It also recommended that the school needs to “provide consistent access to challenging tasks through multiple entry points across classrooms so that all students are engaged in higher-order thinking leading to improved discourse and participation.</p> <p>Updates on new students and discussion on the importance of properly recording and tracking attendance. Rationale for having a deadline for closing intake is shared.</p> <p>Teachers share first</p>	<p><b>What local measure of student learning offers the greatest leverage for aligning Aspirations practices with the citywide expectations and most accurately portrays teacher effectiveness?</b></p> <p><b>What are the implications for Advance on teacher practice? How do we meet the citywide instructional expectations?</b></p> <p><b>What is meant by the term “instructional outcome?” How is it different from an AIM or Lesson Objective?</b></p> <p><b>What PD do I need to support my growth and learning?</b></p>	<p>Selection of local measures of student learning.</p> <p>Schoolwide instructional focus.</p> <p>An agreed upon PD schedule – Tuesdays,</p>	

	<p><b>Sept 17:</b> – Professional Development Needs</p> <p><b>September 24:</b> - Data Analysis, Part 1</p> <p><b>September 25:</b> Special Education compliance; Transition Planning; Training.</p> <p><b>September 26:</b> Spanish Instruction – Danielson 3C</p> <p><b>September 30:</b> Tenure Meeting.</p>	<p>Interpreting Regents results. Facilitated by Gary Carlin, network instructional specialist for science.</p> <p>Special Education Dept. – Facilitated by Ms. Persaud from the network.</p> <p>One-on-One session between the Spanish teacher and Astrid Jacobo, network point on Advance</p> <p>Meeting with Principal &amp; Assistant Principal</p>	<p>day successes, as well as attempts to infuse CCLS and Danielson elements into lesson planning.</p> <p>Review of expectations, policies and procedures. Overview of school calendar. Discussion about revised safety practices.</p> <p>Teachers continued the discussion begun in the Spring about the implications of the full implementation of the Danielson Rubric for individual practice. Staff revisited the school's instructional focus and measured its alignment to the Common Core and the Danielson Rubric.</p> <p>In previous discussions about Danielson and CCLS, teachers expressed having limited clarity on the meaning of instructional outcomes.</p> <p>Teachers have different needs, as articulated by individuals or as arise through the observation process.</p> <p>Teachers and the school, as a whole, can identify trends in student learning from item analyses of summative assessments. We can use such trends to inform what and how we teach and to prepare students for</p>	<p><b>How can we use student performance on past assessments to adjust our curriculum and instructional practices?</b></p> <p><b>How do we ensure that we fully engage students with special needs and meet the legal requirements that govern their education.</b></p> <p><b>How can we foster a culture of student engagement in Spanish classes?</b></p> <p><b>What are the criteria by which teachers will be judged for tenure</b></p>	<p>eightth period. Teachers listed a number of PD needs and ranked the top 4.</p> <p>Teacher evaluation of June Regents Exam.</p> <p>Compliance list, with dates where applicable.</p> <p>More focused curriculum; Spanish lab classes; Increased student use of target language.</p>	<p><b>September 25:</b> Ms. Lockley attended PD for English Teachers, provided by the network.</p>
--	---	--	--	---	---	--



			<p>taking these assessments.</p> <p>It is crucial that the school keeps IEPs up-to-date. Accordingly, SE teachers need to be fully aware of compliance requirements and best practices for meeting the needs of special education students.</p> <p>This one-on-one session is in response to teacher request for targeted content-specific PD on Danielson Component 3C and Common Core literacy.</p> <p>Four teachers are up for tenure this school year. They were given information about the process and the criteria for granting tenure. Teachers were encouraged to begin building their portfolios. The discussion related the process and requirements to Danielson, Citywide expectations, and Common Core.</p>			
October	<p><b>Oct. 1:</b> Danielson Component 3C: Engaging Students in Learning</p> <p><b>Oct. 8:</b> Danielson Component 3C: Engaging Students in Learning</p>	<p>Whole group, co-facilitated by Principal Bharat and AP Anderson.</p> <p>Lesson study: Analysis of facilitation</p>	<p>This series of PD is in response to a prioritized list of PDs that the faculty indicated as the most pressing need for support. Teachers will be given a further opportunity to unpack select Danielson components and Common Core Literacy Standards, with an emphasis on how these standards are</p>	<p><b>What are the critical attributes of Component 3C and how can the teacher plan to successfully realize these attributes?</b></p> <p><b>How do teachers provide opportunities for students to think, discuss, interact, reflect, and evaluate content?</b></p>	<p>Charted responses to questions derived from the critical attributes of Component 3C.</p> <p>Revised unit and lesson plans that show alignment to</p>	<p>One on one mentoring of teachers.</p> <p>Visits by network achievement coaches and instruction specialists.</p> <p><b>October 2:</b> Ms. Cadette and Ms. Graham</p>

	<p><b>October 15:</b> MOSL and NYC Performance Assessment Test.</p> <p><b>October 22:</b> MOSL and NYC Performance Assessment Test.</p> <p><b>Oct. 29:</b> MOSL and NYC Performance Assessment Test</p>	<p>script/lesson plan from the 10/1 PD, including a self-reflection by AP Anderson, using the Danielson Rubric, and teacher recommendation. Lens: Component 3C.</p> <p>Information Session (4<sup>th</sup> period) and Work session (8<sup>th</sup> period). Facilitated by network leader Pendergast &amp; MOSL specialist Mike Miller.</p> <p>Part 2 of Information Session on MOSL. Facilitated by Mike Miller.</p> <p>Whole group. ELA teachers will share findings from first round of scoring NYC Performance test.</p>	<p>achieved in the various content areas.</p> <p>As observations unfold, additional components will be selected, based on trends identified by observers.</p> <p>These sessions were provided to bring clarity to the school community around the implementation of MOSL citywide and to help us norm the scoring process as well as decide the approach that best matches our school's need.</p> <p>As the school continues to implement the MOSL requirements, it is crucial that we document and share experiences to identify important lessons about the evaluation regime. English teachers who score</p>	<p>the Danielson Framework and Common Core Learning Standards.</p> <p>Evidence of greater student engagement during observations.</p> <p>The school meets the November 8, 2013 deadline for scoring the NYC Performance Assessment and that the process is normed among all scorers.</p> <p>A set of next steps for adjusting curriculum and instructional practices to address the trends/needs raised in the initial scoring.</p>	<p>attended Part 2 of the 6-12 Literacy – Science Curriculum Team Session.</p> <p><b>October 17:</b> Mr. Anderson attended PD on Distributed Scoring for January 2014.</p> <p>Mr. Crawford attended PD – New Algebra Modules from EngageNY.</p> <p><b>October 21:</b> Mr. Milman – CPR Certification.</p>
--	---	---	---	---	---

			the Baseline NYC Performance ELA test are expected to share data and trends they identify so that all teachers and administrators can discuss the implications for our school and for individual instructional objectives.			
November	<b><u>Nov. 5: Election Day:</u></b> Danielson Component 2E and Unit Planning	<p>Learning walk, done in pairs. Lens 2E.</p> <p>One-on-one Mentoring sessions with Principal Bharat and AP Anderson and their mentees.</p>	<p>Recognizing the primacy of planning in delivering quality instruction and in meeting the shifts as required by the Common Core, it is essential that teachers self-reflect and get feedback on their planning documents. Also, teachers will get an opportunity to see how their colleagues are using the physical space as an extension of instruction.</p>	<p><b>What are the critical attributes of Component 2E and how can the teacher plan to successfully realize these attributes?</b></p> <p><b>How do teachers provide opportunities for students to think, discuss, interact, reflect, and evaluate content?</b></p> <p><b>How do teachers ensure that they are addressing the instructional demands of the citywide instructional expectations, including the schoolwide instructional focus?</b></p>	<p>Revised unit and lesson plans that show alignment to the Danielson Framework and Common Core Learning Standards.</p>	<p>One on one mentoring of teachers.</p> <p>Visits by network achievement coaches and instruction specialists.</p> <p><b><u>November 4:</u></b> Condom Availability Training – Mr. Anderson &amp; Ms. Jasmine</p> <p><b><u>November 5:</u></b> Wise Money Power Financial Literacy – Ms. Ahmed. Teaching American History – Mr. Kaufman.</p> <p><b><u>November 14 &amp; 20:</u></b> Crisis Response Training – Mr. Armstrong &amp; Ms. Skeffrey.</p>

December	<p><b><u>December 3:</u></b> <b><u>Makeup Policy</u></b></p> <p><b><u>December 10:</u></b> Review of NYC ELA Performance Test Preassessment Results &amp; Danielson Component 1E: Designing Coherent Instruction</p> <p><b><u>December 17:</u></b> Review of NYC ELA Performance Test Preassessment Results &amp; Danielson Component 1E: Designing Coherent Instruction</p>	<p>Whole group, facilitated by principal.</p> <p>Departmental meetings</p> <p>Whole group, as facilitated by principal</p>	<p>The volume and timing of student make-up work led to an examination of individual teacher policy on accepting make-up work and a discussion about whether the school should have a uniform make-up policy aimed at raising expectations for student behavior and holding students accountable for submitting work in a timely manner.</p> <p>The results of the NYC ELA Performance Test Preassessment provides the school with important data about student skills in writing argument essays, surfacing gaps between what our students are able to do and the requirements for Common Core aligned writing assignments. Based on these results, our community needs to identify the shifts in practice that are needed to better prepare our students for the increased rigor of the new assessments as well as to make them more college ready. As individuals,</p>	<p><b>What systems and structures will you need to create in your content area to support students in improving on the areas growth that are surfaced in the results of the NYC ELA Performance Test Preassessment?</b></p>	<p>Schoolwide make-up policy, with customized policies by teachers and/or departments.</p>	<p>December 2: January Regents TC Meeting – Mr. Anderson</p>

			departments, and a whole school, we need to make sure that our lesson and unit planning fully address both the gaps in student learning and the shifts we identify.			
January	<p><b>January 7:</b> Data-based reflection on our teaching practice – Danielson Domains 2 &amp; 3.</p> <p><b>January 14:</b> Danielson 2B: Establishing a Culture for Learning &amp; 2E: Organizing Physical Space</p> <p>Instructional Shifts in Mathematics</p> <p>Teaching Strategies for Special Education Teacher</p> <p><b>January 15:</b> Instructional Shift in Mathematics</p>	<p>Whole group, as facilitated by principal.</p> <p>Learning walk, as facilitated by the Principal</p> <p>Small group, as facilitated by Network Math Specialist Mike Miller</p> <p>One on one PD for Ms. Sidibe with network Special Education Specialist Janet Vasquez</p> <p>Departmental meeting as facilitated by AP Anderson</p> <p>Whole group, as co-facilitated by Principal Bharat and AP Anderson</p>	<p>As we near the midway point in the school year, it becomes instructive to see where we are as a community based on observations that have been performed to date. In this professional development session, teachers receive a spreadsheet that shows how individual (unidentified) teachers have been rated and the average rating for each component. Teachers identified the three components that had the highest averages and the lowest averages.</p> <p>As noted before by internal and external observers (including quality reviewers) instructional practices across the school are uneven. The learning walk was undertaken so that teachers could observe the learning environment created by two of their colleagues who have been rated effective in components 2B and 2E.</p> <p>As the Common Core Regents in Algebra</p>	<p>Based on the observation data provide, what are the areas of our collective practice that we need to improve? How are we going to leverage the expertise of our colleagues to improve our collective practice?</p> <p>What critical attributes are evident in the effective learning environments in our school? What would these attributes look like in my classroom?</p> <p>What resources are available to support teachers in accomplishing the instructional shift to CCLS Mathematics?</p>		

	<p><b>January 23:</b> Testing Procedures – January Regents</p> <p><b>January 27 – 30:</b> Danielson Rubric</p>	<p>Advance Training for Teachers who are not proctoring or scoring. Facilitated by Astrid Jacobo.</p>	<p>approaches, Aspirations Math teachers must continue to shift their practice to meet the demands of the new standards.</p> <p>The Math Department, under the direction of Mr. Anderson, has decided to begin the shift with a renewed focus on classroom discourse and by shedding the reliance on one-dimensional worksheets.</p> <p>Teachers will review the Test Administration Handbook and other proctoring guidelines.</p> <p>Providing small group training for teachers on the Danielson framework</p>			
February	<p><b>Feb 3:</b> <u>Chancellor's PD Day</u></p> <p><b>Feb. 4:</b> Evaluating January Regents Data</p>	<p>Content Specific CCLS Instructional Shifts – Teachers, with the exception of the Math Department will attend PD outside the building. Aspirations will host a Math-specific CCLS PD.</p>	<p>Continuation of the series of PD is in response to a prioritized list of PDs that the faculty indicated as the most pressing need for support. Teachers will be given a further opportunity to unpack select Danielson components and Common Core Literacy Standards, with an emphasis on how these standards are achieved in the various content areas.</p> <p>Close Reading of Text Finding and Citing</p>			One on one content

	<p><b>February 11:</b> Danielson Component 1C: Setting Instructional Outcomes.</p> <p><b>February 25:</b> 1F: Designing Student Assessments.</p>		<p>Evidence Claims and Counterclaims Higher Order Thinking Questions</p> <p>Data study of students' performance on the January Regents.</p> <p>Continuation of the series of PD is in response to a prioritized list of PDs that the faculty indicated as the most pressing need for support. Teachers will be given a further opportunity to unpack select Danielson components and Common Core Literacy Standards, with an emphasis on how these standards are achieved in the various content areas.</p> <p>As observations unfold, additional components will be selected, based on trends identified by observers.</p>		<p>specific PD for Spanish teacher, Ms. Avila with Astrid Jacobo.</p>
March	<p><b>March 4:</b> Danielson Component 3B: Using Questioning and Discussion Techniques</p> <p><b>Mar. 11:</b> Danielson Component 3B: Using Questioning and Discussion Techniques</p> <p><b>Mar. 18:</b> Danielson Component 3D: Using Assessment in Instruction.</p> <p><b>Mar. 25:</b></p>	Identifying and capitalizing on the Teachable moments	<p>Accountable Talk</p> <p>Assessment and Rubrics</p> <p>Giving Feedback</p> <p>Fostering Peer and Self Assessment in the Classroom.</p>		<p>March 20 – 21: Mr. Crawford – Part 2 Common Core Inc, PD in Mathematics.</p>

	Danielson Component 3D: Using Assessment in Instruction.					
<b>April</b>	<b>April 1:</b> Danielson Component 3E: Demonstrating Flexibility and Responsiveness  <b>Apr. 8:</b> Danielson Component 3E: Demonstrating Flexibility and Responsiveness  <b>Apr. 29:</b> MOSL Revisited: NYC Performance Assessment		Identifying and capitalizing on the teachable moments.  Turning on a Dime: Using Formative Instruction to make Instructional adjustments			
<b>May</b>	<b>May 6:</b> MOSL Revisited: NYC Performance Assessment  <b>May 13:</b> Reflection – Celebrating Successes and Identifying persistent challenges  <u>May 20</u> <u>May 27</u>					
<b>June</b>	<b>June 6:</b> <u>Chancellor's</u> <u>Conference Day:</u> Preview CIE for SY 2014-2015					



## Attachment G

Organizational Chart for Management & Team Structures		
MEMBER	RSPONSIBILITY	Reporting
Principal	PD Plan for: Alignment to Danielson, CCLS, Teacher Effectiveness, Web-based Blending Learning, Technology, Rigor and Engaging Curriculum, Formative and Summative Assessments, Instruction: Best Practices and Strategies	All cabinet members report to the principal  Vendors submit accountability reports to the principal  All Community-based organization initially report to principal then are assigned to Aps
AP Organization	School Climate, Culture, Enrichment  Funding, Resources, Payments  School Safety	APO reports to principal  Payroll secretary, SSAs, report to APO  Interacts with network liaisons
AP Supervision	Responsible for Teachers, Librarian, Teacher Teams, Student Teams  Liaison to partners: Teaching Matters, Sussman Sales, APEX	Reports to Principal  All pedagogical staff reports to AP supervision
Guidance	Socio-Emotional Supports and Tracking	Reports to principal  Conferences with Lead Partner (Sports & Arts)  Interacts with parents, families, and community members/organizations
CC of NY Director	Liaison to Sports & Arts Foundation	Reports to principal  Sports & Arts Foundation reports to CC of NY
Parent Coordinator	Family and Community Engagement	Reports to Principal  Interacts with school guidance counselors, parents, families, and community members  Connects with Central Parent Coordinators

# ASPIRATIONS HIGH SCHOOL

Business Title or Name

September 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 Rosedale - WE (A)	17 Crawford - WE (A) Clarke - SE (A)	18 Graham - WE (A) Marshall - SE (A)	19 Rosen - WA (A)	20	21
22	23 Bach - WE (A) Larson - WE (A) Yaffel - SE (A) Rosedale - WE (A)	24 Caldwell - WE (A) Phelan - WE (A) Marshall - SE (A)	25 Crawford - WE (A)	26 Clarke - SE (A)	27 Clarke - SE (A)	28
29	30					

Primary Business Address  
Address Line 1  
Address Line 2  
Address Line 3  
Address Line 4

Phone 555-555-555  
Fax 555-555-555  
E-mail name@example.com

# ASPIRATIONS HIGH SCHOOL

Business Table or Memo

**October 2013**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Caliente—WH (O) Kaufman—SB (H)	2	3 Almed—WH (O)	4 Grubbs—WH (O) Crawford—WH (O) Rosario—WH (O) Lockley—SB (O)	5
6	7	8	9 NYC Deadline Performance Assessment	10	11 Lawson—SB (O)	12
13	14 Columbus Day	15	16 Avila—WH (H) Mid Term—English/PE	17 Distributive Scoring Meeting Mid Term—Math/Arts	18	19
20	21 Mid Term—Foreign Language	22 Mid Term—Science/ Social Studies	23 Clarke—WH (O)	24	25	26
27	28 Almed—SB (O)	29 Make Up NYC Deadline Performance Assessment	30	31		

November 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 Avila—WHS (10) Cadotte—WHS (10) Crawford—WHS (10) Beck—SS (10) Lawson—SS (10) Lockley—SS (10)	6 Taffel—SS (10) Mason—WHS (10)	7 Graham—WHS (10) Rosen—WHS (10) Sibley—SS (10)	8 Health Fair/Wood Drive Mikson—SS (10)	9
10	11 Veterans' Day	12 Rosed—WHS (10) Sibley—WHS (10) Cadotte—SS (10)	13 Crawford—WHS (10) Lockley—WHS (10) Mikson—SS (10)	14 Cadotte—WHS (10) Avila—WHS (10) Beck—SS (10) Sibley—SS (10)	15 Mason—SS (10) Avila—WHS (10) Kaufman—WHS (10)	16
17	18 Mason—WHS (10) Martelle—WHS (10) Taffel—SS (10)	19 Graham—WHS (10) Clerke—WHS (10) Rosen—SS (10)	20 Rosen—WHS (10) Lawson—SS (10)	21 Rosed—WHS (10) Avila—SS (10)	22 Sibley—SS (10) Mikson—WHS (10)	23
24	25 Graham—SS (10)	26 Principal's Meeting Rosed—WHS (10)	27 Thanksgiving Celebration	28 Thanksgiving Break	29 Thanksgiving Break	30

# ASPIRATIONS HIGH SCHOOL

Business Tain or Motta

## December 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Final—English	3 Final—Spanish Final—Social Studies	4 Final—Science Final—PE	5 Final—Mathematics Final—Art/Music	6	7
8	9 NEW TRIMESTER Martella—WA (O) Milman—WA (O)	10 Sidibe—WA (O) Avila—SB (O) Martella—WA (FB) Milman—WA (FB)	11 Mason—SB (O) Taffel—WA (O) Sidibe—WA (FB) Avila—SB (FB)	12 Lawson—SB (O) Lockley—WA (O) Mason—SB (FB) Taffel—WA (FB)	13 Crawford—SB (O) Mason—SB (FB) Lockley—WA (FB)	14
15	16 Rosario—SB (O) Crawford—SB (FB)	17 Kaufman—WA (O) Cadotte—SB (O) Rosario—SB (FB)	18 Graham—SB (O) Beck—WA (O) Kaufman—WA (FB) Cadotte—SB (FB)	19 Principals' Meeting Milman—WA (O) Graham—SB (FB) Beck—WA (FB)	20 Milman—WA (FB)	21
22	23 WINTER RECESS	24 WINTER RECESS	25 WINTER RECESS	26 WINTER RECESS	27 WINTER RECESS	28
29	30 WINTER RECESS	31 WINTER RECESS				

January 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8 Clarke—O (WR) - 3 Graham—O (WR) - 3	9 Principal's Meeting	10 Martelle—PO (SR) Avila—O (WR) - 3 Kaufman—O (WR) 3	11 Work Session 10:00am—1:00pm
12	13 Ahmed—PO (WR) Martelle—F (SR) - 3 Nixon—O (WR)	14 Ahmed—F (WR) Lockley—PO (WR) Sikibo—O (SR) - 1 Cudde—O (SR) - 1	15 Lockley—F (WR) Nelson—O (SR)	16 Kutirde Visit Crawford—O Rearick—O	17	18
19	20 MLK Day School closed	21 Mid Term—ELA Mid Term—Spanish	22 Supt. Visit Mid Term—Math Mid Term—PE	23 Mid Term—Science Mid Term—Health TESTING PREP WORK	24 Mid Term—History Mid Term—The Arts TESTING PREP WORK	25
26	27 Regents—L.E. Regents—English RCT—Global	28 Regents—Global RCT—Writing RCT—Math	29 Regents—US History RCT—Science RCT—Reading	30 Regents—Algebra RCT—US History	31	

February 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Chancellor's PD Day	4 Avila - O (SB) Cadotte - O (WB)	5 Sibbe - O (SB) Rosario - O (WB)	6 Masen - O (SB) Taffel - O (WB) Mikam - O (WB)	7 Graham - O (WB) Cadotte - PO (WB)	8
9	10 Principal's Meeting Cadotte - F (WB) Lackey - O (WB)	11 Mikam - O (SB) Ahmed - O (WB) Worthen - O (WB)	12 Martella - O (WB) Kaufman - O (SB) Clarke - PO (SB) Crawford - PO (WB)	13 Clarke - F (SB) Crawford - F (WB)	14 Avila - O (WB)	15
16	17 Midwinter Recess	18 Midwinter Recess	19 Midwinter Recess	20 Midwinter Recess	21 Midwinter Recess	22
23	24	25 Sibbe - O (WB) Lackey - O (SB)	26 Masen - O (SB) Rosario - PO (WB)	27 Beck - PO (SB) Rosario - F (WB)	28 Beck - F (SB) Martella - O (WB)	

**March 2014**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Ahmed—W (O) Milman—PO (SB)	4 Milman—F (SB) Graham—PO (WA)	5 Graham—F (WA) Crawford—O (WA)	6 Sidihe—PO (SB) Avila—PO (WA)	7 Sidihe—F (SB) Avila—F (WA)	8
9	10 Warthen—O (WA) Nana—PO (WA) Rosario—O (WA)	11 Nana—F (WA) Lockley—O (SB) Marulla—PO (WA)	12 Principals' Meeting Taffel—O (WA) Marulla—F (WA)	13 Kaufman—O (SB) Beck—O (WA)	14 Clark—O (WA)	15
16	17	18 Second Trimester Finals	19 Second Trimester Finals	20 Second Trimester Finals	21 End of Trimester	22
23	24 Rosario—O (WA)	25 Avila—O (SB) Beck—O (WA) Ahmed—PO (WA)	26 Warthen—PO (SB) Ahmed—F (WA) Nana—O (WA)	27 Warthen—F (SB) Sidihe—O (WA) Marulla—O (WA) Lockley—PO (WA)	28 Lockley—F (WA) Kaufman—O (WA) Milman—O (SB)	29
30	31 Cadets—O (WA) Clark—O (SB) Taffel—O (WA)					



ASPIRATIONS HIGH SCHOOL

April 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Crawford—O (SB) Graham—O (WA)	2 Rosario—O (SB) Avila—O (WA)	3 Beck—O (SB) Ahmed—O (WA)	4 Warthen—O (WA) Mason—O (SB)	5
6	7 Sidibe—O (WA) Mortels—O (SB)	8 Leckley—O (WA) Kendrick—O (SB)	9 Mason—O (WA) Cadotte—(SB)	10 Clarke—O (WA) Tuffel—O (SB)	11	12
13	14 BREAK	15 BREAK	16 BREAK	17 BREAK	18 BREAK	19
20	21 BREAK	22 BREAK	23	24 Crawford—O (WA) Graham—O (SB)	25 Principal's Meeting Rosario—O (WA)	26
27	28 Avila—O (SB) Beck—O (WA) Ahmed—PO (SB)	29 Ahmed—F (SB) Warthen—O (WA)	30 Mason—O (WA) Sidibe—O (SB) Mortels—PO (WA) Leckley—PO (SB)			

# ASPIRATIONS HIGH SCH

Business Tally or Memo

## May 2014

Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1 Martelle—F (WR) Lockley—F (SB) Minnam—PO (WR)	2 Kaufman—O (SB) Minnam—F (WR)	
4	5 Clarke—O (SB) Cadette—O (WR)	6 Taffel—O (SB) Crawford—O (WR)	7 Graham—O (SB) Resaria—O (WR)	8 Rvile—O (WR) Beck—O (SB)	9 Principal's Meeting Flamed—O (WR)	
11	12 Werthen—O (WR) Mason—O (SB)	13 Siakhe—O (SB) Martelle—O (WR)	14 Lockley—O (SB) Kaufman—O (WR)	15 Minnam—O (SB) Cadette—O (WR)	16 Clarke—O (WR) Taffel—O (SB)	
18	19 Crawford—O (WR) Graham—O (SB)	20 Resaria—O (WR) Rvile—O (SB)	21 Beck—O (WR) Flamed—O (SB)	22 Werthen—O (SB) Mason—O (WR)	23 Siakhe—O (WR) Martelle—O (SB)	
25	26 BREAK	27 Lockley—O (WR) Kaufman—O (SB)	28 Minnam—O (SB) Cadette—O (WR)	29 Clarke—O (SB) Taffel—O (WR)	30	

# ASPIRATIONS HIGH SCHOOL

Business Title or Motto

**June 2014**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10 Principal's Meeting	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Primary Business Address  
Address Line 2  
Address Line 3  
Address Line 4

Phone: 555-555-5555  
Fax: 555-555-5555  
E-mail: [snoo@example.com](mailto:snoo@example.com)



<b>Period</b>	<b>Time</b>
<b>1</b>	<b>8:47 – 9:37</b>
<b>2</b>	<b>9:39 – 10:29</b>
<b>3</b>	<b>10:31 – 11:21</b>
<b>ADVISORY</b>	<b>11:23 – 11 : 53</b>
<b>4(LUNCH)/ 37 ½ Minutes AIS</b>	<b>11:54 – 12:24</b>
<b>5</b>	<b>12:26 – 1:16</b>
<b>6</b>	<b>1:18 – 2:08</b>
<b>7</b>	<b>2:10 - 3:00</b>
<b>Extended Learning Time</b>	<b>3:00 – 7:00</b>
<b>Saturday ELT Schedule</b>	<b>9:00 – 2:00 pm</b>

SERVICE ACTION	TIMELINE FOR IMPLEMENTATION	STAFF RESPONSIBLE	TARGETED PARTICIPANTS
<b>Btw. 75 and 90 total days of support provided onsite and offsite by team of consultants</b>			
Needs Assessment/PD Plan Development developed through site visits, observations and interviews to determine existence and status of: Coherent Common Core Curriculum, assessment, pedagogy and content Data and communications systems Usable school data Collaborative inquiry teams <b>Deliverable: Action Plan</b>	Late spring - August	Teaching Matters' content specialist (coaches)	School administrators and teachers
<b>Deliver appropriate Instructional Foundations components</b> (individually or in combination as required by the above determination). Support provided either via existing teacher team meetings and in class support or through development of teacher teams and in-class support (see team information below) Common Core-Aligned Curriculum, Content, Pedagogy and Common Assessments Observing Practice in Teacher Teams Establishing the Future State -Assessment Tracking and Data tools. Communication and Collaboration. Principal data dashboards. Advisory and IEP management	September – May	Teaching Matters' content specialist (coaches)	School administrators and teachers
<b>Development and/or support of teacher teams</b> to build a collaborative foundation that gets each team to a point of trust and shared accountability	Ongoing based on Needs Assessment	Teaching Matters' content specialist (coaches)	Typically two grade-level teams of 4 – 7 teachers in selected content areas

SERVICE ACTION	TIMELINE FOR IMPLEMENTATION	STAFF RESPONSIBLE	TARGETED PARTICIPANTS
<p><b>Guide Team work in cycles</b> throughout the year focusing on:</p> <p>Analyzing student data to determine the cycle goal</p> <p>Changing instruction to meet the goal –Evaluating data to ensure the goal was met--</p> <p>Teamwork is accompanied by <b>in-class mentoring, observation and leadership development</b></p> <p>- <b>Potential teacher leaders are identified and cultivated:</b></p> <p>Teacher leadership institutes</p> <p>Collaborative tools and mentorship</p>	<p>Timing of cycles determined in Action Plan. Typically 6-8 weeks aligned with curriculum.</p>	<p>Teaching Matters' content specialist (coaches)</p>	<p>Typically two grade-level teams of 4 – 7 teachers in selected content areas</p>

# Aspire For Greatness

## TEAM CONTRACT

*Team members understand and accept that being a part of this group is both a privilege and a responsibility.*

### I. Purpose of the Dance/ Step Team

- Promote and uphold school spirit.
- Provide entertainment at sporting events, competitions and other performances within the community.
- Encourage and develop leadership qualities while strengthening teams' social emotional needs.
- Provide opportunities to build and develop members' self-confidence while, promoting consistent academic achievement.

### III. Requirements/Eligibility

- All team members must be in good academic standing prior to joining the team. Students must have no outstanding work or assignments prior to registration.
- Students must have and maintain an above average attendance record once joining the team (75% or higher).
- Team members **MUST** attend ALL required activities, such as games, practices, performances, competitions, and fundraisers. In cases of an illness or emergency, members must contact the dance coordinators. Failure to attend a mandatory event will result in a benching. Being benched twice will result in a dismissal. ***\*Unless otherwise stated, all events are considered mandatory.***
- Please review the following non-negotiable guidelines to ensure that you have an understanding of expectations for joining AFG.
- **A member can be benched for any of the following reasons :**
  - **Insubordinations or failure to comply with the guidelines listed in the contract**
    - Any unexcused absence
    - Failure to attend a performance
    - Extreme discipline issues in school/class
    - Failure to meet grade and attendance requirements

### IV. Obligations to the Team

- In order for dancers to be eligible to perform, they must maintain appropriate grades. All dancers must receive a passing grade in all classes at the conclusion of each trimester to maintain eligibility. AFG team members are expected to consistently work to improve and or raise their grades and attendance.
- A team member may only miss a total of 5 scheduled practices or events (this includes leaving early, arriving late, family emergency, illness, etc.) throughout the entire dance team season which runs October through June. If you know you will be absent, you must give a 3 day written notice. If a team member misses more than 5 events, members must meet with the Dance Coordinators to discuss their ability to remain on the team.
- **Attendance Infraction Rubric**

- **1<sup>st</sup> Unexcused Absence** – Member will be given a verbal warning
- **2<sup>nd</sup> Unexcused Absence** – Member will be benched for a time period to be determined by the coaching staff.
- **3<sup>rd</sup> Unexcused Absence** – Member will be dismissed from the team indefinitely.
- Members must maintain outstanding citizenship, attendance, and class performance. Problems in any areas may be grounds for benching, removal from the team, competitions, etc.

#### **V. Competitions/ Outside Venues**

- **The Performance Team is selected by the staff on the following criteria :**
  - **Ability and technical skill level**
  - **Attitude**
  - **Workmanship, effort and persistence**
  - **Responsibility**
  - **Performance appeal**
- Members are required to attend ALL performances.
- Members must attend all choreography sessions, despite their status on the Performance Team.
- If a dancer on the performance team is unable to attend choreography practices, the dancer will not be able to participate in the competitions until choreography is learned and executed properly.
- Competition will require extra time, effort, and financial support.

#### **VI. Practices**

- Members must come prepared with clothing appropriate to practice unless otherwise notified. Dance clothing and shoes should be appropriate for the activity. If dancers are not dress fully for practice, they will receive an unexcused absence for the day. **(See Attendance Guidelines listed above)**
- No cell phones are allowed at practice. All cell phones should be turned off once practice begins. Students will have access to the phones in the school, if emergencies come up. Parents should feel free to contact the dance coordinators if there are any issues/ concerns.
- Additional practices may be scheduled as needed. This will be done with as much notice as possible.
- If a dancer is absent from school they are not able to attend practice that day without a valid excuse and/ or documentation for the absence. It is the responsibility of the member to contact a staff member before practice begins. If you are unable to reach a dance staff member, leave a voicemail or a message with a school official.
- If a dancer is not at school on the day of a performance (game, competition), that dancer is unable to participate in that event.
- Missing a scheduled practice the day before an event will result in the individual not performing for that event unless the team member was ill/ had an emergency and contacted a staff member. The dancer must also be performance ready (which will be decided by staff).



- Missing practice for a test, school clubs, meetings, or any other approved academic reason will carry NO penalty. All members must get approval from a dance coordinator prior to missing a practice and are responsible to make up what is missed.
- It is irresponsible and discourteous to inconvenience the rest of the team. AFG members are expected to make a commitment to the team and themselves.
- **2013-2014 Practice Schedule Mondays and Wednesdays 3:00-4:30pm.**
- **Practice Agenda is as follows:**

**3:00-3:15pm-** Report to practice in proper dance attire

**3:15-3:20pm-** Road call/ Attendance

**3:20- 3:30pm-** Warm Up/ Exercise

**3:30-3:35pm-** Demonstration/ Review

**3:35-4:25pm-** Learn Demonstration/ Review

**4:25-4:30pm-** Reflections/ Announcements

#### **V. Contact Information**

**Ms. Phoebe Mabry/ Dance Coordinator**

**718.498.5257 Ext. 356 Email: [phoebemabry@childcenterny.org](mailto:phoebemabry@childcenterny.org)**

**By signing this document, I understand the terms of the above contract and agree to follow all stated and implied rules. I understand that disciplinary action/ removal from team will follow any and all infractions.**

---

**Name of Participant (Please Print)**

---

**Signature of Participant**

Attachment A

Assurance of Joint Commitment and Collaboration Form

By signing this document, the parent, UFT, and CSA representatives are acknowledging their joint commitment to implement the whole school redesign effort proposed in the application and to work collaboratively to sustain the positive changes that result from the SIF grant.

School

Aspirations Diploma Plus HS

Name:

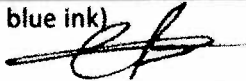
DBN:

Network:

281642  
603

PARENT REPRESENTATIVE

Signature (in blue ink)



Date

2-6-14

Type or print name

Charmaine Blair

CHAPTER LEADER (UFT)

Signature (in blue ink)



Date

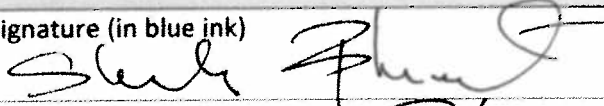
2-6-14

Type or print name

JEFFREY KAUFMAN

PRINCIPAL (CSA)

Signature (in blue ink)

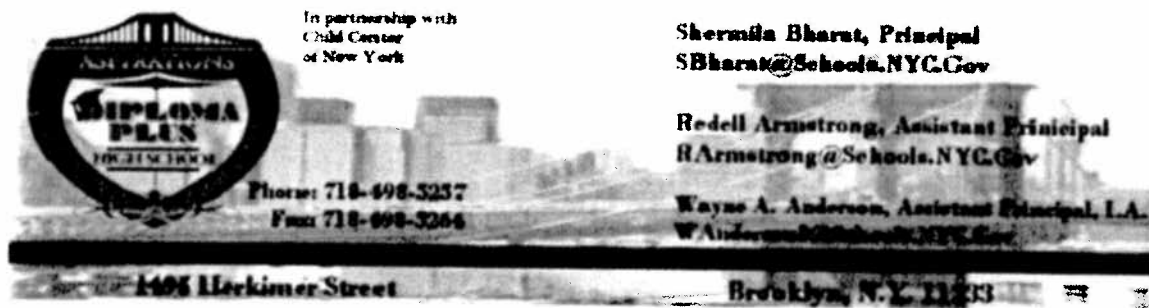


Date

2-6-14

Type or print name

Shermila Phurat



### SLT Meeting

February 6, 2014

### Agenda

- SIF Grant
- What is it?
- Why do we need it?
- Partner Organizations that can help support us to meet SIF goals



In partnership with  
Child Center  
of New York

Phone: 718-498-3257  
Fax: 718-498-3264

Shermila Bharat, Principal  
SBharat@Schools.NYC.Gov

Redell Armstrong, Assistant Principal  
RArmstrong@Schools.NYC.Gov

Wayne A. Anderson, Assistant Principal, I.A.  
WAnderson3@Schools.NYC.Gov

1495 Herkimer Street

Brooklyn, N.Y. 11233

SLT Meeting  
February 6, 2014

Name	Title
Doretta Palmer	Student
Sara Shields	Program Director CCNY
Rose Beck	Teacher
Shirley Clarke	Teacher
Jeff Kaufman	Teacher
Onyiah Edwards	Student
Charmaine Blair	Parent

Shadae Lindo (Josiah.M)

Student

Shermila Bharat

Principal

Nyketa Palmer

TREASURE PTA Parent

## 23K646 Aspirations Diploma Plus HS

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
<b>I. Leading Indicators</b>						
a. Number of minutes in the school year	Min	60390	60390	60390	60390	60390
b. Student participation in State ELA assessment	%	100	N/A	N/A	N/A	N/A
c. Student participation in State Math assessment	%	100	N/A	N/A	N/A	N/A
d. Drop-out rate	%	11	25	22 to 20	19 to 15	16 to 10
e. Student average daily attendance	%	89%	61%	62%	63%	64%
f. Student completion of advanced coursework		40	1	4 to 8	7 to 15	10 to 22
g. Suspension rate	%	2%	2%			
h. Number of discipline referrals	Num	11%	12%			
i. Truancy rate	%	5%	29%	29%	29%	29%
j. Teacher attendance rate	%	96%	96%	96%	96%	96%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20				
m. Hours of professional development to improve leadership and governance	Num	10				
n. Hours of professional development in the	Num	10				

**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

implementation of high quality interim assessments and data-driven action						
<b>II. Academic Indicators</b>						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	N/A	N/A	N/A	N/A
d. Students scoring "proficient" or higher on Math assessment	%	30	N/A	N/A	N/A	N/A
e. Average SAT score	Score	442	331	338 to 361	345 to 391	352 to 421
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	0	3 to 5	6 to 10	9 to 15
h. High school graduation rate	%	65	10	13 to 17	16 to 24	19 to 31
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	18	22 to 25	26 to 32	30 to 39

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

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

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

### **I. Leading Indicators**

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

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

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

K-8; from State Report Card Accountability table.

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

K-8. from State Report Card Accountability table.

**d. Drop-out rate**

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

**e. Student average daily attendance**

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

**f. Student completion of advanced coursework**

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

**g. Suspension rate**

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

**h. Number of discipline referrals**

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

**i. Truancy rate**

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

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

**j. Teacher attendance rate**

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

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

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

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

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

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

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

This may include the following types of professional development activities:

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

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

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

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

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



- 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.

## Shermila Bharat



### **Education**

998-2002	MS ED Special Education	Queens College
999-2001	School Administration	Massachusetts College of Liberal Arts
989-1993	BA History	Queens College

### **License and Certifications**

006-2011	Quality Reviewer-trained by Cambridge and DOE
005	SDA- School District Administrator
001	SAS- School Administrator Supervisor
001	Social Studies-7-12

### **Professional Experience**

011-Present	<b>Principal, Aspirations Diploma Plus HS</b>
010-2011	<b>Children First Network Instructional Specialist (CFN 603, Cluster 6)</b> <ul style="list-style-type: none"> <li>• Provide Phase 1 Special Education support for 27 schools in the Network including SESIS</li> <li>• Coaching support for schools undergoing Quality Reviews</li> <li>• Facilitating of the Common Core State Standards for school's instructional teams</li> <li>• Support for Transfer School and 6-12 schools using targeted measures aligned to school's vision and mission</li> <li>• Facilitated the middle school promotional portfolio training for the Network</li> </ul>
007-2009	<b>Knowledge Management Instructional Specialist/CFN 17, LLSO</b> <ul style="list-style-type: none"> <li>• Collaborate across the LLSO structures (KM Teams, Core Team, Network Teams) to provide targeted consultations/customization of professional development for schools in the areas of advisory and enrichment and college readiness</li> <li>• Develop and facilitate workshops focused primarily on data-driven Differentiated Instruction and Special Education with a specific focus on small and comprehensive high schools</li> <li>• Coaching and support for principals and their teachers in preparation for the Quality Review</li> <li>• Developed the framework for the LLSO-wide Knowledge Management Catalogue</li> </ul>
004-2007	<b>Director of New Teacher Induction, Region 2</b> <ul style="list-style-type: none"> <li>• Direct and oversee the hiring and placement of mentors in schools</li> <li>• Responsibilities included: mentor selection, caseload assignments, staff and program evaluation, ongoing professional development, curriculum development, new teacher orientation, and day to day program administration</li> <li>• Facilitate mentor development using a deep understanding and integration of the New</li> </ul>

- Teacher Center, University of California, Santa Cruz model of new teacher induction
- Collect data on the New Teacher Induction Program and plan program adjustments and improvements based on that data
- Establish and maintain positive working relationships with the Division of Teaching and Learning, Regional Superintendents, Administrators, University Partners, the UFT, and other key stakeholders

001-2004

**Director of the After School Professional Development Program, Central**

- Supervised the production of ASPDP and Professional Studies Catalogs
- Reviewed course outlines and instructor applications for compliance with program requirements and NYC Standards
- Hired supervisors to monitor courses to ensure alignment with the Standards
- Prepared and managed budgets for the programs
- Collaborate with the United Federation of Teachers in the design and development of courses
- Collaborate with Division of Human Resources to provide training for Supervising School Aides
- Designed and implemented training for the para professional state exam

002-2004

**Facilitator Office of New Teacher Induction, Central**

Designed and taught courses for New Teachers on:

- Effective Classroom Management Strategies
- Planning and Engaging Students in the Classroom

999-2001

**Senior Advisor Hillcrest High School, Queens, NY**

- Coordinated all activities for the success of the Senior Class
- Taught the Student Leadership Class that was responsible for organizing charitable events to teach the students a sense of civic responsibility, i.e., blood drives, breast cancer walks, benefits for the March of Dimes...as part of leadership skills and responsibilities

993-2001

**Teacher Hillcrest High School, Queens, NY**

- Taught general education students in grades 10-12 –Social Studies
- Prepared students for Regents Exams in Global and American History using research based test taking strategies
- Worked with special education students as a Resource room and Inclusion teacher-grades 10-12

**Skills**

- Knowledge and utilization of accountability tools: Aris, ScanTron, Acuity, Quality Review, Environmental Surveys and the Progress Report
- Management Tools: Galaxy, SEC-Special Education Online Reports, SIS-Student Information System, SESIS
- Microsoft Power Point and Microsoft Office
- On line course facilitation using Moodle

Category	Primary SIF Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
<b>SIF: Aspirations Diploma Plus High School (23K646)</b>							
		Subtotal Code 15	0	0	0	0	
		Subtotal Code 16	0	0	0	0	
Code 40	Teacher Training Metamorphosis	<b>Metamorphosis</b> "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.	25,000	25,000	100,000	150,000	Title 1 funds will be repurposed to sustain this activity.
Code 40	Instruction	<b>The Teaching for Impact</b> theory of action proposes that teacher leaders can make the greatest contribution in schools that establish optimal conditions in three key areas: instructional foundations that pave the way for teacher and student success (such as cohesive curriculum, common assessments, and data systems), effective teacher team collaboration and inquiry to drive student outcomes, and strong school leadership and professionalism. We work with schools to implement this combination of critical support strands to maximize impact on teacher effectiveness, teacher retention, and sustained student outcomes. The deliverables include a PD plan from an initial needs assessment that can be modified over the course of the work, increased teacher effectiveness as evidenced in improvements in pedagogy that will result in student improvement; teacher practice will advance in Danielson ratings (MOTP); teachers will effectively use common assessments to drive instruction for diagnostic and formative purposes that will result in improvements in student performance.	\$90,000	\$90,000	\$50,000	\$230,000	Building school capacity is a central feature of Teaching for Impact. Its sustainability is at the heart of the professional development of teachers and teacher leaders.
Code 40	Student Support	<b>Sports &amp; Arts in Schools Foundation</b> will partner with Aspirations High School to help the school meet its performance targets and support the school in after-school programming. As such, SASF will implement its Champions Clubs Program for 150 students beginning in school year 2014-2015 for 30 weeks (5 days per week; Monday - Friday, for 8 hours per day). This program will provide opportunities for artistic expression and athletic engagement, as well as college readiness and academic enrichment for youth via our Champions Clubs model. Specifically, the program will encourage youth to maximize their academic achievements by providing youth development activities and incentives that empower youth to take charge of their own education by making them part of the process when setting academic and future goals.	\$125,000	\$125,000	\$90,000	\$340,000	1. Building School Capacity: School faculty and members of the school's community based organization will work closely with Sports and Arts over the next three years. They will be able to continue some of the after school club activities after that time. 2. Aspirations High School will seek discretionary funding from local political representatives. 3. Together, Aspirations High School and Sports & Arts in Schools will explore additional sources of funding.
		Subtotal Code 40	240,000	240,000	240,000	720,000	
Code 45	Instruction	From Sussman Sales, Aspirations High School will procure educational software listed below. Together, this software will provide teachers with resources to improve literacy skills, customize learning according to student needs, and make the instructional shifts to meet the rigorous demands of the new Common Core Standards. The software includes a) 3 teacher licenses of CiteLighter, an online resource that students use to learn critical thinking skills through research, argument, collaboration, paraphrasing, and essay and research paper writing. b) 10 one year student licenses of Mindplay Virtual Reading Coach (MVRC), a program designed to first assess and then develop student reading skills with individualized education plan consisting of specific lessons and activities that will bolster students' phonemic awareness, phonics, vocabulary, fluency, and comprehension. c) 1 license of myOn Reader, a complete literacy solution that provides students with anytime, anywhere access to thousands of books and recommends content to readers at their interest and reading level. Complete with embedded Lexile reading assessments, myOn Reader allows educators to measure and forecast reading growth. d) 1 one-year license of StudySync, a Common Core-aligned program that helps teachers provide lessons that challenge students to read, write, and think critically in a variety of contexts and formats. The program includes ELI-specific lessons and instructional supports. e) 4 licenses (3 Living Environment and 1 Chemistry classes) of Smart Science, a program that provides online science labs that culminate with a report emphasizing content writing and data analysis.	\$10,000	\$10,000	\$10,000	\$30,000	NYSTEL Software funding, as provided through the NYCDOE budgeting process.
		Subtotal Code 45	10,000	10,000	10,000	30,000	
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.	0	0	0	\$0	
		Subtotal Code 80	0	0	0	0	
		Subtotal SIF	250,000	250,000	250,000	750,000	
<b>CENTRAL</b>							
Code 15							
Code 16							
Code 40							
Code 45							
Code 80							
		Subtotal Central	0	0	0	0	
		TOTAL SIF	250,000	250,000	250,000	750,000	

Other sources of income	Non-Core Instruction Tax Levy	126,044	126,044	137,502	389,589
	Title I for Priority and Focus Schools	49,668	49,668	54,183	153,519
	Other Title I allocations	98,663	98,663	107,632	304,958
	TOTAL	524,375	524,375	549,318	1,598,067

Aspirations Diploma Plus High School

Attachment D - 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	240,000
Supplies and Materials	45	10,000
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	\$ -
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 240,000
Supplies and Materials	45	\$ 10,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ -
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 250,000

Year 2 Implementation Period (July 1, 2015 - June 30, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ -
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 240,000
Supplies and Materials	45	\$ 10,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ -
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 250,000

Year 3 Implementation Period (July 1, 2016 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ -
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 240,000
Supplies and Materials	45	\$ 10,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ -
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 250,000

Total Project Period (June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ -
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 720,000
Supplies and Materials	45	\$ 30,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ -
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 750,000



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

PROPOSED BUDGET

FOR THE OPERATION OF A

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

**BASIC PROJECT INFORMATION**

N.Y.C. GRANT #

N.Y.C. DOCUMENT #

--	--	--	--	--	--	--	--	--	--

PROJECT #

--	--	--	--	--	--	--	--	--	--

AGENCY CODE

3	0	5	1	0	0	0	1	0	0	5	1
---	---	---	---	---	---	---	---	---	---	---	---

Federal /State  
Program

**SCHOOL INNOVATION FUND. Round 3**  
**Aspirations Diploma Plus High School**

Contact Person

**EDUARDO CONTRERAS**

Agency Name

**New York City Department of Education**

Mailing Address

**52 Chambers Street, Room 213**

**New York,**

**N.Y.**

**10007**

Telephone #

**212-374-0520**

**Manhattan**

County

Project Operation Dates From **JUN**

**1**

**2014**

To

**JUN**

**30**

**2015**

**BUDGET TOTAL**

**\$250,000**

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

[illegible]



# **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
<div data-bbox="131 300 321 352">23K646</div> <div data-bbox="321 300 919 352">SIF</div>			
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
---	----------------------

23K646	SIF
--------	-----

685 - Educational Consultant		0
686 - Professional Services Other	Teaching for Impact, Sports & Arts in Schools Foundation	215,000
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis	25,000
		240,000


Subtotal - Code 40

240,000
---------

**SUPPLIES AND MATERIALS: Code 45**

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

Object Code and Description of Item		Proposed Expenditure
<b>23K646</b>	<b>SIF</b>	
Computer and Printers under \$5,000 per unit		0
Educational Software		10,000
General and Instructional Supplies		0
Library Books		0
Supplemental Textbooks		0
		<b>10,000</b>
<b>Subtotal - Code 45</b>		<b>10,000</b>

**TRAVEL EXPENSES: Code 46**

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

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

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

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

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

**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)	\$250,000
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

**EQUIPMENT : Code 20**

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

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

**O**

Agency Name: NYC PUBLIC SCHOOLS

FOR DEPARTMENT USE ONLY

Fiscal Year	Amount Budgeted	First Payment
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____

_____	\$ _____
Voucher #	First Payment

Finance  
Office  
Approval

\_\_\_\_\_  
 \_\_\_\_\_

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


**School Innovation Fund Round 3. RFP #TA-15**

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

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

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

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

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

## M/WBE Documents

### M/WBE Goal Calculation Worksheet

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

#### School Innovation Fund Round 3. RFP #TA-15

**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		\$ 750,000
2	Professional Salaries	\$ -	
3	Support Staff Salaries	\$ -	
4	Fringe Benefits	\$ -	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ -
8	Line 1 minus Line 7		\$ 750,000
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 = M/WBE goal amount		\$ 150,000



## M/WBE UTILIZATION PLAN

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

**Bidder/Applicant's Name:** NYC DEPARTMENT OF EDUCATION

**Address:** Chambers St.

**City, State, Zip:** New York, NY 10007

**Telephone/Email:** (212) 374-0520

**Federal ID No.:** 13-6400434

**RFP No:** RFP Number: TA-15

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of
<b>NAME:</b> METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC  <b>ADDRESS:</b> 165 PARK ROW # 18A  <b>CITY, ST, ZIP:</b> New York NY, 10038  <b>PHONE/E-MAIL:</b> 212-608-0714 / lucy@lucywestpd.com  <b>FEDERAL ID No.</b> 043713795	NYS ESD Certified  MBE <input checked="" 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 \$ 25,000 Year 2 \$ 25,000 Year 3 \$ 100,000 <b>TOTAL \$ 150,000</b>

PREPARED BY (Signature) \_\_\_\_\_

DATE

2-27-14

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

**NAME AND TITLE OF PREPARER:** Eduardo Contreras

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

**DATE:** February 27, 2014

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


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

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

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

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

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

  
Signature of Authorized Representative of Bidder/Applicant's Firm

Mary Doyle, Executive Director State Portfolio Policy

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

Date: 2/21/14

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

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

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

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

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

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

DESIGNATION: ☐ MBE Subcontractor ☒ WBE Subcontractor ☐ MBE Supplier ☐ WBE Supplier

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

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

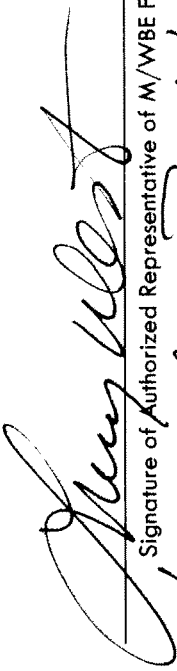
(M/WBE)

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

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

The estimated dollar amount of the agreement:	\$ 150,000
---	------------

Date: 2/24/14



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.

Address:

165 Park Row #189

Telephone:

212-233-0419

City, State, ZIP:

New York, NY 10038

Federal ID No.:

04-371-3795

Report includes:

Project No:

☐ Work force to be utilized on this contract OR

☒ Applicant's total work force

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

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

PREPARED BY (Signature):

Edward Thomas

PREPARED BY (Signature):

David Howell

NAME AND TITLE OF PREPARER:

David Howell, Operations Mgr.

DATE:

2/28/2014

TELEPHONE/EMAIL:

212-233-0419 david@lucywestpd.com

(Print or type)

EEO 100