



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

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

June 30, 2014

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

RE: Award Notice: School Innovation Fund (SIF) Round 3– Grant #TA-15
Award Amount: \$749,999
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 your district's proposal for The Bronxwood Preparatory Academy 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

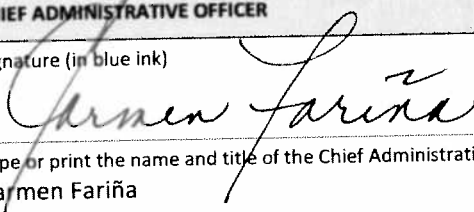
**New York State Education Department
School Innovation Fund Grant – Round 3 (TA-15)
Application Cover Sheet**

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 The Bronxwood Preparatory Academy			Beds Code 321100011514		
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 type="checkbox"/>	Community-Oriented <input type="checkbox"/>	Arts / Cultural Ed <input type="checkbox"/>	CTE <input type="checkbox"/>	Virtual/Blnd/Online <input checked="" 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
3/6/14



Mary Doyle
Executive Director
Office of State Portfolio Policy

LETTER OF INTENT

52 Chambers Street
New York, NY 10007

+1 212 374-2762 tel
+1 212 374-5760 fax

February 14, 2014

LoriAnn Curtin
Associate in Education Improvement
Office of School Innovation
Room 465 EBA
89 Washington Avenue
Albany, NY 12234

Dear LoriAnn,

The New York City Department of Education (NYCDOE) is currently working on 17 School Innovation Fund (SIF) Round 3 applications. Attached is a list of potential applications by design framework.

Our applications to be submitted are subject to change.

Please let me know any questions.

Sincerely,

Mary Doyle

Attachment

11X514 The Bronxwood Preparatory Academy

2014 SIF 3 Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST #11 - BRONX

Select School Name:

321100011514 THE BRONXWOOD PREP ACADEMY

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:

408

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

Virtual/Blended/Online School Design

Submission Checklist

Documents	Checked -Applicant	Checked-SED	
Application Cover Sheet (with original signature in <u>blue ink</u>)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Proposal Narrative District-level Plan 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: _____	

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/MTACPQS.htm>

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

The SIM will work together to build capacity at the school-level with the Priority School's Network, Superintendent, and 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:

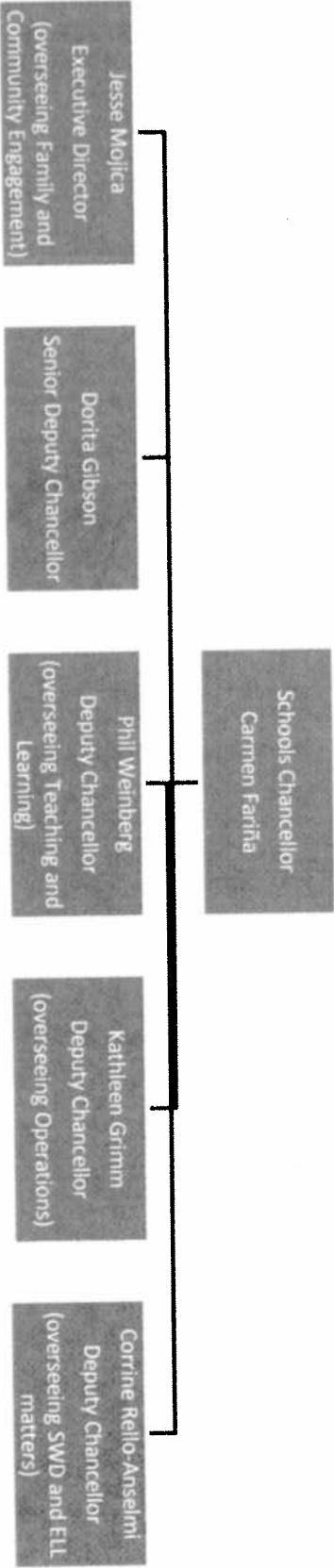
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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and

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Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

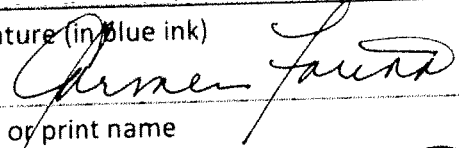
G. Professional Support for New Teachers

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

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: 11X514 The Bronxwood Preparatory Academy


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) <u>Ernest A. Logan</u>	Date <u>2/24/14</u>
Type or print name <u>Ernest A. Logan</u>	

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

District Parent Representative


Alim S. Gafar 2/24/14

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

The Bronxwood Preparatory Academy (11X514)

Partner Information

Generation Ready

Generation Ready's mission is to support school leaders and teachers in order to educate a stronger, more vibrant generation of students prepared to meet life's challenges.

School's leadership team will supplement its regular monthly NYC training with specific training from Generation Ready for blended model observations. This will include a briefing on the blended model, observation cycle, feedback cycle, types of effective and targeted feedback, and measurement tools for effectiveness and calibration with the Danielson rubric for teacher effectiveness. Teachers will also be debriefed by Generation Ready and the administration to facilitate their full understanding of Danielson Framework as it is translated for a blended model.

Software House International

SHI will lead development and implementation of a blended learning model. SHI will provide extensive training for school's staff and students and offer the expansive range of blended learning programs that is needed to meet the diverse needs of students, from at-risk through advanced. The programs include over 170 self-paced courses, core courses for grades 9 through 12, three academic levels for high school (Foundations, Standard, and AP courses), over 40 electives, 6 world languages, more than 40 STEM courses, and 19 credit recovery courses.

During the implementation of the system, SHI will implement and support training program during year one, which includes on-site consulting, on-site deployment discussion, teacher/administrator training, quarterly on-site site checks, and asynchronous teacher training seats with year-long professional development and support, followed by continued training and support in years two and three. During all three years of the implementation, Software House International will be providing site licenses to its full online course and program catalog as well as online instructional support to students, and will be shifting their support in line with student growth over time. At first, more online support will be provided to students who are utilizing the system for non-Advanced Placement material, but by the end of the third year, the bulk of the instructional support will shift to those enrolled in Advanced Placement courses. This model also promotes sustainability, as students become more self-sufficient from year to year and less reliant on instructional support.

Enrollment Summary

In The Bronxwood Preparatory Academy, students with disabilities comprise 25% of the school's population, 4 percentage points higher than the average high school in the Bronx. English Language Learners comprise 7% of the school's population, 12 percentage points lower than the average high school in the Bronx. The average incoming proficiency (8th grade

record in improving student outcomes, and as a leader willing to build a leadership team with content and skills that complement her own, the school is well positioned to improve upon its already impressive achievement over the past three years.

ORIGINAL School Innovation Fund (SIF) – Round 3 Performance Agreement

11X514

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

Type or print the name.

Carmen Fariña

2/25/14

EXTERNAL PARTNER

Signature (in blue ink)

Date

Type or print the name and title and organization of the partner.

National Account Managers - NYC

2/6/14

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.

**MEMORANDUM OF UNDERSTANDING
BETWEEN SOFTWARE HOUSE INTERNATIONAL
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 SOFTWARE HOUSE INTERNATIONAL ("SHI") 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 SHI provides services to The Bronxwood Preparatory Academy, 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 SHI**

SHI will lead development and implementation of a blended learning model. SHI will provide extensive training for school's staff and students and offer the expansive range of blended learning programs that is needed to meet the diverse needs of students, from at-risk through advanced. The programs include over 170 self-paced courses, core courses for grades 9 through 12, three academic levels for high school (Foundations, Standard, and AP courses), over 40 electives, 6 world languages, more than 40 STEM courses, and 19 credit recovery courses.

In the event that the The Bronxwood Preparatory Academy is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), SHI 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.

SHI will tailor existing products and services for implementation in The Bronxwood Preparatory Academy. These products and services include:

During the implementation of the system, SHI will implement and support training program during year one, which includes on-site consulting, on-site deployment discussion, teacher/administrator training, quarterly on-site site checks, and asynchronous teacher training with year-long professional development and support, followed by continued training and support in years two and three. During all three years of the implementation, Software House International will be providing site licenses to its full online course and program catalog as well as online instructional support to students, and will be shifting their support in line with student growth over time. At first, more online support will be provided to students who are utilizing the system for non-Advanced Placement material, but by the end of the third year, the bulk of the instructional support will shift to those enrolled in Advanced Placement courses. This model also promotes sustainability, as students become more self-sufficient from year to year and less reliant on instructional support.

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 SHI 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 The Bronxwood Preparatory Academy
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, **and** a final service agreement is negotiated between SHI 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.

SOFTWARE HOUSE INTERNATIONAL

Signature	Title	Date
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NYCDOE

Signature	Title	Date
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**MEMORANDUM OF UNDERSTANDING
BETWEEN GENERATION READY, INC
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 GENERATION READY, INC ("GENERATION READY") 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 GENERATION READY provides services to The Bronxwood Preparatory Academy, 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 GENERATION READY**

Generation Ready's mission is to support school leaders and teachers in order to educate a stronger, more vibrant generation of students prepared to meet life's challenges.

In the event that the The Bronxwood Preparatory Academy is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), GENERATION READY 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.

GENERATION READY will tailor existing products and services for implementation in The Bronxwood Preparatory Academy. These products and services include:

School's leadership team will supplement its regular monthly NYC training with specific training from Generation Ready for blended model observations. This will include a briefing on the blended model, observation cycle, feedback cycle, types of effective and targeted feedback, and measurement tools for effectiveness and calibration with the Danielson rubric for teacher effectiveness. Teachers will also be debriefed by Generation Ready and the administration to facilitate their full understanding of Danielson Framework as it is translated for a blended model.

4. **Projected Responsibilities for NYCDOE**

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

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

Comply with all information and program evaluation requests of NYSED

Comply with all financial management and reporting requirements of NYSED

5. **Joint projected Responsibilities for GENERATION READY 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 The Bronxwood Preparatory Academy
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, **and** a final service agreement is negotiated between GENERATION READY 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.

GENERATION READY, INC

Signature	Title	Date
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NYCDOE

Signature	Title	Date
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School Innovation Fund (SIF) Application

School Name:	The Bronxwood Preparatory Academy
DBN:	11X514
Network:	N603

Application Type (Check one):	<input checked="" type="checkbox"/> School with Lead Partner	<input type="checkbox"/> School with Partner Consortium
School Model (Check one)		
College Pathways <input type="checkbox"/>	Community-Oriented <input type="checkbox"/>	Arts / Cultural Ed <input type="checkbox"/>
		CTE <input type="checkbox"/>
		Virtual/Blnd/Online <input checked="" type="checkbox"/>
		Network-Affiliated <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 of The Bronxwood Preparatory Academy is “All students are college bound,” and our mission is to support student readiness for college by providing access to rigorous and engaging curriculum, differentiated based on a data-driven approach, to all student groups and individual students. In support of our school’s vision, the proposed blended online model is to equip all students with the skills and self-sufficiency to be successful in college, and the mission in relation to the model will be to further customize curriculum for individualized student needs by implementing a blended learning system where programs can be customized for struggling students, advanced students, and all students through daily blended learning instruction and extended learning time. Our goals target three primary areas while supporting the entire student and teacher population over time.

Goal #1: To support at-risk students, inclusive of ELLs and SWDs and identified for early intervention, with customized and self-paced credit accumulation opportunities during the school

day and after the school day as well as Saturdays that allow them to keep pace with their cohort in order to increase on-time graduation rates for at-risk students each year.

Goal #2:To provide teachers with professional support for implementing a blended learning online model in their classrooms that aligns to the rigor of the Common Core, as measured by both formal and informal observations utilizing the Danielson framework.

Goal #3:To provide increased opportunities to identified groups of students each year to access expansive offerings in electives, Advanced Placement courses, alternative independent study options, and honors-level research models for core subjects resulting in an increased percentage of students scoring a 3 or above on AP exams.

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.

The three SIF goals provide a coherent link to the schools mission and vision as well as articulated SCEP goals. Inherent within the model are key research based design elements, strategies and partnerships that will support the implementation of the blended-online mode within the chosen SIF framework. The blended online model will support at-risk students, ELLs, SWDs providing student with extended learning times and customized curriculum for self-paced opportunity and achievement. This will also allow for the expansion of offerings for advanced placement, honors and interest based electives for all students.

Goal #1:To support at-risk students, inclusive of ELLs and SWDs and identified for early intervention, with customized and self-paced credit accumulation opportunities during the school day and after the school day as well as Saturdays that allow them to keep pace with their cohort in order to increase on-time graduation rates for at-risk students each year.

This goal directly supports two of our SCEP goals (to have all ELA teachers deliver rigorous units of study aligned to CCLS and shifts to increase the ELA Regents passing rate for all students from 54.4% to 60% for 2013-14 school year, and to increase the percentage of students earning 10+ credits in their 11th year of high school from 66.8% to 72% by developing a shared understanding of instructional excellence informed by the Danielson Framework for Teaching for the 2013-14 school year because at risk students that are provided with supplemental opportunities to pass required Regents exams and earn required credits are more likely to graduate. The key design elements of our design that will support these goals will be provided by Software House International. These elements include the ability of teachers to individualize online blended learning material to address the specific needs of ELL, SWDs, and at-risk students, the availability of robust online programs aligned to core courses and credit recovery opportunities, and the development of teacher capacity to more greatly differentiate to the diverse range of learners in the classroom. Additionally, our lead partner will provide online instructional support for students enrolled in online courses. Both Kaplan (2009) and Stamford (2011-2012) report support the use of blended learning for advancement of all students allowing for extended learning time for all students, customized learning times, and full time support in instruction from a variety of teacher sources. Having reviewed local area online models in

Transfer schools that articulate the same challenges as our school, students have progressed rapidly in credit accumulation and subsequent advanced coursework as well increasing student engagement through a menu of student-based interests course availability ordinarily restricted in small school settings.

Goal #2: To provide teachers with professional support for implementing a blended learning online model in their classrooms that aligns to the rigor of the Common Core, as measured by both formal and informal observations utilizing the Danielson framework.

This goal directly supports two of our SCEP goals (to have 95% of teaching staff participate in interdisciplinary, classroom inter-visitations to improve pedagogical growth based on the Danielson framework to increase overall student credit accumulation by 5% for the 2013-14 school year, and teacher teams will continue to meet weekly to conduct itemized analyses of all standardized tests and common assessments, identify academic obstacles, reflect on implications for all students, and implement pedagogical strategies accordingly to minimize achievement gaps for the lowest third, special education and ELLs to improve Regents test scores by 5% for the 2013-14 school year). These goals are supported because the inter-visitation program currently being expanded at Bronxwood will include teachers who are learning how to implement the blended learning model in their classrooms will visit their colleagues that have successfully implemented the model, and as more teachers gain success in implementing a blended learning classroom, more students will be given access to individualized opportunities to meet their needs. The key design elements of our model that will support these goals include on-site training by Software House International for staff members and students in implementing the model in their classrooms, and administrative training by Generation Ready for observing and rating teachers that are teaching in a blended model setting, both occurring over the three years of the grant. In addition, teachers that take part in a blended learning online environment will be able to share document repositories and student data more efficiently, thereby targeting student needs across the curriculum and also providing a more coherent delivery of instruction.

Goal #3: To provide increased opportunities to identified groups of students each year to access expansive offerings in electives, Advanced Placement courses, alternative independent study options, and honors-level research models for core subjects resulting in an increased percentage of students scoring a 3 or above on AP exams.

The key design elements of our design that will support these goals will be provided by Software House International. These elements include the ability of teachers to provide supplemental online blended learning material to groups of students through robust online programs ranging from electives to Advanced Placement courses not otherwise offered at the school. Additionally, our lead partner will provide online instructional support for students enrolled in Advanced Placement online courses in a growth model format so that the amount of support provided for AP students increases each year over the three years, in expectation of an increased number of students accessing AP courses in later years. Our lead partner will also develop teacher capacity to lead blended learning classrooms in which a range of learners will be enrolled and have instruction differentiated to their needs and interests, and keep them challenged. In 2011-2012, Stamford University found that participation and course completion

inclusive of standardized test scores were best delivered in a blended model where students had both online course work and personal instructional support. We intend to not only supply instructional support through Software House International but also on campus and via online feedback from our teachers, duplicating the successful model for high school students done by Stamford University. Currently in our small school environment, we are unable to offer the wide range of Advanced Placement courses, honors courses, and electives to meet the diverse talent and interests of our advanced students, and the online blended learning environment would allow us to greatly expand the number of courses to which students have access and provide them with more college-level opportunities.

B. Assessing the Needs of the School Systems, Structures, Policies, and Students	4 points
The school must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs that are identified as the result of a systemic analysis process. The assessment of needs section must address each of the following elements:	

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

See Attachment B, at end of this document.

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

The student population at The Bronxwood Preparatory Academy is very diverse and uniquely representative of many different populations. Of the 428 students currently enrolled, 277 (65%) are Black, 115 (27%) are Hispanic, and 36 (8%) are of other descent, including many that have emigrated from various foreign islands. We have 51 (12%) students with disabilities, 33 (8%) that are English Language Learners, and 274 (64%) of our students receive either free or reduced lunch. All of our students are first generation college-goers, and many are on track to be the first high school graduates in their families. The neighborhood precinct in which our school is located and in which many of our students live has the highest crime rate in all of the boroughs of NYC; as such, the surrounding environment and home area poses challenges for our students, particularly with regard to after school activities in the community. Literacy also proves to be a challenge that all of our English Language Learners face, often under developed for a variety of reasons, including short and long term interrupted education, an illiterate home environment, different educational standards in foreign communities, and age-related challenges. As language deficits can cause anxiety for our struggling students, the comprehensive literacy intervention programs and classes that are part of our proposed model can help boost overall literacy skills early on, while maintaining sensitivity to their needs. The blended learning model that we are proposing will provide these students with flexibility of time and place of instruction, in order to meet their individual learning needs, by expanding learning opportunities off-site and making them available to students 7 days a week, 24 hours a day, inclusive of on-campus ELT opportunities and classroom instruction. Our model will also

provide us with the flexibility to customize curricular choices for these students in order to meet their individual needs and help us to achieve Goal #1. In addition, the blended learning platform will provide teachers with immediate and precise information for each student regarding specific content areas or skills in which students need additional teacher support, thus allowing our school to address the needs of our uniquely diverse population.

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.

Our most recent diagnostic school review was a NYC Quality Review in November 2013, but the official findings and final report from that visit have not yet been made public to the school. Prior to this year's QR, a Developing Quality Review was conducted in the 2012-13 school year, the report from which has been made available. During the DQR, the network team sought to understand the key decisions the school has made to impact the quality of what is taught and how it is taught across classrooms, what led to those key decisions, and what structures are in place to enable student learning and to regularly monitor and revise school goals. The team visited five classrooms, met with three teacher teams and a group of students, reviewed lesson plans from the visited classrooms, and met with the principal and other school leaders to discuss the most recent student and teacher performance data and the school systems that are in place. The visit provided the team with enough evidence to arrive at ratings for six different indicators.

Additionally, in August of 2011, the school was engaged in an ESCA by NYSED. The ESCA approach utilized at the high school level examines six topic areas: student engagement, academic interventions and supports, support for incoming students, classroom instruction, professional development, and courses and extracurricular activities. Data were collected at the school level through teacher surveys, administrator interviews, classroom observations, and an analysis of documents submitted by Bronxwood Preparatory Academy. These reports were presented to the school during a co-interpretation meeting on June 9, 2011. During this meeting, 23 stakeholders from the Bronxwood school community read the reports, and through a facilitated and collaborative group process, they identified individual findings, then developed and prioritized key findings that emerged from information in the reports

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

The reports for the DQR during 2012-2013 and the ESCA during 2010-2011 identified the following strengths:

- *School leadership Practices and Decisions:* School leadership and faculty have made strategic organizational decisions in alignment with the school's instructional goals leading to improved student outcomes. Data from surveys and interviews performed during the ESCA characterized the principal as an effective leader with a clear school vision and high standards of excellence through teacher collaboration.

- *Curriculum Development and Support:* The school is in the process of developing Common Core Learning Standards-aligned curriculum that is engaging and rigorous for all learners.
- *Teacher Practices and Decisions:* School leadership and faculty believe that teachers teach best through the point of entry model and students learn best when they are challenged with rigorous questions and activities producing meaningful work products.

The DQR and ESCA reports also identified the following areas for improvement:

- *School leadership Practices and Decisions:* Continue to refine the observation process so that teachers receive targeted, high-leverage feedback on formal observations that is aligned to research-based, common teaching framework so that teachers have clear direction for improving classroom practice.
- *Curriculum Development and Support:* Continue to revise assessment practices and structures for analysis of assessment so that individual student and class-level outcomes can provide teams of teachers and individual teachers with high-leverage data to adjust curriculum and improve student outcomes.
- *Teacher Practices and Decisions:* Utilize teacher team systems and structures so that analysis of student work and data informs decisions about classroom practice in order to improve student learning. The ESCA report found that all classrooms showed evidence of procedural practices, but they were not consistent; it was noted that within 12 of the 15 observed classrooms there were strong teacher-student relationships.
- *Student Social and Emotional Health:* The ESCA report found that student behavior issues were characterized as being anywhere from minor to major disruptors in almost half of observed classrooms, and instances of wasted time and lost productivity were also noted with relative frequency. Additionally, about half of the teachers agreed that there was a school-wide behavior system that they are a part of, and that they review behavioral data at least monthly.

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

With regard to continuing to refine the observation process so that teachers receive targeted, high-leverage feedback on formal observations that is aligned to research-based, common teaching framework so that teachers have clear direction for improving classroom practice, this will be supported in the SIF plan through our partnership with Generation Ready and the training they will be providing to the administration in the practice of observing and providing feedback to teachers that are teaching in blended model classroom environment.

As to continuing to revise assessment practices and structures for analysis of assessment so that individual student and class-level outcomes can provide teams of teachers and individual teachers with high-leverage data to adjust curriculum and improve student outcomes, the online blended learning system has a fully integrated data tracker and student progress monitor for easy access and enables teachers to check on and analyze student learning and growth at any time. Additionally, through the instructional support being offered online by Software House International, student submitted work will be graded online and direct feedback provided to the student.

To increase the utilization of teacher team systems and structures so that analysis of student work and data informs decisions about classroom practice in order to improve student learning, the ongoing and easily accessible data generated through the blended learning system will be a weekly focus of content area teachers teams to determine which adjustments should be made to the curriculum used in the classroom and the blended learning component. Additionally, overall blended learning data will be analyzed at a tech team meeting each month in order to view trends and track school growth towards its goals.

C. School Model and Rationale

4 points

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

- i. **Describe the rationale for the selected design framework, the 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.**

BPA has chosen the Virtual/Blended/Online School Design as a central part of their SIF grant. This model is designed to assist in implementing school-wide online learning. It includes days of on-site consulting, on-site deployment discussion, teacher and administrator training, asynchronous teacher training seats with year-long professional development and support as well as the content area virtual platforms for student learning in all core classes, electives as well as AP and honors courses. BPA has selected a progressive development blended model of online learning to be expanded over three years. During the first year of implementation, our blended model will encompass a multi-grade level early interventions class for students at risk, will provide AP classes and core content honors independent classes, and will allow for the individuation of curricular offerings and elective experiences for students based on interest. Eventually we will expand to a full online opportunity in all classes where students learn, at least in part, through online delivery of instruction with elements of self-pacing over time, place and path with an opportunity for 24 hour and 7 day a week classrooms for selected areas of study or sections of core content classes. As described in our goals, the blended learning model has been found to be effective in improving course completion, and we have elected to partner with Software House International to implement this model in our school because of their extensive experience and results, having worked to bring blended learning solutions to over 2,000 school districts, all 50 states, and 70 countries.

- 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.**

The process was begun as a result of student participation in the School Leadership Team (SLT) and student council requesting extended electives and opportunities for Advanced

Placement. At teacher meetings and PA meetings, an interest in expanding our technology delivery of instruction and having online opportunities was voiced. As an administrative team we recognized two core groups of students that need more specialized programming and opportunities to succeed: at-risk students and advanced students. We had various students that had excellent transcripts and were eligible for a wider range of AP coursework than we could provide with a small school staff. Through the College Now program, we offer a select group of seniors the opportunity to begin advanced college-level work as early as sophomore or junior year. The implementation of the technology-based, blended learning model that we are proposing would supplement this program by providing more students with increased access to a greater variety of college-level courses, at all stages of their high school career.

The other core student group was across cohorts that traditionally attended school but was often found skipping classes, exhibited behavior problems and while often academically competent, was consistently credit deficient. We conducted a variety of interventions and family outreach but without great success. We realized that, although some students might be better served in a transfer school, they did not want to leave the BPA family or their neighborhood. We thus visited and subsequently developed a relationship with Bronx Arena, a transfer school in the Bronx for students over sixteen years of age, in order to learn more about supports offered to their students through a fully blended online learning structure.

School staff was presented with the model and all teachers were in agreement to move to this new model, and given the three year tiered transition for all teachers to move to online blended models at different rates, all agreed to per session summer and afterschool/Saturday hours for curriculum revisions for online curriculum training and implementation. The model was presented to the SLT as well, and full agreement was given.

D. School Leadership	8 points
The school must have the mechanisms in place to support a school leadership team that possesses the strengths and capacity to drive the successful implementation of the SIF Plan.	

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

Bronxwood Preparatory Academy is a New York City public high school with grades 9-12. The school was founded in 2004 with “Sports Professions High School” as the name. Founded as part of the New Visions, New Century new schools reform initiative, the theme-based school changed locations three times in its first six years: the upheaval caused by these relocations resulted in community pushback at the different locations, and it resulted in heavy staff and student turnover with each new move. In 2009, the school moved to its present location on Bronxwood Avenue, and adopted its current name. The new hiring and student recruitment that accompanied the site changes required intensive time investment in professional development, student recruitment, and initiatives to improve consistency and coherence in school tone and culture. The principal of this school must be able to effectively guide transitioning the curriculum from the previous theme-based structures to a rigorous, college-preparatory scope and sequence, aligned to the intensive Common Core Learning Standards. The principal must be able to demonstrate competency with regard to data analysis and utilization for the purpose of

setting goals, modifying instruction and monitoring systems and structures. The principal must be able to provide guidance for teachers as they respond to an unsettled student population that has demonstrated below grade level achievement in reading and writing. The principal must be able to build a leadership team that is capable of guiding adult learning to accommodate students with special needs and English Language Learners. In the past three years, Bronxwood – after years of instability – has demonstrated consistently impressive gains in graduation rate and attendance, among other outcomes.

- 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.**

Janet Gallardo has been working in high schools in Manhattan and the Bronx for 23 years. During that time she developed a strong foundation analyzing and utilizing data: first for the purpose of effectively and efficiently programming students to meet their academic needs, and then for the purpose of guiding instructional modifications based on Regents results and coursework. As an Assistant Principal at Christopher Columbus High School in the Bronx, Janet guided a team of educators, parents and students through the proposal process for the creation of a new school, Sports Professions High School, which underwent a name change several years ago to Bronxwood Preparatory Academy. As part of the continued evolution of the school, Ms. Gallardo has used her strong background in data analysis and her proven skills in recruitment and team leadership to deliver strong improvement in student outcomes over the past three years. According to the New York City Department of Education Progress Report, over the past three years the school has moved from a very low “C” grade to a solid grade of “B” on the most recent Report. That improvement in overall grade is a reflection of strong improvement in student statistical outcomes while Ms. Gallardo was principal. The 2010-11, 2011-12 and 2012-13 school years reflect the following data: in these three years, the attendance rate improved from 86.2% to 86.9% to 89.5% respectively, and in these same years the graduation rate has improved from 46.4% to 50.0% to 57.1%. Ms. Gallardo has positioned the school to improve on these gains, as she recently hired a network English coach as an assistant principal, who has a strong background in English as a Second Language. As a leader with a demonstrated track record in improving student outcomes, and as a leader willing to build a leadership team with content and skills that complement her own, the school is well positioned to improve upon its already impressive achievement over the past three years.

- 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.**

Bronxwood has two Assistant Principals. Assistant Principal Kim Constantine will spearhead the implementation of the online blended model. She has authored a variety of online courses, specialized in literacy and language development, and has experience implementing Advanced Placement curriculum projects. She will assist teachers through professional development on blended learning and implementing it in their classrooms in a tiered extension

model over three years. Her PDs will support the PD plan from SHI, network-supplied PD and on site school visitations to schools utilizing similar blended learning models. She will co-plan PDs based on data with a teacher specialist and the other assistant principal to coordinate individual or small group support for the success of the implementation of this model. All teachers will be implementing at a differing levels, progressing along a benchmark from varied starting level. Ms. Constantine will be responsible for organizing the highly specialized inner school (“school within a school”) for students at risk. She will continue supporting her assigned content areas as well. Data and pacing of students and teacher implementation will be kept with benchmark meetings with all for monitoring progression and goal setting. Standardizing the data collection forms will be an administrative shared task. Observations of teachers will be an administratively shared task as previously assigned.

Assistant Principal Dawn Johannes will spearhead the online Skedula expansion for ongoing monitoring of all students for scholarship, attendance and achievement. She will assist teachers with PDs on Skedula with an assigned teacher specialist. She will also assist with developing teachers in the blended learning models, particularly with regard to integrating Skedula within the expanding blended learning model, and will continue to support her assigned content areas as well. Ms. Johannes will be responsible for organizing Advanced Placement and electives programs for students. Both Assistant Principals will participate in regular meetings held with SHI and teachers of the data team to analyze blended learning data, pacing of students, and progress of teacher implementation.

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

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

All leaders at BPA are committed to the online model and the expansion of blended learning over the course of the next three years. Small pilot programs including iLearnNYC, Aventa, Castle learning, teacher-developed websites, and reversed classroom models have been implemented to be observed and to monitor effectiveness. The Principal has allotted budgets to systematically incorporate technology in every classroom and to build a state of the art computer lab. She has also attended numerous iLearnNYC seminars over the last two years. Both Assistant Principals have identified their roles and development needs to make this a successful

model. Guidance was debriefed on the model and the proposed innovations for student support that will be incorporated as part of our model, such as group advisory for students at risk within their daily schedules and sessions on organization, self-pacing, and transcript monitoring, so as to equip them with the skills to independently stay informed as to their own progress in support of college readiness

Teachers have all embraced this plan especially with the tiered option of roll out and a variety of starting options that are differentiated based on teacher technological ability and comfort. The expectation is continual growth with the model as we progress as a community. The School Leadership Team sparked this initiation through student voice for more opportunities for electives, computer-based courses, and Advanced Placement opportunities. As a result, we investigated options that would fit our community both in the present and the future sustainability of our plan. Budgets and programming were thoroughly reviewed by the Administration and the evaluation of teacher ability as it aligns to a blended model. In reviewing student scholarship and credit accumulation, the need for individualization rather than differentiation became evident for all our students. We are a small school and we want to offer our students a variety of options to meet with success. Administration did a vast amount of training and research, reviewed viable financial and programming options, and shared information with all constituents. As further support mounted, stakeholders took on natural roles in the responsibility of sustaining this model. We have identified lead teachers in support of the distinct roles of each Assistant Principal so as we can sustain the model and continue with professional development through our own lead teachers as new teachers enter our model.

Obstacles will be programming for sufficient time for teachers to amend or scaffold the online curriculum for multiple access points for BPA students. We intend to do summer content teams, one week per team, for the initial curriculum restructuring and have available contingency times and funds for after school and Saturday meetings to continue this work. This will be part of the initial online round of curriculum delivery because, once conducted, adjustments to accommodate CCLS shifts or preferable supports (media, graphic organizer, self-written PowerPoints, etc.) will be necessary but the full curriculum would have been adjusted to our community of students. As we progress, the number of teachers in PM school should drop because tailored preparatory courses and credited courses can be supported through online multiple content success in one class period with online and personal support in areas of need primarily.

Another obstacle may be the rotation of teachers within the inner school to support at risk students, who will be pacing at different levels and with varying content. Teachers will need and will receive several supports for their development in regards to this obstacle: specific PD for blended, multi-level, multi-content models; inter-visitations to schools that perform successfully in this model with teacher mentorships; and common planning time with cross content teachers that serve these students will occur regularly. We have planned for inter-visitations between teachers in our school using the blended model and teachers beginning the implementation, and in collaboration with SHI, will provide targeted PD for this specific blended model. As with all transitions, new models take time for all to adjust but all stakeholders have enthusiastically supported our intended model and have aided in the preliminary experimental phases. Teachers, students, and parents see the value in aligning the delivery of curriculum in alternate settings, through technology, and in an advanced manner as a means to improve college and career readiness.

E. Instructional Staff	8 points
The school must have the mechanisms in place to assign the instructional staff to the school that have the strengths and capacity necessary to meet the needs of the school and its students. This section must contain the following elements:	

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

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

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.

The current school-specific staffing is aligned to appropriateness for the needs of our students. All teachers are highly qualified and we have added and will maintain a Dean. Most of our teachers have an overall rating of effective on the HEDI scale with developing characteristics. We have developed a Data Team this year to provide constant feedback to teacher teams for general population, student with disabilities and ELLs. An ATR AP of Guidance was hired for the 2013-14 school year to regulate protocols and procedures in the Guidance department, in particular, identifying specific and supportive course offerings and program opportunities for students-at-risk, and extending personal meetings with the families of these students. We also have an F-status programmer and an attendance teacher to assist with the programming and monitoring of attendance for early intervention. The F-status programmer will collaborate with the Guidance department to ensure appropriate and effective programming of students in daily courses, blended learning programs, and extended learning time opportunities, in support of their individualized needs and interests. Currently, we have a school day from period 1 to period 9 for flexible programming and small class instruction. As well, teachers have varying programs that run 1 to 8 or 2 to 9 periods. PM and Saturday school for extended learning times is standard programming for BPA.

Since we have the schedule and extended learning times as standard programming, we will continue within this framework. Programming for at-risk students across the cohorts will be our newest innovation for student targeted success. These students, based on their data, will be programmed for the computer lab or will be fully outfitted with individual laptops where they will be able to remain in one classroom with a monitoring teacher and push-in for special needs, learning and language, and also core content teachers for individual support as they self-pace and for general instruction, such as, writing a thematic essay. Extra planning time for these "school

within a school” teachers will be necessary in order to collaborate full class teaching plans with general skills being divided amongst each teacher allowing teachers to do whole class, small group or individual concentration for each student. They will also have access to online feedback for students supporting efforts and monitoring student progress. Each content area teacher will support all cohort level students within their subject area. Specialized instruction for area specific teachers may supplement the assigned content teacher. Guidance will also be scheduled for daily class support for students at risk, supporting college and career readiness skills such as organization, calendaring for self-pacing, responsibility to success, and anger management. Guidance will meet to plan and deliver an advisory period for these students daily rotating cohort guidance counselors. Planning will be in collaboration with the teachers and administration.

Extended planning time for teachers, administrators and guidance counselors will be the major change in school staff programming for consistent and immediate feedback and transitions or revisions as needed. Guidance will also have to begin a new protocol for students-at-risk who reach an achievement level to grant them the opportunity to remain in the inner school setting or to transition back into the general population classes, and we would like this to be student choice. All inner school setting students will be in general classes for electives, lunch, assemblies, after-school events, and academic support throughout their program to maintain their community relationship. In review of our current schedule, school staff members and support part time staff, we estimate that we can implement and maintain this model through per session hours after school and Saturdays with concentrated curriculum augmentation done on vacation weeks and during the summer. We have begun to build this flexible model and hired teachers technologically adept in anticipation of this online expansion and student support. The blended learning model will greatly support the achievement of at-risk students because it will provide teachers across the entire school, including the inner school program, to differentiate daily the curriculum and educational experiences to the strengths and needs of the students. Also, the teachers working with the at-risk students will be able to utilize the immediate feedback and data reports provided by the online platform so that instructional and programmatic changes can be made quickly and appropriately.

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.

All teachers have received extended Professional Development in a variety of online systems. All teachers were exposed to iLearnNYC and all teachers use SmartBoards and do multi-media classroom lessons daily. All teachers have original PowerPoints and video lists for their content area that can be integrated into the blended learning platform to differentiate learning and secure multiple access points. We anticipate that more differentiation will be needed and therefore are going to have summer team leagues for curriculum support. Half the teachers have already worked with blended learning systems and curriculum here at BPA and other campuses. A plan to have two teacher leads in operating systems and two teachers in blended learning culture is in effect with an administrative lead. One Assistant Principal was formally a Network Instructional Coach for Blended Learning, establishing schools in the iLearnNYC system and aligned online partners and will be the model lead. The F-Status programmer will be an integral part of student programming throughout the duration of the grant period. She will

also act as an advisory for students with regards to their programming needs and implementation of core classes, AP classes and credit recovery. All of the supports and focused areas described above will help with the implementation of this model.

Currently, we have core content coaches for each subject area who support the teachers weekly in CCLS aligned curriculum and pedagogy. During the implementation of our online system, these content area coaches will be involved in working with teachers to differentiate and scaffold the blended learning materials to ensure that the curriculum is properly tuned to the students' needs. We will have coaches for blended learning, inter-visitations with fully blended learning schools along with mentors for administration for this model. We have made contact with another Bronx school for this purpose and they have welcomed the relationship. We expect to have per session opportunities for teacher-to-teacher PDs, aligning content areas, for support in curriculum and model transitioning. We have reviewed their curriculum and would like to foster a collaborative relationship in the future.

The principal is the founder of the school that is currently in its tenth year of operation. She is adept at writing and executing tiered development plans, is an expert programmer, and handles many budget resources successfully. During the implementation, she will oversee the proper alignment and assignment of human and fiscal resources, work with the guidance department to ensure proper programming of students in the most productive environment for their achievement, and meet with all stakeholders on a regular basis to apprise them to the blended model implementation.

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

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

F. Partnerships

6 points

The school must be able to establish effective partnerships* for areas where the school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role

and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Partner Organization (EPO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. Schools are encouraged to have a few targeted and purposeful partnerships with a shared goal of college and career readiness, rather than a large variety of disconnected partner groups/services with multiple goals. For partnerships selected to support the implementation of the 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.**

Software House International will be our lead partner in developing and implementing our blended learning model, and we have worked with them to develop a blended learning model that will be successful in our school. We partnered with this organization because of their proven track record in improving student performance in schools with whom they have worked in the past. For instance, one entire school district in Pennsylvania that adopted the blended model from SHI that we are proposing witnessed a 7% graduation rate increase during the 2011-2012 school year, across all schools in district. Additionally, the Rochester City School District in New York has been utilizing the SHI model to great success: 98 credits were recovered during the 2010-10 school year, 365 credits were recovered during the 2011-12 school year, and over 650 credits were recovered during the 2012-13 school year. In addition, SHI boasts the expansive range of blended learning programs that is needed to meet the diverse needs of our students, from at-risk through advanced, including over 170 self-paced courses, core courses for grades 9 through 12, three academic levels for high school (Foundations, Standard, and AP courses), over 40 electives, 6 world languages, more than 40 STEM courses, and 19 credit recovery courses.

During the implementation of the system, SHI will be providing extensive training for our staff they will be providing an implementation and support training program during year one, which includes on-site consulting, on-site deployment discussion, teacher/administrator training, quarterly on-site site checks, and asynchronous teacher training seats with year-long professional development and support, followed by continued training and support in years two and three.

During all three years of the implementation, Software House International will be providing site licenses to its full online course and program catalog as well as online instructional support to students, and will be shifting their support in line with student growth over time. At first, more online support will be provided to students who are utilizing the system for non-Advanced Placement material, but by the end of the third year, the bulk of the instructional support will shift to those enrolled in Advanced Placement courses. This model also promotes sustainability, as students become more self-sufficient from year to year and less reliant on instructional support.

We will also be collaborating with Generation Ready as a supportive partner for professional development of the administrative team with regard to observing and rating blended learning classroom environments. While the administration receives consistent PD from NYC on utilizing the Danielson Framework for observations, we realize that there is a need to receive specific training in observing a blended model classroom as it relates to the Danielson Framework, since this model can be significantly different than a standard classroom model and the emphasis of teacher effectiveness is displayed differently. As such, the administration will supplement its regular monthly NYC training with specific training from Generation Ready for blended model observations. This would include a briefing on the blended model, observation cycle, feedback cycle, types of effective and targeted feedback, and measurement tools for effectiveness and calibration with the Danielson rubric for teacher effectiveness. Teachers will also be debriefed by Generation Ready and the administration to facilitate their full understanding of Danielson Framework as it is translated for a blended model.

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

See Attachment C, at end of this document.

- 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.**

We will hold the outside partners accountable in the areas of operations, professional development, responsiveness (including timeliness, problem solving, and accommodations to special needs), and student usage. In operations, we will monitor the platform access for each student per license. We will monitor any failed response with an accountability chart for each student, subject and time of day for sign on ability or dropped interaction. Professional Development will be monitored by feedback forms after the PDs, filled out by attending teachers, and observation of implementations in the classroom in a timely manner by school administration. The Administration will provide PD with actionable next steps with a time frame. Responsiveness by our partners will be maintained by each administrator and teacher in a log of contact that will include contact date and time, response date and time, and satisfaction codes for resolving any issues that were presented. Student usage time logs will be kept, tallied and made accessible to each teacher. For BPA administration and guidance personnel, a usage log per student, per subject will be made ready weekly for the first year and bi-weekly in

subsequent years to monitor student usage. Trend summaries will be generated and given to all BPA stakeholders to monitor the overall success of the blended program on the scholarship report cycles of BPA, and year-to-year success rates monitored.

Administration will monitor student usage weekly along with the guidance counselors to intervene with students that have low usage reports. Students will be questioned as to the reasons for this low response rate and partners will receive this feedback if applicable to their platform user-friendliness or content delivery. If reasons are other than those listed, the school will determine the best course of action for the student in collaboration with the student and their family. Students will be monitored for credit accumulation by course segment to analyze a trend of assessment success by student per marking period. Curriculum adjustments can be made based on weak performance and strong performance for understanding a student's successful access point to learning. Weak areas of learning can be repeated or revised based on teacher analysis of course segments and tasks as monitored by teachers.

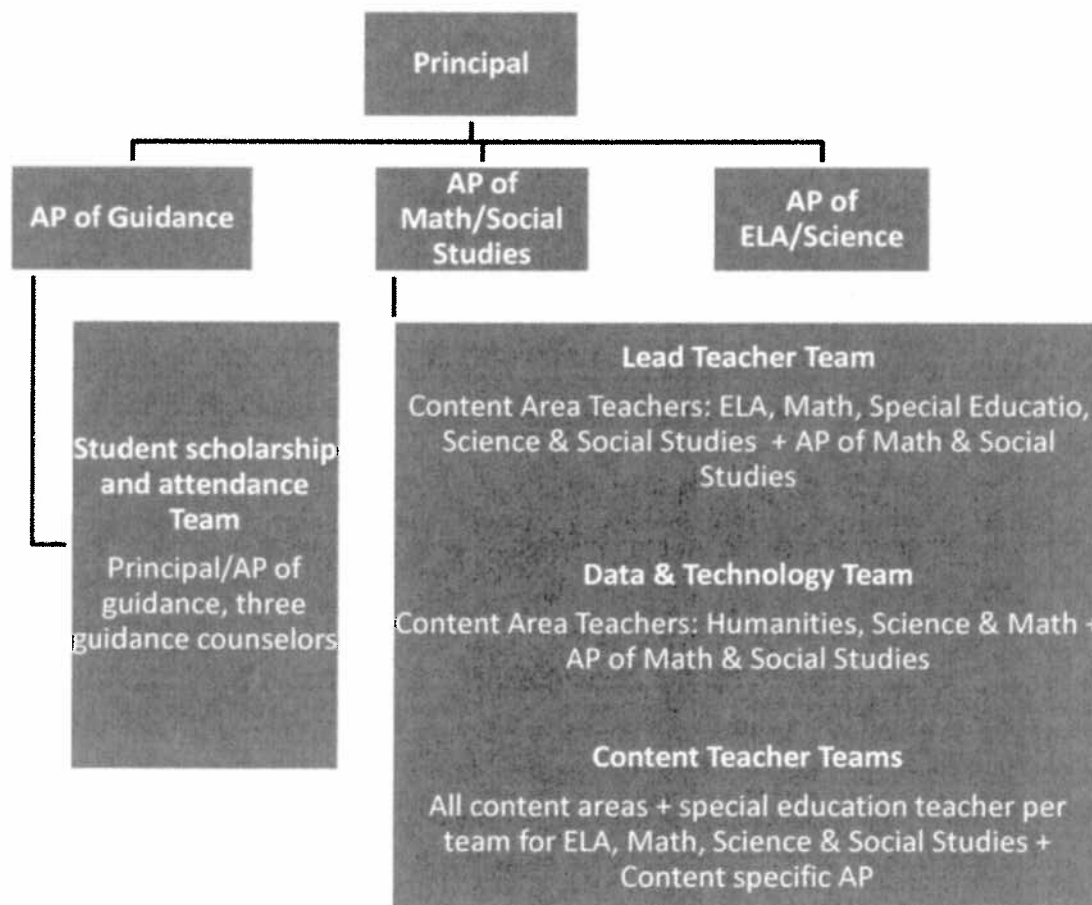
Data will be reviewed weekly for student interaction and usage and bi-weekly consultations will occur with the lead partner regarding findings. Response to BPA will be monitored weekly with a follow up email sent to each partner point so as to resolve any delays in service to our community. All feedback will be summarized post PDs and forwarded to the partner, followed by a conversation for revisions based on teacher feedback. Administration will meet with teachers implementing the blended learning model for individual student data on success, pacing and alternate curriculum for students if necessary. Guidance will be an intricate part of our school's RTI model and socio-emotional monitors will be part of the whole student evaluation along with the pacing data and scholarship grades, which eventually translate to credit accumulation. Credit pacing and accumulation for each student will be reviewed by Guidance and teachers with data for at-risk students reported to administration. A complete credit accumulation and grade assessment tracker will be kept by each teacher and reviewed by administration bi-weekly. The team of blended learning teachers, which will grow from year to year, will monitor for low performing students following a process of inquiry, reporting data to content administrator. At the end of the semester, credit accumulation will be tallied and measured year to year and compared versus traditional classroom delivery where applicable. High resulting tasks and assessments and low resulting tasks and assessments will be analyzed for commonality to collect data on assessment compatibility for BPA versus blended learning content versus performance on state tests and tasks.

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

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

See Attachment G, at end of this document.

- 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.).



Teacher teams meet daily for various focused purposes and standardized data feedback and student performance forms are submitted for coherency of information. Select components for unique discovery are also included, and teams can request a further data search to support their inquiry, based on content or a particular testing outcome. Lead teachers meet bi-monthly or more frequently during high data feedback times such as the release of Regents itemized data. All CCLS modules are consistently integrated and scaled to meet our students' needs by teacher teams and content coaches supported by assigned Assistant Principals.

The Principal has bi-monthly staff meetings which she leads concerning school-wide student progress, innovation, agendas and all new matters concerning the school, including progressive curriculum and CCLS Shifts to measure our students' outcomes in regard to standards based rubrics. She also meets with Guidance for attendance and interventions for socio-emotional, family and academic obstacles for designated students. Regular meetings with the SLT and PA keep all apprised of the current status of our students and provide opportunities for all constituents to provide feedback for advancing our students.

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

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

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

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

Network Support: The NYCDOE provides support to schools through the cluster and networks. The NYCDOE hired specialists for both MOTP and MOSL to build the capacity of networks and

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.

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

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

At 11X514, the model which is currently being implemented to satisfy the NYC APPR requirements provides teachers with a choice between two options. Option #1 required a teacher to have a combination of both formal and informal observations. The breakdown was one formal and three informal observations. This model also requires that teacher have a pre- and post-observation conference around the formal observation. Option #2 required that the teacher has six informal observations for the calendar year. Within each of the models, teacher must receive feedback within a two week window. Teacher will receive an observation report for either formal or informal observations combined with either written or verbal feedback. Teachers had the flexibility to choose between the two options, and all teachers chose option #1.

iv. Provide a full calendar schedule of the events listed in “iii” for the 2013-14 school year that reaches all instructional personnel who will staff the building.

In addition to the plan outlining events related to APPR implementation, please also see the attachment labeled “Observation Calendar” for our full calendar of completed and scheduled observations.

QR Lever: 1.1, 1.2, 3.4

CIE Standard: Students will experience rigorous instruction: questioning to advance student knowledge and academic argument

BPA Goal: Supporting the Implementation of APPR

Needs Assessment	PD Activities Topic/Format	Teacher Practice Outcomes	Student Outcomes	Learning
Teachers need a deeper understanding of Danielson components and how	Support from partners SHI & Generation Ready.	Teachers will be observed using sequenced questioning techniques, written in lesson plan.	Students will be engaged in lessons, working in depth or in groups to solve questions.	

they are applied in classroom instruction. To support the implementation of APPR.	Teacher Teaming Structure to support analysis of data/common assessment/planning and preparations. Administrator feedback through both formal and informal observations.	Questions will be arguable at DOK level4 at the end of the questioning sequence. Teachers will allow for student facilitated Qs and student generated discussion. Teacher will provide tasks that challenge student thinking, supporting their efforts to persist with academic struggle. Teachers will invite students to explain their thinking.	Students will exhibit in speaking and writing evidence citations to support their thinking. Students will be given time to reflect on evidence presented and on thinking strategies exhibited by other students.
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H. Educational Plan

8 points

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

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

The online curriculum through SHI meets the CCLS standards; however, teachers are aware that we will be tailoring the online curriculum through original and differentiated materials based on the data we have collected at this time. We will be moving cautiously into the realm of student independence and fully online curriculum by using a variation of blended models to transition both students and teachers. Teachers are prepared to develop tasks and differentiate formative assessments to meet the summative task for all students as it is aligned with the CCLS standards for their grade level. Teacher teams will continue to meet in their curriculum development teams and each core content team will continue to be supported by an independent coach and the network team to guarantee that CCLS standards are implemented and met. Through our partnership with SHI the following supports will be provided to the school: teacher-mentor bi-weekly student progress conversations; monthly analysis of student progress data; monthly teacher, student, and administrator "pulse check" surveys; and quarterly onsite classroom and administrator visits.

- ii. **Instruction.** Describe the instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Provide details of how the events of instruction in

additional required and elective courses will be arranged to reflect all of these instructional shifts. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).

ELA

ELA teachers, as well as Social Studies and Science have incorporated CCLS shifts in all their curriculum and instructional delivery. A primary focus has been the integration of informational text as a main text or as supportive text for literature. Students inform themselves and each other through researched and documented information that assists with literary understanding of the text. All texts are grade appropriate and ELA teachers have libraries for independent reading that they have Lexile levels that are leveled for individual recommendations for aligned reading. Questioning, both verbally and in written form, requires textual evidence. Argument has been a constant requirement in classroom Socratic discussions, scientific methodology and formal debates on a variety of topics. Preparation is always pre-written from sources for academically challenging arguments that use sound domain and academic vocabulary in student expression.

Instructional shift in ELA	How our model supports this shift
<i>Balancing Informational & Literary Text:</i> Students read a true balance of informational and literary texts.	Require student to read and analyze textual evidence
<i>Knowledge in the Disciplines:</i> Students build knowledge about the world through text rather than the teacher or activities	Demonstration by the student in various subject areas through online tools such as graphic organizers and personal self-evaluation to growth in literacy through their text vs. others' activities
<i>Staircase of Complexity:</i> Students read the central, grade appropriate text around which instruction is centered.	Ability for teacher to provide stretch vocabulary opportunities through online resources above grade level and supports where needed.
<i>Text-based Answers:</i> Students engage in rich and rigorous evidence based conversations about text.	Teachers are able to provide opportunities for evidence-based dialog about text in blended environment or discussion board forum events.
<i>Writing from Sources:</i> Writing emphasizes use of evidence from sources to inform or make an argument.	Students read and analyze textual evidence in the curriculum and write to support arguments.
<i>Academic Vocabulary:</i> Students constantly build the transferable vocabulary they need to access grade level complex texts.	Grade appropriate vocabulary opportunities embedded within the curriculum and available throughout rigorous texts.

Math

Math Teachers meet in a vertical line to secure coherency in transferrable skills and fluency with calculators and basic math functions. Lessons are giving time two these skills specifically. Tasks have been modeled, asserting real world application and conceptual challenges for deeper understanding of mathematical principles Argument is integrated into class and is expressly driven through application processes including defending with rationale the most efficient and appropriate applications. Students are challenged to persist through

academic struggle as teacher prompt with questions and open discussion rather than directly giving steps or assistance. Students have become accustomed to practicing and using multiple methods and persist independently or with peer support.

Instructional shift in Math	How our model supports this shift
<i>Focus:</i> Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom.	Personalized learning for students is achieved to deliver precisely the concepts the student needs to concentrate on in the math class. Better time and energy expended by both teacher and students.
<i>Coherence:</i> Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.	Teachers may carefully link learning within and across grades levels so students can build on knowledge obtained in previous years
<i>Fluency:</i> Students are expected to have speed and accuracy with simple calculations.	Core functions are mastered and students pick up speed and accuracy with basic calculations. Teachers provide activities for independent and group repetition.
<i>Deep Understanding:</i> Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.	Teachers are able to balance mere practice to true understanding by providing each child with the concepts they need to fill gaps or excel ahead.
<i>Application:</i> Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.	Mastery goes beyond memorization. Students are able to draw parallels between math concepts and real world applications.
<i>Dual Intensity:</i> Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.	Problem solving in math is reinforced through discussion and practice, where tools and formulas become second nature for the student.

- 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:

Our Partner SHI will support increased learning time through the online blended curriculum opportunities for our students. Increased learning time is consistent at BPA with PM School in session Monday – Thursday 3-5 p.m. Saturday Academy is also weekly, meeting most

Saturday from October to June, 9 a.m. to 12 noon. Vacation Academies are offered every school break with full day options to support credit accumulation and small group instruction. PM School and Saturday Academy also offer timely opportunities to address credit lapses in their transcripts. Lunch-n-Learn, a teacher volunteer program, has a core content teacher available during lunch daily for small group or individual tutorials. Teachers also are available by appointment for tutorials. We are also working with Changing the Odds and New York Tennis Junior League, two support organizations unaffiliated with this grant, to provide support to students and families in social development and community building; these programs are offered during extended learning time. We are expanding our afterschool options especially in the area of technology classes for students and their family members. Various teachers voluntarily run social lunch clubs such as Chess Club, Anime Club and the Poetry Club. Summer school is for credit accumulation and runs for a full 6 weeks, Monday–Thursday, 8:30 a.m. to 2:30 p.m., offering both breakfast and lunch for students. All core content subjects are offered in schedules of Period 1, 2, and 3 for 2 hours per period.

Period	Time	ACTIVITY
1	8:02-8:52	Academic classes Physical Education classes
2	8:54-9:44	Academic classes and/or Electives
3 Announcements	9:46-10:36	Academic classes & Physical Education classes
4	10:38-11:28	Academic classes & Physical Education classes
5	11:30-12:20	LUNCH
6	12:22-1:12	Academic classes and/or Electives
7	1:14-2:04	Academic classes & Physical Education classes
8	2:06-2:56	Academic classes and/or Electives
9	2:58-3:48	Academic classes
ELT PM School Monday-Thursday	3:00-5:00	Off track academic class or Regents Preparation class
2 nd ELT piece	9:00-12:00n	Saturday Academy for Regents prep & tutoring

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

At BPA we will continue to utilize our professional development to build our staff's abilities in incorporating and utilizing data driven instruction (DDI). We have trained teachers to process, analyze student data, align findings with Danielson components, and implement teaching strategies. All data is delivered to teacher teams from the data team in a timely fashion to content area teacher teams. Teacher teams analyze the data for overall results and all defined sub groups. Teachers evaluate student challenges by the same components and submit a data collection form to Administration with findings. Lead teachers and administration review for school-wide interventions and to inform next common assessments. Common assessments are delineated in the same process. Data is analyzed for skill and content specific to inform the revision of all curricula. Thus we have trained our teachers to work effectively using a school-wide adopted inquiry approach. All teams have an assigned Special Education teacher & one ESL teacher attends the ELA content team and advises on all curriculums. All data is extrapolated by each multiple choice question and each writing question by general population, students with IEPs and ELL students so as each question, along with overall scores, can be analyzed for precise, targeted interventions. Common assessments are generated within the content teams and scheduled as formal weeks of testing. The standardized test and the content baselines then inform the teachers as to vital testing areas for their common assessment to measure student growth. All teams then record their findings on a data compilation form for common assessments to target school-wide interventions for cross curriculum support on skills. We begin each semester with common assessments incorporating itemized analysis of Regents data upon availability to inform instruction. Data driven curriculum assesses students measured against standards and data results to create a new formative common assessment. Formative assessments are built on a staircase of graduated complexity based on an influx of new data. This leads students through stages of achievement to assist their success in final summative assessments. All student review are taught to review their transcripts and do so in a cohort assembly in the beginning of the Fall and Spring semester with Guidance and the Administration aligning their transcripts to graduation requirements

Please see chart below for weekly teacher team focused meetings:

Monday	Tuesday	Wednesday	Thursday	Friday
Inquiry Teams	PD Danielson Framework	Content Coach/CCLS	Assistant Principal Conference on Curriculum aligned with the coaches and the weekly Danielson Component	Fridays and staff meeting are often used for Special Education and ELL support for resources and to differentiate CCLS Tasks

Monthly	Department Meetings. May be used for differentiated PD sessions or full staff PD as needed.
Monthly	Faculty Meetings.
Content Coach	Content Coach meetings will be independent specialists that will assist with aligned lesson plans, unit plans and curriculum maps and support teachers in test preparation through classroom rigor and persistence. Coaches may observe practice and give teacher specific feedback in order to revise materials. Coaches will meet with APs for

	goals and feedback.
Data/Student Work	Teacher Teams work in cycles of data review, student work analysis, intervention development and implementation, student work/data analysis and shared best practices. Teams will also collect and review standardized test data for challenging areas for early intervention and content/skill support.
Danielson	Effective practice will be reviewed using the Danielson Framework for Teaching to increase pedagogical practice and teacher understanding of each component. Components will be aligned with teacher designated areas of need as well as observation analysis for high areas of need and for the formation of targeted teacher groups.
Curriculum Development	Based on data based inquiry, student work products, testing analysis; and, Danielson and CCLS professional development, support from coaches, administrators, and lead teachers, curriculum will be a living document in the form of maps, units and lessons that are self, peer and administrator reviewed.
Plan/Prep/Prof	Individual teacher time to work independently or with a partner/group on curriculum development in alignment with the Danielson components/Domain 1; to reflect on teaching practices; to contact parents; to maintain records as defined in Domain 4, a-c.
Department Meetings	Meeting one time monthly will be an opportunity for departments to continue their work or to extend their professional development as a full staff or in content specific areas. Differentiated PDs may be scheduled to meet similar teacher needs as observed/assessed.
Faculty Meetings	Meeting one time monthly, these will be primarily administrative meetings to inform and update full staff on all current DOE topics, mandates and changes, school based information along with UFT opportunity to address members.

- 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>.

Supports that exist and will continue to exist for at risk students include:

- Counseling, peer mediation
- Alternative sites referrals
- PM school, Saturday academy for tutoring, classroom workshops
- Referral to school clinic
- Lunch & learn, online study programs like castle learning, skedula
- Attendance home visits, special assemblies
- Parent meetings, outreach
- Additional support staff and CBO's partnership
- College awareness and trips

- 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.

BPA will be using and implementing the following school team structures to address the socio-emotional needs of the students which will be ongoing throughout the school year: Attendance team will be comprised of administration, attendance teacher, counselors, parent coordinator- meets weekly. Students will be monitored for weekly attendance and follow up with parents accordingly. Guidance team-an AP/Guidance was hired to support school-wide academic social needs. At risk students are identified, parents are notified and next steps are put into place. The team will meet weekly and will also identify annual goals to increase graduation rate and college enrollment. The various reports used to identify at risk students include: scholarship report, transcript history, ARIS, Skedula, attendance reports, OORS reports and Regents data. Teacher teams will be meeting weekly to discuss and monitor student progress and provide guidance with interim reports for students at risk. Teachers communicate through discussions, email and Skedula as well as other departments like guidance and deans. SBST collaborates with the staff to discuss students' emotional and social needs. They conduct evaluations as needed as necessary. BPA actively partners with specific organizations which includes CTO and NYJTL for social-emotional support through the offering of a variety of programs, courses and activities. Incentive programs will be used to recognize positive behavior and academic achievement throughout the school year like honor roll, perfect attendance and student of the month. School Clinic-Morris Heights Health clinic is housed in our building to provide additional emotional and social needs and services. Extended learning opportunities will be offered to enable students to meet with success on all state and credit requirements including PM School, Saturday Academy, AP course offering.

- 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>.

BPA believes that family and community are vital to the success of each student with all stakeholders sharing a vision of high expectations for each student. Collecting and analyzing data and information pertinent to the educational environment is consistently done through parent interview, parent meetings and survey. BPA has developed multiple ways of communicating with the parents of our students based on the family feedback for preference in format of communications and home language. In addition BPA communicates and engages our parents and community as follows:

- monthly Parent Association meetings
- mailings, and phone outreach in different languages
- parent calendars

- parent workshops
- LES, and informal surveys at parent association meetings
- Partnering with online curriculum resources such as Aventa, Castle Learning and Skedula to share with all stakeholders' timely and accurate information regarding their students' progress.
- The School Comprehensive Educational Plan is developed and shared with all stakeholders through administrative meetings
- School leadership team if formed and meets monthly to discuss school topics
- Special parent incentives at parent association meetings
- Parent invitation to school and outside events, workshops
- Title 1 funds used as determined by PA
- Students' academic profile and status consistently shared with PA
- CBO partnership information and participation in PA meetings
- Parent/teacher conferences
- Parent Coordinator participates and helps facilitate PA meetings

These activities will continue through the implementation of the blending learning model. In addition, the blended model platform from SHI includes Guardian Accounts which provide parents with online access to achievement and progress online, thus allowing them to monitor their students' progress and activity.

Informing all constituents of the SIF plan:

- Monthly Saturday PA meetings to disseminate critical information in library
- Monthly SLT meetings in the conference room
- Monthly student assemblies held in the auditorium
- Bulletin board notices in the parent, in the main office and school hallways
- Mass mailing and back pack notices to parents and students
- Parent room available for parent use
- School newsletter updates
- Teachers and counselors will also conduct outreach as necessary
- Parent coordinator will act as a liaison between the home and the school

I. Training, Support, and Professional Development	4 points
<p>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.</p> <p>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,</p>	

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.

The process was begun as a result of student voice in the SLT and student council requesting extended electives and opportunities for AP. At these meetings, teacher meeting and PA the interest in expanding our technology delivery of instruction and having online opportunities was voiced. School staff was presented with the model and all teachers were in agreement to move to this new model and given the three-year tiered transition for all teachers to move to online blended models at different rates, all agreed including to per session summer and afterschool/Saturday hours for curriculum revisions for online curriculum. The SLT was presented as well and full agreement was met.

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.

Please see Implementation Chart below.

PD Activity	Target Audience	Organization or Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
A robust teacher training including the pedagogy of teaching courses in an online or blended setting	Teachers	SHI	30% of teachers can do a fully blended model within year 1. 50% of teacher can do a fully blended model within year 2	Observations/Danielson Framework Submission of unit maps that show blended specified groups. Scholarship reports of participating students measured against traditional learning result year to year. Student and teacher feedback surveys.
Monthly just-in-time virtual trainings to build best practices	Teachers	SHI	30% of teachers can do a fully blended model within year 1.	Observations/Danielson Framework

			50% of teacher can do a fully blended model within year 2	
<p>Specialized observation training and evaluation with the Danielson Framework with a blended learning model classroom observation including informal and formal observations.</p> <p>Further training in the blended learning model variations and transition obstacles and solutions</p>	Administration Guidance Lead Teachers	Generation Ready	<p>Administrators will be prepared to observe in alternative classroom setting on a variation of blended learning models using the Danielson Framework.</p> <p>Administration will be prepared to give aligned feedback to teachers using the DF with specific and actionable next steps.</p> <p>Guidance will understand the blended model, programming and academic challenges of this model to better align with student's need.</p>	<p>Administrators will observe with a Generation Ready mentor and calibrate results with each other and GR mentor.</p> <p>Teachers will understand and implement feedback within two weeks for post check observation.</p> <p>Select teachers and administrators will Calibrate observations of blended models on site and at a remote fully blended model school.</p> <p>All observers will reach a steady rating on the DF Rubric for observed classes.</p> <p>Teachers and administrators will have a shared understanding of the alignments of DF and the blended model.</p> <p>HEDI scores will be compared for blended and non-blended models for patterns within DF Components.</p>
CCLS Shifts and aligned curriculum revisions for online learning courses.	Teachers	<p>Network and School Administrators</p> <p>May include guest speakers/specialist in</p>	<p>Teachers will scaffold online curriculum for student population.</p> <p>Teachers will collect data for immediate</p>	<p>Teacher curriculum will be reviewed, evaluated and given feedback from administrators and network specialists.</p> <p>Data collected will be consolidated by the data</p>

		blended learning.	curriculum adjustments daily or a specified timely pace. Teachers will produce curriculum that blends variations in classroom instruction with online partners.	team for a running track of student achievement in relation to specific standards. Inquiry teams will review student work in blended learning to measure progress, specifically in writing against the grade level standards and cohort non-blended writing samples.
Programming for at-risk students with a blended learning model. Credit accumulation for self pacing courses. Scheduling and monitoring credits for electives and AP courses for online alternatives.	Administrators Guidance Department	Generation Ready SHI	Administrators and Guidance Counselors will be adept at aligning blended learning contained programs to student needs. Guidance counselors will be able to coordinate grading teacher with self-pacing calendar, individualizing schedules for both.	Student who are credit deficient will be monitored for pacing toward credit accumulation in comparison to prior year(s) progress. Students in AP courses will be monitored for successful pacing and AP testing scores. Electives will be monitored for student selection, credit success and for interdisciplinary course combination classes for cross discipline summative class projects.
Writing original interactive web courses	Teachers: Core classes with Art supports	SHI Administrator Tech Teacher May include guest speakers/specialist in online curriculum	Teachers will begin to experiment with original online course design in one short unit or task per marking period. Creation of a repository of online interactive original tasks that can be shared school-wide for	Teacher viewing teams will support and evaluate each other based on an authored rubric for CCLS standards and specified Danielson components.. A student friendly evaluation rubric will be formulated and all original course work will have a test sample of student usage for further feedback.

			common skills	
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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.

Schedule & Plan for regularly evaluating the effect of training, support and professional development

Partner	Plan for regularly evaluating the effects of training support and PD
SHI	<ul style="list-style-type: none"> • Initial survey of all stake holders regarding the implementation of the program in the beginning and mid way through the school year • Data and technology team established to monitor the progress of the program meeting weekly • Content teacher teams to review and revise curriculum to meet the needs of all students weekly • Administration team including network support, counselors and CBO partnership to oversee, implement and assess the status of the program.; identify students accordingly for specific classes meeting weekly • Scholarship and attendance team to monitor the attendance and completion of our students in the program and review scholarship data per marking period, and as needed • Professional development is revised consistently according to the needs of staff and students. • Common assessments will be analyzed to pinpoint strategies to help students meet with success during teacher team meetings and administration meetings. • School-wide inter-visitations will take place monthly to allow staff to view exemplar implementation of the program • Lead teachers will be identified and meet bimonthly with administration to discuss components of the program and lead workshops
Generation Ready	<ul style="list-style-type: none"> • Administration team including network support, counselors and CBO partnership to oversee, implement and assess the status of the program.; identify students accordingly for specific classes meeting weekly & observation data for teachers • Professional development is revised consistently according to the needs of staff and students. • School-wide inter-visitations will take place monthly to allow staff to view exemplar implementation of the program

J. Communication and Stakeholder Involvement/Engagement**4 points**

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

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

The NYCDOE and the Priority School consulted and collaborated with education stakeholders about the school's Priority status and on the implementation of the SIF plan. Upon designation of the school as a Priority School in August 2012 and 2013, the NYCDOE sent letters to superintendents, clusters school support staff, and principals about the school's Priority School designation and its progress to 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 SIG plan upon the start of the 2014-15 school year and annually thereafter. The NYCDOE will provide the Priority School with a letter template to utilize, similar to the school's designation as a Priority School.

Below are the methods and times by which Bronxwood Preparatory Academy systematically update parents and families within our community.

- Monthly newsletter translated into home language
- Monthly PA meeting: brochure on consistent updates, changes, revisions and pacing stats. Admin will debrief as invited to do so.
- Website will include all update information, blended learning class videos and teacher and student interviews (video)

- SLT meeting monthly will be updated monthly with all new information and pacing
- Community: every scholarship marking period statistics will be revisited by admin and guidance to measure student progress in blended vs. traditional for student who have track histories for deficient credits.
- AP results for online vs. traditional will be monitored (any class with 50%+ online will be considered online).
- Student survey in blended course will give student feedback.
- Teacher will notify parents with interim and final scholarship reports according to student pacing in all classes
- Parent of at-risk student will be invited to special seminars and “experiences” of blended learning each semester including summer session for direct knowledge of student experience and participation.

K. Project Plan and Timeline

4 points

The school must provide a project plan (Attachment E) that provides a detailed and specific, measurable, realistic, and 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:

- 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.**

Goal #1: To support at-risk students, inclusive of ELLs and SWDs and identified for early intervention, with customized and self-paced credit accumulation opportunities during the school day and after the school day as well as Saturdays that allow them to keep pace with their cohort in order to increase on-time graduation rates for at-risk students each year.

Key Strategies:

- Extended learning time opportunities for credit recovery, test prep, review, Advanced Placement courses, and electives will be developed for at-risk, advanced, and other targeted groups of students after school and on Saturdays.
- Blended learning model will be implemented in some classrooms during the first year to enable students to access supplemental course material and full courses online during the school day.
- Teacher teams are given the opportunity to meet during the week to discuss data from the blended learning courses and make adjustments to student programs as necessary.

Goal #2: To provide teachers with professional support for implementing a blended learning online model in their classrooms that aligns to the rigor of the Common Core, as measured by both formal and informal observations utilizing the Danielson framework.

Key Strategies

- Administrator training on implementation and support of blended learning program.

- Teacher training on blended learning program including the pedagogy of teaching courses in a blended learning setting.
- Yearlong professional development and support. Key Strategies:

Goal #3: To provide increased opportunities to identified groups of students each year to access expansive offerings in electives, Advanced Placement courses, alternative independent study options, and honors-level research models for core subjects resulting in an increased percentage of students scoring a 3 or above on AP exams.

Key Strategies:

- Direct online instructional support will be provided to students taking blended learning courses.
- Extended learning time opportunities for AP and electives will be developed for students after school and on Saturdays.
- Professional development for teachers in the form of off-site visits to observe successful blended learning models in action.

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: Bronxwood Preparatory Academy
DBN: 11x514 Network: 603

PARENT REPRESENTATIVE	
Signature (in blue ink) <i>Maxine Clarke</i>	Date <i>2/6/14</i>
Type or print name <i>MAXINE Clarke</i>	

CHAPTER LEADER (UFT)	
Signature (in blue ink) <i>Jude Lynch</i>	Date <i>2/6/14</i>
Type or print name <i>Jude Lynch</i>	

PRINCIPAL (CSA)	
Signature (in blue ink) <i>Janet Gallardo</i>	Date <i>2/6/14</i>
Type or print name <i>Janet Gallardo</i>	

Attachment B

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 2016-17 for
I. Leading Indicators						
a. Number of minutes in the school year	Min	60390	60390	*72, 216	*72,216	*72,216
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%	89%	90%	91%	92%
f. Student completion of advanced coursework		40	12	15 to 18	18 to 24	21 to 30
g. Suspension rate	%	2%	4%	4%	3%	3%
h. Number of discipline referrals	Num	11%	18%	20%	18%	16%
i. Truancy rate	%	5%	3%	3%	3%	3%
j. Teacher attendance rate	%	96%	96%	96%	96%	96%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20	54	70	65	54
m. Hours of professional development to improve leadership and governance	Num	10	30	50	40	30
n. Hours of professional development in the implementation of	Num	10	30	30	20	20

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	371	378 to 401	385 to 431	392 to 461
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	0	3 to 5	6 to 10	9 to 15
h. High school graduation rate	%	65	49	52 to 55	55 to 61	58 to 67
i. Ninth graders being retained	%	21	30	28 to 25	26 to 20	24 to 15
j. High school graduates accepted into two or four year colleges	%	47	28	31 to 34	34 to 40	37 to 46

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

**The number of hours include our standard ELT programs.*

Attachment C Evidence of Partner Effectiveness Chart (Overview)

Lead Partner			
Partner Name and Contact Information	Organization	Description of Partner Organization	Names/ Titles of Key Project Leads

<p>• Software International</p>	<p>House</p> <p>Districts that partner with our company to create world-class blended learning programs benefit from our experience in implementing and operating blended and virtual public schools in 110 countries on 6 continents. We have delivered more than four million courses over the past decade to full-time virtual students and students in blended learning environments. Our subject-matter experts, instructional designers, and client services team study how these students learn and use this information to craft cutting-edge solutions to meet the challenges of personalizing education.</p> <p>We partner with over 2,000 school districts across the U.S. enabling them to offer their students an array of online education solutions, including full-time virtual and blended programs, semester courses and supplemental solutions. In addition to providing online curriculum, instruction and technology solutions, we also provide professional development and implementation planning and support. For districts with difficulty filling teaching positions, especially for hard-to-staff courses, we can provide certified virtual teaching staff to expand course options for students while your district plans to fill positions for next semester or next year.</p>	<p>Stacey M. Cole, National Account Manager-NYC stcole@k12.com; 347-746-5794 Walter Daluz, Client Services Managerwdaluz@k12.com; (347) 446-3188</p>
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OR Partner Consortium (team of two to three)

Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
•		
•		
•		

Supporting Partners (Optional)

Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
<ul style="list-style-type: none"> Generation Ready 	<p>Generation Ready is the only national provider of professional learning services that uniquely combines deep instructional job-embedded expertise, innovative technology tools, and a targeted digital content library that ensures sustained professional growth and improved student learning. For over 20 years, our primary focus has been improving instructional practice in the classroom. Our professional learning services are:</p> <p>Experienced - We only hire education consultants with at least 10 years of classroom teaching experience and proven success as instructional leaders <i>in the content area in which they consult</i>. Our research-based approach has been refined by working in thousands of urban, suburban and rural schools throughout the country.</p>	<p>Sheri Proctor sheri.proctor@generationready.com</p> <p>Bill McConnell bill.mcconnell@generationready.com</p> <p>Generation Ready, Inc. 352 Seventh Avenue, FL 12A 212.731.8410</p>

	<p>Evidence-based – Our professional development is always based on instructional and school-wide approaches that are empirically proven to improve student outcomes. These are contained within our Six Essential Practices for Effective Schools, a framework that guides our work with schools.</p> <p>Collaborative - Using data from formal accountability systems and from Generation Ready's innovative planning, informal observation, reporting and content tools, consultants work with teachers and leaders to guide professional conversations about individual needs and support wider professional development planning.</p> <p>Customized - Our differentiated professional development builds on teachers' and leaders' expertise, previous experiences, and learning styles, regardless of a school's chosen curricula, assessments or observation tools.</p>	
•		
•		
•		
•		

Evidence of Partner Effectiveness Chart (Details)

<p>Lead Partner: A Lead Partner should have experience and evidence of success in managing a school change process. For example, 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 that provides direction and shared coordination, oversight, and overall development in the areas of district portfolio management, human capital development, site-based governance, site-based budgeting and financial services, facilities, instructional and non-instructional planning and implementation. At the school level, a Lead Partner has responsibility to coordinate all other supporting partner organizations that interface with the school.</p>		
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)
SHI	1. Talent Unlimited High School, M519	1. Jessica Weinreb, weinreb@schools.nyc.gov, (212) 737-1530
	2. Fiorello H. LaGuardia High School of Music & Art and Performing Arts M485	2. Laura Van Keulan, lvankeu@schools.nyc.gov, 212-496-0700
	3. Re-Start	3. Susan Salkin, ssalkin@schools.nyc.gov, (347) 205-4299
	4. Emma Lazarus High School M394	4. Joel Heckethorn, jheckethorn@schools.nyc.gov, (212) 925-5017
	5. High School for Health Careers & Sciences M468	5. Teresa Ratkowski, tratkow@schools.nyc.gov, (516) 343-2763
	6. IN-TECH Academy X368	6. Alex Marrero, AMarrero2@schools.nyc.gov, 718-432-4300
	7. Marble Hill High School for International Studies X477	7. Kirsten Larson, klarson@marblehill.school.org, 718-561-0973
	8. Youth Connect Charter Schools in Chicago	8. Becky Thompson, bthompson@yccs.org (Charter Network School Improvement Coordinator).
	9. Chicago Youth Development Institute	9. Rochelle Howard, rhoward@cydihs.org (site contact)
	10. Cleveland Metropolitan School District,	10. Lois Klamar, Cell 216-701-5771,

	Ohio, Educator, Technology Integration- Flexible Content Expert, Professional Development Services-Jane Addams-	lois.klamar@clevelandmetroschools.org
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Partner Consortium: A Partner Consortium, is a team consisting of two to three external partner organizations that work collectively with an "in-district" 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. Organizations that comprise the consortium must have a direct role in the implementation of this grant. At least one member of the Partner Consortium must have experience and evidence of success in managing a school change process.

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 partner's 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)
	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
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-	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

	summary evidence of partners fiscal performance)	in the increase of academic performance and turnaround of the identified schools)
	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
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)
	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.

Attachment E - Project Plan Template for Year One Implementation Period Only

There are seven redesign framework components which need to be part of your Project Plan over the three-year grant period. Please complete the Project Plan for each component: (1) School Leadership and Governance Structures and Functions, (2) Curriculum and Instruction (and Implementation of the CCLS), (3) Data-Driven Inquiry and the Use of Common Interim Assessment Data to Improve Student Achievement, (4) School Climate, Culture, and Discipline, (5) APPR of Teacher and Principals as per EL 3012c, (6) Use of Time throughout the School Day and After School to Improve Instructional and Enrichment Opportunities, and (7) Meeting the Needs of Unique Student Populations.

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

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

2. To provide teachers with professional support for implementing a blended learning online model in their classrooms that aligns to the rigor of the Common Core, as measured by both formal and informal observations utilizing the Danielson framework.

Key Strategies Used to Address this Component:

1. Administrator training on implementation and support of blended learning program.
2. Teacher training on blended learning program including the pedagogy of teaching courses in a blended learning setting.
3. Year long professional development and support.

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

[illegible]

SIF Redesign Framework Component: 2. Curriculum and Instruction

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

- Angled with White School Board (from School Overhaul Strategy)
1. To support at-risk students, inclusive of ELLs and SWDs and identified for early intervention, with customized and self-paced credit accumulation opportunities during the school day and after the school day as well as Saturdays that allow them to keep pace with their cohort in order to increase on-time graduation rates for at-risk students each year.
 3. To provide increased opportunities to identified groups of students each year to access expansive offerings in electives, Advanced Placement courses, alternative independent study options, and honors-level research models for core subjects resulting in an increased percentage of students scoring a 3 or above on AP exams.

Key Strategies Used to Address this Component:

1. Access will be provided to all students to over 170 self-paced courses; English, math, science, and history/social studies courses for all high school levels; 40 high school electives; 6 world language courses; more than 40 STEM courses; and 19 credit recovery courses.
2. An initial group of teachers will implement a blended learning model in their classrooms, targeting specific groups of students based on need and interest, and oversee extended learning time offerings after school and on Saturdays.
3. Teachers will participate in Teacher Mentoring Program through SHI in which they will have the opportunity to interact with expert teachers from SHI in their content areas throughout the school year to receive guidance and feedback pertaining to student progress and determining next steps.

List specific actions to be used as part of the key strategies

Timeline

(Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)

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
Access provided to online course catalog for all students.	SHI	\$29,400				X	X	X	X	X	X	X	X	X	X
Teachers and administrators support after school and Saturday opportunities.	BPA	\$25,534				X	X	X	X	X	X	X	X	X	X
Blended learning teachers participate in Teacher Mentoring Program; email/phone access and virtual bi-monthly meetings.	SHI	Part of the \$20,000 year one support package				X	X	X	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.														
September - November	Student completion of coursework, electives, and advanced coursework will increase from prior year.														
December - February	Student credit accumulation after first semester will increase from prior year.														
March - June	High school graduation rate will increase.														

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):**

1. To support at-risk students, inclusive of ELLs and SWDs and identified for early intervention, with customized and self-paced credit accumulation opportunities during the school day and after the school day as well as Saturdays that allow them to keep pace with their cohort in order to increase on-time graduation rates for at-risk students each year.

Key Strategies Used to Address this Component:

1. Program effectiveness monitoring will be provided by SHI through monthly analysis of student progress data; monthly teacher, student, and administrator "pulse check" surveys; and quarterly onsite classroom and administrative visits.
2. Teachers will participate in Teacher Mentoring Program through SHI in which they will have the opportunity to interact with mentors that have access to their course data in order to review student data, give appropriate direction, and to discuss student progress, questions, and areas of concern.
3. Teachers teams will meet regularly to evaluate data from blended learning coursework and make instructional changes for students; data team will meet monthly with F-status programmer to evaluate data from all blended learning courses and make programming changes.

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.			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.)												
	Lead Responsible (specify partner or LEA)			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
Program effectiveness monitoring: monthly data analysis.	SHI						X	X	X	X	X	X	X	X	X	X
Program effectiveness monitoring: quarterly on-site visits.	SHI		Part of the \$20,000 year one support package	X				X		X			X			
Blended learning teachers participate in Teacher Mentoring Program; email/phone access and virtual bi-monthly meetings.	SHI						X	X	X	X	X	X	X	X	X	X
Teacher teams and data team meet to analyze data.	BPA		No cost associated.			X	X	X	X	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.															
September - November	Student completion of coursework, electives, and advanced coursework will increase from prior year.															
December - February	Student credit accumulation after first semester will increase from prior year.															
March - June	High school graduation rate will increase.															

SIF Redesign Framework Component: 4. School Climate, Culture, and Discipline

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

3. To provide increased opportunities to identified groups of students each year to access expansive offerings in electives, Advanced Placement courses, alternative independent study options, and honors-level research models for core subjects resulting in an increased percentage of students scoring a 3 or above on AP exams.

Key Strategies Used to Address this Component:

1. Direct online instructional support will be provided to students taking blended learning courses by content area teachers by SHI.

2. Extended learning time opportunities for AP and electives will be developed for students after school and on Saturdays.
3. Professional development for teachers in the form of off-site visits to observe successful blended learning models in action.

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 specific month/s 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
Instructional support for students taking up to four courses in the blended learning setting.		SHI	\$114,000				X	X	X	X	X			X	X	X
After school and Saturday AP courses and electives.		SHI	\$29,400				X	X	X	X	X	X	X	X	X	X
3 off-site visits for 16 teachers during the year.		BPA	\$24,221					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.															
September - November	Student average daily attendance will increase during quarter one in classes where blended learning is occurring.															
December - February	Student completion of advanced coursework by the end of the first term will increase from prior year.															
March - June	The number of students that score a 3 or above on AP exams and the average Regents scores on exams used by NYCDOE in College and Career Readiness metrics will increase from prior year.															

SIF Redesign Framework Component: 5.APPR of Teacher and Principals	
Aligned with which School Goal (from School Overview section):	
2. To provide teachers with professional support for implementing a blended learning online model in their classrooms that aligns to the rigor of the Common Core, as measured by both formal and informal observations utilizing the Danielson framework.	
Key Strategies Used to Address this Component:	
1. Administrator training on implementation and support of blended learning program.	
2. Teacher training on blended learning program including the pedagogy of teaching courses in a blended learning setting.	
3. Professional development for teachers in the form of off-site visits to observe successful blended learning models in action.	

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
Training for administration on observing and rating blended model classes.	Generation Ready	\$40,000	X	X	X	X	X	X	X	X	X	X	X	X	X
3 on-site professional development days and monthly virtual trainings.	SHI	Part of the \$20,000 year one support package				X	X	X	X	X	X	X	X	X	X
Quarterly on-site site checks to monitor system.	SHI						X			X			X		
On-site setup consulting and deployment discussion for teachers and administrators.	SHI				X	X	X	X	X	X	X	X	X	X	X
3 off-site visits for 16 teachers during the year.	BPA	\$24,221					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.														
September - November	The number of hours of professional development to improve teacher performance and hours of professional development to improve leadership and governance increase.														
December - February	Teacher HEDI ratings will increase by mid-year in domains 2 and 3.														
March - June	100% of teachers implementing the blended model in their classrooms will be rated "effective" or "highly effective" overall.														

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):**

1. To support at-risk students, inclusive of ELLs and SWDs and identified for early intervention, with customized and self-paced credit accumulation opportunities during the school day and after the school day as well as Saturdays that allow them to keep pace with their cohort in order to increase on-time graduation rates for at-risk students each year.

Key Strategies Used to Address this Component:

1. Extended learning time opportunities for credit recovery, test prep, review, Advanced Placement courses, and electives will be developed for at-risk, advanced, and other targeted groups of students after school and on Saturdays.
2. Blended learning model will be implemented in some classrooms during the first year to enable students to access supplemental course material and full courses online during the school day.
3. Teacher teams are given the opportunity to meet during the week to discuss data from the blended learning courses and make adjustments to student programs as necessary.

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
After school and Saturday AP courses and electives.	SHI	\$29,400				X	X	X	X	X	X	X	X	X	X
Teachers and administrators support after school and Saturday opportunities.	BPA	\$25,534				X	X	X	X	X	X	X	X	X	X
Teachers are provided with time in their schedules to meet about data.	BPA	No cost associated.				X	X	X	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.														
September - November	Student average daily attendance will increase during quarter one in classes where blended learning is occurring.														
December - February	The number of students completing advanced coursework and the number of credits earned by mid-year will increase from prior year.														
March - June	High school graduation rate and the number of students passing Regents exams will increase from prior year.														

SIF Redesign Framework Component: 7. Meeting the Needs of Unique Student Populations

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

1. To support at-risk students, inclusive of ELLs and SWDs and identified for early intervention, with customized and self-paced credit accumulation opportunities during the school day and after the school day as well as Saturdays that allow them to keep pace with their cohort in order to increase on-time graduation rates for

at-risk students each year.																
3. To provide increased opportunities to identified groups of students each year to access expansive offerings in electives, Advanced Placement courses, alternative independent study options, and honors-level research models for core subjects resulting in an increased percentage of students scoring a 3 or above on AP exams.																
Key Strategies Used to Address this Component:																
1. Access will be provided to all students to over 170 self-paced courses; English, math, science, and history/social studies courses for all high school levels; 40 high school electives; 6 world language courses; more than 40 STEM courses; and 19 credit recovery courses.																
2. Direct online instructional support will be provided to students taking blended learning courses by content area teachers by SHI.																
3. Extended learning time opportunities for credit recovery, test prep, review, Advanced Placement courses, and electives will be developed for at-risk, advanced, and other targeted groups of students after school and on Saturdays.																
			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)												
Access provided to online course catalog for all students.			SHI	\$29,400			X	X	X	X	X	X	X	X	X	X
Teachers and administrators support after school and Saturday opportunities.			BPA	\$25,534			X	X	X	X	X	X	X	X	X	X
Instructional support for students taking up to four courses in the blended learning setting.			SHI	\$114,000			X	X	X	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.													
September - November			Student attendance will increase from prior year.													
December - February			Student completion of coursework, electives, and advanced coursework will increase from prior year, and credit accumulation after first semester will increase from prior year.													
March - June			High school graduation rate will increase from prior year.													

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

Type or print the name.

EXTERNAL PARTNER

Signature (in blue ink)

Date

Type or print the name and title and organization of the partner.

Handwritten: National Account Managers - NYC

EXTERNAL PARTNER

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.

**Attachment G
Organizational Chart**



**Preparatory Academy
Principal**

**TABLE OF ORGANIZATION
2013-2014**

ADMINISTRATION

Mrs. J. Gallardo, Principal
Ms. Kim Constantine, Assistant Principal
Ms. Dawn Johannes, Assistant Principal
Ms. Carolyn Murdaugh, Assistant Principal

ADMINISTRATIVE SUPPORT STAFF

Sonia Cruz, Counselor
Joy Gralnick, Counselor
John Molina, Counselor
Stephanie Kallicharan, Dean
Patricia Mooney, Secretary
Patricia Rinaldi, Secretary
Brenda Batista, Parent Coordinator

Teacher Teams/Other Teams

Student Scholarship and Attendance Team:

Janet Gallardo, Principal
Ms. Carolyn Murdaugh, Assistant Principal
Sonia Cruz, Counselor
Joy Gralnick, Counselor
John Molina, Counselor

Lead Teacher Team:

Amy Coppola, ELA
Kevin Nailor, SS
Fredy Gonzalez, Math
Danielle Zimmerman, Science
Louis Olander, Special Education
Attending Administrator

Data and Technology Team:

Kim Constantine, Assistant Principal
Dimitry Morgan, Humanities
Danielle Zimmerman, Science and Math

Content Teacher Teams:

All ELA teachers/Shelley Christian, Special Education; Timon Munting, ESL
All SS teachers/Rodney Styles, Special Education
All Math teachers/Paul Campanella, Special Education
All Science Teachers/Shereene Shames, Special education

Special Education Leads:
Sandra Genaro/Math and Science
Louis Olander, History and ELA
All other Special Education Teachers

TEACHERS

Alfa Aquino, FL
Paul Campanella, Special ed
Amy Coppola, English
Shelley Christian, Special Ed.
Rosa Edwards, Science
Sandra Genaro, Special Ed.
Fredy Gonzalez, Math
Stephanie Kallicharan, Math
Sang Le - Science
Angelo LoMacchio, History
Jude Lynch, Global Studies
Felix Madera, Phys. Ed
Judith Millar, Phys. Ed.
Catherine Morel, English
Dimitry Morgan, History
TimonMunting, ESL
Kevin Nailor, History
Rocco Napoli, English
Louis Olander, History
Sang Park, Math
Shereene Shames, Special education
Lauren Slater, English
Rafiq Strickland, Art
Rodney Styles, Special Education
Tiffany Tirado, Mathematics
Danielle Zimmerman, Earth Science

PARAPROFESSIONALS

Oprah Wiltshire, & Monique Lawrence

SCHOOL AIDES

Joseph Depiro

COMMUNITY ASSISTANT

Robert Perez

ATTACHMENT: Observation Calendar

Bronxwood Preparatory Academy
Mrs. Gallardo, Principal
Ms. Constantine and Ms. Johannes, Assistant Principals

BPA OBSERVATION LOG 2013-2014

Teachers Names I observed	Date of formal observation September2013	October 2013	November 2013	December 2013	January 2014	February 2014	March 2014	April 2014	May 2014	June 2014
Aquino		10/29/13				#2	#3	#4		
Campanella		10/18/13		12/12/13		#3	#4	#5		
Christian		10/28/13		12/11/13		#3	#4	#5, #6		
Coppola		10/7/13				#2	#3	#4		
Edwards			11/7/13	12/18/13		#3	#4			
Genaro		10/8/13					#2	#3, #4		
Gonzalez		10/8/13,10/23/13				#3	#4			
Kallicharan			11/13/13	12/12/13		#3	#4, #5	#6		
Le		10/23/13		12/18/13		#3	#4			
Lomacchio		10/17/13		12/11/13		#3	#4			
Lynch				12/13/13		#2	#3	#4		

Bronxwood Preparatory Academy
Mrs. Gallardo, Principal
Ms. Constantine and Ms. Johannes, Assistant Principals

BPA OBSERVATION LOG 2013-2014

Teachers Names I observed	Date of formal observation September2013	October 2013	November 2013	December 2013	January 2014	February 2014	March 2014	April 2014	May 2014	June 2014
Madera			11/6/13			#2	#3	#4		
Millar			11/8/13			#2	#3	#4		
Morel			11/6/13			#2	#3, #4	#5		
Morgan		10/18/13		12/13/13		#3	#4			
Munting		10/7/13,10/9/13		12/11/13		#4				
Nailor		10/18/13,10/23/13		12/12/13		#4				
Napoli		10/9/13		12/13/13		#3	#4			
Olander		10/30/13				#2	#3	#4		
Park		10/18/13		12/10/13		#3	#4			
Shames		10/29/13				#2	#3	#4		
Slater		10/7/13		12/6/13		#2	#3	#4		

Bronxwood Preparatory Academy

Mrs. Gallardo, Principal
Ms. Constantine and Ms. Johannes, Assistant Principals

BPA OBSERVATION LOG 2013-2014

[illegible]

APPR Implementation Period Year 1

QR Lever: 1.1, 1.2, 3.4

CIE Standard: Students will experience rigorous instruction: questioning to advance student knowledge and academic argument

BPA Goal: Supporting the Implementation of APPR

Needs Assessment	PD Activities Topic/Format	Teacher Practice Outcomes	Student Learning Outcomes
Teachers need a deeper understanding of Danielson components and how they are applied in classroom instruction. To support the implementation of APPR.	<p>Support from partners SHI & Generation Ready.</p> <p>Teacher Teaming Structure to support analysis of data/common assessment/planning and preparations.</p> <p>Administrator feedback through both formal and informal observations.</p>	<p>Teachers will be observed using sequenced questioning techniques, written in lesson plan.</p> <p>Questions will be arguable at DOK level4 at the end of the questioning sequence.</p> <p>Teachers will allow for student facilitated Qs and student generated discussion.</p> <p>Teacher will provide tasks that challenge student thinking, supporting their efforts to persist with academic struggle.</p> <p>Teachers will invite students to explain their thinking.</p>	<p>Students will be engaged in lessons, working in depth or in groups to solve questions.</p> <p>Students will exhibit in speaking and writing evidence citations to support their thinking.</p> <p>Students will be given time to reflect on evidence presented and on thinking strategies exhibited by other students.</p>

Attachment C
Evidence of Partner Effectiveness Chart (Overview)

Lead Partner		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
<ul style="list-style-type: none"> • Software House International 	<p>Districts that partner with our company to create world-class blended learning programs benefit from our experience in implementing and operating blended and virtual public schools in 110 countries on 6 continents. We have delivered more than four million courses over the past decade to full-time virtual students and students in blended learning environments. Our subject-matter experts, instructional designers, and client services team study how these students learn and use this information to craft cutting-edge solutions to meet the challenges of personalizing education.</p> <p>We partner with over 2,000 school districts across the U.S. enabling them to offer their students an array of online education solutions, including full-time virtual and blended programs, semester courses and supplemental solutions. In addition to providing online curriculum, instruction and technology solutions, we also provide professional development and implementation planning and support. For districts with difficulty filling teaching positions, especially for hard-to-staff courses, we can provide certified virtual teaching staff to expand course options for students while your district plans to fill positions for next semester or next year.</p>	<p>Stacey M. Cole, National Account Manager-NYC stcole@k12.com; 347-746-5794 Walter Daluz, Client Services Managerwdaluz@k12.com; (347) 446-3188</p>

OR Partner Consortium (team of two to three)		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
•		
•		
•		

Supporting Partners (Optional)		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
<ul style="list-style-type: none"> Generation Ready 	<p>Generation Ready is the only national provider of professional learning services that uniquely combines deep instructional job-embedded expertise, innovative technology tools, and a targeted digital content library that ensures sustained professional growth and improved student learning. For over 20 years, our primary focus has been improving instructional practice in the classroom. Our professional learning services are:</p> <p>Experienced - We only hire education consultants with at least 10 years of classroom teaching experience and proven success as instructional leaders <i>in the content area in which</i></p>	<p>Sheri Proctor sheriproctor@generationready.com</p> <p>Bill McConnell bill.mcconnell@generationready.com</p> <p>Generation Ready, Inc. 352 Seventh Avenue, FL 12A 212.731.8410</p>

	<p><i>they consult.</i> Our research-based approach has been refined by working in thousands of urban, suburban and rural schools throughout the country.</p> <p>Evidence-based – Our professional development is always based on instructional and school-wide approaches that are empirically proven to improve student outcomes. These are contained within our Six Essential Practices for Effective Schools, a framework that guides our work with schools.</p> <p>Collaborative - Using data from formal accountability systems and from Generation Ready’s innovative planning, informal observation, reporting and content tools, consultants work with teachers and leaders to guide professional conversations about individual needs and support wider professional development planning.</p> <p>Customized - Our differentiated professional development builds on teachers’ and leaders’ expertise, previous experiences, and learning styles, regardless of a school’s chosen curricula, assessments or observation tools.</p>	
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	<p><i>they consult.</i> Our research-based approach has been refined by working in thousands of urban, suburban and rural schools throughout the country.</p> <p>Evidence-based – Our professional development is always based on instructional and school-wide approaches that are empirically proven to improve student outcomes. These are contained within our Six Essential Practices for Effective Schools, a framework that guides our work with schools.</p> <p>Collaborative - Using data from formal accountability systems and from Generation Ready’s innovative planning, informal observation, reporting and content tools, consultants work with teachers and leaders to guide professional conversations about individual needs and support wider professional development planning.</p> <p>Customized - Our differentiated professional development builds on teachers’ and leaders’ expertise, previous experiences, and learning styles, regardless of a school’s chosen curricula, assessments or observation tools.</p>	
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Attachment E

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

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

2. To provide teachers with professional support for implementing a blended learning online model in their classrooms that aligns to the rigor of the Common Core, as measured by both formal and informal observations utilizing the Danielson framework.

Key Strategies Used to Address this Component:

1. Administrator training on implementation and support of blended learning program.
2. Teacher training on blended learning program including the pedagogy of teaching courses in a blended learning setting.
3. Year long professional development and support.

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</u> month/s 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
On-site setup consulting and deployment discussion for teachers and administrators.	SHI	Part of the \$20,000 year one support package				X									
Monthly virtual trainings for teachers.	SHI					X	X	X	X	X	X	X	X	X	X
3 on-site professional development days.	SHI						X			X		X		X	
Training for administration on observing and rating blended model classes.	Generation Ready	\$40,000	X	X	X	X	X	X	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.														
September - November	Student average daily attendance will increase during quarter one in classes where blended learning is occurring.														
December - February	Hours of professional development in the implementation of high quality interim assessments and data-driven action will lead to growth in HEDI ratings for teachers using blended model.														
March - June	High school graduation rate will increase from prior year.														

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

3. To provide increased opportunities to identified groups of students each year to access expansive offerings in electives, Advanced Placement courses, alternative independent study options, and honors-level research models for core subjects resulting in an increased percentage of students scoring a 3 or above on AP exams.

Key Strategies Used to Address this Component:

- | |
|---|
| 1. Access will be provided to all students to over 170 self-paced courses; English, math, science, and history/social studies courses for all high school levels; 40 high school electives; 6 world language courses; more than 40 STEM courses; and 19 credit recovery courses. |
| 2. An initial group of teachers will implement a blended learning model in their classrooms, targeting specific groups of students based on need and interest, and oversee extended learning time offerings after school and on Saturdays. |
| 3. Teachers will participate in Teacher Mentoring Program through SHI in which they will have the opportunity to interact with expert teachers from SHI in their content areas throughout the school year to receive guidance and feedback pertaining to student progress and determining next steps. |

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</u> month/s 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
Access provided to online course catalog for all students.	SHI	\$29,400				X	X	X	X	X	X	X	X	X	X
Teachers and administrators support after school and Saturday opportunities.	BPA	\$25,534				X	X	X	X	X	X	X	X	X	X
Blended learning teachers participate in Teacher Mentoring Program; email/phone access and virtual bi-monthly meetings.	SHI	Part of the \$20,000 year one support package				X	X	X	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.														
September - November	Student completion of coursework, electives, and advanced coursework will increase from prior year.														
December - February	Student credit accumulation after first semester will increase from prior year.														
March - June	High school graduation rate will increase.														

SIF Redesign Framework Component: 3. Data-Driven Inquiry and the Use of Common Interim Assessment Data to Improve Student Achievement

1. To support at-risk students, inclusive of ELLs and SWDs and identified for early intervention, with customized and self-paced credit accumulation opportunities during the school day and after the school day as well as Saturdays that allow them to keep pace with their cohort in order to increase on-time graduation rates for at-risk students each year.

Key Strategies Used to Address this Component:

1. Program effectiveness monitoring will be provided by SHI through monthly analysis of student progress data; monthly teacher, student, and administrator "pulse check" surveys; and quarterly onsite classroom and administrative visits.
2. Teachers will participate in Teacher Mentoring Program through SHI in which they will have the opportunity to interact with mentors that have access to their course data in order to review student data, give appropriate direction, and to discuss student progress, questions, and areas of concern.
3. Teachers teams will meet regularly to evaluate data from blended learning coursework and make instructional changes for students; data team will meet monthly with F-status programmer to evaluate data from all blended learning courses and make programming changes.

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 specific month/s 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
Program effectiveness monitoring: monthly data analysis.	SHI						X	X	X	X	X	X	X	X	X	X
Program effectiveness monitoring: quarterly on-site visits.	SHI	Part of the \$20,000 year one support package			X			X			X			X		
Blended learning teachers participate in Teacher Mentoring Program; email/phone access and virtual bi-monthly meetings.	SHI						X	X	X	X	X	X	X	X	X	X
Teacher teams and data team meet to analyze data.	BPA	No cost associated.				X	X	X	X	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.													
September - November	Student completion of coursework, electives, and advanced coursework will increase from prior year.															
December - February	Student credit accumulation after first semester will increase from prior year.															
March - June	High school graduation rate will increase.															

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

Key Strategies Used to Address this Component:

- ## Timeline

[illegible]

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)	Attachment B												
			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
Program effectiveness monitoring: monthly data analysis.	SHI	Part of the \$20,000 year one support package				X	X	X	X	X	X	X	X	X	X
Program effectiveness monitoring: quarterly on-site visits.	SHI			X			X		X						
Blended learning teachers participate in Teacher Mentoring Program; email/phone access and virtual bi-monthly meetings.	SHI						X	X	X	X	X	X	X	X	X
Teacher teams and data team meet to analyze data.	BPA	No cost associated..			X	X	X	X	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.														
September - November	Student completion of coursework, electives, and advanced coursework will increase from prior year.														
December - February	Student credit accumulation after first semester will increase from prior year.														
March - June	High school graduation rate will increase.														

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

Core as measured by both formal and informal observations utilizing the Danielson framework.

Key Strategies Used to Address this Component:

1. Administrator training on implementation and support of blended learning program.
2. Teacher training on blended learning program including the pedagogy of teaching courses in a blended learning setting.
3. Professional development for teachers in the form of off-site visits to observe successful blended learning models in action.

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
Training for administration on observing and rating blended model classes.	Generation Ready	\$40,000	X	X	X	X	X	X	X	X	X	X	X	X	X
3 on-site professional development days and monthly virtual trainings.	SHI	Part of the \$20,000 year one support package				X	X	X	X	X	X	X	X	X	X
Quarterly on-site site checks to monitor system.	SHI						X		X		X		X		X
On-site setup consulting and deployment discussion for teachers and administrators.	SHI					X	X	X	X	X	X	X	X	X	X
3 off-site visits for 16 teachers during the year.	BPA	\$24,221						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.														
September - November	The number of hours of professional development to improve teacher performance and hours of professional development to improve leadership and governance increase.														
December - February	Teacher HEDI ratings will increase by mid-year in domains 2 and 3.														
March - June	100% of teachers implementing the blended model in their classrooms will be rated "effective" or "highly effective" overall.														

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

- at-risk students each year.

Key Strategies Used to Address this Component:

1. Extended learning time opportunities for credit recovery, test prep, review, Advanced Placement courses, and electives will be developed for at-risk,

- advanced, and other targeted groups of students after school and on Saturdays.

2. Blended learning model will be implemented in some classrooms during the first year to enable students to access supplemental course material and full courses online during the school day.

3. Teacher teams are given the opportunity to meet during the week to discuss data from the blended learning courses and make adjustments to student programs as necessary.

[illegible]

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

- Key Strategies Used to Address this Component:**

- Timeline
- (Mark box representing the specific month/s in which the action will occur and be completed.

[illegible]

**Attachment G
Organizational Chart**



**Bronxwood Preparatory Academy
Mrs. Gallardo, Principal**

**TABLE OF ORGANIZATION
2013-2014**

ADMINISTRATION

Mrs. J. Gallardo, Principal
Ms. Kim Constantine, Assistant Principal
Ms. Dawn Johannes, Assistant Principal
Ms. Carolyn Murdaugh, Assistant Principal

ADMINISTRATIVE SUPPORT STAFF

Sonia Cruz, Counselor
Joy Gralnick, Counselor
John Molina, Counselor
Stephanie Kallicharan, Dean
Patricia Mooney, Secretary
Patricia Rinaldi, Secretary
Brenda Batista, Parent Coordinator

Teacher Teams/Other Teams

Student Scholarship and Attendance Team:

Janet Gallardo, Principal
Ms. Carolyn Murdaugh, Assistant Principal
Sonia Cruz, Counselor
Joy Gralnick, Counselor
John Molina, Counselor

Lead Teacher Team:

Amy Coppola, ELA
Kevin Nailor, SS
Fredy Gonzalez, Math

Danielle Zimmerman, Science
Louis Olander, Special Education
Attending Administrator

Data and Technology Team:

Kim Constantine, Assistant Principal
Dimitry Morgan, Humanities
Danielle Zimmerman, Science and Math

Content Teacher Teams:

All ELA teachers/Shelley Christian, Special Education; Timon Munting, ESL
All SS teachers/Rodney Styles, Special Education
All Math teachers/Paul Campanella, Special Education
All Science Teachers/Shereene Shames, Special education

Special Education Leads:

Sandra Genaro/Math and Science
Louis Olander, History and ELA
All other Special Education Teachers

TEACHERS

Alfa Aquino, FL
Paul Campanella, Special ed
Amy Coppola, English
Shelley Christian, Special Ed.
Rosa Edwards, Science
Sandra Genaro, Special Ed.
Fredy Gonzalez, Math
Stephanie Kallicharan, Math
Sang Le - Science
Angelo LoMacchio, History
Jude Lynch, Global Studies
Felix Madera, Phys. Ed
Judith Millar, Phys. Ed.
Catherine Morel, English
Dimitry Morgan, History
Timon Munting, ESL
Kevin Nailor, History
Rocco Napoli, English
Louis Olander, History

Sang Park, Math
Shereene Shames, Special education
Lauren Slater, English
Rafiq Strickland, Art
Rodney Styles, Special Education
Tiffany Tirado, Mathematics
Danielle Zimmerman, Earth Science

PARAPROFESSIONALS

Oprah Wiltshire, & Monique Lawrence

SCHOOL AIDES

Joseph Depiro

COMMUNITY ASSISTANT

Robert Perez

Class Schedule

Our Partner SHI will support increased learning time through the online blended curriculum opportunities for our students. Increased learning time is consistent at BPA with PM School in session Monday – Thursday 3-5 p.m. Saturday Academy is also weekly, meeting most Saturday from October to June, 9 a.m. to 12 noon. Vacation Academies are offered every school break with full day options to support credit accumulation and small group instruction. PM School and Saturday Academy also offer timely opportunities to address credit lapses in their transcripts. Lunch-n-Learn, a teacher volunteer program, has a core content teacher available during lunch daily for small group or individual tutorials. Teachers also are available by appointment for tutorials. We are also working with Changing the Odds and New York Tennis Junior League, two support organizations unaffiliated with this grant, to provide support to students and families in social development and community building; these programs are offered during extended learning time. We are expanding our afterschool options especially in the area of technology classes for students and their family members. Various teachers voluntarily run social lunch clubs such as Chess Club, Anime Club and the Poetry Club. Summer school is for credit accumulation and runs for a full 6 weeks, Monday–Thursday, 8:30 a.m. to 2:30 p.m., offering both breakfast and lunch for students. All core content subjects are offered in schedules of Period 1, 2, and 3 for 2 hours per period.

Period	Time	ACTIVITY
1	8:02-8:52	Academic classes Physical Education classes
2	8:54-9:44	Academic classes and/or Electives
3 Announcements	9:46-10:36	Academic classes & Physical Education classes
4	10:38-11:28	Academic classes & Physical Education classes
5	11:30-12:20	LUNCH
6	12:22-1:12	Academic classes and/or Electives
7	1:14-2:04	Academic classes & Physical Education classes
8	2:06-2:56	Academic classes and/or Electives
9	2:58-3:48	Academic classes
ELT PM School Monday-Thursday	3:00-5:00	Off track academic class or Regents Preparation class
2 nd ELT piece	9:00-12:00n	Saturday Academy for Regents prep & tutoring

Implementation Period Chart

PD Activity	Target Audience	Organization or Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
A robust teacher training including the pedagogy of teaching courses in an online or blended setting	Teachers	SHI	<p>30% of teachers can do a fully blended model within year 1.</p> <p>50% of teacher can do a fully blended model within year 2</p>	<p>Observations/Danielson Framework</p> <p>Submission of unit maps that show blended specified groups.</p> <p>Scholarship reports of participating students measured against traditional learning result year to year.</p> <p>Student and teacher feedback surveys.</p>
Monthly just-in-time virtual trainings to build best practices	Teachers	SHI	<p>30% of teachers can do a fully blended model within year 1.</p> <p>50% of teacher can do a fully blended model within year 2</p>	Observations/Danielson Framework
<p>Specialized observation training and evaluation with the Danielson Framework with a blended learning model classroom observation including informal and formal observations.</p> <p>Further training in the blended learning model variations and transition obstacles and solutions</p>	Administration Guidance Lead Teachers	Generation Ready	<p>Administrators will be prepared to observe in alternative classroom setting on a variation of blended learning models using the Danielson Framework.</p> <p>Administration will be prepared to give aligned feedback to teachers using the DF with specific and actionable next steps.</p> <p>Guidance will understand the blended model, programming and academic challenges of this model to better align with student's need.</p>	<p>Administrators will observe with a Generation Ready mentor and calibrate results with each other and GR mentor.</p> <p>Teachers will understand and implement feedback within two weeks for post check observation.</p> <p>Select teachers and administrators will Calibrate observations of blended models on site and at a remote fully blended model school.</p> <p>All observers will reach a steady rating on the DF Rubric for observed classes.</p> <p>Teachers and administrators will have a shared understanding of the alignments of DF and the blended model.</p> <p>HEDI scores will be compared for blended and non-blended models for patterns within DF Components.</p>

CCLS Shifts and aligned curriculum revisions for online learning courses.	Teachers	<p>Network and School Administrators</p> <p>May include guest speakers/specialist in blended learning.</p>	<p>Teachers will scaffold online curriculum for student population.</p> <p>Teachers will collect data for immediate curriculum adjustments daily or a specified timely pace.</p> <p>Teachers will produce curriculum that blends variations in classroom instruction with online partners.</p>	<p>Teacher curriculum will be reviewed, evaluated and given feedback from administrators and network specialists.</p> <p>Data collected will be consolidated by the data team for a running track of student achievement in relation to specific standards.</p> <p>Inquiry teams will review student work in blended learning to measure progress, specifically in writing against the grade level standards and cohort non-blended writing samples.</p>
<p>Programming for at-risk students with a blended learning model. Credit accumulation for self pacing courses.</p> <p>Scheduling and monitoring credits for electives and AP courses for online alternatives.</p>	Administrators Guidance Department	Generation Ready SHI	<p>Administrators and Guidance Counselors will be adept at aligning blended learning contained programs to student needs.</p> <p>Guidance counselors will be able to coordinate grading teacher with self-pacing calendar, individualizing schedules for both.</p>	<p>Student who are credit deficient will be monitored for pacing toward credit accumulation in comparison to prior year(s) progress.</p> <p>Students in AP courses will be monitored for successful pacing and AP testing scores.</p> <p>Electives will be monitored for student selection, credit success and for interdisciplinary course combination classes for cross discipline summative class projects.</p>
Writing original interactive web courses	Teachers: Core classes with Art supports	<p>SHI Administrator Tech Teacher</p> <p>May include guest speakers/specialist in online curriculum</p>	<p>Teachers will begin to experiment with original online course design in one short unit or task per marking period.</p> <p>Creation of a repository of online interactive original tasks that can be shared school-wide for common skills</p>	<p>Teacher viewing teams will support and evaluate each other based on an authored rubric for CCLS standards and specified Danielson components..</p> <p>A student friendly evaluation rubric will be formulated and all original course work will have a test sample of student usage for further feedback.</p>

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: Bronxwood Preparatory Academy
DBN: 11x514 Network: 603

PARENT REPRESENTATIVE	
Signature (in blue ink) <i>Maxine Clarke</i>	Date <i>2/6/14</i>
Type or print name MAXINE Clarke	

CHAPTER LEADER (UFT)	
Signature (in blue ink) <i>Jude Lynch</i>	Date <i>2/6/14</i>
Type or print name Jude Lynch	

PRINCIPAL (CSA)	
Signature (in blue ink) <i>Janet Gallardo</i>	Date <i>2/6/14</i>
Type or print name Janet Gallardo	



11X514

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	*72, 216	*72,216	*72,216
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%	89%	90%	91%	92%
f. Student completion of advanced coursework		40	12	15 to 18	18 to 24	21 to 30
g. Suspension rate	%	2%	4%	4%	3%	3%
h. Number of discipline referrals	Num	11%	18%	20%	18%	16%
i. Truancy rate	%	5%	3%	3%	3%	3%
j. Teacher attendance rate	%	96%	96%	96%	96%	96%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20	54	70	65	54
m. Hours of professional development to improve leadership and governance	Num	10	30	50	40	30
n. Hours of professional development in the implementation of	Num	10	30	30	20	20

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	371	378 to 401	385 to 431	392 to 461
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	0	3 to 5	6 to 10	9 to 15
h. High school graduation rate	%	65	49	52 to 55	55 to 61	58 to 67
i. Ninth graders being retained	%	21	30	28 to 25	26 to 20	24 to 15
j. High school graduates accepted into two or four year colleges	%	47	28	31 to 34	34 to 40	37 to 46

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

**The number of hours include our standard ELT programs.*

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
--	---

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

m. Hours of professional development to improve leadership and governance

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

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

o. Hours of professional development in the implementation of high quality interim assessments and data-driven action

- p. This may include the following types of professional development activities:
- o Teacher team meetings in which teams review student work products and other data to adjust teaching practice ("inquiry team meetings")
 - o Professional development on creating and using periodic assessments
 - o Training on information systems that track assessment outcome

II. Academic Indicators

q. ELA performance index

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

r. Math performance index

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

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

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

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

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

u. Average SAT score

Averaged between three subjects.

v. Students taking PSAT

All students are required to take the PSAT.

w. Students receiving Regents diploma with advanced designation

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

x. High school graduation rate

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

y. Ninth graders being retained

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

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

College enrollment rate from 2011-12.

Janet Gallardo

ADMINISTRATIVE SKILLS

Self Directed Administrator * Highly Organized * Computer Proficiency * Bilingual
* Self directed leader * Highly Motivated * Collaborative team player * Public Relations & Marketing
* Budget planner of resources * Process & procedure compliance

Administrative Experience: Principal for Bronxwood Preparatory Academy Bronx, NY, 10466 9/2004-Present

- Founder of **current** school who spearheaded a collaborative team to author the original school proposal 2003
- Spearhead all programming initiatives throughout the school year
- Budget planner of resources
- Effective distribution of multiple resources: NYC School budget, title 1 funds, RESO funds
- Dynamic leader with motivating interpersonal skills and ability to create a cohesive learning community
- Collaborative attitude facilitates a positive working relations with staff and build outside partnerships with community based organizations and all stakeholders
- Collaboration with all stakeholders to elicit support to maximize student achievement & improve school culture
- Supervise a wide range of personnel
- Responsible for timely submission of all compliance reports and mandates
- Maintain current in latest research in education
- Elicit funds, grants and partnership through various sources to support student growth and achievement

Assistant Principal for Health & Physical Education at Christopher Columbus H.S. Bronx, NY 9/2001-2004

- Responsible for overseeing a wide range of personnel
- Meeting deadlines for compliance reports
- Provide professional development for staff to increase teacher pedagogy
- Program staff and classes accordingly
- Collaborate with administration and guidance to monitor programs and budget

Teacher at H.S. of Art & Design NY, NY 10022 9/1991-6/2001

- Former school data processing coordinator & programmer (1992-1996)
- Taught physical education and other subject grades 9-12

Professional license: New York State Teachers' and Administration' Certificates

Education: B.A. -Physical Education-Herbert H. Lehman College, Bronx, NY
M.S.- Health Education-Herbert H. Lehman College, Bronx, NY

Post Masters Degree in Administration-Hunter College, NY, NY

Category	Primary SIF Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
SIF: The Bronxwood Preparatory Academy (11X514)							
Code 15	Curriculum	Per Diem F Status. These funds will support one F status teacher to serve as programmer for three days per week of the school year. The programmer will be tasked with ensuring that students who enroll and complete blended learning opportunities throughout the year are properly programmed and reprogrammed for school and online courses. (1 F status teacher x 3 days/week x 36 weeks/year x 3 years x \$310). This will support goals 1 and 3.	\$33,480	\$33,480	\$33,480	\$100,440	Upon the expiration of the SIF grant, the school will maintain the cost of this role through its fair student funding line.
Code 15	Curriculum	Hourly Per Session. These funds provide per session for 25 teachers to participate in per session training activities and oversee extended learning time activities; more per session is allocated to later years as more students and teachers participate in the blended learning model. (25 teachers x 1 hours/week x 36 weeks x 3 years x \$4,198)	\$19,534	\$32,540	\$54,837	\$106,911	Upon the expiration of the SIF grant, the school will maintain per session through its fair student funding line as needed.
Code 15	Curriculum	Substitute Per Diem. These funds allow for 16 teachers to visit other schools three times a year that are successfully implementing a blended learning model for the purpose of seeing a working model in action. (16 teachers x 3 times/year x \$154.97 per diem)	\$7,500	\$7,500	\$7,500	\$22,500	Upon the expiration of the SIF grant, the school will maintain per session through its fair student funding line as needed.
Code 15	Curriculum	Hourly Per Session. These funds provide per session for 2 assistant principals to oversee extended learning time activities. (2 APs x 4 hours/week x 30 weeks x \$43.93)	\$6,000	\$6,000	\$6,000	\$18,000	Upon expiration of the SIF grant, the school will maintain per session through its fair student funding line as needed.
		Subtotal Code 15	66,514	79,520	101,817	247,851	
		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.	25,000	25,000	50,000	\$100,000	Title 1 funds will be repurposed to sustain this activity.
Code 40	Instruction	SHI is designed to assist in implementing district wide online learning. Includes days of on-site consulting, on-site deployment discussion, teacher/administrator training, Site Checks (quarterly on-site), and Asynchronous Teacher Training Seats with year-long professional development and support in addition to student licenses for all content areas, inclusive of AP and at-risk support. This will support goals 1, 2, and 3.	\$138,400	\$101,900	\$52,900	\$293,200	STUDENT LICENSES WILL BE RENEWED EACH SCHOOL year after the three year implementation period. The school will allocate through its fair student funding line the cost for these licenses. All other supports and materials provided throughout the course of the grant.
Code 40	Teacher Evaluation (APPR) Implementation	Generation Ready will provide leadership coaching to the principal and assistant principals to utilize the Danielson Framework to observe an online blended classroom instruction model. This will support goal 2.	\$15,000	\$12,500	\$12,500	\$40,000	Upon the expiration of the SIF grant, the school will maintain per session through its fair student funding line as needed.
		Subtotal Code 40	178,400	139,400	115,400	433,200	
Code 45	Curriculum	These funds will enable the school to grow program capacity in more classrooms through the acquisition of 100 additional laptops (\$500 each) in years 2 and 3 of the grant (\$50 in each year). During the first year of implementation, the school will utilize existing technology in the implementation. This will support goals 1 and 3.	\$0	\$25,000	\$25,000	\$50,000	Purchased laptops will be retained at the school and no additional laptop purchases will be needed.
		Subtotal Code 45	0	25,000	25,000	50,000	
Code 80	All	Employee fringes as calculated on ARRA funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	5,086	6,079	7,783	18,948	
		Subtotal Code 80	5,086	6,079	7,783	18,948	
CENTRAL							
Code 15							
Code 16							
Code 40							
Code 45							
Code 80							
		Subtotal Central	0	0	0	0	
		TOTAL SIF	250,000	249,999	250,000	749,999	
		Non-Core Instruction Tax Levy	187,128	187,127	204,139	578,394	
		Title 1 for Priority and Focus Schools	72,867	72,867	79,491	225,225	
		Other Title 1 allocations	154,369	154,368	168,402	477,139	
		TOTAL	664,263	664,262	702,033	2,030,757	

The Bronxwood Preparatory Academy

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	\$ 66,514
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 178,400
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 5,086
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	\$ 79,520
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 164,400
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 6,079
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	\$ 101,817
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 140,400
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 7,783
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total	\$	250,000

Total Project Period		
(June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 247,851
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 483,200
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 18,948
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget	\$	749,999



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 The Bronxwood Preparatory Academy								
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
11X514	SIF			
Teacher		0.00	0	0
Teacher (regular)		0.00	0	0
Lead Teacher		0.00	0	0
Coach (Math, Literacy, Special Ed)		0.00	0	0
Coach (Math, Literacy, Special Ed)		0.00	0	0
Guidance Counselor		0.00	0	0
Education Administrator		0.00	0	0
Social Worker		0.00	0	0
Teacher Per Session (rate per hour)		465	41.98	19,534
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)		137	43.93	6,000
Social Worker Per Session		0	45.13	0
F-Status Teacher per diem (rate per day)		109	306.67	33,480
Teacher Occasional Per Diem (rate per day)		48	154.97	7,500
				66,514
Central				
Subtotal - Code 15				66,514

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
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11X514	SIF
--------	-----

685 - Educational Consultant	Generation Ready; SHI	153,400
686 - Professional Services Other		0
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis	25,000
		178,400

Subtotal - Code 40

178,400

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>11X514</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
	0
Subtotal - Code 45	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		5,086
ARRA FRINGE - Other		0
ARRA FRINGE - CENTRAL		0
Subtotal - Code 80		5,086

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

0	0	0	0	0	0	0
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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.

[illegible]

N.Y.C. GRANT #

0

PROJECT BUDGET SUMMARY

Agency Name: NYC PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	66,514
Non-Professional Salaries	16	0
Purchased Services	40	178,400
Supplies and Materials	45	0
Travel Expenses	46	0
Employee Benefits	80	5,086
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		250,000

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the required budget amounts are necessary for the implementation of this project and that this agency is in compliance with the Federal and State Laws.

2/24/14 Ling Tan
DATE SIGNATURE

Ling Tan, Director, Capital & Reimbursable Finance
NAME/TITLE - CHIEF ADMINISTRATIVE OFFICER

FOR DEPARTMENT USE ONLY

SED #: 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Project #: 0 0 0 0 0 0 0 0 0 0 0 0

Tracking/Contract #:

Project Funding Dates JUN 1 2014 JUN 30 2015
FROM TO

Program Office
Approval

Fiscal Year Amount Budgeted First Payment

_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____

Voucher # \$ First Payment

Finance
Office
Approval

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

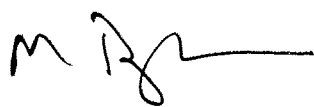
School Innovation Fund Round 3. RFP #TA-15

NAME OF APPLICANT: NYC DEPARTMENT OF EDUCATION

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

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

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

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

M/WBE Documents

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

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		\$ 749,999
2	Professional Salaries	\$ 247,851	
3	Support Staff Salaries	\$ -	
4	Fringe Benefits	\$ 18,948	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ 266,799
8	Line 1 minus Line 7		\$ 483,200
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		\$ 96,640

M/WBE UTILIZATION PLAN

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

Bidder/Applicant's Name: NYC DEPARTMENT OF EDUCATION

Telephone/Email: (212) 374-0520


Address: Chambers St.

Federal ID No.: 13-6400434

City, State, Zip: New York, NY 10007

RFP No: RFP Number: TA-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 \$ 25,000 Year 2 \$ 25,000 Year 3 \$ 50,000 TOTAL \$ 100,000

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



Mary Doyle, Executive Director State Portfolio Policy

Signature of Authorized Representative of Bidder/Applicant's Firm

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

Date: 2/21/14

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

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

Address: ADDRESS: 165 PARK ROW # 18A

Phone No.: 212-233-0419

City, State, Zip Code: New York NY, 10038

E-mail: lucy@lucywestpd.com

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

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

DESIGNATION: _____ MBE Subcontractor ☒ MBE 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 (MWBD) for M/WBE certification.

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

The estimated dollar amount of the agreement:

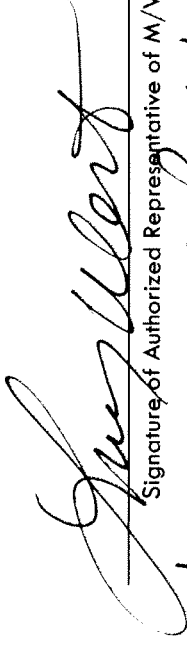
\$

100,000

Date:

2/21/14

Signature of Authorized Representative of M/WBE Firm



Lucy West, President

Printed or Typed Name and Title of Authorized Representative

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

Applicant Name: Metamorphosis Teaching Learning Communities, Inc. Telephone: 212-233-0419

Address: 165 Park Row #189 Federal ID No.: 04-371-3795

City, State, ZIP: New York, NY 10038 Project No: _____

Report includes:

☐ Work force to be utilized on this contract OR

☒ Applicant's total work force

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

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

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

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