



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

Director
Office of School Innovation
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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: \$749,998
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 Bronx High School of Business 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.

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 or (518) 473-8852.

Sincerely,

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

Bill Clarke

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

ORIGINAL

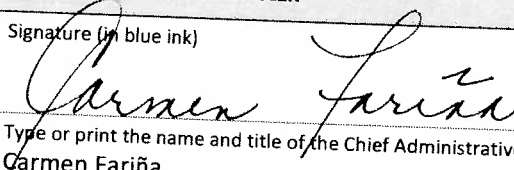
New York State Education Department
School Innovation Fund Grant – Round 3 (TA-15)
Application Cover Sheet

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 Bronx High School of Business		Beds Code 320900011412	
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/Blnd/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

AIR

Submission Checklist

Documents	Checked -Applicant	Checked-SED
Application Cover Sheet (with original signature in blue ink)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative District-level Plan and 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: http://www.oms.nysed.gov/cafe/forms/	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Preliminary draft Memorandum of Understanding(s) (with Lead Partner or Partner Consortium)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M/WBE Documents Package (containing original signatures) <input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver		
Type of Form	Full Participation	Request Partial Waiver Request Total Waiver
M/WBE Cover Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
M/WBE 100 Utilization Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/> N/A
M/WBE 102 Notice of Intent to Participate	<input checked="" type="checkbox"/>	<input type="checkbox"/> N/A
EEO 100 Staffing Plan and Instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
M/WBE 105 Contractor's Good Faith Efforts	N/A	<input type="checkbox"/> <input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/> <input type="checkbox"/>
SED Comments: Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Reviewer: _____ Date: _____		

09X412 Bronx HS of Business

2014 SIF 3 Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST # 9 - BRONX

Select School Name:

320900011412 BRONX HIGH SCHOOL-LAW & COMM SVC

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:

348

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

College Pathways School Design

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/sam86.pdf

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

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

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

The SIM will work together to build capacity at the school-level with the Priority School's Network, Superintendent, and 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.¹ The Measures of Student Learning (MOSL) components of the system is worth 40% of a teacher's overall evaluation rating – the State Measures component is worth 20% and the Local Measures component is worth 20%. The NYCDOE has provided in-person and online professional developments opportunities for teachers and school leaders during the summer and throughout the 2013-14 school year. The NYCDOE hired additional staff for both MOTP and MOSL. We created resources to help principals meet evaluation and development implementation milestones including the *Advance* Web Application. The NYCDOE will be working to ensure that the evaluation and development system is implemented properly and is used to assist teachers.

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

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

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

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

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

The school leadership programs align to the 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 9th to discuss SIG and SIF. CPAC is the group of parent leaders in the NYCDOE; it is comprised of presidents of the district presidents' councils. The role of CPAC is to consult with the district presidents' councils to identify concerns, trends, and policy issues, and it advises the Chancellor on NYCDOE policies.

ii. Consultation and Collaboration Form (Attachment A)

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Expanded Learning Time Requirements

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

Student Participation

1. How should schools identify participating students?

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

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

2. Can students be required to participate in ELT?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

Options for Adding Time

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

10. Must schools reconfigure their schedules to implement ELT?

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Academic Instruction

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

15. Must schools award grades for ELT programs?

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

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

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

Teachers

17. Who may oversee ELT programs?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

18. Can teachers be required to participate in ELT?

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

19. Can ELT be used for teacher planning time?

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

Operations

20. How should Priority Schools fund ELT programs?

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

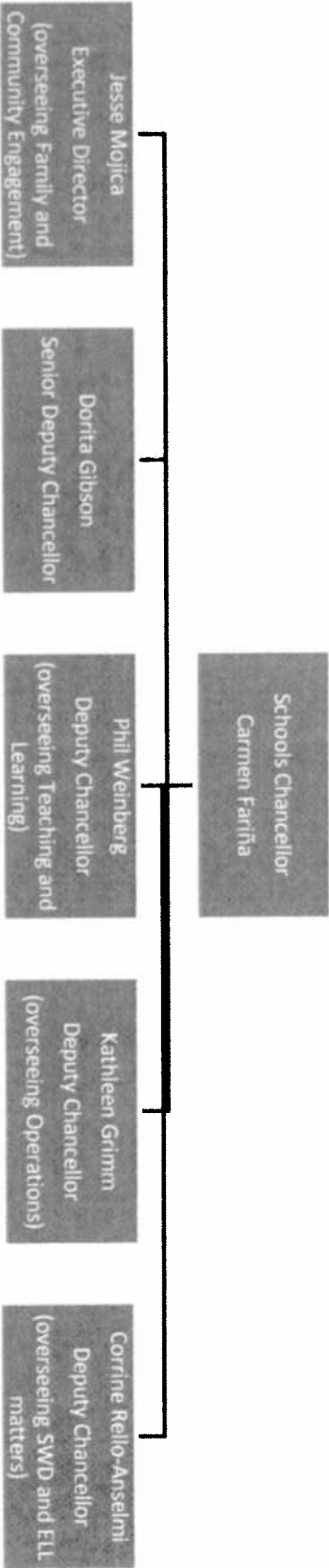
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

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

District-Level Leadership Organizational Chart



Section D: District trainings offered for Year One

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

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

AGREEMENT
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October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

AGREEMENT

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

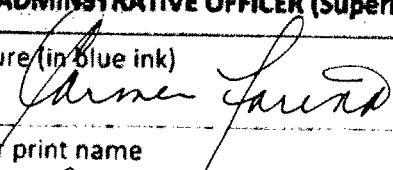
The Union and the Board agree that all teachers new to the New York City Public Schools are entitled to collegial support as soon as they commence service. The New

Attachment A
Assurance of Joint Commitment and Collaboration Form

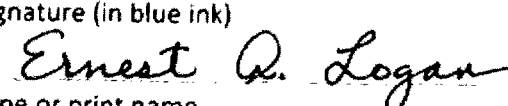
By signing this document, the Superintendent, Board of Education, and teachers' and principals' unions are acknowledging their joint commitment to implement the whole school redesign effort proposed in the application and to work collaboratively to sustain the positive changes that result from the SIF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

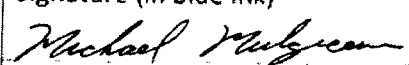
LEA Name: NYC DOE

School Name: 09X412 Bronx High School of Business

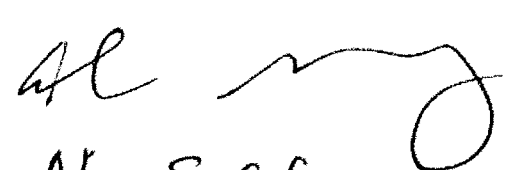
CHIEF ADMINISTRATIVE OFFICER (Superintendent)	
Signature (in blue ink) 	Date <u>2/25/14</u>
Type or print name <u>Carmen Fariña</u>	

BOARD OF EDUCATION PRESIDENT	
Signature (in blue ink)	Date
Type or print name	

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

LOCAL TEACHERS UNION PRESIDENT	
Signature (in blue ink) 	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

Bronx High School of Business (09X412)

Partner Information

Teachers College Columbia University

Teachers College's Center for the Professional Development of Teachers (CPET) advances global capacities in teacher education, research and whole school reform. CPET advocates excellence and equity in education through direct service to youth and educators, innovative school projects that promote students' Write to Achieve, international research that examines and advocates the highest quality instructional and assessment practices today, and sustainable school partnerships that leverage current policy and mandates to raise literacy levels and embed collaborative communities of learning. Uniting theory and practice, CPET promotes rigorous and relevant scholarship and is committed to making excellent education accessible worldwide.

CPET will play a critical role in supporting the direction, coordination, and oversight of the school's improvement plan by providing professional development to teachers and school leaders 3 times a week for the duration of the grant in the following areas:

A Focus on Student Learning – Read & Write to Achieve

Strategy 1: Teachers will learn and employ best practices for balanced literacy

Strategy 2: Teachers will develop CCLS-aligned units of study that demonstrate rigor and differentiation

Real Instructional Leadership – Lead to Achieve

Strategy 1: Leaders will develop and implement frequent and critical cycles of feedback

Strategy 2: Leaders will increase the opportunities for teachers and leaders to evaluate teaching practice together

Assessment Systems that Utilize Data for Data-Driven Action – Assess to Understand

Strategy 1: Teachers will set measurable student learning goals to increase data-driven action

Strategy 2: Teachers will develop CCLS-aligned performance assessments that monitor student performance and progress over time

Strategy 3: Teachers will work with an inquiry team to reflect, evaluate and revise instructional practice

Enrollment Summary

In Bronx High School of Business, students with disabilities comprise 27% of the school's population, 6 percentage points higher than the average high school in the Bronx. English Language Learners comprise 28% of the school's population, 9 percentage points higher than the average high school in the Bronx. The average incoming proficiency (8th grade ELA/math) of the school's students is 2.5, which is 0.2 lower than the average high school in the Bronx.

Leadership Information

Vincent Rodriguez was born in Ponce, Puerto Rico, and moved to Bronx, NY in 1959. In August 1976 Vincent enlisted with the United States Army, where he served until 1985. Vincent climbed the ranks in the non-commissioned officer track, where the highest rank he achieved was Staff Sergeant (E-6), where he was responsible for three hundred men and woman soldiers. In 1991, Vincent began his tenure with the NYC Department of Education (DOE) as a Paraprofessional with District 75. As a Paraprofessional, Vincent obtained his undergrad and graduate degree with Lehman College. He began his teaching career with the DOE as a Special Education Teacher. Vincent continued to enroll in additional classes, which allowed him to obtain his certificate of completion in School Supervision while he maintained his teaching position. Later on, Vincent became an Assistant Principal in a high school setting, where he served for seven years. While an Assistant Principal, Vincent was involved with Inquiry Team, Discipline, Data Specialist, provided professional development to help bridge the gap between the general and special education teaching methodology. While an Assistant Principal, Vincent enrolled and completed a DOE program with the NYC Leadership Academy (L.E.A.P.).

On March 26, 2012, Vincent was offered the position as a High School Principal with a school which has been classified by the DOE as a Turnaround School. After looking at the data in March 2012, it was clear that the students were not successfully achieving their credits in a timely manner, and not passing the required regents. The following data reflected the current situation upon taking over the school: Cohort 2013 31% on track for graduation; Cohort 2014 17% on track for graduation; Cohort 2015 17% on track for graduation. After putting in place a comprehensive tutoring and credit recovery program (weekdays & Saturdays) Vincent was able to increase the graduation rate by fifteen percent for the 2013 Cohort.

In the 2012 Quality Review the school achieved an UNDERDEVELOPED rating (the year Vincent took over the school). After addressing the issues outlined in the 2012 Quality Review the school achieved a DEVELOPING rating the following year, as well as increase the academic progress for the students in the school.

Vincent has created a HOUSE initiative with the school to build a small support network for students for the 2013 – 2014 school year. Within the HOUSE structure, we have begun an aggressive mentoring approach that will target our lowest third population within each HOUSE. Team Leaders were also established on the 2013 – 2014 school year. The purpose of creating Team Leaders within each subject is to provide the opportunity to build capacity within the teaching staff. The Team Leaders provide PD, mentor team members, have active role in decisions involving curriculum with the Principal.

The principal has the following skills;

Experience as an Educator- Vincent has taught outside of the NYC school system, and also went up the ranks within the NYC DOE, where he began as a Paraprofessional and now is a High School Principal. He has over twenty two years' experience as an educator.

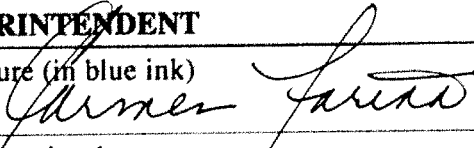
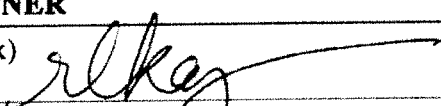
Leadership Experience- Vincent Rodriguez' leadership experience is extensive, where he was a leader while serving in the United States Army, Site Supervisor at a private school, and his seven years as an Assistant Principal and two years as a High School Principal.

Understanding of Data- Vincent Rodriguez' understanding of how to extract and use statistical data that school's use on a daily basis is a critical competency when it comes to instruction. He understands how data can influence instruction and disseminate that data to key personnel to support student growth and academic needs.

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.

SUPERINTENDENT	
Signature (in blue ink)	Date
	2/25/14
Type or print the name.	
Carmen Farina	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
	2-6-2014
Type or print the name and title and organization of the partner.	
Center for the Professional Education of Teachers (CPET)	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner.	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner.	

09X412

**MEMORANDUM OF UNDERSTANDING
BETWEEN TEACHERS COLLEGE COLUMBIA UNIVERSITY
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 TEACHERS COLLEGE COLUMBIA UNIVERSITY ("TEACHERS COLLEGE") 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 TEACHERS COLLEGE provides services to Bronx HS of Business, 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 TEACHERS COLLEGE**

Teachers College's Center for the Professional Development of Teachers (CPET) advances global capacities in teacher education, research and whole school reform. CPET advocates excellence and equity in education through direct service to youth and educators, innovative school projects that promote students' Write to Achieve, international research that examines and advocates the highest quality instructional and assessment practices today, and sustainable school partnerships that leverage current policy and mandates to raise literacy levels and embed collaborative communities of learning. Uniting theory and practice, CPET promotes rigorous and relevant scholarship and is committed to making excellent education accessible worldwide.

In the event that the Bronx HS of Business is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), TEACHERS COLLEGE 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.

TEACHERS COLLEGE will tailor existing products and services for implementation in Bronx HS of Business. These products and services include:

CPET will play a critical role in supporting the direction, coordination, and oversight of the school's improvement plan by providing professional development to teachers and school leaders 3 times a week for the duration of the grant in the following areas:

A Focus on Student Learning – Read & Write to Achieve

Strategy 1: Teachers will learn and employ best practices for balanced literacy

Strategy 2: Teachers will develop CCLS-aligned units of study that demonstrate rigor and differentiation

Real Instructional Leadership – Lead to Achieve

Strategy 1: Leaders will develop and implement frequent and critical cycles of feedback

Strategy 2: Leaders will increase the opportunities for teachers and leaders to evaluate teaching practice together

Assessment Systems that Utilize Data for Data-Driven Action – Assess to Understand

Strategy 1: Teachers will set measurable student learning goals to increase data-driven action

Strategy 2: Teachers will develop CCLS-aligned performance assessments that monitor student performance and progress over time

Strategy 3: Teachers will work with an inquiry team to reflect, evaluate and revise instructional practice

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 TEACHERS COLLEGE 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 Bronx HS of Business
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, **and** a final service agreement is negotiated between TEACHERS COLLEGE and NYCDOE

Either International 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.

TEACHERS COLLEGE COLUMBIA UNIVERSITY

Signature Title Date

NYCDOE

Signature Title Date

School Innovation Fund (SIF) Application

School Name:	Bronx High School of Business
DBN:	09X412
Network:	N611

Application Type (Check one):		<input checked="" type="checkbox"/> School with Lead Partner		<input type="checkbox"/> School with Partner Consortium	
College Pathways	Community-Oriented	Arts / Cultural Ed	CTE	Virtual/Blnd/Online	Network-Affiliated
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A. School Overview	2 points
<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.**

The vision/mission of the Bronx HS of Business is to prepare our students for the global economy and post-secondary opportunities.

With this in mind, our school has established the following goals for this grant;

1. **Increase student literacy.** Through cultivating balanced literacy strategies and structures in instruction, classroom-proven approaches to designing curricula (*Read & Write to Achieve*) as well as integrating a school-wide system for assessment (*Assess to Understand*), Bronx HS of Business will develop a Common Core Learning Standards (CCLS) aligned curriculum and teacher training program in which teachers will prepare students to;
 - a. Read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently
 - b. Read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

- c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
 2. **Improve the quality of teacher instruction.** Provide teachers with training and on-site support, which will help, improve the quality of teaching as measured by the Danielson Framework for Teaching. To propel this effort, we will implement *Lead to Achieve*, a teacher/leader training program focused on increasing teacher/leader communication and efficacy. We will focus on the following domains;
 - a. Domain 3B- Questioning and Discussion
 - b. Domain 1E- Designing Coherent Instruction
 - c. Domain 3C- Engaging Students in Learning
 - d. Domain 2B- Establishing a Culture for Learning
 3. **Use data and instruction to develop intervention strategies for ELL/Special education teachers/students.** Through cultivating balanced literacy strategies and structures in instruction, classroom-proven approaches to designing curricula (*Read & Write to Achieve*) and data-driven interventions (*Assess to Understand*), we will provide ELL and Special Education teachers with training and on-site support that will help these students perform at or above grade level in ELA.
- 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.**

In order to achieve the goals noted above three cohesive school-wide strategies for improvement will be used under the guidance of our lead partner the Center for the Professional Education of Teachers (CPET); a professional development organization within Teachers College. Below are three areas for building professional capacity, core strategies for improvement and a brief description of research-based key design elements.

Goal 1. Increase student literacy.

A Focus on Student Learning – *Read & Write to Achieve*

Strategies for Improvement

Strategy 1: Teachers will learn and employ tenets of balanced literacy

Strategy 2: Teachers will develop CCLS-aligned units of study that demonstrate tenets of balanced literacy as well as rigor and differentiation for all students

Teachers will learn how to leverage strategies and structures of balanced literacy with a focus toward building a culture of literacy within and across the content areas for all students. Similar to the primary grades, the focus of balanced literacy is to create a community of learners where teacher and student learning occurs in a print-rich environment characterized

by high expectations for student literacy practices. Students are supported as they engage in an array of reading, writing, speaking, and listening tasks requiring higher-level thinking. These tasks reflect the diverse texts encountered in the content areas where there is a greater emphasis on non-fiction or informational reading and writing.

Instruction will focus on addressing the diverse needs of adolescent learners and assisting them in acquiring the processing strategies required to independently access increasingly complex texts, as outlined in the following tenets:

- Literacy is a Social Process: Students' interests guide instruction and students read and write texts based on these interests. They interact with their peers in discussions, book clubs, and group projects to grapple with their confusion and difficulties with texts and to recognize their diverse knowledge and point of view.
- Literacy is a Personal Process: Adolescence is characterized by explorations of one's identities. Instruction therefore engages student's interest in exploring new aspects of their own identities and budding self-awareness as readers and writers; their purposes for reading and writing, and their goals for improvement.
- Literacy is a Cognitive Process: Instruction is inquiry-based to develop student's mental processes, including their repertoire of specific comprehension and problem-solving strategies. These processes are made explicit to students through teacher think-alouds, mini-lessons, and class discussions.
- Literacy is a Knowledge-Building Process: Students bring an array of knowledge to their literacy work. Instruction therefore focuses on identifying and expanding this knowledge, further developing it through personal and social interaction with an array of texts. Student knowledge about word construction, vocabulary, text structure, genre, language, topics, and content embedded in the text are highlighted and expanded.
- CPET will help teachers develop college style courses in the areas of literacy, which will then be used with students to introduce them to college and career readiness mindset. These courses will be free of charge to students and will allow them to earn college credits. Additionally, students will have an opportunity to participate in specialized college courses on the Teachers College campus thereby exposing them to the college going culture.

This in turn will assure that teachers are providing students with instruction that is aligned to the Common Core curriculum and prepare students for the demands of post secondary education and career expectations.

Goal 2. Improve the quality of instruction.

Real Instructional Leadership – Lead to Achieve

Strategies for Improvement

Strategy 1: Leaders will develop and implement frequent and critical cycles of feedback

Strategy 2: Leaders will increase the opportunities for teachers and leaders to evaluate teaching practice together

We know that leaders who foster strong instructional cultures are more than just building managers.¹ They embrace their roles as instructional leaders and help teachers reach their full potential in the classroom. To achieve this, we will utilize Danielson's Framework for Professional Practice to support frequent and critical cycles of feedback through formal and informal classroom visits. We will also create varied opportunities for teachers and leaders to look together at teaching practice such that the expectations for quality teaching are clear and shared.

Training and support will focus on the following domains of Danielson's Framework for Professional Practice:

- a. Domain 3B - Questioning and Discussion
- b. Domain 1E - Designing Coherent Instruction
- c. Domain 3C - Engaging Students in Learning
- d. Domain 2B - Establishing a Culture for Learning

Goal 3. Use data and instruction to develop intervention strategies, especially for ELL/Special education teachers/students.

Assessment Systems that Utilize Data for Data-Driven Action – Assess to Understand Strategies for Improvement

Strategy 1: Teachers will set measurable student learning goals to increase data-driven action and differentiation

Strategy 2: Teachers will develop CCLS-aligned performance assessments that monitor student performance and progress over time

Strategy 3: Teachers will work with an inquiry team to reflect, evaluate and revise instructional practice

We know that schools with the strongest instructional cultures recognize teachers who do good work. Equally as important, recognizing teachers who are struggling and identifying the reason(s) why they are struggling.² Thoughtful, critical and consistent methodologies for assessing student learning is another way we aim to improve the quality of teaching, developing clear and shared expectations for effective instruction as well as a commitment toward improving instructional practice.

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

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

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

ii. Use data and descriptive language, to describe the population of students the school serves, and the unique needs of sub-groups (e.g.: students with disabilities, English

¹ "Greenhouse Schools: How Schools Can Build Cultures Where Students and Teachers Thrive," TNTP, www.tntp.org, (Jan 15, 2012)

² "Greenhouse Schools: How Schools Can Build Cultures Where Students and Teachers Thrive," TNTP, www.tntp.org, (Jan 15, 2012)

language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college).

The Bronx HS of Business currently services 401 students with 100% of its students eligible for free or reduced lunch. 28% of the students are ELLs, 23% have an IEP, and the school is served by a staff of 37 teachers. 63% of the student population is Latino, 35%; are African American, 1% are Asian, and 1% are White.

According to the New York State Education Department, the Bronx HS of Business has been identified for graduation. This is evident as the school was unable to meet the 60% graduation target for 3 years in row. Additionally, the graduation rate declined from 50.41 (Cohort N) to 42.86% (Cohort O). At the same time the school has consistently been unable to meet the combined ELA & Math PI target established by the NYS Education Department. For example, the 2011-2012 target was 116 and the school received a 93.5. Similarly the school yielded a 96.9515 thereby missing the 116 target again. This data clearly shows that the students are severely struggling both in ELA and Math as very few students are scoring at or above grade level. Additionally, the chart below shows that the majority of students are scoring at or above grade level in ELA and Mathematics. As noted earlier this school has a large ELL and Special Education population who are also not meeting the NYS Annual Measurable Objective or Safe Harbor Target. Subsequently, the students are unable to graduate in a 4 or 5-year time frame.

Year/Exam	Level 1	Level 2	Level 3	Level 4	NYS Performance Index
Cohort N- ELA	19	34	25	0	107.692
Cohort N- Math	23	48	6	1	78.125
Cohort O- ELA	27	31	23	1	96.342
Cohort O- Math	18	48	16	0	97.561

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

According to the JIT the following recommendations were made;

- The District should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current NYS Learning Standards.
- Teachers should be provided with training on how to create rubrics that are consistent with NYS Standards and that contain clear learning goals and objectives for student tasks and activities.

A recent quality review stated the school needs to improve in the following areas;

- Develop teacher pedagogy to increase student engagement across classrooms, raise higher order thinking skills, and include multiple entry points in lessons that accelerate learning for all students.
- Increase opportunities to develop leadership capacity and build on the work of teacher teams to include consistent analysis of student work that will lead to improved student outcomes.
- Establish a process to evaluate school operations with specific attention to curricula, instructional practices and use of resources, in order to develop a school culture that maximizes teaching and learning.

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

The following is a summary of findings from the NYSED JIT.

School leadership Practices and Decisions-

- Expectations for the school's improvement and success are low. This is evident from the low goals and expectations set by the administration in the Comprehensive Educational Plan (CEP) and in the lack of urgency given to the implementation of improvements. Goals set in the CEP and expectations for graduation rates this year, if achieved, would only serve to continue the school's persistently lowest achieving status.
- The Principal and his cabinet of APs do not have commonly agreed upon and written management systems and do not formally meet. They have divided their roles, but APs do not have formal job descriptions. With this in mind, the Lead to Achieve program offered through CPET will help the administration to consider and implement key structures, routines and responsibilities for leadership.
- The current roles and responsibilities of school personnel are not effectively organized to ensure that the school safely operates and efficiently uses funding.
- The current roles and responsibilities of school personnel are not effectively organized to ensure that the school safely operates and efficiently uses funding.

Curriculum Development and Support-

- There is no evidence of a written curriculum, aligned with New York State (NYS) Standards, in English Language Arts (ELA), Native Language Arts (NLA) and English as a Second Language (ESL) classes.
- Pacing calendars and curriculum maps for ELA, NLA and ESL classes were neither provided to the team nor in use during class observations, although Atlas Rubicon, an online curriculum mapping program is available. The importance of concepts in all courses was not clearly delineated.

Teacher Practices and Decisions-

- There is a lack of strategies for differentiating instruction to address the wide range of abilities among students in the class. In almost all lessons, students are seated in rows and little use is made of grouping students for different purposes or by ability. With this in mind, implementation of balanced literacy strategies and structures (such as *Read &*

Write to Achieve) as well as a comprehensive system for assessing student learning (*Assess to Understand*) will help teachers to determine how to differentiate with purpose and proficiency.

- The setting and use of learning objectives is poor. Objectives for lessons are often not displayed and shared with students so that the purpose of the learning is clear.
- Most classrooms are not attractive environments for learning. Examples of student work were lacking in many classrooms and throughout the school. There were few displays that referred to a rubric that identified good features of the work and how it can be improved.

Student Social and Emotional Development Health; and/or Family and Community Engagement-

- The school does not have a comprehensive guidance plan that supports students' social and emotional growth.
- Neither students nor parents are sufficiently aware of credit accumulation, accurate grade level status and progress toward graduation. The sharing of student assessment results is limited to interim progress reports and report cards.
- To this end Lead to Achieve will help the administration develop and embed structures and routines for developing student social support, emotional development and community engagement.
- Additionally, Read and Write to Achieve emphasizes learning as a social, personal and cognitive process

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

As noted above the three school priorities are to improve the quality of teacher instruction, increase student literacy, and use data and instruction to develop intervention strategies for Special Education and ELL students. Another school priority involves helping the school leadership effectively communicate school priorities, use data effectively, and cultivate a culture of excellence. These needs are being prioritized in the following manner;

- Professional Development through CPET will include workshops focused on learning how to read and write, how to use CCLS lessons with a balanced literacy program, and a teacher-training program that targets Reading Comprehension and Writing standards. Additionally coaches will provide; on- site support, coaching, mentoring, team teaching opportunities, lesson development sessions, modeled lesson plans, and plan instruction with teachers.
- Training and support for implementing the Danielson Framework for Teaching will also be provided through the Lead to Achieve program. This program will provide a strong focus on building teacher/leader communication and efficacy. It will also help teachers develop the following competencies; Questioning/Discussion Strategies, Designing Coherent Strategies, Engaging Students in Learning, and establishing a culture for learning.

- CPET's Assess to Understand program will focus on how to use data to drive instructional practices and identify/implement intervention strategies for Special Education/ELL students. This will be achieved through a combination of workshops, modeling of best practices, on-site support, and coaching.
- CPET will regularly meet with the school administration and help them assess their relative strengths and weaknesses and develop strategies to improve school communication and leadership decisions. CPET will also assist the school leadership and key stakeholders to accurately student performance trends, identify specific student strength and weaknesses, and tailor future professional development offerings to close the noted performance gap.
- Our school will also offer extended learning opportunities in the form of After School Programs, Saturday Academy, Vacation Learning, on-line learning, and Literacy standards through enrichment clubs. This is crucial, as past data has shown that our students showing significant improvement in their academic skills through extended learning opportunities.

C. School Model and Rationale

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:

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

As noted in the needs section our school has been struggling with how it delivers its ELA instruction, services the Special Education and ELL students, and meet the Annual Measurable Objective (AMO) and Safe Harbor targets established by the NYSED. While our school has begun to show improvements in these areas the recent academic gains are insufficient. Subsequently, our team closely analyzed the root cause(s) of these problems; the quality of instruction, lack of differentiation, and lack of data-driven action. This process led us to learn that it is crucial that we cultivate a strong instructional culture that is focused primarily on improving the quality of teaching. With this in mind, we plan to support the quality of all teaching and targeting, thru SIF funding, curriculum and instruction related to student literacy within and across content areas. We will partner with CPET of Teachers College to support our efforts.

The following three areas for building professional capacity work in tandem to achieve our three priority goals.

A Focus on Student Learning (Year 1)– *Read to Achieve*

The focus for student learning during year one will be developing a clear, cross-discipline understanding of the Common Core Learning Standards as well increasing, primarily, close reading comprehension.

We plan to implement *Read to Achieve*, a CPET-developed, multi-faceted, balanced literacy program aimed at increasing student fluency, comprehension and independence in reading during Year 1. (Year 2 will focus on *Write to Achieve*—developing student writing within and across content areas. Year 3 will focus on school-wide integration of reading and writing across the content areas). Our rationale for launching with CCLS-aligned *Read to Achieve* is reinforced by school-level data including state-test scores, student performance assessments and teacher surveys, indicating a clear need for major curricular/instructional revamping in literacy.

Anchored by Common Core Learning Standards (CCLS) and New York State Learning Standards, CPET's *Read & Write to Achieve* employs structures of balanced literacy as well as tenets of Wiggins' and McTighe's Understanding by Design (2005) to improve the quality of instruction. Our framework emphasizes the importance of productive and dynamic relationships between teachers and students. For example, the variety of instructional methods/structures used in balanced literacy including but not limited to independent reading/writing practice, guided reading/writing practice, literature study, strategic, small-group instruction and word analysis, to name a few, allow for responsive teaching, student-centered learning and data-driven differentiation. These approaches not only help students to become skilled and confident readers and writers, but also help them to perform the kinds of reading and writing tasks required by standardized tests, college and career.

ELA/ESL and SpEd teams will form the initial cohort to pilot *Read to Achieve*. We decided to pilot this work with the literacy teams as a means to leverage all of their rich content expertise, cultivating in-house reading experts. The rationale for this design feature is to support long-term programmatic sustainability. Students will also have the opportunity to take college like courses as their literacy skills advance.

Real Instructional Leadership (Year 1) – *Lead to Achieve*

“School leaders can have a tremendous effect on student learning through *how* they create opportunities for teachers to improve” (Hornig and Loeb, 2010). During Year 1, school leaders (Principal and Assistant Principals) will work with CPET coaches to evaluate effective and ineffective systems and structures currently in place to support cycles of feedback. This needs assessment will be crucial for revising the school's culture with regard to feedback which has proven to be less critical. Teachers will be surveyed and sought out for explicit conversations with regard to systems and structures (“Almost all people associated with high-performing schools have greater influence on school decisions than is the case with people in low-performing schools” Anderson, Leithwood Louis, Walstrom, 2010).

Teacher leaders can have a direct impact on the success of instruction and the community of learning by mentoring teachers who utilize a balanced literacy framework. For instance, the pace and rigor of units, under this framework, is almost entirely dictated by what students' produce. This calls for teachers to be deliberate and targeted in their instruction, fitting the needs of specific students and student groups. As teacher leaders become more and more adept at evaluating deliberate teaching under this methodology, they will be professionally developed to mentor teachers toward mastery with a similar sense of differentiation in terms of what's produced. In other words, teacher leaders can help teachers to develop greater purpose, clarity and structure in their units by showing teachers how to effectively link student performance/learning to teaching events.

To foster these important mentorships we anticipate restructuring common-planning time, increasing professional development opportunities, and encouraging collaboration and feedback cycles among colleagues; thereby opening the channels for frequent and critical communication.

Systems of Assessment for Data-Driven Action (Year 1) – *Assess to Understand*

Assess to Understand plays a significant role in defining our academic expectations for student achievement and monitoring student performance and progress toward achieving SIF goals across grade-levels. Each of the five phases of the assessment cycle (Design, Administer, Score, Analyze, Adjust) are approximately three weeks and extend over the course of the entire school year.

Assess to Understand's assessment framework align curriculum and assessment expectations in subject areas and grade levels, strengthening department teams' vision and methods. Additionally, careful analysis of assessments, student performance results, subgroup trends and samples of student work provide unique insights into student performance, allowing teachers and teacher teams to implement strategic change strategies to increase student achievement. During Year 1, Bronx HS of Business will be developing formative assessments to monitor student performance and track progress over time toward school-wide goals, aligned with Common Core Learning Standards (CCLS). Then, with support from a coach, teachers will develop rigorous, performance based tasks and rubrics with a common focus reading texts for details, analyzing the text structure and author uses, reading/writing arguments to support claims, and reading/writing informative explanatory texts.

Assess to Understand provides an early indicator of student performance on New York CCLS, including those assessed on State tests. Each rubric is aligned with State and school wide expectations, pinpointing performance trends in multiple dimensions. Detailed reports on student performance trends will provide teachers and school leaders insight into student strengths and struggles as they strive to meet expectations for college and career readiness.

During Year 1, we'll work with literacy teams, by subject area and grade level, to evolve their understanding of assessment as well as lay the groundwork for integrating periodic Assessments with performance tasks. Teachers will study and build assessments that are:

- Aligned with the Common Core Standards
- Aligned with NYC DOE City-wide Instructional Expectations

- Periodic, monitoring student performance and progress over time
 - Curriculum embedded, directly related to the content and skills relevant to each class
 - Authentic, framed for students to mirror real-world writing
- 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 decision-making processes for model selection and plan development.**

During the past few weeks the school leadership team collected and reviewed diagnostic teacher/student feedback, ARIS data, Quality Review report, NYC Progress Report, and NYS data to determine how to best help close the performance gap at the Bronx HS of Business. The data review, which engaged teachers and administrators in reviewing, unpacking and presenting data individually, in small groups and as a staff, revealed consistently low student performance in literacy across all content areas. More specifically an Item Skills Analysis identified the following needs;

- Read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently
- Read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

After these needs were identified our school reached out to various partners and concluded we would contract Teachers College to address our Literacy, Special Education, and Teacher Effectiveness needs. Both vendors will provide a series of workshops to targeted teachers, on-site support, lesson plan modeling, mentoring, as well as team teaching. This in turn will help our school address the goals stated previously.

This information was then shared with key stakeholders including the SLT, UFT Chapter Leader, and PTA President. These key stakeholders were also given an opportunity to provide feedback to our grant plan as planning meetings were occurring.

D. School Leadership

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.**

The principal has the following skills;

Experience as an Educator- Vincent has taught outside of the NYC school system, and also went up the ranks within the NYC DOE, where he began as a Paraprofessional and now is a High School Principal. He has over twenty two years' experience as an educator.

Leadership Experience- Vincent Rodriguez' leadership experience is extensive, where he was a leader while serving in the United States Army, Site Supervisor at a private school, and his seven years as an Assistant Principal and two years as a High School Principal.

Understanding of Data- Vincent Rodriguez' understanding of how to extract and use statistical data that school's use on a daily basis is a critical competency when it comes to instruction. He understands how data can influence instruction and disseminate that data to key personnel to support student growth and academic needs.

- ii. **Identify the specific school principal by name and include in this narrative a short biography, an explanation of the leadership pipeline from which she/he came, as well as the rationale for the selection in this particular school. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools.**

Vincent Rodriguez was born in Ponce, Puerto Rico, and moved to Bronx, NY in 1959. In August 1976 Vincent enlisted with the United States Army, where he served until 1985. Vincent climbed the ranks in the non-commissioned officer track, where the highest rank he achieved was Staff Sergeant (E-6), where he was responsible for three hundred men and woman soldiers.

In 1991, Vincent began his tenure with the NYC Department of Education (DOE) as a Paraprofessional with District 75. As a Paraprofessional, Vincent obtained his undergrad and graduate degree with Lehman College. He began his teaching career with the DOE as a Special Education Teacher. Vincent continued to enroll in additional classes, which allowed him to obtain his certificate of completion in School Supervision while he maintained his teaching position. Later on, Vincent became an Assistant Principal in a high school setting, where he served for seven years. While an Assistant Principal, Vincent was involved with Inquiry Team, Discipline, Data Specialist, provided professional development to help bridge the gap between the general and special education teaching methodology. While an Assistant Principal, Vincent enrolled and completed a DOE program with the NYC Leadership Academy (L.E.A.P.).

On March 26, 2012, Vincent was offered the position as a High School Principal with a school which has been classified by the DOE as a Turnaround School. After looking at the data in March 2012, it was clear that the students were not successfully achieving their credits in a timely manner, and not passing the required regents. The following data reflected the current situation upon taking over the school:

Cohort 2013 31% on track for graduation

Cohort 2014 17% on track for graduation

Cohort 2015 17% on track for graduation

After putting in place a comprehensive tutoring and credit recovery program (weekdays & Saturdays) Vincent was able to increase the graduation rate by fifteen percent for the 2013 Cohort.

In the 2012 Quality Review the school achieved an UNDERDEVELOPED rating (the year Vincent took over the school). After addressing the issues outlined in the 2012 Quality Review the school achieved a DEVELOPING rating the following year, as well as increase the academic progress for the students in the school.

Vincent has created a HOUSE initiative with the school to build a small support network for students for the 2013 – 2014 school year. Within the HOUSE structure, we have begun an aggressive mentoring approach that will target our lowest third population within each HOUSE. Team Leaders were also established on the 2013 – 2014 school year. The purpose of creating Team Leaders within each subject is to provide the opportunity to build capacity within the teaching staff. The Team Leaders provide PD, mentor team members, have active role in decisions involving curriculum with the Principal.

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

The overall role and responsibility of each assistant principal is to support the vision and mission of the school and to promote academic success for all our students. Currently there are two assistant principals in our school; they are Fay Brown and Michael Barba. Their individual responsibilities are as follows:

Fay Brown	Michael Barba
Supervise the Teacher Team Leaders of the core subjects to include the Spanish Department	Supervise the Teacher Team Leaders and their departments – Business, P.E., Special Education, ESL
Conduct required classroom observations and enter into the ADVANCE website	
Conduct Department meetings with the core subject teams	Conduct Department meetings with the non-core subject teams
Conduct professional development either departmental or school wide	
Create and align PD calendar based on school's needs	
Supervise four HOUSES	
Supervise all after-school and Saturday programs (tutoring, credit recovery, regents prep)	Supervise and ensure Special Education mandates are being met for all students; conduct IEP meetings, ensure students are being serviced for mandated services, ensure students are being programmed based on their classifications
Supervise all grant related programs to ensure services are being provided for all participating students	Supervise and ensure ELL mandates are being met for all students; Testing (LAB-R & NYSESLAT), ensure students are being programmed based on individual

	levels
	Testing Coordinator

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

Previously the school had a very weak Business program, where only one teacher (licensed ESL teacher) was involved and approximately ten students were in the class. For the 2012-2013 school year Vincent hired four teachers who are licensed with the DOE as Business Teachers to run the Business program. He established a relationship with Virtual Enterprise, and has submitted an application with the NY State Education Department to be a certified CTE school (approval pending at this time). In the 2013 – 2014 school year, our kids in the Business Program competed in a Borough wide Business Plan competition and won, where they advanced to the City Level Competition. Our kids made it through the second round where eventually they were eliminated.

Vincent has established a program, which will address the social emotional needs of the students. Vincent charged the school social worker to establish a group that will address the everyday challenges teenagers face on a day-to-day basis through theatrical skits. A performance will be conducted in the upcoming months where students and parents are invited to attend. We expect that students who participate will become mentors to other students who are displaying negative behavior that impacts their academic success.

Vincent has also implemented an attendance initiative to reward students who meet the school's goal for attendance. Vincent purchased electronic equipment (PS/3 Wii Game Consoles, Ping Pong Table, and game boards) and allows students to participate who have achieved an 85% attendance rate. Vincent has also implemented a movie night for the same kids as well.

v. (SIMS)

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.

E. Instructional Staff

The school must have the mechanisms in place to assign the instructional staff to the school that

have the strengths and capacity necessary to meet the needs of the school and its students. This section must contain the following elements:

i. Identify the total number of instructional staff in the building and number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the school's approved APPR system.

According to the Commissioner's decision, this rating information for the 2013-14 school year must be finalized and available to teachers by September 1, 2014; thus, the total number of staff identified as Highly Effective, Effective, Developing, and Ineffective (HEDI) is not currently available. Teachers' prior year HEDI ratings are also not available since the 2013-14 school year is the first year of *Advance*.

iii. Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness for the needs of students in this school. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation, and throughout the implementation period of the grant.

Currently our school is fully staffed with teachers licensed within the areas. Subsequently, our ability to implement staffing changes is limited to the number of teacher vacancies that open on a yearly basis. Our current Measure of Student Learning (MOSL) Baseline and State Assessment data shows that our students lack reading comprehension skills in order to be academically successful. Clearly, our current content specialists (teachers) need to develop their capacity to teach literacy skills across the content areas.

With this in mind we are planning to hire part-time reading specialists to help our teachers obtain the strategies needed to support our students with the reading comprehension deficit. These coaches will support not only our ELA program, but will include all subject related programs school wide (i.e. Math, Social Studies, Science, Foreign Language, P.E., ESL, and Business Department). At the same time the instructional coaches through CPET will also train/support our instructional coaches and teachers. The CPET team will also help implement necessary instructional changes needed to cultivate student improvement. Through this training and support teacher capacity will be built.

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.

Currently our school is fully staffed. As noted previously our current teaching staff needs to develop more effective strategies to teach literacy to our struggling students. This is crucial as most of our students are failing the regents examination. This especially holds true with our Students with Disabilities and ELL population. With this in mind we have begun to use a computer based program known as iLit. The iLit pre-test results showed that our Students with Disabilities and ELL population are missing foundational literacy skills. Subsequently they are struggling with ELA curriculum used for 6th grade students. With this in mind, our literacy teachers will need to develop strategies to help all students including students with disabilities and ELL students improve their academic performance. To this end the literacy specialist and team of CPET specialists will be crucial as they will help teachers develop teaching strategies

including teaching strategies needed to help our students with disabilities and ELL students perform at or above grade level.

At the same time, it is clear that a culture of excellence must be developed across the teaching body. To this end workshops and on-site support for implementing the Danielson Framework will be essential for building teaching effectiveness through our school.

- 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.**

As noted in the previous section our school is currently fully staffed. However, if a vacancy does open the school administration and the Children First Network (CFN) will collaborate when making a hiring decision. More specifically, an interview process will be implemented where the school principal and the CFN will develop a screening to identify possible candidates. As part of the screening process (viewing of resumes, conducting interviews), candidates will also be required to conduct demo lessons where the principal, CFN, and instructional team leaders will participate.

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

F. Partnerships

The school must be able to establish effective partnerships* for areas where the school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Partner Organization (EPO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. Schools are encouraged to have a few targeted and purposeful partnerships with a shared goal of college and career readiness, rather than a large variety of disconnected partner groups/services with multiple goals. For partnerships selected to support the implementation of the 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, site-based governance, site-based budgeting and financial services, facilities, instructional and non-instructional planning and implementation. A Lead Partner may be a non-profit educational service organization such as a new small-school developer or charter management organization, institution of higher education, or community-based organization which also provides direction, coordination, oversight, etc. as well as coordinates all supporting partner organizations that interface with the school.

- i. **Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the school's improvement plan under 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.**

We have identified the Center for the Professional Education of Teachers (CPET) as lead professional development partner to help us carry out this vital work. As evidenced by the Partner Effectiveness Chart as well as evaluations with regard to their ability to develop effective habits of instruction in city high schools, we believe that their rich experience and expertise in New York City is accentuated by their capacity to provide highly relevant professional development as well as their ability to evaluate and implement systems/structures to optimize collaboration among teachers, leaders and coaches. This partnership will drive our shared commitment to improving instructional practice.

CPET will, therefore, play a critical role in supporting the direction, coordination, and oversight of the school's improvement plan by providing professional development to teachers and school leaders 2-3 times a week, as schedules permit, for the duration of the grant in the following areas:

Areas for Building Professional Capacity

A Focus on Student Learning – Read & Write to Achieve

Strategy 1: Teachers will learn and employ best practices for balanced literacy

Strategy 2: Teachers will develop CCLS-aligned units of study that demonstrate rigor and differentiation

Real Instructional Leadership – Lead to Achieve

Strategy 1: Leaders will develop and implement frequent and critical cycles of feedback

Strategy 2: Leaders will increase the opportunities for teachers and leaders to evaluate teaching practice together

Assessment Systems that Utilize Data for Data-Driven Action – Assess to Understand

Strategy 1: Teachers will set measurable student learning goals to increase data-driven action

Strategy 2: Teachers will develop CCLS-aligned performance assessments that monitor student performance and progress over time

Strategy 3: Teachers will work with an inquiry team to reflect, evaluate and revise instructional practice

These Areas for Building Professional Capacity Work in Tandem to Achieve Three Main Goals:

- A Clear and Shared **Vision** for Effective Teaching

- A Clear and Shared **Expectations** for Effective Teaching
- A Clear and Shared **Commitment** to Improving Instructional Practice

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

See Attached

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

CPET has agreed to evaluate services through a combination of qualitative and quantitative measures. The charts below illustrate some of the methods we have co-developed with CPET to evaluate their services and tools. The effectiveness of professional development will be evaluated at the end of each marking period. In the event that services are not meeting the needs of the relevant stakeholders, we plan to isolate the issue(s) and revise our way(s) of working.

Evaluation of Services		
Evaluation Methods	Specific Examples	Use To Measure And Improve Services
Event Feedback Evaluations	<ul style="list-style-type: none"> • Evaluation Survey Responses from Event • Event Open Response Feedback Forms • Event Prompted Response Feedback Forms 	<p>After each event, coaches gather participant feedback through the use of Feedback Forms, Reflectionnaires, and Exit Tickets. These feedback evaluations are reviewed by Senior PD Advisors to evaluate each PD Workshop, Workshop Series, Institute and Conference and make adjustments based on participant feedback. Participants send network event evaluations to Network leaders so they can document the quality services reported.</p>

Evaluation Methods	Specific Examples	Use To Measure And Improve Services
<p>CPET Staff Summaries & Self Evaluations</p>	<ul style="list-style-type: none"> • TCCPET Staff Summary of Work • TCCPET Staff Evaluations & Feedback • TCCPET Staff Peer & Supervision Evaluations 	<p>Each month, CPET's coaching staff turn-in coaching logs to document their on-site work in schools. Coaches meet weekly with their mentor. Senior Professional Development Advisors mentor PD coaches, reviewing all planning processes and materials, coaching methods and summaries. Evaluations are used to inform how coaches grow in their work, match coaches to schools, and develop appropriate school-level recommendations based on expertise and experience.</p>
<p>Teachers/Admin Feedback & Debriefing</p>	<ul style="list-style-type: none"> • Teacher feedback and debriefing • Administrator feedback and debriefing • Network feedback and debriefing 	<p>Through regular contact with partner schools, teachers and admins provide coaches with frequent and critical feedback regarding services. Either through formal and informal meetings/discussions, email correspondence and even text messages or IMs, PD Advisors are able to identify needs, establish next steps and provide additional scaffolding when necessary.</p>

Evaluation Methods	Specific Examples	Use To Measure And Improve Services
<p>NYC Evaluation Alignment</p>	<ul style="list-style-type: none"> • Alignment of services and the Learning Environment Survey • Alignment of services and the Quality Review Report • Alignment of services and the Progress Report Data 	<p>CPET services are available to all schools and Networks in the city and we do not limit our services to “successful” schools and in fact, often reach out most to “struggling schools” who truly need professional development support. As a means of evaluating our services, we often look to triangulate between our needs assessment, PD services and expected growth and NYCDOE evaluation tools like the Quality Review, Learning Environment Survey or Progress Report data. Commendations on a Quality Review aligned with a PD Project we’ve developed at a school, for example, would be objective evidence of success.</p>
<p>Student Achievement Data</p>	<ul style="list-style-type: none"> • Periodic Assessment Data Reports aligned with services • State Assessment Data Reports aligned with services • Performance Tasks and Student Work 	<p>We measure our success, primarily, by increases in student achievement as measured by student work products, performance tasks and increased instructional proficiency and prowess. We also monitor student achievement through a variety of detailed reporting mechanisms aimed to identify patterns, trends and leverage areas that inform the schools’ reform strategies. After reform (or change) strategies are implemented, we carefully monitor subsequent, related data for increased student achievement.</p>

Evaluation Methods	Specific Examples	Use To Measure And Improve Services
<p>Teacher Evaluation Data</p>	<ul style="list-style-type: none"> • Teacher Visitation, Observations and Tenure Status • Administrative Feedback on Teacher Performance • Student Work and Performance Data • Teacher Reflections, Presentations & Portfolio 	<p>We will monitor how teacher practice improves over time through resulting improvement in student work. Also, through visitations and debriefing, administrative feedback and teacher portfolios, we will identify specific areas of growth in teacher performance. If we did not to see significant progress related to these areas for teacher evaluations, we would be prompted to re-evaluate the services being provided. From there, we would develop an action plan with strategic interventions to meet our goals.</p>
<p>Capacity Building</p>	<ul style="list-style-type: none"> • Improving the quality of instruction • Progression of New Teacher to Teacher Leaders • Progression of Teacher Leaders to Administrators • Progression of Administrators to Network/DOE Personnel 	<p>Ultimately, want to build capacity so that teachers and school leaders can become knowledgeable, independent and collaborative. We plan to do this, primarily, by increasing the quality of instruction. We also look to professional mobility as a measure of successful professional development. We plan to identify teachers to become teacher leaders, teacher leaders to become Assistant Principals, Assistant Principals or Network Coaches who become Principals. This kind of professional growth demonstrates the long lasting effects of sound professional development.</p>

G. Organizational Plan

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

- i. **Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting.**
See attached
- ii. **Describe how the structures function in day-to-day operations (e.g., the type, nature, and frequency of interaction, data-sources used to drive discussion and decision making, manner in which the results of interactions are communicated and acted upon, etc.).**

Day to day operations are implemented through a chain of command structure which consists of the principal and 2 assistant principals. The principal meets with the Assistant Principals a minimum of two times a day. In the morning meeting the principal discusses any open issues from the previous day and upcoming priorities. During the afternoon meeting, both Assistant Principals debrief the principal regarding any new issues and provide updates for other items as needed. The principal oversees the analysis of how student data is used. For example, the principal regularly runs reports tracking how each student cohort is performing with respect to credit accumulation and passing regents examinations. This data is then used to target student for additional supports such as the After School program, Saturday Academy, make-up courses, guidance services, and other pertinent resources. Both Assistant Principals conduct professional development, review student data in their respective departments, and review teacher assessment data and accompanying portfolios as it relates to teacher effectiveness. Assistant Principal Fay Brown supervises team leaders and teachers in all core subjects including Spanish. She also supervises the grant programs, tutoring, credit recovery, regents preparatory program. Assistant Principal Michael Barba supervises team leaders and teachers in Business, Physical Education, Special Education, and ESL. He also ensures that Special Education mandates are being met for all students; conducts IEP meetings, ensures/ELL students are being serviced for mandated services, ensure students are being programmed based on their classifications. The lead teachers from each department support their respective supervisor in meeting these goals. Additionally, they report to their respective supervisor about any issues of concern.

The Bronx HS for Business also operates its school structure through its cabinet, team leaders, and house leaders as follows;

The Cabinet: The Principal meets with the Assistant Principals daily with one formal cabinet meeting every week. The primary focus of Cabinet meetings, at the end and start of the school year, is strategic planning. The cabinet relies on relevant data and DOE initiatives for its strategic planning. This data include but is not limited to Regents scores, scholarship data (school, grade, course, teacher, lowest third, cohort, sub groups- ESL, SP. Ed), teacher observations data, and attendance. Roles and responsibilities of team leaders in the strategic plans are established at these initial meetings.

Team Leaders: The cabinet meets with Team Leaders bi-weekly to discuss their role in teacher development (PD topics are influenced by observation data) and the implementation of the instructional focus. Team Leaders meet with departments, weekly to facilitate professional development, the development of instructional units, look at students work, and design assessments.

House Leaders and their houses: The house executive planning committee meets weekly to develop structures to support the school's initiatives. An example of this is the development of a mentoring plan that all eight houses use to support students in the lowest third. The cabinet meets with house leaders, bi-weekly, to discuss implementation of school initiatives through the house programs and to discuss house data (attendance, scholarship and deans infractions) as needed.

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

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

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

Professional Development: The NYCDOE has provided various supports for schools to help them implement *Advance*. During the summer of 2013, the NYCDOE offered over 100 *Advance* professional developments sessions, attended by over 10,000 teachers, UFT chapter leaders, assistant principals and principals, across all five boroughs. Additionally, over 100

³ 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.

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

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

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

During the 2013-2014 school year our school implemented the APPR as follows; During the summer months all members of the cabinet and some team leaders attended DOE facilitated professional development (PD) on the new teacher evaluation system. In these sessions participants learned about the intricacies of the new system and the expectations for teacher practice. Our Team leaders met with Principal and CFN's Achievement Coach to discuss how to implement the MOSL. The Talent Coach also facilitated PD for members of the cabinet on calibration.

At the start of the school year the cabinet conducted PD on developing a common language for what quality teaching looks like through the lens of Danielson's Framework for Instruction. The first round of instructional walks also took place in September. The cabinet used these observations to gather data for professional development needs and the best personnel to facilitate these needs. Teachers watched calibrating videos and engaging in the calibration process.

During the months of October and November professional development on the Danielson's Framework was provided to all teachers. Throughout the month of January our school focused on the following Danielson Framework components; 1e, 2a, 2d, 2c and 1b. These components

were selected because the cabinet and team leaders decided that the start of the school year should be used to establish a culture and environment of high expectations for teaching and learning.

Later on the Talent Coach facilitated additional PD by for all teachers on Component 3c of Danielson's Framework for instruction. After this was completed the school administration conducted observation as follows; Teachers are divided into three groups. The Principal was charged with observing non-tenured teachers and the Assistant Principals observed teachers from their departments. Observations were followed with a reporting of ratings as well as post observations by the supervising administrator. Some of the observation ratings were conducted as teams for the purpose of calibration. After each round of observations, administrators met to review observation data. This data was then shared with team leaders and the Network to plan individualized and/or whole school PD.

Moving forward we will follow a similar structure for the coming school year. More specifically, PD for key stakeholders will be offered during the coming months followed by additional support from the Talent Coach. After this is done teachers will receive additional training and support in preparation for the coming APPR. Teachers will then select the local measure for their MOSL and format for being observed , attend a pre-observation conference followed by a formal observation and post observation.

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

See attachment

H. Educational Plan

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

- i. **Curriculum.** Describe the curriculum to be used with the school's Transformation model, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program (see: <http://engageny.org/common-core-curriculum-assessments>).

CPET's curricular approach, anchored by Common Core Learning Standards (CCLS) as well as the NYS Learning Standards, is based on the tenets of Wiggins' and McTighe's Understanding by Design (2005). Our work developing effective curricula emphasizes the importance of cooperative and productive relationships between school leadership and classroom teachers and students.

Emphasizing the teacher's critical role as a designer of student learning, UbD works within a standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.

In practice, Understanding by Design offers:

- A three-stage "backward planning" curriculum design process anchored by a unit design template
- A clear and concise set of design standards with attendant rubrics that help teachers to refine their planning to align directly to Common Core State Standards, New York State Learning Standards and other student outcomes
- A comprehensive framework to help teachers design, edit, critique, peer-review, share, and improve their lessons and assessments.

Student and school performance gains will be monitored through regular reviews of results followed by targeted adjustments to curriculum. We plan to evaluate the effectiveness of curriculum through a strategic combination of measures and means, including but not limited to: CCLS-aligned learning events and lesson plans, curriculum maps, student performance and feedback, teacher or school leader feedback, formal and informal observations or all of the above.

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

Based on long-term goals of college and career readiness for all students, as well as global readiness, the Common Core State Standards call for a general ramping-up of expectations for students at all levels, and specifically an attention to higher-level thinking skills as they play out in reading, writing and mathematics. We have studied the CCSS closely in order to understand their infrastructure, locate the standards that enable a host of other proficiencies, and adjust our curricular plans in order to address potential instructional gaps. A sampling of how we have incorporated the shifts within and across core courses as well as elective courses.

ELA: Balancing Informational and Literary Text & Academic Vocabulary

Our writing instruction has been focused primarily on teaching narrative. We have decidedly made sure to shift curriculum to balance instruction between the three types of writing: opinion/argument, informative/explanatory, and narrative.

ELA: Staircase of Complexity

Curriculum in the core classes of math and science call students to read snippets of text. We plan to accelerate the volume of reading across each of these areas to reach the expectations of the Common Core.

ELA: Text-based Answers, Building Knowledge in the Disciplines & Writing From Sources

We want more meaningful writing to occur within and across core courses. We have identified high quality challenging texts that meet grade-level expectations and require students to infer in deep and analytical ways. We plan to ramp up text/source-based writing in social studies and science as well as ELA.

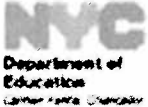
Math: Focus, Coherence, Deep Understanding Applications and Dual Intensity

Teachers are engaged in creating opportunities for students to participate in the authentic practice of math, making use of those skills through extended application of math concepts. We are developing curriculum that makes apparent the balance between skill-based instruction and developing students' conceptual understanding.

The challenge of implementing the CCSS is not so much about curriculum compliance as about how best to accelerate student progress. By implementing a system of continuous improvement via feedback, collaboration, reflection and balanced literacy frameworks that create space for thoughtful and critical performance assessments for students, we are developing the professional capacities of all of our teachers, improving student literacy and deepening grade-level expertise within specific areas of curriculum.

- 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 use of instructional time during the regular day is determined by the Campus Council. The school building runs on periods, where each period is approximately 47 minutes long (to meet the 37 & 1/2 minute requirements). We have 10 periods, and period 1 begins @ 7:50AM and ends @ 8:37AM and the 10th period begins @ 3:18PM ends @ 4:05PM. The core instructional time is embedded within the 10 periods Monday through Friday for approximately 180 days in a school year (10 months, from September to June). We also offer other instructional classes during the same time, for example, P.E., art and music classes, business classes (follow the CTE track), and credit accrual classes. The following is an example of a student program:

		NYC Department Of Education Grid Schedule BRONX HIGH SCHOOL OF BUSINESS			
School: 09X412		School Year: 2011		Term ID: 1	
Name: NIEVES, MELANIE Sorted By: Student Name		Grade: 11	Student ID: 249557195 Select Option: Student ID: 249557195	Grade Level: 11	Official Class: 165 Room:
				Course: REED EBONY Class Room: Vm	
Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	MQ0843 10TH GR MATH EL Room 119 BOFAGRA	MQ0843 10TH GR MATH EL Room 119 BOFAGRA	MQ0843 10TH GR MATH EL Room 119 BOFAGRA	MQ0843 10TH GR MATH EL Room 119 BOFAGRA	MQ0843 10TH GR MATH EL Room 119 BOFAGRA
2	MQ0441 1st Per 44 BERNAUDO	MQ0441 1st Per 44 BERNAUDO	MQ0441 1st Per 44 BERNAUDO	MQ0441 1st Per 44 BERNAUDO	MQ0441 1st Per 44 BERNAUDO
3	MQ0441 Algebra 44 ANTELM	MQ0441 Algebra 44 ANTELM	MQ0441 Algebra 44 ANTELM	MQ0441 Algebra 44 ANTELM	MQ0441 Algebra 44 ANTELM
4	PP0441 PPOY ED DAZG6	PP0441 PPOY ED DAZG6	PP0441 PPOY ED DAZG6	PP0441 PPOY ED DAZG6	PP0441 PPOY ED DAZG6
5	MQ0441 GLOBAL STUDIES Room 147 PURA	MQ0441 GLOBAL STUDIES Room 147 PURA	MQ0441 GLOBAL STUDIES Room 147 PURA	MQ0441 GLOBAL STUDIES Room 147 PURA	MQ0441 GLOBAL STUDIES Room 147 PURA
6	PP0441 SPANISH AP 1 VELA	PP0441 SPANISH AP 1 VELA	PP0441 SPANISH AP 1 VELA	PP0441 SPANISH AP 1 VELA	PP0441 SPANISH AP 1 VELA
7	MQ0441 ENGLISH 10 1 OF BERNSTEIN	MQ0441 ENGLISH 10 1 OF BERNSTEIN	MQ0441 ENGLISH 10 1 OF BERNSTEIN	MQ0441 ENGLISH 10 1 OF BERNSTEIN	MQ0441 ENGLISH 10 1 OF BERNSTEIN
8	MQ0441 1st Per 44 No Teacher	MQ0441 1st Per 44 No Teacher	MQ0441 1st Per 44 No Teacher	MQ0441 1st Per 44 No Teacher	MQ0441 1st Per 44 No Teacher
9	MQ0441 ENTREPRENEURSHIP Room 152 CORON	MQ0441 ENTREPRENEURSHIP Room 152 CORON	MQ0441 ENTREPRENEURSHIP Room 152 CORON	MQ0441 ENTREPRENEURSHIP Room 152 CORON	MQ0441 ENTREPRENEURSHIP Room 152 CORON

- iv. **Data-Driven Instruction/Inquiry (DDI)**. Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI) to be implemented under SIG. Present the schedule to be used for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space and time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) that will be provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. (See <http://engageny.org/data-driven-instruction> for more information on DDI).

Data driven instruction is supported by our data team which includes the school principal, the 2 assistant principals, the instructional lead, and the school's data specialist. At the Bronx HS of Business is used in a variety of ways.

1. Teachers are given scholarship reports for each marking period. This data is then used to assess student progress, identify students at risk, and identify students who may need additional supports. This information helps the teachers understand where an individual student stands when it comes to meeting the classroom requirements for passing (report card grades), as well as the subject based check point to determine the pass success rate for a particular class/subject.
 2. Regents results are shared with teachers at least three times a year (January, June and August). The data set includes an item skills analysis, which helps identify which skills individual students are struggling with as well as the entire class. The item skills analysis can identify patterns for teachers with specific topic areas in each subject. Individual subject teams begin to engage in inquiry approach when analyzing the results in the item skills analysis. The school has built in an entire period for all teachers to either meet to engage in inquiry, professional development as well as mentoring of students on a daily basis.
 3. Regents results also include item mapping which provides teachers with the specific question(s) students are struggling with. More importantly it provides the teacher a context with respect to why a student is struggling with a specific concept.
 4. Teachers have also analyzed the MOSL Baseline results from the NYC Performance in ELA and have identified specific gaps in student's literacy skills, using the Common Core aligned rubric. Teachers have begun a cycle of inquiry where they are implementing specific instructional adjustments to bridge the gaps in student's literacy skills. They are monitoring the effectiveness of the adjustments by analyzing student work and other assessment data.
- v. **Student Support.** Describe the school-wide framework to be used under SIG for providing academic, social-emotional, and student support to the whole school population. List the major systems to be in place for the identification of students at-risk for academic failure, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school's operational structures and how they will function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services, accessible at <http://www.p12.nysed.gov/part100/pages/1002.html#ee>.

Our school currently uses a Student Support Team (SST), which has the following key personnel; Social Worker, Guidance Counselor, Dean, Attendance Teacher, Parent Coordinator. The SST meets approximately twice a month to discuss students who have been either suspended, serve detention, attendance problem and or overall academic failure. The team meets to develop customized plans for all open issues and then reaches out to meet with the student to discuss the plan. The school social worker then follows up on an individual basis to determine the student's progress. The school has also implemented a new HOUSE structure, where adults

mentor students who have been identified as the lowest third (within their individual house). Mentoring is done twice a month, where the individual adult meets with the student during the lunchtime. For the upcoming school year we plan to reorganize the current HOUSE structure by creating cohort teams that include an assistant principal, guidance counselor and content area teachers who have shared common planning time to support the social emotional and academic needs of students. More importantly we will develop additional support structures including;

- Block Programming for Grade 9 Students- will incorporate the use of block programming to increase learning opportunities for grade 9 students. Monthly attendance results will be reviewed to measure the success of block programming. School administrators will review incident and security logs to determine if block programming decreases student incidents and improves student climate. If needed, modifications will be applied to the Block Schedule. Additionally, student attendance results will be reviewed throughout the year.
- Our Saturday Academies, After School Programs, Lunch and Learns, and Zero Period Programming offer students an opportunity to receive additional support for Common Core subjects. These services will specifically target AIS students, at risk students, and struggling students
- Under-credited grade 9 and grade 10 students will have the opportunity to participate in small tutorial groups, Regents preparatory classes, make up courses, or After School/Saturday Academy. Extended Day class registers and scholarship reports will be reviewed to assess student participation and success.
- Guidance Services are use to help struggling students and increase the likelihood they will graduate

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

Currently the school has a dean's office where students who have been identified as either problematic (behavior/disruptive in class) and or cutting class. A referral system has been put in place where teachers can refer a student(s) to either serve detention and or suspension. The school has in place individuals (school aides) who roam the halls to challenge students who are roaming the halls without a pass. Students who are suspended do not serve their time at home, instead, they serve their time in the dean's office where their individual classwork is waiting for them. This is done because the Deans send out an email to all teachers notifying them of who is serving detention/suspension and to have the individual student's brought to the office so that it is given to the individual student. We have an ELA Teacher who serves as a full time dean, so as to provide instructional support to those students serving their suspension/detention. Chronic students who do serve detention/suspension are referred to the SST (please refer to bullet iii above). The school has in place a SBST who supports our students with disability, and conducts as needed MDRs.

Going forward we are developing new strategies, which will focus on improving attendance and promoting positive student interaction. We intend to strengthen the current school wide programs that support student success by implanting a game room program as a reward for improving attendance. Students with a particular attendance rate (over 84%) will be allowed to interact in the game room environment. We would like to implement an after school component which will provide students the opportunity to participate in extracurricular activities (i.e. dance, photography, karate, etc.). Additionally, we will develop the following support structures;

- **Student Intervention Team (SIT):** Team members will meet weekly to develop and monitor intervention plans for students at highest behavioral and social risk. Intervention plans include both in school counseling, classroom and instructional strategies, family outreach, and when appropriate referral to community-based services.
- **Instructional Support Team (IST):** This team will meet weekly to develop and coordinate intervention plans for students at more moderate levels of behavioral, social or academic risk. Team members work closely with teachers to develop classroom-based and instructional intervention plans and to ensure strategies are implemented effectively.
- **Core Team:** This team will address school-wide matters of policy and practice that impact overall school climate. The Core Team oversees efforts in three key areas—pro-social values and positive behaviors, family engagement, and instructional planning and improvement—to create and sustain a healthy school environment. Team members include the Principal, Assistant Principals and other school leaders (similar to the Principal’s Cabinet).

- vii. **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 decision-making in school-based planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>.

Parent engagement has not been successful in the past. Our parent coordinator has put in place a needs survey where parents were polled in the beginning of the school year to see what topics and or areas of interest our parents would like to explore together. Based on the results of the survey, we have begun to implement targeted workshops for our parents, i.e. effective partnership with your child’s school (total of 6 workshops throughout the school year).. We will be including the student management system (SKEDULA) to provide student’s academic progress for parents/guardians. SKEDULA provides parents with accurate and up to date information about their child progress. The following information can be shared with parents; academic progress, attendance, behavioral issues (positive an or negative in the form of anecdotes). SKEDULA provides the opportunity for parents and teachers to communicate directly via email. Additional the following initiatives will be put in place;

- Our school will begin developing a Parent Outreach program that will address the needs of at risk students during After School Hours and on weekends. Attendance records and logs will be reviewed to assess the effectiveness of this program. Additionally, parent surveys will be administered to gauge the satisfaction level of our parents.

- Our school will establish a partnership with a CBO aimed at helping improve parental involvement. School administrators will review attendance records taken at family events to ascertain the effectiveness of the CBO partnership.
- Parental ESL services will be made available for parents as part of the school outreach effort. Attendance records and scholarship reports will be reviewed to assess the effectiveness of this initiative.

I. Training, Support, and Professional Development

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

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

During the past few weeks the school leadership team reviewed its ARIS data, Quality Review report, NYC Progress Report, and NYS data to determine how to best help close the performance gap at the Bronx HS of Business.

After these needs were identified our school reached out to various partners and concluded we would contract CPET to address our Literacy and Teacher Effectiveness needs. CPET will provide a series of workshops to targeted teachers, on-site support, lesson plan modeling, mentoring, as well as team teaching. This in turn will help our school address the goals stated previously.

The following key stakeholders have been included in the development of the plan; School Leaders, CFN, SLT, Student Inquiry Team, Teacher Team Leaders. The plan was initially developed with the SLT and has been presented to the various stakeholders throughout the process for their input.

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.

CPET will be responsible for the following professional development events and objectives during Year 1 of the grant. Relevant stakeholders will utilize a variety of methods and means to analyze, evaluate and report outcomes including but not limited to what is highlighted in the chart and or the following: lesson plans, curricular maps, unit plans, student surveys and feedback, performance assessments, formal and informal observations, self-evaluations, teacher (peer) or school leader feedback, classroom observations or all of the above. We

would not necessarily consider standardized test scores from Year 1 instructional periods to be an effective tool, individually, for evaluation in curriculum development.

Detailed rationale for planned training, support and professional development events listed below can be found in project narrative *Section C. School Model and Rationale*.

Professional Development Events	Desired Measurable Outcomes
Event: Interpret and Integrate Common Core Learning Standards (CCLS)	<ul style="list-style-type: none"> • In feedback and debriefing, teachers identify and apply the key Instructional Shifts between previous NY State Learning Standards and CCLS • In school generated documents, teachers recognize key CCLS anchor standards as a focal point for professional development • Teacher observations/evaluations and curricular materials improve over time in relation to areas of Planning and Preparation • In feedback and debriefing, positive teacher (peer and self-eval) feedback illustrates how CCLS PD has made an impact on their ability to understand and implement standards
Event: Facilitate CCLS-aligned curriculum mapping, unit and lesson planning	<ul style="list-style-type: none"> • In school generated documents, curriculum maps aligned to CCLS are published for the school community and are implemented in core content courses • In school generated documents, units of study aligned with CCLS include higher level thinking skills, multiple entry points, and are attuned to students' literacy needs • Teacher observations/evaluations and curricular materials improve over time in relation to areas of Planning and Preparation • In feedback and debriefing, teachers and School leaders are able to articulate specific planning practices that impact their ability to identify student progress and inform future (long term and short term) planning.

Professional Development Events	Desired Measurable Outcomes
Event: Utilize Understanding by Design (UBD) or Backwards Design Frameworks for curriculum planning	<ul style="list-style-type: none"> • Individually and in teams, teachers develop instructionally appropriate long and short-term projects and tasks that guide their planning decisions for a unit of study, course curriculum map or departmental scope and sequence. • Individually and in teams, teachers align course and unit goals with daily teaching objectives, intentions for learning, essential questions or aims. • Teachers evaluations improve over time in relation to Planning and Preparation • In feedback and debriefing, teachers and school leaders present artifacts that demonstrate cohesive planning utilizing backwards design templates, tools or frameworks.
Event: Deepen rigor and multiple entry points through the use of tools like Universal Design for Learning (UDL), Differentiated Instruction, Webb's Depth of Knowledge, Blooms Taxonomy, and Vygotsky's Zone of Proximal Development	<ul style="list-style-type: none"> • Individually and in teams, teachers develop rigorous assessment tasks aligned with Blooms Taxonomy or Webb's Depth of Knowledge that allow students to demonstrate Analysis, Synthesis, Evaluation and Metacognition • In feedback and debriefing, teachers provide plans that demonstrate strategic scaffolding and multiple entry points to content information and assessment tasks that meet students' needs at a variety of performance levels. • Teachers' evaluations improve over time in relation to Planning and Preparation. • In feedback and debriefing, teachers identify increased student achievement and engagement
Event: Design and Implementation of CCLS-aligned Units of Study	<ul style="list-style-type: none"> • Individually and in Teams, teachers design and implement units of study that increase student understanding and achievement • In the school community, teachers display (physically or digitally) student work products that demonstrate growth over time • Data reports demonstrate a correlation between periodic writing tasks, performance tasks and standardized tests. • In feedback and debriefing, teachers identify increased student achievement and engagement

Professional Development Events + Rationale	Desired Measurable Outcomes
Event: Establish best practices in literacy (in and across content areas)	<ul style="list-style-type: none"> • In visitations and observations, classroom instruction is characterized by daily reading and writing of content specific and content rigorous texts • In visitations and observations, teachers across school community apply shared literacy practices that meet students diverse learning needs • In visitations and observations, teachers across the school community utilize literacy strategies to engage students in critical thinking, and clear written and verbal communication skills • Teachers' evaluations improve in time in relation to instruction. • In feedback and debriefing, teachers report increased student achievement in literacy on periodic assessments, performance tasks and/or state exams.
Event: Develop habits of effective instruction (related to balanced literacy)	<ul style="list-style-type: none"> • In visitations and observations, teachers demonstrate effective rituals and routines that engage students in rigorous learning activities • In visitations and observations, teachers demonstrate efficient use of pacing and timing within a class period • In visitations and observations, teachers utilize a range of learning activities, flexible grouping, and strategic tasks to meet students' learning needs. • Teachers' evaluations improve over time in relation to Instruction. • In feedback and debriefing, teachers report increased student engagement and achievement when applying effective habits of instruction
Event: Design shared instructional practices within teams, departments or school communities	<ul style="list-style-type: none"> • In teams, teachers learn, apply, reflect and share instructional practices designed to increase student engagement and performance. • In teams, teachers analyze data and student work to identify strengths, struggles and strategies for improvement. • In school communities, teams present effective instructional practices and expand initiatives school wide • In school communities, outside reviews (network leaders, quality reviews, state representatives) identify shared instructional practices a coherent and effective • In school data reports, increased student achievement correlates with specific instructional practices

Professional Development Events + Rationale	Desired Measurable Outcomes
Event: Foster skills and techniques for enhancing reading and writing instruction	<ul style="list-style-type: none"> • In visitations and observations, teachers are able to match specific literacy strategies with students' learning needs through direct instruction and learning activities. • In visitations and observations, students increase comprehension, persistence, and stamina when reading complex texts independently. • In visitations and observations, students increase content clarity, persistence, and stamina when writing from complex texts independently. • In reading assessment data, students demonstrate improvement in reading proficiency. • In writing assessment data, students demonstrate improvement in writing proficiency.

Professional Development Events + Rationale	Desired Measurable Outcomes
Event: Establish Assess to Understand practices for formative assessments, Performance Tasks, Periodic Assessment, Projects and Standardized Tests	<ul style="list-style-type: none"> • In curriculum and unit planning, teachers design rigorous projects, tasks, and performance assessments aligned with CCLS, DOE Instructional Expectations, and course specific goals. • In teams, teachers use protocols to analyze teacher-generated assessments, student data reports and student work. • In teams and individually, teachers identify students' strengths, struggles and intervention strategies to set goals and inform instructions. • In the school community, data reports reflect student performance and identify leverage areas for improvement • Teachers' evaluations improve over time in relation to Assessment • In feedback and debriefing, teachers make connections between assessment practices, instructional interventions and student performance.

Professional Development Events + Rationale	Desired Measurable Outcomes
<p>Event: Develop Assess to Understand Assessments aligned with school goals, CCLS, content information and State exams</p>	<ul style="list-style-type: none"> • In the school community, assessment frameworks that are aligned with CCLS, DOE Instructional Expectations and the school's instructional goals are published and used to generate curriculum embedded assessment tasks. • In the school community, shared rubrics that are aligned with assessment frameworks provide a common language to evaluate student work. • In the school community, assessment frameworks are used to develop curriculum embedded tasks to mark student performance and monitor growth over time. • In outside evaluations, school evaluators report that assessment frameworks demonstrate school-wide coherence and alignment with CCLS and DOE Instructional Expectations. • In data reports, teachers and school leaders can identify patterns and trends in student performance aligned with CCLS and DOE Instructional Expectations.
<p>Event: Model analysis of student data reports and student work on a variety of assessments to inform instruction, goal setting, and school structures</p>	<ul style="list-style-type: none"> • Individually and in teams, teachers analyze student data reports to identify trends and isolate emblematic examples of student work. • Individually and in teams, analyze emblematic examples of student work to identify micro-skills for further instruction. • Individually and in teams, teachers use student work to identify specific goals and communicate actionable feedback to students. • In the school community, teams of teachers share trend analysis and establish school-wide goals and instructional practices as interventions for success. • In the school community, structures are in place for teachers to regularly analyze data and present findings. • In feedback and debriefing, teachers and school leaders articulate a timeline of data use that makes connections between data analyzed and action steps taken by teachers or teams.

Professional Development Events + Rationale	Desired Measurable Outcomes
<p>Event: Work side-by-side with school leaders/teachers to develop school practices that use assessments to provide actionable feedback to students and teachers to increase achievement and effectiveness</p>	<ul style="list-style-type: none"> • Individually and in teams, leaders/teachers analyze assessments, rubrics and student work to identify specific leverage areas for intervention • Individually and in teams, leaders/teachers make connections to leverage areas for intervention and specific instructional strategies that can be implemented. • Individually and in teams, leaders develop practices that communicate goal setting with actionable feedback to teachers on a routine basis • Individually and in teams, teachers develop practices that communicate goal setting with actionable feedback to students on a routine basis • In visitations and observations, teachers engage students in direct instruction and learning activities that further develop, edit and revise assessments based on feedback. • In feedback and debriefing, teachers report deepening comprehension of student performance, identify trends in student growth and make connections to instruction practices that developed as a result.

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

The following evaluations will be used in assessing the impact the SIF Grant;

Evaluation Measure	Description
ARIS/Acuity tools such as the predictive and diagnostic assessment will be used to assess and target areas of need in student learning over the course of the grant program.	ARIS/Acuity tools will be used after each interim assessment is conducted. This data will then be used to measure student progress and adjust curriculum as needed
NYS data will be compared to the previous one to track improvement in targeted ELA Performance Indicators.	NYS data will be assessed on a yearly basis to see how our school is progressing with respect to the NYS Annual Measurable Objective and/or Safe Harbor Target and College Readiness Standards. The assessment will look at the number of students who are performing below grade

	level, approaching grade level, and performing at or above grade level. Finally, the review will analyze how our school is performing using an Item Skills Analysis. This data will then be used to identify best practices and adjust curriculum as needed.
Inquiry Conference notes will be used to evaluate the effectiveness of professional development.	The inquiry process will be used throughout the year analyze student work holistically and develop better strategies to improve student understanding with respect to rigorous curriculum.
75% of participating students will have Writing portfolios by the completion of this grant program. Students will use the writing process (e.g., pre-writing, drafting, revising, proofreading, and editing) and this work will be evaluated using a rubric aligned to the Common Core Standards.	Student work will be reviewed using a rubric to gauge student progress with respect to our writing initiative.
Teacher progress will be measured using the MOSL and Advance portal.	Teacher progress will be measured using the APPR protocol which includes local assessment results, state assessment results, and numerous observations.

J. Communication and Stakeholder Involvement/Engagement

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 de-identification. Principals were provided with letter templates to send to parents with the instructions that families must be notified of the school's Priority status before the end of September 2013 of the State's designation.

As the Priority School developed its School 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 district-level consultation and collaboration, with leaders

in the following groups: Council of Supervisors & Administrators (CSA; principals' union), United Federation of Teachers (UFT; teachers' union), and Chancellor's Parent Advisory Committee (CPAC), the NYCDOE parent leadership body. By doing so, the NYCDOE sought to ensure that consultation and collaboration took place at the school-level in addition to the district-level.

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

K. Project Plan and Timeline

The school must provide a project plan (Attachment E) that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIF plan. The project plan must contain each of the following elements:

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

Goals	Strategies
Develop a rigorous curriculum and teacher training program in ELA	Workshop Series, Individualized Coaching, and on-site support for Teachers and Administrators, School Intervisitations, Team Teaching, Inquiry Work, Lesson Planning Development for Teachers
Provide teachers with training and on-site support, which will help, improve the quality of teaching as measured by the Danielson Framework for Teaching	Workshop Series, Individualized Coaching, and on-site support for Teachers and Administrators, After School Program, Saturday Academy
Provide ELL and Special Education teachers with training and on-site support that will help these students perform at or above grade level in ELA.	Workshop Series, Individualized Coaching, and on-site support for Teachers and Administrators, After School Program, Saturday Academy

Attachment C
Evidence of Partner Effectiveness Chart (Overview)

Lead Partner	Description of Partner Organization	Names/ Titles of Key Project Leads
Partner Organization Name and Contact Information The Center for the Professional Education of Teachers (CPET) Mailing Address: <i>The Center for the Professional Education of Teachers (CPET)</i> <i>ATTN: Kaydie Milks & Roberta Lenger-Kang</i> <i>525 West 120th Street, Box 182</i> <i>New York, NY 10027</i> Office Phone: (212) 678-3161 Fax: (212) 678-6631 Email: cpet_admin@tc.columbia.edu	The Center for the Professional Development of Teachers (CPET) advances global capacities in teacher education, research and whole school reform. CPET advocates excellence and equity in education through direct service to youth and educators, innovative school projects that promote students' Write to Achieve, international research that examines and advocates the highest quality instructional and assessment practices today, and sustainable school partnerships that leverage current policy and mandates to raise literacy levels and embed collaborative communities of learning. Uniting theory and practice, CPET promotes rigorous and relevant scholarship and is committed to making excellent education accessible worldwide. (http://cpet.tc.columbia.edu) CPET is home to three initiatives, SPI, SLI and SEI that work in tandem to evolve the field's latest thinking and leverage current city, state and federal mandates toward whole school reform. Informed by the real world, inquiry-driven, classroom practice, our initiatives further three core components to successful instruction: research, planning and implementation. This includes helping teachers, coaches and administrators set up support structures that are sustained, comprehensive, and embedded in the school day to incorporate peer coaching, observation, modeling, and feedback. By looking deeply at the components of successful practice, we devise unique and specialized support to both students and teachers as they adopt ways of working that will stay with them for a lifetime.	Roberta Lenger-Kang, <i>Project Director</i> Courtney Brown, <i>Professional Development Advisor</i> Hilary Aylesworth, <i>Professional Development Advisor</i> Kaydie Milks, <i>Executive Program Administrator</i>

Professional Development Initiatives

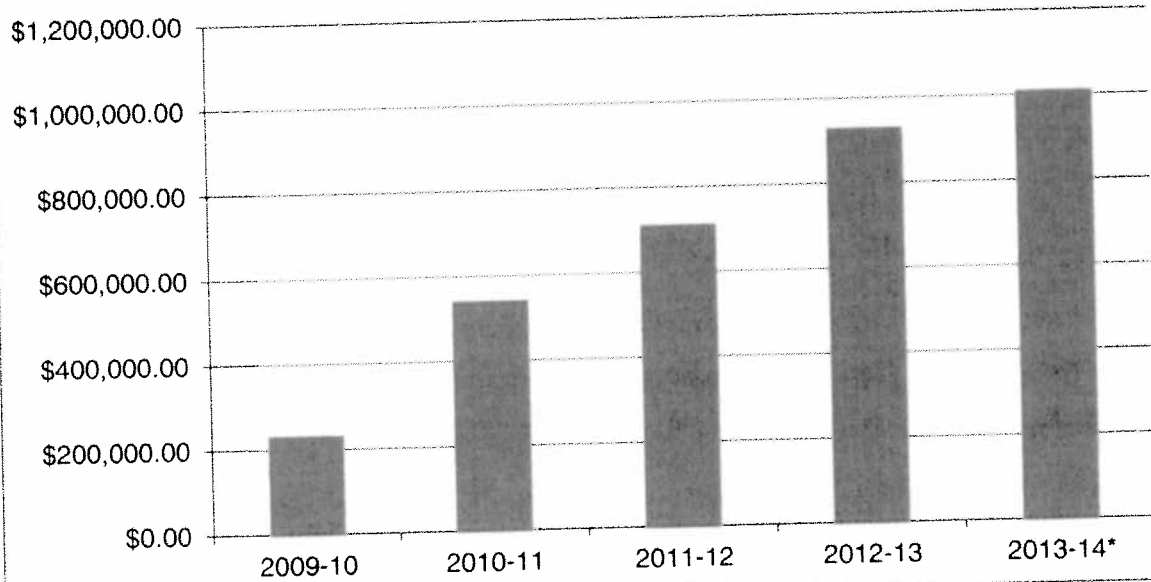
	<p><u>Student Press Initiative (SPI)</u> is dedicated to helping schools create project-and inquiry-based curricula that foster a culture of literacy across disciplines. Our consultants help teachers build units that encourage students to address audiences outside of the classroom. Drawing on a wealth of research, resources, and talent from Teachers College, Columbia University, SPI has specialists who will help students write for print, performance, digital, and video. SPI believes that by having students write for real audiences, teachers can find meaningful and productive ways to address testing, CCLS, and teacher assessments while encouraging students to write with grace and rigor.</p> <p><u>What we do:</u></p> <ul style="list-style-type: none"> - Develop school-based publishing houses - Create a sustainable school-wide, <i>Write to Achieve</i> Writing Center - Collaborate with teachers to build project-based curricula <p><u>Students and educators with whom we work:</u></p> <ul style="list-style-type: none"> - Since 2001, SPI has collaborated with more than 400 teachers - 11,000 students have published their stories and connected to audiences outside of the classroom - New York City Public School students including incarcerated youth, GED students, and English Language Learners <p><u>The Secondary Literacy Initiative (SLI)</u> addresses the inequalities in public education by leveraging mandates, and creating transformational change through professional development. From Brooklyn to the Bronx, SLI brings the resources of cutting-edge research from Teachers College into the classrooms of New York City schools. By offering services to networks, school leaders, and teachers, SLI uses the foundation of literacy education across subject areas to create dynamic change. In recent years, SLI has been in the forefront of professional development for designing meaningful curriculum, instructional strategies and assessments that initiate</p>
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	<p>instructional leadership and whole school reform.</p> <ul style="list-style-type: none"> - Rather than offering pre-packaged products, SLI first listens to the needs of each partner school and brings forth processes of working. - SLI seeks to work alongside teachers, administrators, and network leaders as they wrestle with city and statewide mandates, accountability, and evaluation. - SLI engages with communities to deepen school literacies through meaningful partnerships, and help to discover what it means for a school to deepen their understanding of assessments, engaging instruction, curriculum design, evaluation, or leadership. <p><u>Studies in Educational Innovation (SEI)</u> dedicated to examining the factors that contribute to educational excellence in schools in the United States and around the world. SEI leverages global research and practitioner expertise to work in partnership with school systems to document and share exemplary practices in education. By combining the resources and outreach of the world's largest school of education with the audacity of innovate change agents, SEI is able to apply global perspectives on educational excellence. SEI specializes in research, design and application, focused on creativity, twenty-first century curriculum, instruction and assessment that demonstrate higher levels of innovation in teaching and learning. In 2011, SEI successfully launched the international Creativity, Play, and the Imagination Conference at Teachers College. SEI founded the Global Learning Alliance (GLA), which is committed to improving understanding of what constitutes a high international standard of learning and of how to enable the largest number of students to learn at that high level. For additional information, visit http://www.globalsei.org/</p>	
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Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (Attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>The Center for the Professional Education of Teachers (CPET)</p> <p>Mailing Address: <i>The Center for the Professional Education of Teachers (CPET)</i> ATTN: Kaydie Milks & Roberta Lenger-Kang 525 West 120th Street, Box 182 New York, NY 10027</p> <p>Office Phone: (212) 678-3161 Fax: (212) 678-6631 Email: cpet_admin@tc.columbia.edu</p>	1. Morris Academy for Collaborative Studies	1. Matthew Mazzaroppi, <i>Principal</i> 1100 Boston Rd. New York, NY 10456 (718) 617-5312
	2. Queens High School for Teaching	2. Jae Hyun Cho, <i>Principal</i> 74-20 Commonwealth Blvd. Bellerose, NY 11426 (718) 736-7100
	3. Marie Curie High School	3. Rodney Fisher, <i>Principal</i> 120 W 231st St, Bronx, NY 10463 (718) 432-6491
	4. Leadership Institute	4. Marta Colon, <i>Principal</i> 1701 Fulton Avenue, Bronx, NY 10457 (718) 299-7490
	5. Sunset Park	5. Corinne Vinal, <i>Principal</i> 153 35 th Street Brooklyn, NY 11232 (718) 840-1900

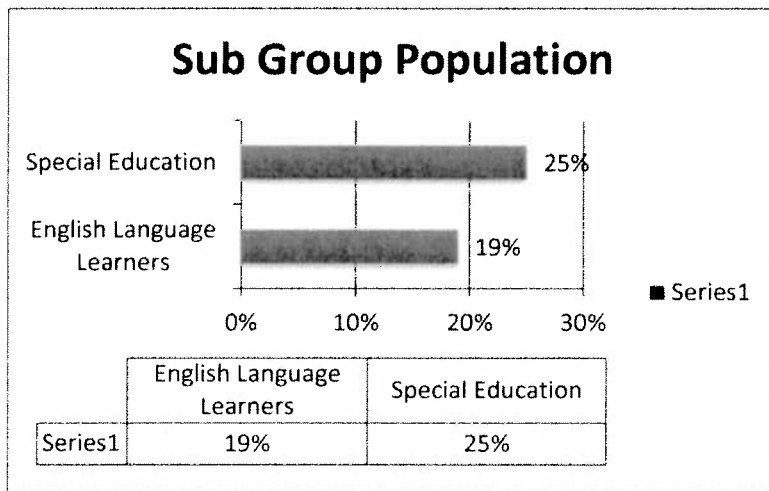
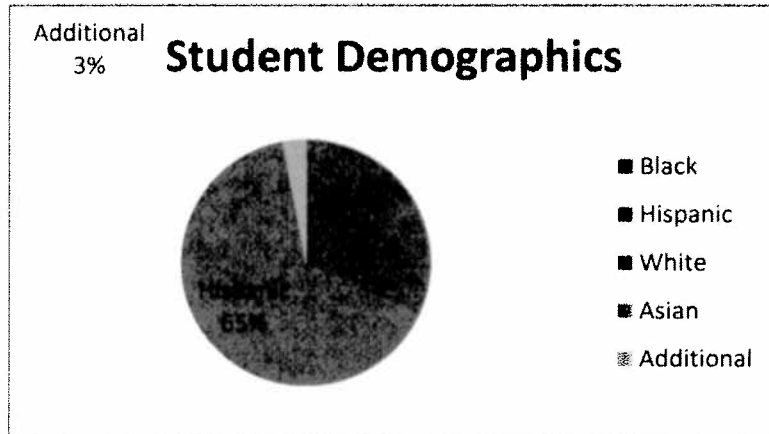
CPET Trend Evidence of Fiscal Growth in Contracts 2009-2014

**as of Feb. 1, 2014*



CPET Trend Summary Evidence:

MORRIS ACADEMY FOR COLLABORATIVE STUDIES



CPET Partnership	6 years
NYC Progress Report Rating	B
Quality Review Score	Proficient

Morris Academy for Collaborative Studies

September 4, 2012

New York City Department of Education

Brooklyn, NY 11201

To Whom It May Concern:

I write this letter to most highly recommend the Center for the Professional Education of Teachers (CPET) at Teachers College, Columbia University as a professional development provider for urban high schools, particularly for those that serve students at risk.

During our partnership with CPET, they have collaborated with us to provide critical, high quality professional development for high school teachers, and leaders. The professional development through the Assess to Understand has focused on developing capacity and skills in teachers and leaders to produce and assess quality instruction, develop communities of practice, establish processes for reviewing student work across the content areas, and to coach their colleagues to do this work, thereby bring about whole school change. This professional development has sustained over time and has contributed to the professional culture and student achievement.

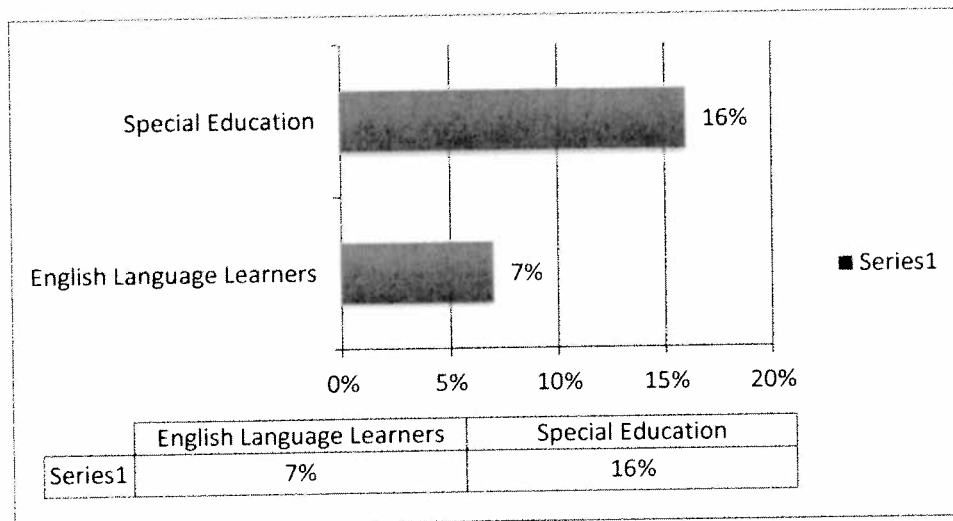
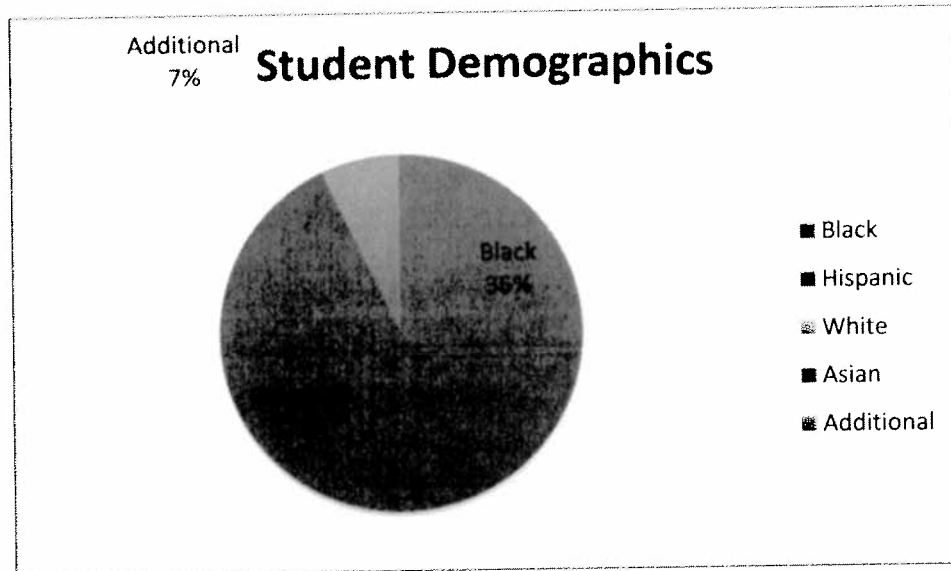
CPET is a highly responsible, reliable, and knowledgeable organization whose work is thoughtful, helpful, and respectful of school practitioners and therefore extremely effective in getting results. Again, I highly recommend the Center for the Professional Education of Teachers (CPET) at Teachers College, Columbia University to lead professional development.

Sincerely,

Charles Osewalt
Principal
Morris Academy for Collaborative Studies

CPET Trend Summary Evidence:

QUEENS HIGH SCHOOL FOR TEACHING LIBERAL ARTS AND THE SCIENCES



CPET Partnership	4 years
NYC Progress Report Rating	C
Quality Review Score	Proficient

Queens High School of Teaching

74-20 Commonwealth Boulevard, Bellerose, New York 11426

Phone: 718-736-7100 · Fax: 718-736-7117

Website: www.qhst.org · **Twitter:** www.twitter.com/qhst · **Box:** www.box.com/qhst

Jae Cho, Principal

Ean Corrado, Assistant Principal Organization

Nicole Avila, Assistant Principal Emerson SLC

Camille Gardner, Assistant Principal Freire SLC

Cindy Kontente, Assistant Principal Montessori SLC

August 28, 2012

To Whom It May Concern:

I write this letter to most highly recommend the Center for the Professional Education of Teachers (CPET) at Teachers College, Columbia University as a professional development provider for urban high schools, particularly for those that serve students at risk.

During nearly a 10-year partnership with CPET, they have collaborated with us to provide critical, high quality professional development for high school teachers and leaders. The professional development through the DYO Program has focused on developing capacity and skills in teachers and leaders to produce and assess quality instruction, develop communities of practice, establish processes for reviewing student work across the content areas, and to coach their colleagues to do this work, thereby bringing about whole school change. This professional development has sustained over time and has contributed to our development of best practice professional culture and increased student achievement and performance. For nearly 8 years, we collaborated with CPET to create professional learning experiences in ELA. As a result of the successful outcomes, last year we expanded our work to include professional development experiences in Social Studies. We will continue our collaboration this school year in both ELA and Social Studies.

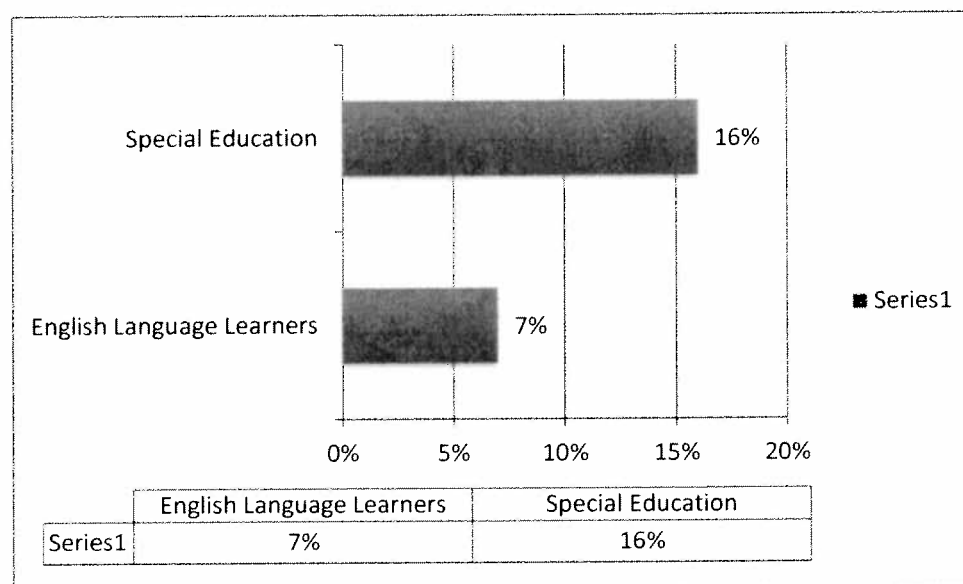
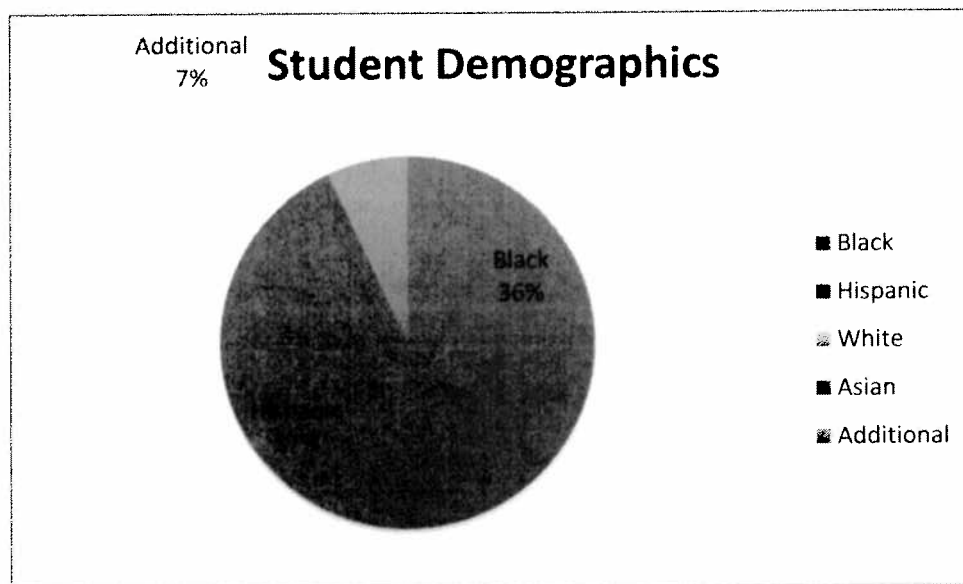
CPET is a highly responsible, reliable, and knowledgeable organization whose work is thoughtful, helpful, and respectful of school practitioners and therefore extremely effective in getting results. Again, I most highly recommend the Center for the Professional Education of Teachers (CPET) at Teachers College, Columbia University.

Respectfully Submitted,

Ean Corrado
Assistant Principal

CPET Trend Summary Evidence:

MARIE CURIE HIGH SCHOOL FOR MEDICINE, NURSING & HEALTH PROFESSIONS



CPET Partnership	4 years
NYC Progress Report Rating	C
Quality Review Score	Proficient

The Marie Curie High School for Medicine, Nursing & Health Professions

August 20, 2012

To Whom It May Concern:

This letter is a recommendation for the Center for the Professional Education of Teachers (CPET), Teachers College, Columbia University, and the Secondary Literacy Initiative (SLI) housed at CPET as providers of professional development in the area of literacy and instruction.

SLI has collaborated with our school to develop professional development opportunities in our high school for our social studies department and new teachers, and worked to create support for our struggling students. Additionally, SLI has worked closely with our English department to thread the Common Core Curriculum Standards.

The professional development has included team building, literacy, subject-based workshops, new teacher support and mentoring, and school-based sessions in: the use of data and rubrics to improve student performance and inform instruction; strategies for teachers to review student work collectively for the evidence of students' high order thinking skills and for examining the connection between student performance and teacher assignments; the design of inquiry-based curriculum activities, lessons and units; and performance assessments. All of these areas develop schools' and teachers' capacity to strengthen students' learning and achievement in all subjects.

We have found CPET's work to be of the highest quality. Furthermore, CPET and its initiatives are very reliable and responsible organizations deeply committed to educating all students to be prepared for a successful future. CPET staff is knowledgeable about high schools and the literacy struggles and challenges of New York City high school students, teachers and administrators.

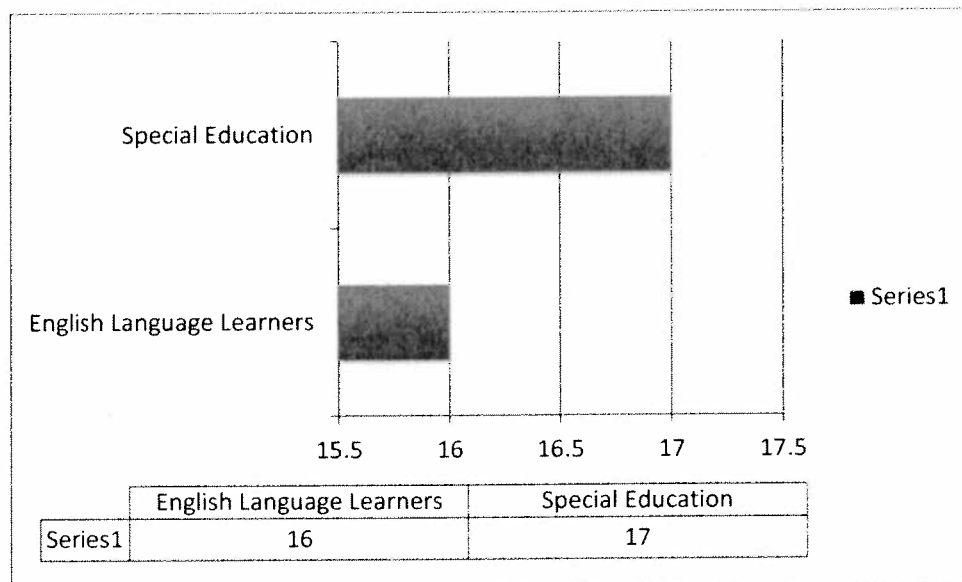
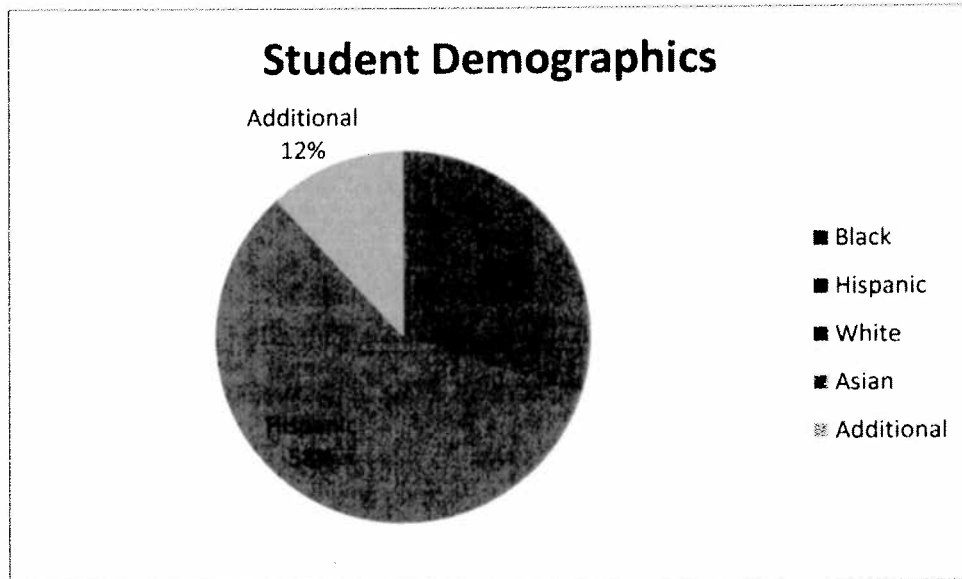
Again, I highly recommend CPET as professional development providers.

Sincerely,

Peta Williams
Assistant Principal

CPET Trend Summary Evidence:

LEADERSHIP INSTITUTE HIGH SCHOOL



CPET Partnership	3 years
NYC Progress Report Rating	C
Quality Review Score	Proficient

September 4, 2012

To Whom It May Concern:

It is my great pleasure to write this letter in support of the Center for the Professional Education of Teachers. Ms. Elizabeth Fox has served as a mentoring coach for the English department at the Leadership Institute High School since the 2011-2012 school year. During this time frame, Ms. Fox has helped us immensely in a variety of capacities. As an experienced educator, Ms. Fox was able to help our department immensely and guided us in a very effective manner towards becoming more efficient and organized with our time and resources. She has helped us organize the English department more effectively, introduced protocols and structures that we can use in many facets of our career, and provided an invaluable number of resources to help us daily. One of the most important aspect of Ms. Fox's interaction with the English department was her genuine concern about our challenges and hopes and her ability to provide the right amount of structure to help us reach our goals independently. This is a mark of a true educator in my eyes.

Ms. Fox is a remarkable mentor and it has been a pleasure working with her. I hope this partnership continues because it has been very beneficial to have her as a part of our school community. I would unequivocally say that the Center for the Professional Education of Teachers was the most helpful professional development I have received as a teacher and I hope to see them continue their important work in the coming years.

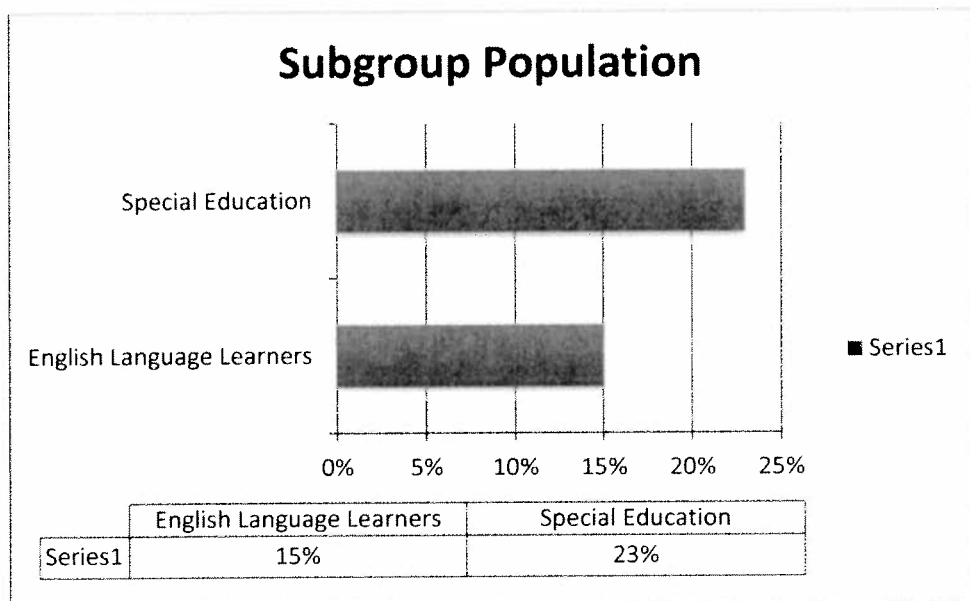
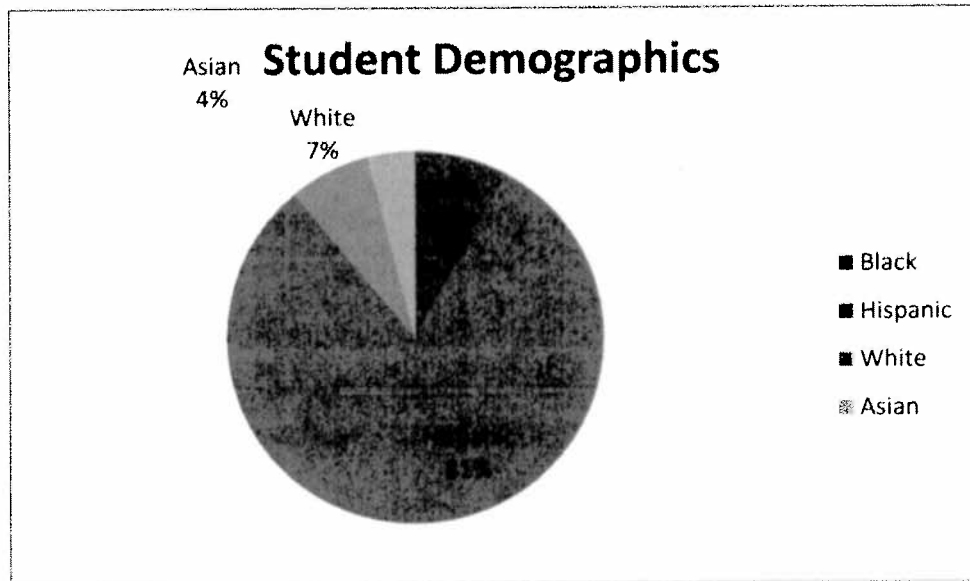
Sincerely,



Loveena Thomas
ESL Teacher
Leadership Institute High School
New York City Department of Education
Loveena.Thomas@yahoo.com

CPET Trend Summary Evidence:

SUNSET PARK HIGH SCHOOL



CPET Partnership	4 years
NYC Progress Report Rating	B
Quality Review Score	Well Developed

SIF Redesign Framework Component: (1) School Leadership and Governance Structures and Functions

Aligned with which School Goal (from School Overview section):

- A Clear and Shared Expectations for Effective Teaching
- A Clear and Shared Commitment to Improving Instructional Practice

Key Strategies Used to Address this Component:

Strategy 1: Leaders will evaluate current structures and functions to identify areas for improvement

Strategy 2: Leaders will increase instructional time

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	Timeline (Mark box representing the <u>specific month/s</u> in which the action will occur and be completed. Avoid over-generalizing by marking all months.)												
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. Leaders will evaluate current structures and functions to identify areas for improvement	CPET	\$1200/day per coach	X	X	X										
2. Leaders will	CPET	\$1200/day	X	X	X										

develop change strategies to increase productivity		per coach																		
3. Leaders will implement change strategies	CPET	\$1200/day per coach																		
4. Leaders will increase instructional time	CPET	\$1200/day per coach																		
5. Leaders will incorporate student and teacher feedback in determining efficacy of systems and structures	CPET	\$1200/day per coach																		
Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.																			
June-August	<ul style="list-style-type: none"> Hours of professional development to improve leadership and governance Evaluation of ineffective systems and structures and identification of change strategies 																			
September-November	<ul style="list-style-type: none"> Hours of professional development to improve leadership and governance Increased efficacy in governance structures and functions 																			
December-February	<ul style="list-style-type: none"> Hours of professional development to improve leadership and governance Increased efficacy in governance structures and functions 																			

	<ul style="list-style-type: none"> • Increased instructional time leads to student improvement 	
March-June (4 months)	<ul style="list-style-type: none"> • Hours of professional development to improve leadership and governance • Increased efficacy in governance structures and functions • Increased instructional times leads to student improvement • Number of minutes in the school year 	

SIF Redesign Framework Component: (2) Curriculum and Instruction (and Implementation of the CCLS)

Aligned with which School Goal (from School Overview section):

- A Clear and Shared Vision for Effective Teaching
- A Clear and Shared Expectations for Effective Teaching

Key Strategies Used to Address this Component:

Strategy 1: Teachers will learn and employ best practices in balanced literacy

Strategy 2: Teachers will set measurable student learning goals to increase data-driven decision-making and instruction

Timeline																
(Mark box representing the <u>specific month/s</u> in which the action will occur and be completed. Avoid over-generalizing by marking all months.)																
List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015	
1. Learn best practices for effective balanced literacy instruction	CPET	\$1200/per coach	X	X	X	X	X									
2. Implement best practices for effective balanced literacy instruction	CPET	\$1200/day per coach		X		X		X		X		X		X	X	

Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.
June-August	<ul style="list-style-type: none"> Hours of professional development to improve teacher performance
September-November	<ul style="list-style-type: none"> In feedback and debriefing, teachers report increased student engagement and achievement when applying effective habits of instruction Hours of professional development to improve teacher performance
December-February	<ul style="list-style-type: none"> Hours of professional development to improve teacher performance In visitations and observations, teachers demonstrate effective rituals and routines that engage students in rigorous learning activities In visitations and observations, teachers demonstrate efficient use of pacing and timing within a class period In visitations and observations, teachers utilize a range of learning activities, flexible grouping, and strategic tasks to meet students' learning needs.
March-June (4 months)	<ul style="list-style-type: none"> Hours of professional development to improve teacher performance In feedback and debriefing, teachers report increased student engagement and achievement when applying effective habits of instruction In visitations and observations, teachers demonstrate effective rituals and routines that engage students in rigorous learning activities In visitations and observations, teachers demonstrate efficient use of pacing and timing within a class period In visitations and observations, teachers utilize a range of learning activities, flexible grouping, and strategic tasks to meet students' learning needs Teachers' evaluations improve over time in relation to curriculum and instruction.

SIF Redesign Framework Component: (3) Data-Driven Inquiry and the Use of Common Interim Assessment Data to Improve Student Achievement Aligned with which School Goal (from School Overview section): A Clear and Shared Vision for Effective Teaching

Key Strategies Used to Address this Component:

- A Clear and Shared Vision for Effective Teaching

- A Clear and Shared Commitment to Improving Instructional Practice

Strategy 1: Teachers will set measurable student learning goals to increase data-driven decision-making and instruction

Strategy 2: Teachers will learn how to collect, mine and analyze student data to develop change strategies for targeted instruction

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA) Cost Associated with Action (align to Budget Summary Chart)		Timeline													
			(Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)													
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015	
1. Establish assessment practices for performance tasks and periodic assessment	CPET	\$1200/day per coach								X	X					
2. Develop assessment frameworks	CPET	\$1200/day per coach						X		X		X				

aligned with school goals, curricula/CCLS, and State exams																				
3. Model analysis of student data reports and student work on a variety of assessments to inform instruction, goal setting, and school structures	CPET	\$1200/day per coach																		
4. Foster student engagement and enhance student performance	CPET	\$1200/day per coach																		

Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.																		
June-August	<ul style="list-style-type: none"> Hours of professional development to improve teacher performance, hours of professional development in the implementation of high quality interim assessments and data-driven action In teams and individually, teachers learn how to identify students' strengths, struggles and intervention strategies to set goals and inform instructions Individually and in teams, teachers learn how to analyze student data reports to identify trends and isolate emblematic examples of student work 																		
September-November	<ul style="list-style-type: none"> Hours of professional development to improve teacher performance, hours of professional development in the implementation of high quality interim assessments and data-driven action In teams and individually, teachers identify students' strengths, struggles and intervention strategies to set goals and inform instructions Individually and in teams, teachers analyze student data reports to identify trends and isolate emblematic examples of student work In the school community, shared rubrics that are aligned with assessment frameworks provide a common 																		

	<p>language to evaluate student work</p> <ul style="list-style-type: none"> • In feedback and debriefing, teachers make connections between assessment practices, instructional interventions and student performance 	
December-February	<ul style="list-style-type: none"> • Hours of professional development to improve teacher performance, hours of professional development in the implementation of high quality interim assessments and data-driven action • In teams and individually, teachers identify students' strengths, struggles and intervention strategies to set goals and inform instructions • In the school community, assessment frameworks are used to develop curriculum embedded tasks to mark student performance and monitor growth over time. • In feedback and debriefing, teachers make connections between assessment practices, instructional interventions and student performance 	
March-June (4 months)	<ul style="list-style-type: none"> • Hours of professional development to improve teacher performance • Hours of professional development in the implementation of high quality interim assessments and data-driven action • In teams and individually, teachers identify students' strengths, struggles and intervention strategies to set goals and inform instructions • In feedback and debriefing, teachers make connections between assessment practices, instructional interventions and student performance • In the school community, assessment frameworks are used to develop curriculum embedded tasks to mark student performance and monitor growth over time. • Teachers' evaluations improve over time in relation to Assessment • In the school community, data reports reflect student performance and identify leverage areas for improvement 	

**SIF Redesign Framework Component: (4) School Climate, Culture, and Discipline
Aligned with which School Goal (from School Overview section):**

Key Strategies Used to Address this Component:

- A Clear and Shared Commitment to Improving Instructional Practice

Strategy 1: Implement a referral system where teachers can refer student(s) to either serve detention or suspension.

Strategy 2: Use detention/suspension time to provide and leverage instructional support to at-risk and troubled students

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)									
			JUN 2014	JUN 2014	JUN 2014	JUN 2014	JUN 2014	JUN 2014	JUN 2014	JUN 2014	JUN 2014	JUN 2014
			JUN 2014	JUN 2014	JUN 2014	JUN 2014	JUN 2014	JUN 2014	JUN 2014	JUN 2014	JUN 2014	JUN 2014
1. Leaders will survey teachers to identify leverage points in improving the schools' climate, culture	CPET	\$1200/day per coach	X									

June-August	Evaluation of last year's suspension rate, truancy rate and number of discipline referrals and evidence of improvement plan implementation	
September-November	Evidence of efficacy of strategies to improve suspension rate and number of discipline referrals	
December-February	Improved suspension rate and number of discipline referrals	
March-June (4 months)	Improved suspension rate and number of discipline referrals	

SIF Redesign Framework Component: (5) APPR of Teacher and Principals as per EL 3012c
Aligned with which School Goal (from School Overview section): Aligned with which School Goal (from School Overview section):

- A Clear and Shared Vision for Effective Teaching
- A Clear and Shared Expectations for Effective Teaching
- A Clear and Shared Commitment to Improving Instructional Practice

Key Strategies Used to Address this Component:

Strategy 1: Teacher leaders will utilize the Danielson Framework for Professional Practice to hone practice, identifying areas for praise and improvement

improvement	Timeline															
	(Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)															
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015	
List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)														
1. Teachers will become adept at using Danielson's Framework for Professional	CPET	\$1200/day per coach	X	X	X											

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Success	
June-August	Hours of professional development to improve teacher performance
September-November	Hours of professional development to improve teacher performance
December-February	Hours of professional development to improve teacher performance More teachers rated "effective" or "highly effective"
March-June (4 months)	Hours of professional development to improve teacher performance More teachers rated "effective" or "highly effective"

SIF Redesign Framework Component: (6) Use of Time throughout the School Day and After School to Improve Instructional and Enrichment Opportunities

Aligned with which School Goal (from School Overview section):

- A Clear and Shared Vision for Effective Teaching
- A Clear and Shared Commitment to Improving Instructional Practice

Key Strategies Used to Address this Component:

Strategy 1: Prepare teachers to leverage instructional time in highly effective ways

Strategy 2: Create after school opportunities for enrichment

Timeline (Mark box representing the <u>specific month/s</u> in which the action will occur and be completed. Avoid over-generalizing by marking all months.)															
List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. Prepare teachers to leverage instructional time in highly effective ways	CPET	\$1200/day per coach	X	X	X	X	X	X	X	X	X	X	X	X	X

**SIF Redesign Framework Component: (7) Meeting the Needs of Unique Student Populations
Aligned with which School Goal (from School Overview section): A Clear and Shared Vision for Effective Teaching**

Key Strategies Used to Address this Component:

- A Clear and Shared Vision for Effective Teaching

Strategy 1: Teachers make culturally relevant choices to emphasize the connection between the content of their units of subject, students' lives and the demands of college and careers

Strategy 2: Within the balanced literacy framework, teachers learn effective strategies for differentiated instruction

Strategy 3: Teachers use differentiated instruction to monitor and assess student progress and performance

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.			Timeline (Mark box representing the <u>specific month/s</u> in which the action will occur and be completed. Avoid over-generalizing by marking all months.)												
	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. Within a balanced literacy framework, teachers learn strategies for differentiation	CPET	\$1200/per coach	X	X	X	X	X								
2. Develop and design shared	CPET	\$1200/day per coach		X		X		X		X		X		X	X

curricular designing differentiated curriculum																				
3. Utilizing student data, implement best practices in balance-literacy based differentiation	CPET	\$1200/day per coach																		
4. Foster specific skills and techniques for enhancing differentiated instruction	CPET	\$1200/day per coach																		
5. Reflect on effective/ineffective differentiated practices	CPET	\$1200/day per coach																		
Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.																			
June-August	<ul style="list-style-type: none"> In the school community, framework for differentiation in curricula and instruction is aligned with CCLS, DOE Instructional Expectations and the school's instructional goals 																			
September-November	<ul style="list-style-type: none"> In the school community, data reports reflect student performance and help teachers to identify areas for differentiation In curriculum and unit planning, teachers design rigorous, differentiated projects, tasks, and performance assessments aligned with CCLS, DOE Instructional Expectations, and course specific goals. In teams, teachers use protocols to analyze teacher-generated assessments meant to drive differentiated instruction, student data reports and student work In teams and individually, teachers identify students' strengths, struggles and intervention strategies (differentiation) to set goals and inform instructions. Teachers' evaluations improve over time in relation to differentiation 																			

	<ul style="list-style-type: none"> • In feedback and debriefing, teachers report increased student engagement and achievement when applying effective strategies for differentiating instruction 	
December-February	<ul style="list-style-type: none"> • In feedback and debriefing, teachers report increased student engagement and achievement when applying effective strategies for differentiating instruction • In the school community, frameworks for differentiation are aligned with CCLS, DOE Instructional Expectations and the school's instructional goals • In the school community, shared rubrics are aligned with differentiation frameworks to provide a common language to evaluate student work. • In the school community, student performance is monitored by growth over time. • In feedback and debriefing, teachers make connections between assessment practices, instructional interventions and student performance. • In the school community, data reports reflect student performance and identify leverage areas for differentiation • Teachers' evaluations improve over time in relation to differentiation • In feedback and debriefing, teachers report increased student engagement and achievement when applying effective strategies for differentiating instruction 	
March-June (4 months)	<ul style="list-style-type: none"> • In feedback and debriefing, teachers report increased student engagement and achievement when applying effective strategies for differentiating instruction • In data reports, teachers and school leaders can identify patterns and trends in student performance aligned with CCLS and DOE Instructional Expectations. • In feedback and debriefing, teachers make connections between assessment practices, instructional interventions and student performance. • In the school community, data reports reflect student performance and identify leverage areas for differentiation • Teachers' evaluations improve over time in relation to differentiation • In feedback and debriefing, teachers report increased student engagement and achievement when applying effective strategies for differentiating instruction 	

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 Name: Bronx High School of Business
DBN: 09X412 Network: CFU 611

PARENT REPRESENTATIVE

Signature (in blue ink)

Date

Theresa Jones

2/14/14

Type or print name

THERESA JONES

CHAPTER LEADER (UFT)

Signature (in blue ink)

Date

Elizabeth Solis

2/13/14

Type or print name

Elizabeth Solis

PRINCIPAL (CSA)

Signature (in blue ink)

Date

Vincent Rodriguez

2/13/14

Type or print name

Vincent Rodriguez

09X412 Bronx HS of Business

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators						
a. Number of minutes in the school year	Min	60390	60390	62000	63000	64000
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	22	19 to 17	16 to 12	13 to 7
e. Student average daily attendance	%	89%	84%	85%	86%	87%
f. Student completion of advanced coursework		40	9	12 to 16	15 to 23	18 to 30
g. Suspension rate	%	2%	5%	4%	3 %	3%
h. Number of discipline referrals	Num	11%	31%	27%	25%	21%
i. Truancy rate	%	5%	9%	9%	9%	8%
j. Teacher attendance rate	%	96%	97%	97%	97%	97%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20	30	90	100	120
m. Hours of professional development to improve leadership and governance	Num	10	15	30	45	50
n. Hours of professional development in the	Num	10	20	30	40	40

implementation of high quality interim assessments and data-driven action						
II. Academic Indicators						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	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	361	368 to 391	375 to 421	382 to 451
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	7	9 to 12	11 to 17	13 to 22
h. High school graduation rate	%	65	43	49	55	61
i. Ninth graders being retained	%	21	29	25	23	20
j. High school graduates accepted into two or four year colleges	%	47	30	32	37	40

**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.

l. Hours of professional development to improve teacher performance

This may include the following types of professional development activities:

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

m. Hours of professional development to improve leadership and governance

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

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

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

- o Teacher team meetings in which teams review student work products and other data to adjust teaching practice ("inquiry team meetings")
- o Professional development on creating and using periodic assessments
- o Training on information systems that track assessment outcome

II. Academic Indicators

q. ELA performance index

Does not yet exist for 2012-13 and therefore cannot be used to create targets for the future, which will be based on a new exam

r. Math performance index

Does not yet exist for 2012-13 and therefore cannot be used to create targets for the future, which will be based on a new exam

s. Student scoring "proficient" or higher on ELA assessment

2012-13 data used as baseline due to change in exam

t. Students scoring "proficient" or higher on Math assessment

2012-13 data used as baseline due to change in exam.

u. Average SAT score

Averaged between three subjects.

v. Students taking PSAT

All students are required to take the PSAT.

w. Students receiving Regents diploma with advanced designation

Advanced regents rate from NYSED; 2008, 4-year August cohort.

x. High school graduation rate

Graduation rate from NYSED; 2008, 4-year August cohort.

y. Ninth graders being retained

100% minus percent earning 10+ credits in year 1 from 2011-12

z. High school graduates accepted into two or four year colleges

College enrollment rate from 2011-12.

Vincent Rodriguez



Objective: To obtain and secure a position as a high school principal in the NYCDOE.

Experience:

Mar. 12 to Present New York City Department of Education
Bronx High School of Business
Bronx, New York

School Administration, Principal

- Supervise the everyday operations in a high school setting
- Manage the school budget so as to secure appropriate staff and resources needed
- Evaluate and establish systems that will maximize and produce positive impact with student outcome
- Increase opportunities to develop leadership capacity with all staff members (supervisory, pedagogy, and support staff)
- Establish and create a supportive environment for families
- Continue to seek innovative ideas that will support the Chancellor's initiative in preparing our students with the skills needed to be ready for college and or the workforce

July 05 to Present New York City Department of Education
Collegiate Institute for Math and Science (CIMS) High School
Bronx, New York

School Administration (12 Month Assistant Principal)

- Supervise the security staff, conducted security meetings and created security staff schedule
- School data specialist; analysis of school-wide data that was presented to either teaching staff to drive instruction or to the principal for logistical purposes.
 - Using Datacation (SKEDULA)
- Conduct formal and informal classroom observations.
- Supervise the i-LearnNYC Program
- Supervise the ACHIEVE 3000 Program
- Supervise and assist with HSST
 - Programming
 - EGG (electronic grading system)
- Responsible for running summer school:
 - Programming and scheduling
 - Coordinate and setup Statewide Assessments (NYS Regents)
 - Formal observations
 - Discipline
- Supervised after school and Saturday programs
- Responsible for enforcing school discipline, attend disciplinary conferences with parents, attend and represent the school in disciplinary/suspension hearings
- Guide and Supervise curriculum planning sessions with teaching staff monthly

Sept 04 to June 05 New York City Department of Education
Middle School 222
Bronx, New York

School Administration Intern

- Supervised lunch duty.
- Monitored Student movement during transitioning period

- Setup school report card system on the A.T.S.
- Created school-wide documents (templates)
- Created and maintained teacher and student schedules (master program)
- Researched school data and created reports to determine student's eligibility for graduation.
- Researched and analyzed school data to create reports to determine student's eligibility for promotion (6th and 7th grades).

Computer Teacher

- Provide instruction to the general, special, bilingual and E.S.L. classes in a middle school setting.
- Deliver software instruction in Microsoft Word, Excel and Power Point.
- Setup a wireless computer lab using DELL and Macintosh laptop computers.
- Delivered instruction using wireless laptop computers.

Nov 04 to Mar 05

Newton Learning SES After-School Program in
New York City Department of Education
Middle School 222
Bronx, New York

Site Supervisor

- Interview and hiring of classroom teachers and support staff.
- Supervise the collection and monitoring of student applications for after-school program.
- Created classes and assigned teachers to each class.
- Supervised the distribution of the curriculum materials.
- Monitored student activities during entry and transition.
- Conduct classroom and formal teacher observations.
- Termination of teachers and collapsing classes.
- Purchase and distribution of student incentives.
- Maintained and reporting of student and staff attendance.
- Maintained and controlled the after-school budget.
- Responded to student's and staff's crisis.
- Communicated with parents as needed.
- Monitored and maintained assessments.
- Maintained and reported payroll to corporate using an online system.

Aug 01 to Sept 04

Henkels & McCoy Training Services
Bronx, New York

Site Supervisor

- Supervised the day-to-day operations of a four million dollar federally funded grant in two high schools.
- Developed and written curriculum.
- Responded to and written grants locally and other states.
- Conducted classroom and teacher observations.
- Responded to student's and teacher's crisis.
- Communicated with parents as needed.
- Established and maintained a positive relationship with school support staff.
- Monitored student's attendance.
- Attended business meetings and functions as needed.
- Traveled to other states to provide training workshops for newly developed programs.
- Supervised and monitored student assessments.
- Created reports identifying student's academic achievements for the funding source.
- Supervised the maintenance of student records for auditing purposes.
- Established and supervised the program's inventory.
- Supervised the ordering and distribution of the program curriculum and materials/equipment.
- Networked and maintained intranet.
- Coordinated graduation functions and ceremonies.

Sep 91 to Aug 01

New York City Department of Education
Bronx, New York

Computer Teacher

- Developed and maintained the school website <http://schools.nycenet.edu/d75/p168x/>
- Participated in curriculum development
- Responsible for updating and maintaining the school C.A.P. system on the A.T.S.
- Ordered supplies through the A.T.S.
- Created and automated the I.E.P. for the school staff.
- Provided professional development for teaching staff.
- Attended various teacher workshops and training.

- Taught computer software to elementary, middle school, general and special education, bilingual and E.S.L. population.

Aug. 89 to Sep 91 Computer Processing Institute
Hartford, Connecticut

Site Administrator

- Supervised the day-to-day operations of a private technical school.
- Supervised the enrollment selection of the students.
- Helped with the development of the curriculum.
- Responded to student and staff's crisis.
- Monitored and maintained attendance of student and staff.
- Responsible for payroll reporting to corporate.
- Maintained and monitored the school budget.
- Supervised the ordering of curriculum materials and supplies.
- Maintained and coordinated the school's inventory.
- Conducted teacher observations.
- Provided input to staff yearly evaluations.

Sep 85 to Sep 89 Travelers Insurance
Hartford, Connecticut

Claims Processor

- Processed travel insurance claims.
- Constant telephone communications with insured, doctors and travel agents.

Aug 76 to Mar 85 United States Army
Staff Sergeant

Tactical Communications Chief

- Supervised over three hundred soldiers in a battalion.
- Provided training in tactical communication (teletype, Morse code, voice) and combat warfare.
- Conducted yearly evaluations of soldiers.
- Maintained operation and inventory of heavy duty communication equipment.
- Conducted routine inspection of soldier's uniforms, barracks and equipment.

Education:

Jan. 04 to June 05 The College of Saint Rose / C.I.T.E.
Albany, New York

School Administration

00 to Sept. 03 Lehman College
Bronx, New York

Masters in Special Education

1992 to 2000 Lehman College (Part Time Evening Student)
Bronx, New York

Bachelors Degree (Double Major in Psychology and Education)

02 to 02 T.C.I
New York, New York

Microsoft A+ Certification

Certification/License:

New York State School Administration (S.A.S.)
New York State Teacher of Special Education
Microsoft A+ Certification

Caterory	Primary SIF Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
SIF: Bronx High School of Business (09X412)							
Code 15	Curriculum	1.0 FTE ELA coach will provide training, on site support, lesson plan modeling, and other pertinent forms of support throughout the grant program. Goals: 1. Develop a rigorous curriculum and teacher training program in ELA. 2. Provide teachers with training and on-site support, which will help improve the quality of teaching as measured by the Danielson Framework for Teaching. 3. Provide ELL and Special Education teachers with training and on-site support that will help these students perform at or above grade level in ELA.	\$80,000	\$80,000	\$80,000	\$240,000	During the 3 year grant program Lead Teachers will receive additional training. After the grant program ends, Lead Teachers will take the responsibility of training and re-training teacher as needed. It is also anticipated that the targeted teachers will provide turnkey training as well.
Code 15	Data Driven Instruction/Inquiry (DDI)	Hourly Per Session. 10 teachers will engage in 24 hours of inquiry work each year of the grant. Goals: 1. Develop a rigorous curriculum and teacher training program in ELA. 2. Provide teachers with training and on-site support, which will help improve the quality of teaching as measured by the Danielson Framework for Teaching. 3. Provide ELL and Special Education teachers with training and on-site support that will help these students perform at or above grade level in ELA.	\$10,000	\$10,000	\$10,000	\$30,000	Inquiry work will be funded through other sources
Code 15	Extended Learning Time (ELT)	Hourly Per Session. Year 1: Five teachers will oversee a year long after school program which will run for 80 hours. Year 2 and Year 3: 5 teachers will oversee an afterschool program which will run for 92 hours, a Saturday academy that will run for 30 hours, and a summer school training program in ELA. 2. Develop a rigorous curriculum and teacher training program in ELA. 2. Provide teachers with training and on-site support, which will help improve the quality of teaching as measured by the Danielson Framework for Teaching. 3. Provide ELL and Special Education teachers with training and on-site support that will help these students perform at or above grade level in ELA.	\$16,763	\$44,633	\$44,633	\$106,029	Extended Learning Time will be funded through other sources.
		Subtotal Code 15	106,763	134,633	134,633	376,029	
		Subtotal Code 16	0	0	0	0	
Code 40	Teacher Training Metamorphosis	Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards based lessons that promote student learning through improved instruction.	10,000	20,000	30,000	\$60,000	Title 1 funds will be repurposed to sustain this activity.
Code 40	Curriculum	Teachers College will provide 100 days of training and support in year 1 and 75 days of support during year 2 and year 3 of the grant. Training will include model lesson planning, team teaching, ELA strategies, teacher effectiveness, and other pertinent strategies. Teachers College will provide 100 days of training and support in year 1 and 75 days of support during year 2 and year 3 of the grant. Training will include model lesson planning, team teaching, ELA strategies, teacher effectiveness, and other pertinent strategies. Goals: 1. Develop a rigorous curriculum and teacher training program in ELA. 2. Provide teachers with training and on-site support, which will help improve the quality of teaching as measured by the Danielson Framework for Teaching. 3. Provide ELL and Special Education teachers with training and on-site support that will help these students perform at or above grade level in ELA.	\$110,000	\$70,000	\$60,000	\$240,000	During the 3 year grant program, Lead Teachers will receive additional training. After the grant program ends, Lead Teachers will take the responsibility of training and re-training teacher as needed. It is also anticipated that the targeted teachers will also act as turnkey trainers after the grant program ends.
		Subtotal Code 40	120,000	90,000	90,000	300,000	
		Subtotal Code 45	0	0	0	0	
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.	23,237	23,237	23,237	\$69,710	
		Subtotal Code 80	23,237	23,237	23,237	71,969	
		Subtotal SIF	250,000	249,999	249,999	749,998	
CENTRAL							
Code 15		Subtotal Central	0	0	0	0	
Code 16		TOTAL SIF	250,000	249,999	249,999	749,998	
Code 40		Non-Core Instruction Tax Levy	712,476	712,474	777,245	2,202,195	
Code 45		Title 1 for Priority and Focus Schools	68,819	68,819	75,075	212,713	
Code 80		Other Title 1 allocations	145,780	145,780	159,032	450,592	
		TOTAL	1,177,075	1,177,071	1,261,351	3,615,497	
	Other sources of income						

Bronx High School of Business

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	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost (IC)	90	
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
Total		\$ -

Year 1 Implementation Period (June 1, 2014 - June 30, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 106,763
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 120,000
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 23,237
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	\$ 134,633
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 90,000
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 25,366
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 249,999

Year 3 Implementation Period (July 1, 2016 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 134,633
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 90,000
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 25,366
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 249,999

Total Project Period (June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 376,029
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 300,000
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 73,969
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 749,998



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
Bronx High School of Business

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.

Specific Position Title		FTE/Hours/Days	Rate of Pay	Project Salary
09X412	SIF			
Teacher		1.00	80,000	80,000
Teacher (regular)		0.00	0	0
Lead Teacher		0.00	0	0
Coach (Math, Literacy, Special Ed)		0.00	0	0
Coach (Math, Literacy, Special Ed)		0.00	0	0
Guidance Counselor		0.00	0	0
Education Administrator		0.00	0	0
Social Worker		0.00	0	0
Teacher Per Session (rate per hour)		638	41.98	26,763
Teacher per session Trainee Rate (rate per hour)		0	19.12	0
Guidance Counselor Per Session		0	43.93	0
Supervisor Per Session (rate per hour)		0	43.93	0
Social Worker Per Session		0	45.13	0
F-Status Teacher per diem (rate per day)		0	306.67	0
Teacher Occasional Per Diem (rate per day)		0	154.97	0
				106,763
Central				
Subtotal - Code 15				106,763

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.

[illegible]

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
09X412	SIF	
685 - Educational Consultant		0
686 - Professional Services Other		0
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis, Teachers College	120,000
		120,000

Subtotal - Code 40

120,000

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
<div>09X412</div> <div>SIF</div>	
Computer and Printers under \$5,000 per unit	0
Educational Software	0
General and Instructional Supplies	0
Library Books	0
Supplemental Textbooks	0
<div>Subtotal - Code 45</div>	0

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		23,237
ARRA FRINGE - Other		0
ARRA FRINGE - CENTRAL		0
Subtotal - Code 80		23,237

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

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

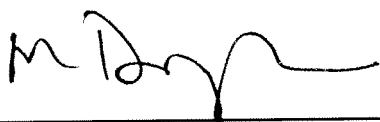
School Innovation Fund Round 3. RFP #TA-15

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

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

M/WBE 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
NAME: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC ADDRESS: 165 PARK ROW # 18A CITY, ST, ZIP: New York NY, 10038 PHONE/E-MAIL: 212-608-0714 / lucy@lucywestpd.com FEDERAL ID No. 043713795	NYS ESD Certified MBE <input 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 \$ 10,000 Year 2 \$ 20,000 Year 3 \$ 30,000 TOTAL \$ 60,000

PREPARED BY (Signature) _____

DATE

2-27-14

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

NAME AND TITLE OF PREPARER: Eduardo Contreras

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

DATE: February 27, 2014

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

M/WBE 100

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:

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/WBD)

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

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

The estimated dollar amount of the agreement:

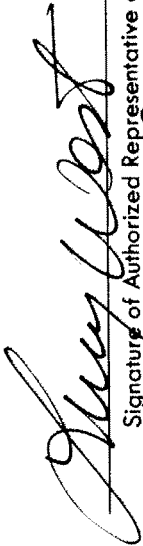
\$

60,000

Date

2/21/14

Signature of Authorized Representative of M/WBE Firm



Lucy West, President

Printed or Typed Name and Title of Authorized Representative

M/WBE 102

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

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

Report includes:

☐ Work force to be utilized on this contract OR

☒ Applicant's total work force

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

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

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

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

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		\$ 749,998
2	Professional Salaries	\$ 376,029	
3	Support Staff Salaries	\$ -	
4	Fringe Benefits	\$ 73,969	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ 449,998
8	Line 1 minus Line 7		\$ 300,000
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWB goal amount		\$ 60,000