



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

Michael Yazurlo
Superintendent
Yonkers City School District
One Larkin Center
Yonkers, New York 10701

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

Dear Superintendent Yazurlo:

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 Enrico Fermi School for the Performing Arts 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: A. Curley
E. Shine

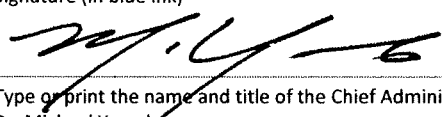
**New York State Education Department
School Innovation Fund Grant – Round 3 (TA-15)
Application Cover Sheet**

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

Applicant LEA (Name) Yonkers City School District			County Westchester		
Legal School Name for the Priority School Identified in this Application Enrico Fermi School for the Performing Arts			Beds Code 662300010033		
Chief Administrative Officer (Last Name, First Name, Dr./Mr./Ms.) Yazurlo, Michael, Dr.					
Title Interim Superintendent of Schools	Telephone (914) 376-8100	Fax Number (914) 376-8584	E-mail Address dryazurlo@yonkerspublicschools.org		
Address (Street, City, Zip Code) One Larkin Center, Yonkers, New York 10701					
Application Type (Check one):					
<input type="checkbox"/> LEA with one Lead Partner		<input checked="" type="checkbox"/> LEA with Partner Consortium			
SCHOOL DESIGN TYPE (Check One)					
College Pathways <input type="checkbox"/>	Community-Oriented <input checked="" type="checkbox"/>	Arts / Cultural Ed <input type="checkbox"/>	CTE <input type="checkbox"/>	Virtual/Blnd/Online <input type="checkbox"/>	Network-Affiliated <input type="checkbox"/>

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. Dr. Michael Yazurlo	
DO NOT WRITE IN THIS SPACE	
Reviewed by _____	Date _____

RECEIVED
FEB 26 2014
CONTRACT ADMINISTRATION
NB



February 28, 2014

New York State Education Department
Contracts Administration Unit, 501 W EB
89 Washington Avenue
Albany, NY 12234
Attn: Nell Brady

RE: RFP # TA-15

Dear Nell Brady:

For your review we are submitting an original and one copy of ***Round 3 - 2014-2017 School Innovation Fund (SIF) Application*** for the Yonkers City School District's ***Enrico Fermi School for the Performing Arts***.

Our application was completed electronically through the Review Room Portal. However, due to technical problems on the Review Room, our submission was not accepted even after multiple attempts.

Please contact me with any suggestions or questions you may have.

Thank you for your ongoing support.

Sincerely,

Amanda Curley

AC/ms

Attachments

cc: Dr. M. Yazurlo, L. Constantino, V. McPartlan, D. DeMatteo, C. Jarufe

One Larkin Center
Yonkers, New York 10701
Tel. 914 376-8100
Fax 914 376-8584
dyazurlo@yonkerspublicschools.org

Dr. Michael Yazurlo
Interim Superintendent of Schools

Louis Constantino
Chief Academic Officer

Amanda Curley
Executive Director
Instructional Support

Submission Checklist

Documents	Checked -Applicant	Checked-SED	
Application Cover Sheet (with original signature in <i>blue ink</i>)	<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: _____	



YONKERS PUBLIC SCHOOLS

Achieving Excellence Together

One Larkin Center
Yonkers, New York 10701
Tel. 914 376-8230
Fax 914 476-5488
acurley@yonkerspublicschools.org

Bernard P. Pierorazio
Superintendent of Schools

Louis Constantino
Chief Academic Officer

Amanda Curley
Executive Director of
Instructional Support

Donald DeMatteo
Assistant Director of
Social Studies

February 11, 2014

New York State Education Department
Contracts Administration Unit, 501 W EB
89 Washington Ave
Albany, New York 12234
Attn: Nell Brady, RFP # TA-15

Dear Nell Brady,

Please accept this letter as confirmation of the Yonkers City School District's intent to apply for a School Innovation Fund Grant. This application will be submitted for the Enrico Fermi School for the Performing Arts where we are proposing to implement a Community-Oriented School (wrap around services) Design utilizing a Partner Consortium.

Sincerely,



Amanda L. Curley

AC/ms

cc: B. Pierorazio, E. Quezada, L. Constantino, V. McPartlan, E. Shine, D. DeMatteo,
C. Jarufe

Yonkers City School District
School Innovation Fund (SIF) Grant Round 3 2014-2017
Enrico Fermi School for the Performing Arts

A. District Level Plan • The Yonkers City School District Overview

Demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the proposed design framework:

i. Yonkers City School District (YCSD) is the fourth largest school district in New York State, located in the lower Hudson Valley, immediately north of New York City. A vibrant learning community of over 26,000 students from 100 diverse cultures and nationalities in grades Pre-Kindergarten through 12, it is guided by a rigorous core curriculum and innovative programs in thirty-nine schools. Students participate in learning opportunities in the classroom, with colleges and universities, museums and cultural institutions, major corporations and local businesses, as well as non-profit and community groups, and government agencies. The district's mission is to empower all students to take their place in the world as knowledgeable, competent, responsible citizens and "To Achieve Excellence Together".

Through multiple grant initiatives, the district has established connections among students and their families to services that meet their needs and support educational success. Services are determined by such indicators as student behavior, attendance, academic achievement, and facilities that promote physical and mental well-being. These indicators, along with observation guide us in determining appropriate remedies and partnerships.

To further promote this initiative, the school district through the former Superintendent of Schools, Mr. Bernard P. Pierorazio, and the Mayor of the City of Yonkers, Mr. Michael Spano, introduced STRIVE National to the City of Yonkers and formed a Cradle to Career Partnership (C2C) to connect local, cross-sector partners and services to the students of Yonkers. The C2C Partnership concept was introduced nationally among public schools to facilitate the rebuilding of their schools as community learning centers. Schools become the hubs of neighborhoods with an array of social services.

Through the Yonkers C2C Partnership, parents, students, local businesses, non-profit service organizations and local political leaders collaborate to provide rigorous academic programs and a full range of school-linked programs and services. We have identified needs in the areas of academic enhancement, family engagement, nutrition, mental health, healthcare, legal counseling, parenting skills, housing, and workforce training for parents. Through the C2C Partnership, our school district is able to assess and access necessary services to support students' academic achievements including those at **Enrico Fermi School for Performing Arts (Fermi)**.

To improve the District's lowest achieving schools and bring the Community-Oriented School Design Framework to **Fermi**, while ensuring that all students graduate high school ready for college and careers, one looks at the District's capacity for system wide improvement. The former Superintendent of Schools, Mr. Bernard P. Pierorazio shared the 2013-2014 School District Goals at the Superintendent's Administrator Institute in the August 2013. They consist of six overarching goals: 1) educates all students for academic excellence; 2) implements systematic professional development; 3) maintains an environment that welcomes parents/guardians and the community; 4) maintains fiscal responsibility; 5) enhances student support services and 6) pursues renovation and modernization of facilities. The District's Theory

of Action is based on a Logic Model which is applied to each individual school improvement plan as captured in this report under *Section II, School Level Plan, A.ii, School Overview*.

ii. The YCSD has proven itself to be a conduit of change through a systematic approach to school improvement. The Superintendent's School District Goals are non-negotiable and include components of the USDOE turnaround principles. Aligned to the Vision and Goals is the District Comprehensive Improvement Plan (DCIP). The DCIP is based on findings and recommendations of District and School Administration, faculty, parent and student focus groups as well as NYSED School Quality Review Reports, External School Curriculum Audits conducted during the 2011-2012 school year, the Diagnostic Tool for District and School Effectiveness Monitoring Reviews and concentrated on the Priority and Focus schools. Incorporating multiple annual reports and evaluation reviews, the DCIP was created to improve the Priority and Focus Schools. The Office of School Improvement oversees implementation of the DCIP with the Priority and Focus school administrations and each school community along with insuring alignment of Priority School Comprehensive Education Plans. With a clear systemic coordination of activities from district departments to contracted consultants to community organizations with Priority and Focus schools sharing the same goals, the District expects significant improvement in these schools.

The YCSD's dedication to change is evident in the improvements made since the initial 2010 School Improvement Grant was awarded to change two Persistently Lowest Achieving Schools (PLA). Multiple successful actions have impacted these underperforming schools. They include: an effective and approved APPR with the collective bargaining units to implement new evaluation systems; a new Turnaround Officer to manage school-level implementation of the School Improvement Grant (SIG) models in the PLA schools through the Office of School Improvement; establishing professional learning communities within each school; and partner organizations to support initiatives. Supporting the YCSD's actions to turnaround its lowest achieving schools is through the coordination of grants to support District initiatives. District and School Administration align the objectives of grant applications with the Superintendent's vision and goals and the DCIP. As an example, at **Fermi** the total number of disciplinary incidents was more than 243 three years ago, and the total number of incidents for this year is 0. In addition, 106 eighth grade students are participating in Living Environment, Earth Science, or Integrated Algebra classes. Last year 108 students took the Regents. The significant change in behavior and change in attitude and culture is a result of the collaborative efforts of the partners, teachers, families and administration.

iii. In establishing District readiness the former Superintendent of Schools, Mr. Bernard P. Pierorazio, had demonstrated exceptional leadership, as indicated in his recognition as Superintendent of the Year by the New York State Association of Superintendents in 2011 and the College Board William U. Harris Award of Excellence. Mr. Pierorazio was adamant about student achievement and expressed his expectations annually at the Superintendent's Administrators Seminar and Community Forum. Through the oversight of Central Office and School Administration, all schools in the YCSD have been expected to meet the Superintendent's non-negotiable District Goals. This level of expectation and oversight has become embedded within the district through the Board of Education Trustees, the Table of Organization, and the current Interim Superintendent, Dr. Michael Yazurlo, a lifelong member of the Yonkers Community and school district.

The Superintendent is supported by the Chief Academic Officer, Chief Compliance Officer, Assistant Superintendent of Secondary Education, Executive Director of Elementary and Secondary Administration, and the Executive Director of Instructional Support, the Executive Director of Student Information, Assessment and Reporting, Executive Director of Special Education, Directors of School Improvement, Mathematics, Language Acquisition, Assistant Directors of Literacy, Science, Instructional Technology, and Social Studies. Cabinet and department meetings are held regularly to discuss and share school reports. District administration liaisons are assigned to each school. They are in constant communication and provide additional support with school administrators, teachers, parents and students. To support school improvement efforts, ongoing support and monitoring of student progress is conducted by the Chief Academic Officer through meetings with principals and the Superintendent and his cabinet. This monitoring also includes the mid-year principal review where student progress is addressed and highlighted in addition to discussion on the implementation of recommendations through the DTSDE Reviews, Formal and Informal School Site Visits, grant and SCEP Objectives and recommendations by the External School Curriculum Audits.

Priority and Focus School Comprehensive Education Plans (SCEP) and school programs are designed for capacity building, sustainability and alignment to the District plans. All administrative members of the Department of Instructional Support visit the schools regularly. The Executive Director of Instructional Support holds weekly department meetings where support and intervention strategies are designed. There is a link from the District website established for each area of the department to share all Professional Development opportunities, meetings, and resources. District objectives for student support include: a focus on the RtI programs; expanded partnerships with social service agencies, and addressing the Dignity for All Act. District readiness to build upon its current strengths is evident through the Parent Advisory Council which opened the year identifying improved communication about parent workshops, community partners, and support for Parent Welcome Centers. Actively engaged in implementing a long term plan that incorporated these findings and identified opportunities for parent involvement and engagement, the Council identified areas of need for educational workshops, community partnerships, family supports, and school based Parent Welcome Centers. Additionally, the YCSD has utilized the resources of the Yonkers Pathways to Success Adult Education Program to train parents across the Priority schools on Life Skills, ESL classes, and Computer Literacy. The District has introduced new partnerships including the Hudson Valley Regional Bilingual Resource Network and the Special Education School Improvement Support to schedule parent meetings. It is the District's expectation that through these efforts, a significant increase in parent participation in school meetings and programs should lead to system-wide improvement in its Priority schools. One of the YCSD Action Steps under the goal to implement systemic professional development is to improve middle years student achievement through literacy strategies across content areas for teaching and learning. Through Race to the Top Funding, Systemic Support Grant, and Title I Set Aside funding, numerous professional development opportunities are now offered to Priority and Focus school data teams. This initiative began as a result of the school visits and Monitoring reviews. The District partnered with an outside consultant group to introduce to school data teams, administrators and district office the use of a common language and protocols for effective analysis and use of data, taking the data from paper to practice. Data teams have representation from each of the grade bands including special education. This team meets monthly in each of the buildings and presents at staff meetings and grade level meetings on an ongoing basis. This initiative has been very

successful. Discussions and decisions in the schools are based on data. The next wave is a series of trainings for the Data teams with another vendor who will work with data teams, administrators and district office to: provide structure – learning goals, paced curriculum goals and create an in-depth understanding of formative assessment. The expectation is that through this training a cadre of teacher trainers (data teams) will spearhead the training at the school level under the guidance of the District Offices of School Improvement and Student Assessment and Evaluation. Administrators will observe one hundred percent of the instructional staff on a monthly basis through classroom walkthroughs and formal observations, providing ongoing feedback for instructional improvement and to ensure implementation of learned skills in the Priority Schools.

B. Operational Autonomies

The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection.

i. 1)The YCSD staffing policies - with respect to transfers and filling open positions in schools, the district follows a negotiated process as described in the collective bargaining agreement with the Yonkers Federation of Teachers. Staffing needs are based on projected enrollment for the next school year in order to meet the pedagogical, safety, administrative, and social/emotional needs of the students. In the event that positions are added, a "building Shuffle" is held in April at which time the open positions are offered to faculty at **Fermi**. New vacancies at **Fermi** are listed by content area in "Postings" and distributed to the schools. At the closing of the two separate posting periods, central office awards new positions to the most senior teacher who has requested to be transferred. Central Office applies the seniority lists to requests from any teacher to transfer to another position.

In order to provide a more autonomous staffing system, **Fermi's** postings identify specific criteria to be met. Each posting is negotiated among the bargaining units and approved by the Superintendent. In the postings, positions available at **Fermi** clearly indicating criteria and the themes of the school. In addition, the posting explains the process for selection to maintain transparency in the hiring and transfer process. Due to **Fermi's** status as a Priority school and as the recipient of a SIF grant, teachers who have scored effective or highly effective through their APPR evaluation are encourage to post to the **Fermi** community as new faculty.

2)School Based Budgeting - Generally in an effort to provide the principal and school administration with the autonomy and flexibility to utilize staff and implement strategies to best support the school, the District uses the zero-based budget philosophy for extended day programs. The principal presents to Central Office a proposed budget, outlining cost of programs to be implemented in the school. The principal's budget contains the total costs of various initiatives including all costs related to personnel and supplies. However, as the recipient of the SIF award, the principal of **Fermi**, is provided with the budget as awarded and works with Central Office Administrators to create a spending plan and to implement that plan. This practice has been in place at the four previously awarded SIG grants and principals at these schools had operational autonomy with support from Central Office Administrators.

3)Use of time during and after school - continues to be determined district wide by all schools following a 180 day schedule with a 6 hours .45 minutes instructional day. Funding for after school programs has been determined by availability of funds and principal discretion about how many students are serviced by the instructional program, dates of service, and programs to be presented. Through the SIF award, **Fermi** will have autonomy in use of time during and after school because of the significant extended learning time. They are expected to implement a systemic change throughout the school day and school year.

The principal will exercise final discretionary judgment on all decisions related to the scheduling of staff/student interactions. Additional ELA and Math instructional time will be infused within the school day, with the instructional groupings formed based on data and assessment information derived from a variety of sources such as teacher observation, data, writing notebooks, etc. while insuring equity among all teachers. The school's primary goal is to support students academically, socially, emotionally, and physically (health and wellness). In addition, time for teacher coaching, professional development, and congruency planning should also be factors in the development of plans for the use of time during and after the school day. The additional time will not only be added to the school day at the end of the day, but infused as part of the regular school day. This change is unique and should make extended learning time key to bringing student growth and achievement to the community of **Fermi**.

4)Program Selection - As the learning leader of the school building, the principal has the opportunity and responsibility to implement programs that support academic growth and student support. The principal has the ability to select research based, outcome oriented programs that are mindful of budgetary constraints. Programs selected for implementation should address all students; ELL, SWD, General Education, as well as address academics, Social and Emotional Support, and Health and Wellness. The principal of **Fermi** and faculty have the operational autonomy to select programs. That has been a practice among all schools in the YCSD.

5)Partner Selection - The selection of partners for the school will be done collaboratively between the school based administrative team and central office. Partners selected for the school must be able to provide evidence of proven success as well as research to support their strategies and philosophies. Partners selected must support the theme/focus of each school while supporting the development of ELA and Math skills through the engagement in areas such as Fine Arts, Music, Physical Development, Performing Arts, technology, etc. In addition, partners must address the multiple needs of the student population; academic, social-emotional, cultural, physical. As with other YCSD schools, the principal assists with the identification of partners, and provides constant feedback on the effectiveness of the partner. Contractual agreements with partners are dependent on receiving agreement with the school principal and leadership team.

ii. The Board of Education Policy #3100 identifies the responsibilities of the Superintendent. These include charge and control of all departments and employees, supervision and direction over the instructional program, responsibility for the financial management of the district and the budget, transmittance of reports on the status of the schools to the board, and enforcement of all provisions of law, rules, and regulations related to management. A copy of the policy is attached. Through his cabinet, the Superintendent identifies procedures whereby the operational performance of these areas is implemented in an orderly, efficient, and consistent manner.

Implementation of special initiatives, such as the plan for this SIF at **Fermi** would be managed with due diligence to the criteria as established in the grant.

iii. In the YCSD contract with the Yonkers Federation of Teachers it is agreed that in addition to transfer options for qualified applicants, "In addition to the above identified magnet positions, the Board and the Federation will continue to meet to consider the establishment of threshold qualifications for magnet and non-magnet positions that may require such specialized qualifications." This agreement for threshold qualifications provides the opportunity for the negotiations and presentation of Gateway positions. Attached is a draft gateway position should one be considered for **Fermi**. Posting procedures are captured in part I of this question as noted above.

C. District Accountability and Support

The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIF plans. The LEA plan must contain the following elements:

i. Under the oversight of the Chief Academic Officer, who supervises School Administration; Chief Executive Compliance Officer; Executive Director of Student Information, Assessment and Reporting, and his department provide information and support on all pertinent data, assessments, and state accountability measures; Executive Director of Special Education, and her department provide support to special education teachers and students with disabilities; Executive Director of Instructional Support, through her department application of school based initiatives in curriculum and instruction, ELL and Bilingual Programs, professional development, and grants. Within the department, the Director of School Improvement, organizes support to the lowest achieving schools calling upon the assistance of other directors and assistant directors within Central Office. The department's Budget Analyst, oversees implementation of grant budgets. District level organization chart is attached.

ii. A chart is attached, *Section II, G.i*, to better identify how the Central Office Administration is organized to support and provide high accountability to **Fermi**, which captures the coordinated manner in which all parties are introduced and linked over the timeframe of the grant and the feedback loops that are in place. The cycle of planning has been captured in two phases, in the pre-implementation phase and following the application award for the SIF. The second planning phase assumes the grant is awarded, meetings and correspondence continues on a weekly basis identifying how current needs are being met and accountability systems are being implemented. The Director of School Improvement is in constant contact with the school administration and faculty discussing changes that are happening in the school and supports and resources provided to meet its needs since it has been identified as a Priority School. During cabinet meetings with the Superintendent and weekly meetings with the Department of Instructional Support, Central Office Administrators are informed and bring additional supports to the school as identified. The principal of **Fermi** weekly speaks with the Chief Academic Officer and the Superintendent. Reports of services are made by the current partners and service providers. Teachers attend workshops presented by Assistant Directors and Directors, and the Teachers' Center thus providing additional avenues of communication. Whether by email, formal reports, phone conversations, meetings, or workshops, communication is frequent and ongoing with the

administration, faculty, and parents at **Fermi**. Upon awarding of the grant, the Director of School Improvement under the supervision of the Executive Director of Instructional Support and a designated central office administrative liaison will assist the Project Manager to direct and coordinate the district's community-oriented school design framework efforts at **Fermi**.

iii.

Pre-Planning Period (April to May 31, 2014).

- Data Analysis and Accountability Planning: Responsible for Delivery - Executive Director of Accountability and Assessment, Executive Director of Instructional Support, Executive Director of Special Education, Director of Language Acquisition, Director of School Improvement;
- Oversight of SCEP and implementation of SMART Goals: Director of School Improvement, OEE, Principal, Center for Secondary School Redesign (CSSR), designated school committees;
- Application for teaching positions and hiring of faculty - Responsible for Delivery: Chief Academic Officer, Executive Director of Instructional Support, Principal;
- Preparation of RFP, negotiation of contracts, presentation to the Board of Education - Responsible for Delivery: Executive Director of Instructional Support, Director of School Improvement, Assistant Director of Social Studies;
- Budget Planning including Purchasing of Materials and Supplies - Responsible for Delivery: Director of School Improvement, Budget Analyst, Principal;
- Collaborative planning with Partner Consortium - Responsible for Delivery: Executive Director of Instructional Support, Director of School Improvement, Representatives from the YCA, YFT and PTSA.

Implementation Period (June 2014 to June 2017)

- Oversight of **Fermi** and Community Connections - Responsible For Delivery: Superintendent of Schools, Chief Academic Officer, Executive Director of Instructional Support;
- Opening of the Community-Oriented School Design at **Fermi** - Responsible for Delivery: Partner Consortium, Principal, Project Manager;
- Implementation of SIF Plan and Goals - Responsible for Delivery: Executive Director of Instructional Support, Director of School Improvement, Partner Consortium, Principal, Project Manager;
- Instructional Support, Training, and Professional Development - Directors of Math and Testing, Assistant Directors of Literacy, Science, Social Studies, Instructional Technology, Partner Consortium, Principal, Project Manager;
- Analysis and Accountability of Implementation - Executive Director of Accountability and Assessment, Executive Director of Instructional Support, Director of School Improvement, Partner Consortium, Principal, Project Manager.

D. Teacher and Leader Pipeline

Demonstrate a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, identify a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools including:

i. Attracting and retaining educators who are facilitators of learning, data driven collaborators, creative curriculum adapters, and models of highly effective instruction is the single most essential element in improving student achievement. Placing highly qualified teachers in every classroom and administrators in every school is the District's goal. To fulfill this goal, especially in lowest achieving schools, the district advertises through the media and online nationally, the District's Human Resources staff participates in numerous college and career fairs locally recruiting certified graduates from highly rated teacher/administrator preparation programs. Through its partnerships with local Schools of Education, the District provides an urban laboratory for intern residencies. These internships allow aspiring teachers and administrators to hone their skills through on the job experiences under the guidance of master educators. The district created teaching assistant positions which are filled by certified teachers. These teaching assistants work in collaboration and under the supervision of qualified classroom teachers. When teaching positions open, those teaching assistants and interns, whose performance has been satisfactory, are encouraged to apply. In turn the District benefits from a preview of a potentially skilled workforce. Similarly, the Teachers of Tomorrow grant allows the District to hire aspiring teachers as tutors who, under the supervision of experienced staff, provide a valuable service to our students, especially in our high needs schools where they are assigned.

ii. Gateway postings are created in collaboration with collective bargaining units to recruit experienced professionals to fill positions requiring specific qualifications and expertise to ensure that appropriate personnel are hired for schools undergoing dramatic change and to meet the needs of their students. Certain competencies and provisions may be required, such as: an agreement to participate in trainings designed specifically for the school's new focus; ongoing commitment to professional growth and development; mentoring, peer coaching and workshop facilitation. Contractual financial incentives are offered to compensate for additional time and services expected and increased opportunities for professional growth are available. Gateway openings are posted for all qualified staff to apply, committees are formed to screen applicants and conduct interviews, and those who have demonstrated a high level of performance and success and who meet all requirements are hired. Fiduciary supports are available through the general budget or grants. Budget timelines for grants are dependent upon awarding of the grants. The district implements once awards are made. Otherwise the general budget which covers salaries is voted on by the board and is awarded by the city in an annual and timely fashion insuring personnel are in place for the pending school year.

iii. The Superintendent expects that administrators participate in the Leadership Academy designed by his staff to provide a coordinated vehicle for enhanced instructional leadership development and support. Through PACE University faculty a series of workshops are presented to all school administrators. The District has also created the ALL (Aspiring Leaders Learn) a program in which candidates for administrative certification attend seminars focused on the business of school administration. Professors from Manhattan College collaborate with the

District in all aspects of the ALL program. The Leadership Academy and ALL, which are funded through the general budget, provide training in such best practices/topics as Dignity for All, the CCLS and instructional shifts, strategic planning for the development and whole school implementation of these standards, school change, data analysis toolkits, Instructional Rounds, Assessment for Learning, and evaluations. The District facilitates participation in highly effective school leadership institutes and conferences conducted by such entities as Harvard, Pace, Fordham University, CSSR and NYSED which are funded through grants such as Title II, RTTT, and the Advanced Placement Incentive Grant in addition to the general budget. Principals in the Priority Schools have participated in these leadership institutes and conferences. The principal currently identified for **Fermi** has participated in the Harvard Institute, Pace University Seminars, the Summer Fordham University Conference, CSSR workshops, and NYSED presentations.

In addition to the historically successful leadership programs as noted, to further support Priority Schools, leadership school change coaches have been provided to assist with the development of the administrative teams through the oversight of the Director of School Improvement. All administrative teams selected for low performing schools, which includes the schools identified through the previously awarded SIG and those in the current applications, are trained in school change models, strategies for implementation, and instructional coaching and feedback in the context of observation and evaluation. Furthermore, through the district and city partnership, Cradle to Career (C2C), the ideas inherent in building collaborative community models both inside and outside of the schools have been introduced to all administrators through ongoing meetings and the administrative bargaining unit, Yonkers Council of Administrators (YCA) and members of the YFT. At this time, it is proposed to use the three current district Community Schools as models for the C2C Partnership. Representative of these schools have visited other Community Schools outside of the district, representatives have attended local conferences, and should also attend the National Community Schools Conference in April in Cincinnati. Furthermore, both partners, *ANDRUS Children's Center* (ANDRUS) and *Interactive Health, LLC* have been active in the Community Schools Model through the Children's Aid Society and 21st Century Grants. The goals for leader development are addressed in Section II.1.

The Community School Design is implemented in the District at several sites. School 13 is initiating a Community School Design through the School Improvement Grant. Museum 25 Elementary School and PreK to 8 Family School 32 were both awarded Community School Grant Initiatives this year. Through these grant funded programs, multiple partners are providing training in the implementation of Community Schools models. Effective leadership development is measured utilizing the six domains which cover all aspects of a principal's job performance: Diagnosis and Planning; Priority Management and Communication; Curriculum and Data; Supervision, Evaluation, and Professional Development; Discipline and Parent Involvement; and Management and External Relations.

As agreed upon between the district leadership and the Yonkers Council of Administrators, all school administration are evaluated annually using the Marshall rubric and receive a HEDI rating. If an administrator receives a rating as ineffective, that administrator would be considered for transfer to another school and would be placed on an improvement plan.

iv. The District's design for professional development combines both district-wide and site-based approaches. The district-wide training provides staff with a common core of knowledge and a shared language, designed to build capacity among teachers to be effective in the

classroom. Through ongoing professional development evaluation reports, teachers identify topics they want to learn more about and evaluate those in which they have participated. This data reviewed by the District's Professional Development Committee comprised of district administrators, bargaining unit representatives, and staff from core areas and departments as well as schools. The teaching and learning needs identified as a result of this process are reflected in the District's Professional Development Plan which has been funded through the general budgets and a variety of grants. The implementation of this plan has measurable impact on all participants and on student achievement in high poverty, low performing schools, in particular **Fermi**. Training is designed to enhance the quality of instructional leadership and improve the quality of teachers as learners and facilitators of learning in the classroom. As a condition of employment, newly hired teachers attend a unique program called VISIONS - Viable Instructional Strategies in Orienting New Staff - an institute which provides best practices and strategies that address major elements of successful teaching. Since its inception in 1990, hundreds of teachers have begun their careers with a clear understanding of the District's expectation for providing quality instruction for all its students. Various grant funds, such as The Wallace Foundation, have supported this initiative over the years. A calendar of district-wide training events is published each year containing all relevant programs and meetings scheduled and participants invited to attend. Teachers are also encouraged to participate in professional development offered in a multitude of engaging ways across a wide variety of settings, such as: virtual communities of practice, webinars, blended learning models, professional learning communities, coaching and mentoring, facilitated strategic work sessions, learning labs, school based trainings, and at the elbow classroom modeling by consultants and coaches. All trainings are funded through district budgets and grants. In addition, the District is assisted by The Richard Gazzola Teacher Center in providing a variety of courses and workshops conducted by trained staff and offering in-service credit. The Center also provides mentoring services to all teachers.

- v. See attached District Training Events for Year I implementation

E. External Partner Recruitment, Screening, and Matching

The YCSD has a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools.

- i. The first step in the process is a review of previous and current district and school partners and vendors, discussions with school administration and committees, and alignment of goals and services to be provided through the grant. The criteria of selection, goals and objectives are outlined in the SIF, the school SCEP, and other pertinent grants. All potential applicants are then reviewed and rated based upon a rubric. Those candidates who meet preliminary criteria are interviewed by appropriate administrators from the Division of Teaching and Learning and the school administration. Based on overall consensus Central Office administrators and **Fermi** representatives select partner organizations/consultants for their schools based on the following criteria: 1) Professional pedagogical qualifications necessary for exemplary performance; 2) Prior proven effectiveness in working with and addressing the needs of students in areas with similar demographics as those of Yonkers; 3) An understanding of the individual school and its specific student population and characteristics; 4) Recognized and identified special circumstances within a specific school; 5) A logical approach to tasks and issues within the

school; 6) Specific measurable deliverables, performance standards, and reporting requirements, including due dates. Once identified selected partners must complete “Performance Based Guideline - Ten Questions” and associated Appendix A spreadsheet. The Ten Questions address: purpose of service, individuals serviced, services provided, amount, communication, evaluation of services provided, and quality review. The spreadsheet outlines all expenses and costs as they are aligned to individual services to be provided by date or event. Both documents are reviewed by the Instructional Support Directors, who in turn work with the Budget Manager and Legal to ensure that all aspects of the process have been adhered to and that the potential partner/consultant has been properly vetted. Once a contract has been awarded, it is valid for a specific period within the school year.

The partner then under contract brings services to **Fermi**. Ongoing evaluation is made of services provided. Based upon implementation of the contract and prior to the end of the contract or once all of the initiatives have been met by the partner, the school administration, and in some cases teachers and/ or students and parents are asked to complete a Partner/Consultant Evaluation. Based upon the annual evaluation, if the school and or district agree that a contract should be re-awarded to **Fermi**, the partner must submit a new set of Ten Questions and Appendix A. School Building administrators as well as District administrators have the ability to select potential partners. However, a partner who has previously worked with a school or schools, favorable evaluations must support renewal of a contract.

ii. There are two separate areas which are available through the procurement process. They are the purchasing of materials and supplies and the purchasing of services. Both are dependent upon receiving notification of grant award from NYSED. The purchasing of supplies follows this sequence: 1) the principal identifies items to be purchased, his/her administrative assistant has direct access to electronic procurement system, Oracle Financial System, and inputs information into the system, principal approves electronically; 2) order transmitted to Executive Director of Instructional Support to approve with multiple successive central office approval signatures required for order approval; 3) purchase items received in school, administrative assistant confirms accuracy of order and accepts, principal electronically confirms receipt of order, information transmitted to purchasing to pay vendor; 4) if the items are available, once the approvals are submitted the items can be received within two weeks. The second procurement for services purchased is for all partnerships which are grant funded through the SIF. Prior to being awarded the grant, the process of identifying the partners is started as described in *E.i.* Contracts with the partners are not approved by the Board of Education until the grant is awarded by NYSED. Through the Oracle financial system, budgets are made available within 24 hours once NYSED approval is received. For supplies, materials and purchased services, systems are in place which supports procurement beginning June 1, 2014.

iii. The District selects Partners based on prior success, industry recognized organizations, proven pedagogical, knowledge and understand student demographics and individually of each school within the District. Through the SIF, a Partner Consortium has been identified and the three organizations have had evidence of success in managing a school change process. The primary member of the Consortium is YCSD which has successfully implemented four School Improvement Grants. NYS Guidelines for Social and Emotional Development and Learning are reflected in the opportunities the evidence-based programs offered through *ANDRUS*, another member of the Consortium. The *ANDRUS* Team which is currently at **Fermi**, but in a more

limited capacity, links families with critical supports in the community insuring the student is part of several dynamic supported environments as needed for their development. Through this partnership the goal of linking high-quality programs to the school and providing comprehensive services to students and their families which are designed to counter environmental factors that impede student achievement. To effectively attain achievement of this goal and to determine growth in student academic achievement, attendance rates, school culture and climate, and evidence of improvement in student health and socio-emotional well-being, we introduce our third partner to the Consortium, *Interactive Health, LLC.*, under the guidance and oversight of Dr. Katherine Roberts. Through this partner a process and outcome evaluation is conducted to assess the project's progress towards achieving its stated objectives. Both quantitative and qualitative process evaluation data is collected and used to determine program fidelity, the extent to which various components are implemented; to identify aspects of programs most and least likely to be implemented as planned; and to determine the acceptability and perceived utility of programs and services. Data is analyzed on a continuous basis generating reports to the school district and partners. The results of both the process and outcome evaluation measures progress, guides program service delivery, and make adjustments in program and services, if necessary. A project manager is recommended to monitor and oversee all activities at the school and among the partners in the Consortium over the course of the grant. The Principal of **Fermi** and his/her cabinet can perform due diligence in ascertaining what and how the identified support vendors bring about positive academic results using researched based strategies. This information is considered when partner and vendor applications are reviewed.

<i>Month*</i>	<i>Action</i>	<i>Principal Actions</i>
May-June	External Review Process	Review of applications
May-July	Applicant Interviews	Rubric Scoring to Identify Candidates
May-August	Review of 10 Questions and Appendix A, presentation to appropriate administrators and negotiation of contract	Coordination of efforts with appropriate Central Office administrators
June-September	Presentation of contracts to Budget and Finance Committee and Board of Education	Attendance at presentations
September-June	Implementation of contracted services	Oversight of school based activities
January-February	Initial evaluation of services	Review of services provided to date by partner, impact on school community activities and instructional program
May	Annual evaluation of services	Complete review of services provided. Principal solicits input from all stakeholders impacted, e.g. teachers, students, parents, etc. District Directors included in the review process.
June	Determine disposition of Partner services	Request that partner services be continued as is, continued with revisions, or discontinued.

*Different vendors will be brought into the process during implementation of the start-up period. Thus, the range of dates on the calendar for implementation of the process.

F. Enrollment and Retention Policies, Practices, and Strategies

Describe clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency.

i. Similarities among **Fermi** and other Priority schools are the relative number of ELL students (Refer to chart below.) The majority of the ELL population in each school is of Hispanic descent. Thirty-eight percent (38%) of the entire student population at **Fermi** is attending as English Language Learners which is larger percentage than Scholastic (14%) and smaller than Dodson (44%). Differences among **Fermi** and other schools with bilingual programs is the seating capacity per grade level. **Fermi** is a PK-8 school with a larger school site with the capacity to accommodate more bilingual students. Also, the ability to accommodate siblings in multiple grades affects parent school choice. The later the students arrive in the school year, the more challenging it is to accommodate whole families in a school. Therefore, enrollment may appear as a disproportionate distribution of students as families are accommodated in schools with available seating for all family members, thus **Fermi** and Dodson, another Priority School, are chosen.

Among the priority schools, MLKing, Dodson, and **Fermi** have a proportional enrollment of ELL students. This is due to the demographics of the school neighborhoods and parent choice to enroll their children in the balloting procedure. When one looks at the proportion of bilingual, ESL, and SWD students enrolled in the priority schools, the percentage of students is significantly higher at **Fermi**, 13, and Dodson.

Priority Schools	Student Enrollment	#Bilingual Students	# ESL Students	#Students with Disabilities
Enrico Fermi	935	172	181	24
Scholastic Academy	638	N/A	114	18
Museum 25	383	N/A	30	47
Martin Luther King, Jr. (MLK)	547	N/A	92	35
Robert C. Dodson	795	182	115	26

The students at risk at this school include 85% who receive free and reduced lunch. Addressing this need is a district wide concern. The poverty of the YCSD continues to grow as evident in the growth of the homeless population captured in the chart below.

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014*
200	450	829	1032	540

**as of January 2014, mid-year count*

ii. YCSD is firmly committed to providing all LEP students and SWD with equal access and opportunities to all school programs, services and extracurricular activities. We believe in equity and access across all areas for students which include social, emotional and academic support and stability. YCSD continually monitors and reviews its programs to ensure that all LEP students are recipients of high quality academic programs that are tailored to meet their

individual needs. Currently all 39 schools have SWD and ESL programs and bilingual programs in 7 schools (2 High Schools; 3 PK-8; 2 Pre-K-6).

Pursuant to CR 117.3, all new entrants new to the Yonkers Public Schools are screened at the District's Registration Center. Every new family completes a Home Language Questionnaire with the assistance of registration personnel. If the student's home language or native language is a language other than English, an informal interview is conducted in English and where possible in the native language. If it is determined that the student speaks little or no English then he/she is administered the NYS Language Assessment Battery-Revised (LAB-R) and after February 1, 2014, the NYSITELL will be administered to these students. If the student scores at the Beginner, Intermediate or Advanced level (based on NYS cut scores), he/she is classified as Limited English Proficient and scheduled to receive services at the school in which he/she is registered to attend. If the student scores at the Proficient level on the LAB-R/NYSITELL, the student is not eligible for LEP services. If the student is Spanish dominant; the parent is offered the opportunity to decide if their child will participate in either the District's Transitional Bilingual Education Program or the Free Standing English as a Second Language Program. If the student's home or native language is a language other than Spanish, the student is automatically placed in a Free Standing English as a Second Language Program. As part of the District's accountability, every ELL student in grades K-12 is administered the NYSESLAT to assess each student's proficiency and continued eligibility of services. In addition, Questar, the company overseeing the administration of the NYSESLAT, has provided parents with assessment results in English and Spanish. Schools distribute and explain this documentation during their Open House events. In addition, the Office of Student Information, Assessment and Reporting provide all Central Office and School Building administrators with disaggregated data on ELL student performance in the core area subjects from grades K-12. This data is shared with the teachers providing services to ELLs so they may tailor their instructional programs to meet the needs of the students.

A general education student suspected of having a disability should be referred in writing to the district's Committee on Special Education. The school district ensures that evaluation materials used to assess a student are provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally. The assessments are conducted in the child's dominant language including psychological and educational testing. A comprehensive Social History is conducted with the parent/guardian as informant with interpreters provided as needed. Core area teachers, as well as Title I reading and math teachers are required to carefully evaluate and describe each student's skills, including learning styles, strengths and weaknesses. After the evaluations are completed, the Committee on Special Education (CSE) schedules a meeting with parent(s)/guardian(s), and other mandated participants. At the CSE meeting evaluations are reviewed, and determination is made as to whether the student meets state established criteria to be classified as a student with a disability. If the student is found eligible, the committee recommends appropriate level of service. A student cannot be determined eligible for special education if the determinant factor is limited English proficiency. Upon receipt of Consent for Initial Services, the student will be given appropriate services across a wide continuum - which can range from a related service (e.g. speech or occupational therapy) to special class placement. Annual Reviews are conducted for each student in the spring to determine what level of services is warranted for the next academic school year.

YCSD firmly believes that students need effective instruction to achieve success. The district's policy focuses on providing intervention strategies to students whose level of achievement needs to be raised, whether academic or behavioral. These intervention strategies are taught in the classroom and through the support of Title I Reading and Math Teachers. In the case of behavioral needs, student support services are provided. Students who are given an Academic or Behavioral Intervention Plan should attain the goals specified in the plan if they are measurable and reachable in the areas specified. If the standards on the grade level are not reached after a specified period of instruction, Intervention Plan goals are reassessed and other alternatives are implemented to meet and address the student's needs. The school's mission is not accomplished until all children are successful. In assessing a child's promotion at the end of a school year, retention is the last available option. It should be considered only after all other alternatives and interventions have been explored and implemented with consideration given to district guidelines. All interventions are documented and evaluated. Final determination is made with great care and caution by all parties concerned, including the child's parent.

The Yonkers Public Schools complies with all State Education procedures for enrollment and placement of students. Priority is given to parental requests, if seating is available at the school and grade level the student will be enrolled. Otherwise a seat will be provided to the students in a school where available. ESL caseloads are frequently monitored to ensure equity and distribution of ELL students per school. ESL teacher caseloads are monitored to ensure that they can properly provide services to all enrolled ELL students in their respective schools. The Departments of Registration and Community Affairs, and Language Acquisition communicate regarding appropriate placement of ELL students, whether in an ESL or Transitional Bilingual Program. For Students with Disabilities, a variety of programs are housed throughout the schools in the District. Likewise, the Departments of Registration and Community Affairs, and Special Education communicate regarding SWD placement of SWD in an appropriately defined program and according to each student's Individualized Education Plan (IEP).

Additional supports are provided to LEP and SWD students via our Saturday Academies for grades 2-12. District wide Summer School programs for Elementary, Intermediate and Secondary level students are offered. Our SLIFE (Students with Limited or Interrupted Formal Education) Program is provided as an integrated program housed in two schools, one a high school another a PreK to 8 school. Incoming students receive additional attention through classes offered by a bilingual teacher who focuses on their native language skills while strengthening their English. While a bilingual Teaching Assistant, who is a certified bilingual teacher, joins these students in their core curriculum classes providing support. Title I, Title III, and 1003a also provide for extended learning classes for students including LEP and SWDs. High School Academies provide opportunities for credit recovery classes and regents prep in all high schools. Special funding and grant opportunities have allowed our district to implement a variety of programs to support our "high need" ELL students.

iii. One of the strategies to insure equal opportunity employed by the District is the balloting process. Students/families ballot for entrance into schools based on the interest in the school. This process provides equal access for all students to enroll in schools of their choice. Extensive public relations and outreach activities are implemented to ensure the highest level of parental participation in the balloting process, including dissemination of information to help parents make the best choice for their child. All meetings are held in English and Spanish, translations of literature are in Spanish. This includes the Yonkers' award winning school catalogue, Open

Houses, and school tours and recruitment by the district Information Center. The PTSA also offers assistance to parents in the District with regard to the balloting process. To achieve geographic and socioeconomic balance of students, transportation is provided for students and parents to support their involvement. Schools that have entrance qualifications, such as grade point average, apply to all students. For programs for SWDs, specific student classifications are housed in each school. Students are accommodated in each program according to their IEP. Programs are designed for continuity of instruction within a school. Another strategy is for the Superintendent and Chief Academic Officer to annually review school enrollment and academic data. Taking this information into consideration when the annual school staffing is reviewed, the number of LEP and SWDs are proportionally balanced per school again insuring balancing of students. Through various grants, schools are afforded a variety of opportunities to offer student and families support programs.

G. District-level Labor and Management Commitment and Collaboration

The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements:

i. Conversations began in July, 2012, with the YCSD administration, the Yonkers Federation of Teachers (YFT) and the Yonkers Council of Administrators (YCA) regarding the APPR and district status as a Focus District with Focus and Priority Schools and pending budgetary implications based on negotiations for the APPR. The YCA and YFT were informed of efforts made to apply for multiple grants including the Systemic Support Grant which would provide financial supports to these schools. Bargaining unit notification was made and recognized upon submission of the SIF and the Systemic Support Grant application. Multiple notifications were made to the bargaining units during the APPR negotiation period referencing the potential loss of funding opportunities for the Priority and Focus schools pending unified agreement through the negotiation teams, the Superintendent's Office, and the Board of Education and its committees. October, 2012, the Director of School Improvement presented to the Chief Academic Officer and all members of his department the Priority School Whole School Reform Model Choices and the implementation schedule.

In February, 2014, the Parent Advisory Council and PTSA President were informed of the School Innovation Fund Grant application. The Executive Director of Instructional Support contacted the Yonkers Council of Administrators and the Yonkers Federation of Teachers to outline the School Innovation Fund Grant applications and met with the President of the PTSA to review the SIF applications. The District Executive Director of Instructional Support and the Director of School Improvement met with a teacher focus group to discuss their recommendations and areas of needs/concerns schoolwide. Building YFT liaison, a member of the YFT Executive Board, will be invited to the focus group at **Fermi**. Meetings were held at the YPS District Office with the District Administration, executive members of the collaborative bargaining units and the PTSA. Nothing contained in this grant will conflict with the current bargaining agreement between the Yonkers Board of Education and the Yonkers Federation of Teachers.

ii. See Attachment A.

A. School Level Plan – Community-Oriented School (wrap-around services) Design Enrico Fermi School for the Performing Arts Community School Overview

The LEA/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. The school overview must address the following elements:

i. Through the SIF it is proposed that **Fermi** becomes a model Community School, Pre-Kindergarten through Grade 8. Currently, **Fermi** enrolls 874 students, 88% free or reduced lunch, 83% Hispanic or Latino, and 39% ELL. Other language groups represented within the ELL population include Albanian, Arabic, Bengali, Malayalam and Urdu. In addition to the high percentage of students who are challenged as second language learners, many ELL students enter **Fermi** with limited or interrupted education, from their native countries. The needs of the students include the development of a strong foundation in their native language, as well as in English, and exposure to: high level vocabulary, structure and syntax; basic literacy skills such as decoding, fluency and comprehension, as well as the ability to critically evaluate more complex text across the curriculum; writing skills that enable students to develop coherent text-based arguments and respond to facts and evidence presented in texts they read; and opportunities to engage in meaningful exploration of their new cultural surroundings. While global and cultural literacy are at the heart of all programs and activities, the school-wide mission which includes and is structured to engage families from the community is: *to meet the needs of the whole child through academics in the classroom while addressing her/his social and medical well being; to surround students and families with a community of support, empowering them with the skills to achieve college and career readiness in a 21st Century learning community; to build a teacher centered classroom where through collaboration with partners and instructional leaders teachers become learners and student growth is achieved.*

The **Fermi Community School** is committed to providing an education where all stakeholders “Achieve Excellence Together.” In the design framework plans and programs are created to meet the academic and social and emotional needs of every student while preparing each student for college and career readiness. The climate becomes one that promotes learning, values all members and holds members of the school community accountable for all children.

Three goals for the proposed community oriented school design framework are built around:

- 1) Establishing **Fermi** as a community oriented school that is jointly operated through a partnership consortium. There will be an integrated focus on academics, health and social services, youth and family community engagement which will be supported for students through extended learning time;
- 2) Supporting improvement in student achievement and growth through development of leadership, classroom instruction, and accountability. This goal will be met through the negotiated APPR with all bargaining units and the school district while incorporating the sound practices from the MET project which incorporate the nine principles for using measures of effective teaching while providing the essential foundation for observing and evaluating instruction in a teacher centered environment;

- 3) Strengthening student communication skills through the arts which focus on teaching students how to effectively communicate in a global culture dominated by technology, imagery, and visual literacy.

ii. *"When families learn together and when schools truly become the heart and center of a neighborhood – a community anchor - there are tremendous dividends for children".*

~Arne Duncan

The **Fermi Community School** will be a full service wrap-around model which will meet the needs of all students, families, and the community including health, social and economic factors. A commonality amongst community schools is the integrated focus on academics, health and social services, youth and community development and engagement leading to improved student learning, stronger families and healthier communities (Coalition for Community Schools). A significant step in creating the new community school design is the incorporation of an onsite Community Center. Through this center local agencies will be contacted to assist and support the needs of the **Fermi Community School** families. ESL/Literacy classes will be offered for adults. After meeting the parents and families, the Center will schedule additional workshops.

Fermi has a large immigrant population, many of them new to the country, entering the school with various social and emotional needs. The District will form a partner consortium with the *ANDRUS* and *Interactive Health, LLC*. to meet these needs. For more than 80 years, *ANDRUS* has been a provider of programs and services for children and families throughout Westchester County and the tri-state area and among the Yonkers schools. Through this partnership, they will offer a broad spectrum of preventive and restorative services for families and their children from birth through adolescence. *ANDRUS* will provide screenings to all referred children; assess the need for mental health treatment and appropriateness for services if indicated. These services are provided in the school during the school day as well as during extended learning time. This partner has been and will continue to be an asset to the community school redesign. *Interactive Health, LLC*. has also been a partner with the district as an advisor and an evaluator among a variety of grants which include the 21st Century Grants, Learning through Technology Grants, the VAP, and the Community Schools Grants. While collecting data and making ongoing on-site school observations of active programs, Dr. Roberts of *Interactive Health, LLC*. has met with members of the Department of Instructional Support to advise on recommended next steps regarding school improvement along with the many partners and vendors who have been engaged in the active implementation of grant goals and benchmarks.

A common recommendation from the ESCA, the District, School Administration and teacher focus groups was more learning time for students and the need for a core instructional program in ELA and Math aligned to the Common Core Learning Standards with supports for English Language Learners (ELLs) and Students with Disabilities (SWD). With those recommendations in mind, the school calendar and school day for **Fermi** will be extended. "... many researchers have recommended that efforts to increase time in school should first be directed at maximizing the amount of academic learning time in the existing school day and year. Strategies such as improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules and block scheduling have been shown to help increase the amount of academic learning time." (Extended Learning Time in K-12 Schools, Chalkboard Project, ECONorthwest). The school calendar will begin in September and students will have

the opportunity to participate in Summer Learning Labs during the month of July. The school day will start at 8:30 a.m. and end at 4:30 p.m. through Extended Learning Time Classes. The new Journeys ELA curriculum has built into it all aspects of the research based workshop model close reading techniques, conversations about evidence based text and the increase of transferable vocabulary aligned to the CCLS. The new enVision Math is implemented in the classrooms. The big ideas in *enVision Math Common Core* support the Understanding by Design (UBD) framework, a comprehensive approach to unit planning through the extended day and the implementation of the workshop model through the Journeys program as well as the UBD through enVision, student, the framework and structure for student success will be in place.

In January, 2013, the Administrator and Teacher evaluation plan was approved by NYSED. This plan is implemented at the school and adds a level of accountability for all. It supports the goal of student growth and achievement.

Several key partnerships through the consortium are needed to ensure the achievement of the vision, mission and goals of the school. The chosen partners have the capacity to meet the specific needs of this school's families and to assist with the removal of all barriers to learning. From the start, **Fermi Community School** leadership will take a team approach with the Consortium. This approach to leadership development creates change agents, each accountable for advancing the work of improving instruction and student outcomes. This approach will build the leadership team through professional development, capacity building and strategic planning. The Common Core Learning Standards, Data Driven Instruction and College and Career Readiness will be at the forefront of the PD plan. Extensive professional development opportunities will be conducted during extended learning time as in alignment with CBA. Jacob Burns Film Center's Media Arts Lab, a vendor, brings the resources to **Fermi** of a state-of-the-art-film and education center dedicated to digital literacy which focuses on teaching students how to effectively communicate in a global culture dominated by technology, visual text, and imagery. Visual literacy training also promotes good citizenship skills, which are also aligned with character education, cooperation, respect, and tolerance for the views of others, and is especially effective with students with limited English proficiency.

Stakeholder communication and collaboration is critical to the successful implementation of the overall school redesign plan. It is essential that there is a common and clear understanding of the school redesign and all elements are in place to ensure a smooth transition to the new Community School at **Fermi**.

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

The LEA/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 must address the following elements:

i. See Attachment B.

ii. In 2010-2011, **Fermi** had a population of 934 students, the majority of whom (85%) were Hispanic or Latino. The composition of the remaining student population was: 10% Black or African American, 2% Asian, 2% White. A total of 69% of students were eligible for Free Lunch and 4% qualified for Reduced-Price Lunch. A total of 3% were classified as Special Education and 35% were Limited English Proficient. In 2011-2012, **Fermi** was designated by NYSED as an Improvement (Year 1) Comprehensive school in ELA. The school failed to

achieve AYP in English Language Arts for all students, in the following subgroups: Black or African American; Hispanic or Latino; Limited English Proficient; and Economically Disadvantaged. The school did make AYP in English Language Arts in Students with Disabilities, using the Safe Harbor target. In Mathematics, the school failed to make AYP in the following subgroups: Black or African American. The school did make AYP in Mathematics in Limited English Language Arts in Students with Disabilities, Hispanic or Latino, Limited English Proficient, and Economically Disadvantaged students using the Safe Harbor target. In 2011-2012, the school had a population of 935 students, the majority of whom 83% were Hispanic and Latino, 37% were Limited English Proficient. The composition of the remaining student population was: 12% Black or African American, 2% Asian, 3% White. A total of 89% qualified for Free or Reduced Price Lunch. As of 2013-2014, the school had a population of 936 students, the majority of whom (85%) were Hispanic and Latino, 39% were Limited English Proficient. The composition of the remaining student population was: 11% Black or African American, 2% Asian, 2% White. A total of 85% qualified for Free or Reduced Price Lunch.

iii. The systematic, in-depth diagnostic school review of **Fermi** was conducted in the form of the School Quality Review (SQR) on January 10-11, 2012. This review assessed the school's strengths, collection and utilization of data, teaching and learning practices, school leadership, infrastructure of student success, professional development, and facilities and resources. The SQR was conducted by the Assistant Director of School Improvement, the Assistant Director of Literacy, the Director of Library Services, and a New York State representative. Prior to the SQR, the Assistant Director of School Improvement shared the process that would take place with the staff so they would be knowledgeable on what to expect. During the SQR an on-site review focused on systematic issues of the whole school and the SQR team met with focus groups comprised in the following areas: parent, teacher, administrator, and student. After the SQR, the Assistant Director of School Improvement shared the findings and recommendations with the school administration, which was then shared with the school staff. Recommendations made in the SQR were used to guide the professional development and curriculum goals for the upcoming school year. An IIT DTSDE review was conducted in March 2013. To date the District has not received the final report from this visit.

iv. In terms of identified strengths and existing capacity, **Fermi** has been designated a Community School for the past three years through the Literacy Zone Grant. The school offers English as a second language for parents and new arrivals to this country four days a week. New arrivals are able to make connections with agencies that help them with daily living solutions. The school has an active student government and students take part in "Literary Events" to encourage the use of language and a deeper understanding of culture beyond the regular English Language Arts activities at their grade level. Students interviewed are positive about their experience with the schools and their teachers. Reward time, implemented at the school level, reinforces positive behavior and includes activities for students.

Identified needs for dramatically improving student achievement include that few teachers analyze data, which is routinely collected by the school, to plan their instruction for individuals or groups of students. The review team observed limited evidence of the development of higher order thinking skills in instructional practice, with the majority of questions requiring only factual recall and one-word answers. Few examples of differentiated instruction were observed in classrooms and there was little evidence that data was used to group

students or to match tasks to the differing ability levels of students. Teachers expressed a need for training in differentiated instruction and data analysis specific to ELL and core subject areas. Additionally, it was noted that insufficient time was scheduled for teachers to plan horizontally and vertically.

v. With the ultimate goal of providing the basic foundation which prepares students at **Fermi** to graduate from the 8th grade prepared for high school and future college and career readiness and to address the large population (38%) of Limited English Proficient and newcomer students and families, the school will take on a community-oriented focus, which will offer an integrated approach to academics, health and social services to serve the students and the community during and beyond the school day. While addressing the social and emotional welfare of the students, these programs and services will reinforce and extend the academic experience for both students and adults, as well as, provide resources to address the neighborhood's identified needs. Access to health, dental and mental health services, along with social and educational services for families and community members will provide resources for the high population of economically disadvantaged families in the neighborhood, as 85% of students were eligible for free or reduced lunch. The concept of the community wrap around school will help to engage parents and elevate their involvement to help combat the higher than district average truancy rates (14%) and increase student attendance which was 93% in the 2012-2013 school year.

With only 6% of students scoring proficient or higher on the ELA assessment and 10% of students scoring proficient or higher on the Math assessment, priority will be placed on the implementation of focus and monitored ELA and math periods for students, as these rates are significantly District (16% and 15% respectively) averages. Through the additional support of vendors, such as Mercy College, modeling a variety of questioning techniques aimed at critical thinking and using problem solving skills for student development, emphasis should be on strategies that elicit deeper understanding of content and questioning techniques which allow students to reflect on what they are learning and how they can apply that learning. A longer school day and the opportunity for students and teachers to participate in Summer Learning Labs and extended learning programs support an instructional climate focused on expanding and enriching the curriculum. This enriched curriculum ensures opportunities for higher-level thinking and problem solving in the classroom and real-world applications through community agencies and partnerships.

The extended school day also creates the flexibility for teachers to meet so they may analyze student work; review data; collaborate on best practices that are research-based and targeted towards the instructional needs of students; and design rigorous lessons to therefore embed professional development and collaboration into the learning community. This additional professional time for teachers could be utilized to develop common rubrics and common assessments to aid in ongoing data collection so that the professional learning community teams can measure the progress and success of specific instructional strategies. These efforts are supported through professional development geared towards training on data analysis so that teachers may effectively target the students with the greatest academic needs and provide instructional interventions in a timely manner.

Teaching practices at **Fermi** would greatly benefit from professional development which supports teachers in building teacher effectiveness with students from different backgrounds. Since a large percentage of students (38%) at **Fermi** are coming from other countries and are not fluent in their country's primary language, teachers should become fluent with employing the use of learning strategies that focus on ensuring that tasks match the academic needs of students.

This need can be accomplished by placing priority on professional development that includes differentiated instruction strategies to support students as they are required to move from one-word answers to questions that require students to support answers by citing text, elaborating on answers from other students, and summarizing or rephrasing new information, as is called for in CCLS. These strategies and practices should be monitored by school leaders to promote ongoing school-wide dialogue and reflection on instructional practices to help build a strong and sustainable professional learning community; a community that extends beyond the immediate school faculty and into the surrounding area and among the families through the SIF grant.

C. School Design Framework and Rationale

The LEA/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 the following elements:

i. The District has introduced four SIG transformation models among the Priority Schools. Regardless of which was model, it was the opportunity to transformed the community within while offering a completely different learning environment for all students. What was key? The students didn't move. The curriculum remained the same. Initially, each model brought focused and strategic whole school reform with instructional supports and resources through purchased services including partners and outside consultants, needed supplies and materials, and a wealth of professional development opportunities. Secondly, each school community saw this transformation as an opportunity to change and to sustain those elements of what can work best. Next, it was observed that the social and emotional culture of the school needed to change before academic progress was made. Fourth, these changes required the community beyond that of the immediate school family. Transformation of a school is possible, yet the elements of change have a common pattern as they unfold: introduce a transformation or reform model that includes supports, immediately address the social and emotional needs, include the community, and provide academic supports. Furthermore the C2C District/City Partnership firmly supports a Community School Design.

With this experience, the YCSD proposes introducing the Community-Oriented School Design through the SIF for **Fermi**. Thus addressing multiple areas of need as identified previously in detail: high poverty, large LEP population, poor academic achievement; and an immigrant population that has witnessed little opportunity for their children to realize college and career readiness. The Partner Consortium will provide ongoing direction, coordination, oversight, and overall development while coordinating all other supporting partner organizations that interface with the school. The faculty will be assisted with Mercy College Faculty coaches to receive ongoing guidance and instruction on best practices and using measures to guide effective teaching through Mercy College. The coaches will remain onsite and will provide job embedded staff development as previously requested by the teacher focus group. Together the administration and faculty and partners will build a foundation that verifies effective teaching is in place and fair and reliable measures of effective teaching are implemented. It is expected that a transformation of instructional practices and learning among students. The true measure of success will be student growth in academic achievement which is measured through assessments, surveys, and observation and evaluation of teaching and instructional leadership as outlined in negotiated APPR.

Finally, there is the community. "A commonality amongst community schools is the integrated focus on academics, health and social services, youth and community development

and engagement leading to improved student learning, stronger families and healthier communities.” (Coalition for Community Schools) The significant number of immigrant families should be welcomed into the **Fermi Community** as their home. This model allows the district to continue the community partnership and a Partner Consortium through respected service agencies. *ANDRUS* and *Interactive Health, LLC*. have brought successful practices to schools throughout the district. Through the SIF their community work should become embedded and sustained.

The primary and initial challenge involves building a new school community with the administration and the faculty, instilling the capacity to build whole school reform. Another challenge is the ongoing monitoring of progress and meeting benchmark expectations but the SIF allows for a partnership Consortium which should turn this challenge into a new opportunity for the district to implement. A third challenge is instilling new expectations among the students and families of **Fermi**. They must understand that college and career readiness is their future. With consideration of the community, the school family, and the potential for change, the Community Oriented School Design with wrap-around services was identified as the whole-school redesign framework for **Fermi** because while some services are in place, the SIF provides the opportunity to complete and expand what is available to the entire community and for an extended period of time:

- Access to health service is available through the Family Welcome Center and expanded through the Community Center at **Fermi**; access to mental health service is available through the *ANDRUS* which services both children and adults but it is expanded through the SIF; access to dental health services is available through Spectrum which is provided through St. John’s hospital.
- Family Resource Centers: Through the Literacy Zone a Family Welcome Center is available for members of the community to receive services and resources which includes connections to local services such as social services and legal aid and courses offered in ESL and courses for the GED. The SIF brings additional support through the Program Manager who provides additional hours of services and ongoing contact among the students, families, and the Consortium. Altogether social and educational services are provided to this community through the **Fermi Community School**.
- Extended Learning Time and Summer Learning Labs provide enrichment activities to all students. Another CBO, the Nepperham Community Center provides through the Advantage Grant enrichment opportunities to all 6th, 7th, and 8th grade students throughout the school year. Through Title I, ELT is provided to meet the needs of the students during the school year and in the summer.

ii. The initial step in the process for choosing the Community Schools Framework was an analysis of school data. **Fermi** has been designated by NYSED in accountability status for the past eleven years:

SEPTEMBER								
2002	2003	2004	2007	2008	2009	2010	2011	2012
SINI Yr1-Math	SINI Yr2- Math	SINI Yr2-Math	SINI Yr1-ELA	SINI Yr1-ELA	SINI Yr2-ELA	SINI-3 Corrective Action Yr1 Comprehensive ELA	SINI-4 Corrective Action Yr2 Comprehensive ELA, Math	Priority School ELA & Math

Findings and recommendations from the External School Curriculum Audit conducted during the 2010-2011 school year, addressed concerns in the areas of Teaching and Learning, Curriculum, Parent Involvement and Engagement, Professional Development and Student Social and Emotional Development. School data and reports of school visits was shared at a Department of Instructional Support District meeting. The group of District Directors and Assistant Directors reviewed the components of the various SIF models. A preliminary discussion around whole school reform for **Fermi** occurred at that time. Then the following steps proceeded:

- October, 2012, the District identified **Fermi** as one of the Priority Schools to employ a whole school reform model in the 2013-2014 school year. District representatives met with the Priority School principals to give an overview of the components of the ESEA Waiver and met with each Principal individually to present an overview of the SIG and SIF models;
- November, 2012, the District Executive Director of Instructional Support, the Director of School Improvement, Directors of Language Acquisition and Mathematics, Assistant Directors of Science, Literacy, Social Studies, Instructional Technology and Media and Library Services conducted a walkthrough of all classes in the school. A meeting to discuss findings and recommendations immediately followed. The SIG and SIF models were revisited at this time;
- January, 2013, the Director of School Improvement met with the School Administration to discuss school concerns and obstacles as well as school administration suggestions for school reform. After a review of data, the ESCA report findings and various school reform models, a group decided on a turnaround model implemented through a community schools theme. Partners were identified that would best meet the needs of the school community;
- April, 2013, the District was awarded a SIG for **Fermi** and initiated the pre-implementation phase of the grant as outlined in the application. However after months of interviews, it was not possible to identify a new administration that had the expertise needed to turnaround this school. Additionally, the district was faced with additional budget cuts and found it lacked the capacity to remove 50% of the faculty as required in the grant. There were no school openings which would facilitate the change in personnel. Yet during this phase multiple changes in instructional practices, opportunity for professional development, and evaluation of the community was intensified with the purpose of implementing whole school reform utilizing all resources available. A report on the evaluation of this period was filed with NYSED;
- September, 2013, ongoing reform efforts have been in place at **Fermi** including instructional supports and resources to the school through purchased services including partners and outside consultants, needed supplies and materials, and a wealth of professional development opportunities;
- February, 2014, a meeting was held at the YPS District Office with the District Administration, executive members of the collaborative bargaining units and the PTSA;
- February, 2014, final review and revisions made to document prior to submission was shared with the Principal of **Fermi**;
- April, 2014, upon being awarded the grant, the Superintendent, the Executive Director of Instructional Support and the Director of School Improvement will meet with the whole

staff of **Fermi** to share the components of the SIF grant and the implications for the school.

D. School Leadership

The LEA/school must have the mechanisms in place to replace the existing principal and select/assign a new school principal and supporting leaders that possess the strengths and capacity to drive the successful implementation of the SIG Plan. Whether the principal is being replaced or not, the LEA must make the case by providing a clear rationale and supporting evidence that the principal identified is likely to be successful in effectively implementing the SIF plan. The selection and identification of the school principal and supporting school leadership must contain the following elements:

i. The Superintendent is committed to identifying a leader for the school who demonstrates instructional leadership qualities in addition to superb management skills so that all constituents remain focused on student growth. During the 2011-2012 school year, the Superintendent introduced all school leaders to the ISLLC standards. To emphasize daily reminders of the competencies expected for successful school leadership, the Superintendent provided principals and assistant principals with a checklist for “Balanced Leadership” based on the work of Waters and Cameron at McRel. Many of these components of balanced school leadership have become part of the approved state APPR for school principals. Since the approved APPR is the standard for school leaders, with a highly effective label for the exemplary leader, this document along with the core “Balanced Leadership” competencies will be the guiding competencies for the school leader at this Community Oriented School. The competencies expected of the leader for **Fermi** are: Domain 1 – Shared Vision of Learning; Domain 2 – School Culture and Instructional Program; Domain 3 – Safe, Efficient, Effective Learning Environment; Domain 4 – Community; Domain 5 – Integrity, Fairness, Ethics; Domain 6 – Political, Social, Economic, Legal and Cultural Context; and Other Areas – Goal Setting and Attainment. In addition to these competencies expected of all school principals in the Yonkers Public Schools district, the principal at **Fermi** must have a proven track record of implementing the following successful schoolwide programs: English language learning, Balanced Literacy, Balanced Mathematics, PK-8 instructional structure, collaborative peer coaching, and use of the visual and performing arts to enhance curriculum. Since the **Fermi Community School** will strategically partner with universities to perfect the leadership in that school, the principal must also be committed to attending all courses and workshops offered by the universities including those held on weekends or after school hours. The Superintendent may review prior college transcripts or other equivalent data to assess expected academic performance of the principal in coursework and/or assignments from university partners.

ii./iii. To put a new school leader in place, the District will look first at the existing principals and assistant principals to identify potential school leader candidates for all school administration openings. The potential internal candidates must meet the same requirements as external candidates. Internal candidates express interest in vacant principal positions by submitting a Letter of Interest to the Superintendent of Schools. If the interested administrator possesses the competencies discussed above and demonstrates these competencies with high effectiveness, he/she will be invited to an interview with a committee formed by the Superintendent of Schools. The committee will be comprised of, at minimum, the following central office personnel: the Chief Academic Officer, the Executive Director of Elementary and Secondary Education, the

Executive Director of Instructional Support, the Executive Director of Special Education, the Director of School Improvement, and the Director of Language Acquisition. If no candidates are identified from the internal pool, resumes from external candidates will be accepted and reviewed alongside the Multidimensional Principal Performance Rubric. External candidates will be offered the same initial interview as internal candidates. From the pool of internal and external candidates, three top contenders may be selected for a second round of interviews. The second round of interviews may include a panel with additional Central Office staff, parent/community partners, and/or visits to schools where the candidate is currently practicing leadership. The Superintendent of Schools will select the next principal of **Fermi** based on input from the interview process.

At this time, the current Principal of **Fermi**, Dr. Miriam Digneo, is the candidate of choice. She has participated in many of the leadership development programs captured in the previous section: District-level Plan, Section D iii. Dr. Digneo has changed the instructional practices of this school, introduced instructional technology programs and hardware, and oversees the new Introduction to American Program for the students in the bilingual program.

Fermi is a Pre-Kindergarten through 8th grade bilingual school. The focus of **Fermi** is academic, social, emotional and physical success of all. The school works towards providing a flexible learning environment that incorporates all content of teaching and learning into the curriculum. **Fermi's** Vision and Mission statements are reflective of our students:

Vision Statement - **Enrico Fermi School** where learning is a way of Life!

Mission Statement - "We at **Enrico Fermi** Pledge to educate all students to be engaged in a lifelong learning and ultimately become productive members of society."

As a former ELL student and licensed experience bilingual professional, Dr. Miriam Digneo knows firsthand the challenges our students, acquiring proficiency in a second language, and engaging students in academic rigor and explicit instruction. She understands the benefits and importance of understanding a multicultural world in an academic and social environment. Throughout her assignments in the Yonkers School District which include district, elementary, middle and high school experience, Dr. Digneo is passionate about education and has dedicated her career to uplifting and guiding students, staff and parents to success. Dr. Digneo is familiar with the research such as A. Blankstein's, "Failure is not an Option by J. Kouzes, B. Posner's "The Leadership Challenge", "A Leader's Legacy", Jim Collins's, "Good to Great"; Lew Smith's-" Schools that Change"; as well as, A. & S. Ornstein, E. Pajak,- Contemporary Issues in Curriculum. Dr. Digneo is a visible member of the Administrative team who understands the need to maintain a climate conducive to learning at all times. She is firmly committed to continue to focus on implementing appropriate and effective instructional strategies to close student achievement gaps and to raise student levels of performance through the setting of higher standards and academic rigor for teaching and learning. Dr. Digneo knows her students, works toward identifying their needs, visits classrooms, maintains communication with parents, promotes new initiatives, works with teachers to plan learning opportunities that are learner-centered and that will have an impact on the teaching and learning process for all. She uses data to close the gaps amongst all subgroups in the school and to link grade levels curriculum and instruction. Dr. Digneo maintains a school environment that is clean, neat and inviting. She is also sensitive to the rich cultural heritage of both its staff and students. Dr. Digneo certainly believes in building sustainable leadership capacity at **Fermi**. The staff and teachers at **Fermi** take on leadership roles in a variety of ways: Team Meetings, Demonstrate Expertise and Share Knowledge, serving on the Shared Decision Making Committee, the Professional Development

Committee, the Data Committee and various other staff/teacher committees. Teachers and staff members assist in reforms that impact the organizational and educational processes within the school. By fostering leadership roles at **Fermi**, staff and teachers take more responsibility in the decision-making and activities outside of their classrooms. They are willing to work alongside building administration to envision a better future for our students, foster hope and honesty, tackle obstacles and impediments, and build on community relations while improving the educational climate for today and tomorrow. Dr. Digneo promotes the understanding of all cultures, their social contributions and traditions. Opportunities are readily available for cultural celebrations in which parents and the community partake. Dr. Digneo firmly believes that there is no room for failure in education and that every parent wants their child to succeed. Dr. Digneo is committed to meeting the grant requirements by incorporating research proven best practices, participating in seminars, hosting on site visits to **Fermi** and providing leadership that will lead to success.

iv. Among the Assistant Principals assigned to **Fermi**, one will be the lead Response to Intervention (RtI) administrator. By serving in this role, an Assistant Principal will have a deep knowledge of students and their families and use this knowledge to respond to students requiring additional supports and goal setting for future aspirations. As the lead RtI administrator, the Assistant Principal will have an understanding of the constructivist approach to learning and how differentiated instruction closes achievement gaps. Another Assistant Principal will work under the direction of the Principal to implement a schoolwide instructional intervention system during the Balanced Literacy and Mathematics blocks. A third Assistant Principal will coordinate and monitor consistent data recording practices by teachers and intervention specialists. All Assistant Principals will be responsible for the shared supervision of all staff. This shared supervision includes coordinating professional development activities with the Principal as well as monitoring participation in all professional development provided at the District level. All Assistant Principals will coordinate efforts with the Partner Consortium.

v. In order to ensure quality, effectiveness, appropriateness, and buy-in of supporting leadership (assistant principal), a similar process will be followed as that of the school leader (principal) selection process. In addition to the interview with the committee members discussed above, the principal will also be a member of the second committee interviewing for the assistant principal. CSSR, a partner, will work with the principal to build a strong administrative team that exemplifies joint commitments, beliefs, and decision making through the Scaffold Apprenticeship Model (SAM) which focuses on supporting school leaders in building a team of school professionals who are collectively responsible for school improvement as outlined in *Section II. F.i.*

E. Instructional Staff

The LEA/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. The selection and identification of instructional staff must contain the following elements:

i. For 2013-2014, there are currently 47 staff members at **Fermi**. Based on the HEDI Rating Scale, 13 staff members have been rated highly effective, 24 effective, 10 developing, 0 ineffective, and the remaining 15 are new staff members or do not fall under new regulations.

ii. The model of instructional delivery prevalent in many classrooms is that of a teacher directed lesson. The teacher is the primary speaker in the class. Student activity is limited primarily to listening and watching the teacher. Student independent work is limited to worksheets. There is some evidence of creative products developed through cooperative groupings where student work together to explore and learn from each other as opposed to the teacher presenting the material and the students memorize instead of understanding the concepts. Teachers exhibit some evidence of daily assessment as a tool to drive instruction. There is limited differentiation of learning in many classrooms. Students are provided with handouts and subject to the same classroom instruction with some regard for understanding or retention.

In order to rectify the previously mentioned instructional issues, qualitative and quantitative changes must be put into place. The changes reflect the district posting for new staff to fill open positions and provide on the job professional development. Students have struggled year after year to achieve mastery level in all subject areas as demonstrated by the results of the state tests in math, reading and writing. Qualitatively, the skills possessed by the instructional staff need to be more focused on the use of data as a tool for developing instructional plans that meet the needs of the student. Data collection, analysis and planning using data must become part of the culture of the school. Data collaboration and sharing must occur between staff, faculty, administration and parents to foster the development of skills with support of all stakeholders. Through the goals of this whole school reform model, **Fermi** Partner Consortium should bring the opportunity for teachers to bring these resources to all students.

The use of technology as a tool for instruction continues to be developed and infused into all levels of instruction. Technology is used as a classroom demonstration tool, as learning tool, research tool, and an assessment tool. In addition, within the realm of technology, online communication and collaboration are becoming a part of the school culture using the eChalk system which provides a school website to showcase the school to parents and community, class and group pages where teacher, parents, and students can collaborate outside of the classroom, and student and staff email to promote and develop open channels of communication between all stakeholders on a voluntary basis.

iii. The culture of the school will reflect the Athenian Philosophy of “A Sound Mind in a Sound Body.” Student development and support will focus not only on academics but also social/emotional as well as health and wellness. To support this philosophy, Extended Learning Time (ELT) will include physical fitness and the arts. Faculty and support staff will be added to the ELT program to support student development in the areas of reading, writing and math. The reading, writing and math support teams will work collaboratively to connect cross curricular learning. Professional Development will be infused into the daily activities of the school. This will be done through classroom observation, modeling, congruence planning in horizontal teams and vertical teams. The administration and faculty will work collaboratively to support the development of student led instruction and differentiated learning.

iv. The model for the whole school redesign will be rolled out to the school through a series of meetings with key stakeholders. The meetings will be facilitated by the Superintendent of Schools, Chief Academic Officer, and the Executive Directors of School Administration and Instructional Support. The meetings will begin in May and continue through the end of the school year. The first meeting will be presented to the administration, faculty and staff at the

school. The focus of the meeting is to provide the background which has led to the need to reform the school. The presentation will provide an overview of the objectives of the community schools framework and how it will “look” at the school. The second meeting will be presented to the parents. This meeting will also be facilitated by the Superintendent of Schools. Once again, the focus will provide a background of the school and the objectives of the redesign. A third meeting will be held in early May at which time the teachers will be informed of the systemic changes that will be implemented as of June 2014. Teachers will also be informed as to the process for application for a position where there is an open position. The final meeting will be held with parents, students, and other community stakeholders at which time the systemic changes will be shared with the community. The meeting will also showcase some of the new initiatives that will be infused into the school to better meet the needs of the student population. The characteristics and core competencies of key instructional staff include: willingness and commitment to participate in whole school reform, engagement in the Community Oriented School Design, understanding of the benefits of ELT and the Summer Learning Labs for teachers and students, belief in the ability of students to achieve college and career readiness.

v. All open positions for the 2014-15 school year at **Fermi** will be advertised in the May Vacancy Postings. Positions will be based on skills and qualifications and will include the requirements and qualifications necessary to be considered for the position. As part of the protocol, teachers interested in “applying” for positions in the whole school redesign framework schools will be recommended to produce and submit a letter of intent as well as a resume. The letter of intent should provide some insight as to how the teacher meets the qualifications of the posting. Teachers interested in positions at **Fermi** will be scheduled for interviews with the administrative team at each school. At the conclusion of the interview process, the principal will report to central office the names of teachers who have been selected. The Central Office personnel department will notify the newly appointed teachers in writing of their assignment for September 2014. The process described above has been used in the past and is part of the collective bargaining agreement between the Yonkers Federation of Teachers (YFT) and the Yonkers Board of Education. The contract clearly describes the process for transferring teachers and filling vacancies based on teacher seniority not qualifications. All documentation related to the gateway hiring process; postings, rubrics, advertisements, will be collectively developed between Central Office Administration and the YFT.

Teachers assigned to **Fermi** will be evaluated using the NYSUT rubric. Throughout the course of the school year, teacher will receive pedagogical support from a variety of providers including but not limited to; Instructional Coaches, School Administrators, District Administrators, School Partners and Professional Development workshops scheduled during the school day as well as after school. Teachers earning rating of Developing or Ineffective will receive additional support through a Teacher Improvement Plan (TIP) in addition to the support and resources already deployed at the school building.

F. Partnerships

The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks capacity on their own to deliver. For partnerships selected to support the implementation of the SIF plan, the LEA/school must provide a response to the following elements:

i. The Partner Consortium for the **Fermi Community School** will include *ANDRUS*, *Interactive Health, LLC.*, and the Yonkers City School District.

ANDRUS: NYS Guidelines for Social and Emotional Development and Learning are reflected in the opportunities the evidence-based programs offered through *ANDRUS*. The *ANDRUS* Team links families with critical supports in the community insuring the student is part of several dynamic supported environments as needed for their development. The *ANDRUS* Team provides systemic staff development along social-emotional learning opportunities. One of the main purposes of the *ANDRUS* Team is to maximize the learning environment by focusing on the school and classroom environment. The team uses a trauma-informed lens when assessing these environments. Additionally, they are highly skilled in social-emotional learning opportunities and can share this knowledge with staff as well as provide guidance for families. As a partner at the **Fermi Community School**, *ANDRUS* should be effective in improving the quality of the class environment, including reductions in management issues and disciplinary needs, addressing the emotional regulatory difficulties children face and the specific, developmentally based and targeted" skill acquisition" which support children to regulate, resolve conflict and proactively problem solve.

Interactive Health, LLC.: This partner provides management, data collection, and evaluation expertise developing protocols and building information sharing environments that foster collaboration. They will provide guidance on procedural steps to take and insight on how to best develop the community wrap around model, including using data to identify needs and gaps and to determine the most effective ways to serve the school and community. Interactive Health will assist in the monitoring of progress that is being made toward meeting project goals and intended results as well as determining if adjustments to programs and services are warranted. They will work in partnership to redesign this school into a high performing, high quality community-oriented school, serving both students and adults in the community.

YCSD: Through the Division of Teaching and Learning a variety of different departments bring resources to **Fermi** and the Partner Consortium. In previous sections of this application, District Level Plan, A. District Readiness and C. District Accountability and Support, descriptions of the commitment and capacity to implement the prosed design framework along with the organization structures and functions with the various supporting elements. Added to this information is the direct involvement received through the Department of Instructional Support. The administrators in this department have daily contact with the school and the multiple partners who interact with it and through Central Office. These are the key participants who insure all initiatives are in place and are ongoing in reaching the established goals and benchmarks.

ii. See Attachment C

iii. All vendors are required to create weekly logs outlining whom they worked with e.g. Teachers or Students, what activities or strategies were introduced and anticipated outcomes of said strategies and or activities. A condition for selection the vendor must include specific measurable deliverables, performance standards including timelines, these items will be reviewed quarterly to determine if the anticipated progress or changes have been realized or are meeting the timeline. Types of performance indicators reviewed include but are not limited to the following: improvement in NYS Assessments; movement from a more restrictive Special Education setting to a less restrictive environment; testing out of ESL/ESOL, improvement in

use and integration of technology into a teacher's classroom instruction, improved classroom instruction, exemplary use of differentiated instruction, integration of the RtI principles, etc. All vendors are evaluated by the building administration, teachers, and depending on the services provided the students and parents. A significant number of grants have Annual Performance Reviews. These reviews are prepared by outside evaluators and include an analysis of the services provided by vendors and other vendors. These reviews are always considered when a contract is renewed. The steps for the principal to identify vendor accountability are charted in *Section I, E.iii*.

Most importantly, through the Partner Consortium members of the school community, the District Central Office Department of Instructional Support, *ANDRUS* and *Interactive Health, LLC*, will meet once a month to collectively provide direction, coordination, oversight and overall development in the areas of site based governance and budgeting, instructional and non-instructional planning and implementation, professional development, and other activities that interface with the whole school reform of the school. Utilizing tools that have been provided through NYSED and the school SCEP, the Systemic Support Grant, DTSDE, and annual evaluation protocols of site based and district wide grants, the Partner Consortium will coordinate and sustain all best practices that interface with the school and the school community.

G. Organizational Plan

The LEA/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. See Organizational Management Chart Attached

Fermi School Improvement Management Team – Profile / Description
School Level Administrators: Principal (1), Assistant Principal (1) Leadership Team/Shared Decision Making Team: One (1) faculty representative from General Education, Special Education; English Language Learners, Student Support, and CSEA member, Program Manager Partner Consortium: One member from each partnership Parental/Guardian Liaisons: PTA Representative Student Liaisons: Student Government representatives
Team Structures – Leadership Groups / Description
Principal: <ul style="list-style-type: none"> • Responsible for operational achievement, alignment, and development of SIF plan • Lead Evaluator responsible for APPR compliance • Collaboration with district administration providing ongoing communication with building initiatives, and development of systemic priorities supporting school improvement and design objectives • Building role model and leader and 'community' developer for all school stakeholders
Assistant Principal(s): <ul style="list-style-type: none"> • Responsible for data analysis and application to collaborative instructional design aligned delivery • Responsible for ongoing support of operations, evaluation, and professional development • Works in collaboration with school and district administration • Available to building wide stakeholders as team member supporting school principal and leadership/organizational design

Instructional Leadership Team: <ul style="list-style-type: none"> • Communicate and facilitate among faculty items as identified in Theory of Action • Responsible for collaboration and ongoing communication with school leadership team efforts; documentation assisting in identification of progress, evaluation of areas of need; support and development of instructional leadership culture • Available to building wide stakeholders as role model and leader of educationally relevant support and efforts, and team member supporting school leadership/organizational design
Parent/Guardian Team: <ul style="list-style-type: none"> • Collaborators with ongoing communication with school administrative team, school staff • Assist in development of a parental support and community links • Assist in outreach to support extended learning • Available to leadership team in advisory capacity
Student Representatives: <ul style="list-style-type: none"> • Collaborators with ongoing communication with school representatives and peers • Development and support of leadership modeling opportunities • Ongoing assessment and feedback regarding student experience • Development of student governing practice and support of efforts • Contributors of school and student body success, available to leadership team in advisory capacity
Lines of Reporting: Schemata and Description
Administrative Communications and Reporting: <ul style="list-style-type: none"> • Ongoing communication with staff through daily announcements, staff communiques, newsletters • Bi-Weekly data shared via multiple strategies (i.e., team, staff/faculty meetings, reports, data walls) • Weekly reflections on school development efforts • Development of documentation materials in paper, digital, and media formats • Monthly communication with district leadership team on: <ul style="list-style-type: none"> a) leading indicators of change, areas of strength b) areas in need of development following Theory of Action and Professional Development Plans c) clarified priorities for academic achievement identifying efforts underway for focus populations d) partnerships • APPR reporting as noted in chart <i>Section Organizational Plan, item iii</i>
Stakeholder Communications (Home/Students/Staff): Ongoing communications regarding: <ul style="list-style-type: none"> • General relevant school matters including assessment results, ramifications of success/weakness, available resources to support achievement in multiple areas (i.e., academic, social/emotional, behavioral) • Data points and school progress • Extended resources to support success and remediation (i.e., web resources, training opportunities) • Formal communications (i.e., newsletters, media communications, podcasts) as staffing allows

ii.

Day-to-Day Operations
School Administration Leadership: Principal (1), Assistant Principal (1) District Administrators: Division of Teaching and Learning, Executive Directors, Directors and Assistant Directors Department of Instructional Support; Assessment and Reporting; Communications, Partner Consortium, etc. School Improvement Team: Representatives of key areas: Special Education; English Language Learners; General Education, Administration; Partners, Students, Parents Extended Community: Parent Advisory Committee, PTA, Volunteers

Data Sources
Day-to-Day Operational Priorities
<ul style="list-style-type: none"> • Teaching and learning – Common Core & Regents Reform Agenda items including achievement, social/emotional health and well-being, college and career readiness • Training in awareness and use of data, clarity of instructional objectives • Safety and organization establishing a functional educational environment and climate • Ongoing assessment and collection of data; Ongoing development of data points • APPR process and related elements, see <i>Organizational Plan, items iii and iv</i> • Use of available space • Development of models to use for informed decision making and analysis • Development of communication streams supporting feed-back loops • Operational functionality support thought partnerships • Ongoing training and support to developing strong learning community
Types of Data Sources which are used to drive discussion and decision making
<ul style="list-style-type: none"> • Multiple Sources –standardized assessments, school based assessment, surveys, student/staff work Described in detail in <i>Section 8: Educational Plan</i> • Differentiated models of demonstration and collection • Walk through and formal observations • Annual evaluations of administrators and teachers using HEDI ratings • Annual reports from partners, vendors, and evaluators • Feedback loops designed to provide ongoing collection of data from Fermi community
Nature of Data Sources
<ul style="list-style-type: none"> • Visuals - Posted materials; projects, data walls (including language based, numeric, and graphic representations); media (i.e, video, audio, threads); role playing/demonstration • Documentation – analysis of key data points, relevance in instruction, key factors in support, key factors in remediation and for consideration of development; class, grade, content, school • Educational Empowerment and progress towards student growth and achievement • Needs – Such as professional development, informational, resource, and guidance • Focus –Common Core/Regents Reform Agenda objectives
Frequency of Interaction Around Data Sources
<ul style="list-style-type: none"> • School Administrative team: daily debrief • Principal debrief with district liaison(s) bi-weekly or more frequently, as necessary • Weekly: Grade level and focus area meetings • Bi-monthly – School Improvement Team • Monthly: Parent, student government • Bi-Monthly or more – staff PD; student learning opportunities • Ongoing APPR activities, per calendar provided <i>Section Organizational Plan, item iv</i>
Manner in which results of interactions are communicated and acted upon
<ul style="list-style-type: none"> • Meetings – Teams (grade level, focus area, student, parent) • Communications – daily announcements, weekly announcements, newsletters, letters home • Visuals / demonstration (i.e., data walls, posted materials, plays) • Surveys and feedback loops • Clarity of value of communications – Communications acknowledged, clearly identified as source of information (i.e., in the meeting last week, in review of last week data, in a note I received), and direct correlation with response clearly identified • APPR related see calendar of communications see <i>Section Organizational Plan, item iv</i>

iii.

June 2014 to June 2015	
Training - School Year 2014-2015 and beyond	
<ul style="list-style-type: none"> • Administrators – Ongoing training will be provided through District Offices • Instructional Staff – School level Administrators will provide ongoing training • Partners: <i>ANDRUS Children's Center, Interactive Health, LLC.</i> 	
Responsible Parties	
Certified Evaluators – School Administrators Lead Evaluator – School Principal Certified in the evaluation process and responsible for coordination and compliance with all APPR related matters for the school	
Logistics - Scheduling, Conducting, Reporting	
Scheduling - School building Lead Evaluator will arrange all annual performance reviews including: Pre-Observation Conferences, Voluntary; Classroom Observations; Post-Observation Conference, Voluntary Conducting <ul style="list-style-type: none"> • Building Administrators – Principals and Assistant Principal(s), as certified evaluators, will conduct observations and end-of-year evaluations • District Administrators – District Level Administrators certified in the evaluation process may conduct observations and conferences as deemed necessary or by request of school Principal 	
Reporting of Results <ul style="list-style-type: none"> • To Staff – Results will be reported by school level certified evaluators to staff under review • To District - Principal (Lead Evaluator) will communicate school results to a) District Chief Academic Officer, b) Office of Administration & Supervision, c) Office of Assessment and Reporting • To NYSED - Results reported by the Office of Assessment and Reporting 	

H. Educational Plan

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

i. Curriculum

ELA- Journeys Common Core, chosen for students in K-6, is a reading and literacy program designed specifically to assist students implement the Common Core and ensure student success. The comprehension and language developed in *Journeys* reflect the Common Core's focus on students' development of independence across a range of text types of increasing difficulty. To develop this independence, *Journeys* includes instruction in skills and strategies that allow readers "to establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance" (CCSS, p. 7). This core reading program will build students' expertise in responding to text, using text to do research across a wide range of content areas, working with others to interpret and apply new knowledge, and justifying their reasoning with evidence (Templeton, 2011). *Journeys* features a wide range of classic and contemporary texts that reflect diverse cultures and ideas, giving teachers ample opportunities to expand their students' experiences and to challenge their thinking across an array of topic areas. Explicit instruction of Foundational Skills ensures mastery of basic reading and decoding skills. Exemplar Texts provided throughout each level offer rich, high-quality literature and give

students the opportunity for close reading and analysis using full-length trade books. A strong scripted-out instructional plan ensures close reading of complex text.

The *Journeys* Reader's Workshop is designed to get students thinking, talking, reading, and writing about text. The *Literacy and Language Guide*, from *Journeys* consulting author Irene Fountas, breaks the reading block time into three main categories: Whole Group, Small Group, and Independent Literacy Time. *Journeys* writing instruction provides 100% coverage of the Common Core State Standards in a mini lesson format to be used during the Writer's Workshop. Mini lessons provide a focus on informative (explanatory), argumentative (opinion), and narrative writing. It includes modeled, collaborative, and independent writing opportunities for writing conferences with students and coverage of all six writing traits and the writing process. In addition to the *Journeys* writing component, "*Units for Teaching Writing, Grade by Grade: A Yearlong Workshop Curriculum Narrative, Informational and Persuasive Writing, Grades K-8*" by Lucy Calkins will be implemented. This curricular guide unpacks the Common Core writing standards while providing numerous opportunities to write across the curriculum. All of which support the 5th pedagogical shift "Writing from Sources." The *Journeys Digital Gateway*, the on-line curricular component, provides students and teachers with a personalized solution for customized instruction.

Senderos is the Journey's publication for bilingual students which is available for all bilingual classes. LoGramos, the counterpart to *Journeys* Common Core, is the Spanish Reading Assessment Program chosen for those students in K-8 that are enrolled in a bilingual program. Kits de Tarjetas de Enseñanza (Instructional Card Kits) will provide support for story retelling, high frequency and vocabulary words, and letter and word recognition. Cuadernos de práctica (*Practice Books*) and Guías para maestros con respuestas (*Teacher Annotated Editions*) provide support for reading, writing, grammar, and spelling in one easy-to-use workbook. Sendero a Casa: Actividades con la Familia (My Journey Home: Family Connection) involves families in student learning with ideas for every day of every week, plus new material to enjoy together.

Holt McDougal Literature Common Core, chosen for students in 7th and 8th grade, is the middle school reading and literacy program designed to follow *Journeys* Common Core. This seven-level series of textbooks is a comprehensive resource that addresses all key points of the Common Core State Standards in English Language Arts (ELA). It is a strong balance of classic and contemporary literature and diverse informational texts that progressively develop and apply students' ELA skills. Students practice reading, writing, and speaking and listening by analyzing and producing an array of media. Language skills are addressed in every writing workshop, within each selection, and after selections to emphasize the contextualized nature of vocabulary. The Holt McDougal Literature, Common Core Edition comprehensively addresses the Standards so that all students possess strong ELA skills in diverse critical content, preparing them for college and career success.

A two year randomized control trial (RCT) on *Journeys* commenced in the Fall of 2011. It was conducted on in the K-2nd grades during the 2011-12 school year and will continue during the 2012-2013 school year in the 1st -3rd grades. The report (A Study on the Effects of Houghton Mifflin Harcourt's *Journeys* Program: Year 1 Report) rigorously evaluates the effectiveness of *Journeys* and its alignment to CCSS. (PRES Associates, Inc., 2012) Math- *enVision MATH Common Core*, chosen for students in K-5, is a comprehensive mathematics program that embraces the focus and coherence called for in the CCSS. It is a focused and coherent mathematics curriculum that provides in-depth instruction on a limited number of important categories of mathematics content. The CCSS identified and organized these important

categories of mathematics content standards, to which *enVision Math Common Core* is directly aligned. The grade specific critical areas further organize related content into domains, and each domain organizes related content standards into clusters. This focused and coherent curriculum makes possible in-depth student understanding, which in turn leads to higher student achievement. The big ideas in *enVision Math Common Core* support the Understanding by Design framework, a comprehensive approach to unit planning. It includes the Understanding by Design principles in the math background, topic openers, lesson overviews and lesson closures.

CPM (College Preparatory Mathematics), chosen for students in 6th- 8th grade, is a comprehensive math program that was built around three fundamental principles informed by both theory and practice. They include: 1) initial learning of a concept is best supported by discussions within cooperative learning groups guided by a knowledgeable teacher; 2) integration of knowledge is best supported by engagement of the learner with a wide array of problems around a core idea and 3) long term retention and transfer of knowledge is best supported by spaced practice or spiraling. The CPM middle school core courses include *Making Connections: Foundations for Algebra, Courses 1 & 2, and Algebra Connections*. *Core Connections, Course 1* is the first of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. *Core Connections, Course 2* is the second of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. *Core Connections, Course 3* is the third of a three-year which helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. *Core Connections Algebra* will be offered as an accelerated course thus meeting the objectives of the Superintendent.

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.

The Common Core Programs chosen for ELA and Math address the twelve shifts that the Common Core requires if we are to be truly aligned with it in terms of curricular materials and classroom instruction. Through Journeys, Senderos and the Holt McDougal series, students will participate in whole group, small group and independent literacy. The balances of informational and literary text in these series are appropriate for K-5 with a 50/50 balance and grades 6-8 with a 60/40 balance. Knowledge of the disciplines will come from students relying in the content rich non-fiction in both Social Studies and Science as well as what is read during the literacy block. The curriculum has built into all aspects of the workshop model the close read, conversations about evidence based text and the increase of transferable vocabulary. The writing component of all three programs support a focus on informative (explanatory), argumentative (opinion), and narrative writing, modeled, collaborative, and independent writing opportunities for writing conferences with students and coverage of all six writing traits and the writing process. The double literacy block will provide students and teachers additional time to “dig deeper.”

In Math, the suggested accelerated traditional pathway to the Common Core State Math standards that were developed by the Common Core State Consortium will be utilized. Topics will be accelerated in both 7th and 8th grade giving students the opportunity to sit for the 8th grade Algebra Regents. In Science, 8th grade students will be following the New York State Regents Curriculum in either Earth Science or Living Environment. Due to this accelerated program, curriculum maps in 6th and 7th grade have been accelerated to include all middle years science contents and give students early exposure to students in 7th grade for either Regents exam. Therefore, 8th grade students will sit for either Earth Science or Living Environment.

The YCSD has partnered with Mercy College to bring professional development to our elementary and secondary schools. Mercy College has expanded that partnership by including the YCSD in their awarded Undergraduate Clinically Rich Teacher Preparation Pilot Grant. Through this partnership, we have a complete systemic and collaborative network that brings applications of practice along with key experience in instructional observation and evaluation to many schools through out the district. Through the Graduate School of Education at Mercy College the college professors provide professional development and research-based literacy and numeracy expertise for the coaches and teachers in **Fermi**. Following the CBA, these supports include in-classroom modeling/demonstration lessons, and observations, consultations, etc. Mercy's overall objective is to work directly with the teachers to improve student achievement and success in meeting the Common Core Standards in ELA and Math. Their roles as partners will be to change the learning community and to set new levels of expectation and academic modeling. It is through this partnership that the Bill and Melinda Gates Foundation MET Project framework of nine principals for using measures of effective teaching will be brought to the school. The guiding principals for improved and focused teaching systems include: measuring effective teaching, ensuring high-quality data, and investing in improvement will be incorporated with APPR guidelines.

Additionally, various consultants will work with teachers, parents and students during the Extended Learning Program and through the Summer Learning Lab. Columbia University's Teachers College Center for Technology and School Change provides professional development and modeling of best practices through the Summer Learning Lab. These professors are key to the creation of new knowledge about teaching and learning. This new knowledge contributes to leadership development and organizational learning, necessary factors for improvement of low performing organizations & public schools. Additional vendors who have participated in the Summer Learning Lab and during Extended Learning Programs include many who provide special enrichment activities for our students. Among them we have the Historic Hudson Valley Sites, Groundworks and Beczak, Jacob Burns Film Center, and the Hudson River Museum. Descriptions of some of these programs follow. *The Philipse Manor Hall State Historic Site* provides community based educational programs for students in K-8 that align to the New York State Social Studies Standards. *The Beczak Environmental Education Center* provides both in-class and site based workshops to our students with an interdisciplinary approach to learning that supports science, math, language arts, social studies and fine arts. *The Jacobs Burns Center* offers several programs in established curricular areas and will aim to provide a curriculum-based, resource-rich experience through several components: technology and resource assessment; curriculum consultation; professional development for educators; student visits to the JBFC Theater and Media Arts Lab; on-site curricular and technical support.

iii. *Use of Time*

The school calendar will begin on September 3, 2014. Every student will have the opportunity to participate in Summer Learning Labs and Extended Learning Time. The school day will start at 7:30 a.m. and end at 4:30 p.m. The day for students will consist of 8-10 periods that vary in length according to content area.

K-5 Bell Schedule	6-8 Bell Schedule
Period 1: 7:30-8:35 (ELT)	Period 1: 7:30-8:35 (ELT)
Period 2: 8:40-9:45	Period 2: 8:40 - 9:29
Period 3: 9:50-10:55	Period 3: 9:33 -10:19
Period 4: 11:00-12:05 Lunch	Period 4: 10:23-11:09
Period 5: 12:10-12:40	Period 5: 11:13-11:59
Period 6: 12:45-2:25	Period 6: 12:03-12:49 Lunch
Period 7: 2:30-3:35	Period 7: 12:53-1:39
Period 8: 3:40-4:30 (ELT)	Period 8: 1:43-2:29
	Period 9: 2:33-3:19
	Period 10: 3:23-4:23 (ELT)
	DISMISSAL: 4:30

Strategies for the use of instructional time that will lead to a pedagogically sound schedule include: 1) Increased learning time and instruction in core academic subjects of ELA, Math, Social Studies and Science; 2) Enrichment activities that will contribute to a well rounded education; 3) Increased opportunities for teachers to collaborate, plan and engage in professional development includes congruency and/or professional development. Nothing contained in this grant will conflict with the current bargaining agreement between the Yonkers Board of Education and the Yonkers Federation of Teachers.

iv. Data Driven Instruction refers to a teacher's use of the results from various student assessments to plan instruction (Thompson, 2010). The core idea is that assessments will be the starting point to drive instruction, versus the end point. The four principals of effective data driven instruction will become part of the culture: assessment, rigorous interim assessments; analysis, examination of results to identify the causes of both strengths and shortcomings; action, teach effectively what students most need to learn; and culture, create an environment in which data-driven instruction can survive and thrive.

Journeys Reading Program will provide students in K-8 two ELA assessments per year (January, June) to measure cumulative mid-year and yearly progress. In addition, the following assessments will be administered on a needs basis: Emerging Literacy Survey (K-1)-Diagnostic instrument to assess basic reading skills; Diagnostic Assessment-Individually Administered tests that diagnose basic reading skills plus passages for reading in context; Comprehensive Screening Assessment-Group administered tests that act as in initial screening of previous year's skills (Language Arts, Phonics, and Writing, plus passages for Comprehension and Vocabulary); Weekly Assessments-Assess five essential elements. Comprehension is tied to main selection and includes cold reads; and Running Records-Fountas and Pinnell (Monthly). Additionally, the basic schedule for administration follows and can be replicated in successive years:

- District ELA Interim Assessments will be administered to students in Grades 3-8 in October 2014 and February 2015;

- Measures for Academic Progress (MAP) for primary grades are diagnostic and computerized adaptive assessments in reading and mathematics, specifically tailored to;
- The needs of early learners. MAP will be administered a minimum three times a year to students in Grades K – 3;
- Children’s Progress, an adaptive and diagnostic ELA assessment, will be administered three times to students in PreK (Fall/ Winter 2014 Spring 2015);
- Baseline, Intermediate and End of the Year Writing Assessments will be administered (September 2014, January and June 2015);
- At the discretion of the school principal, D.R.A. (Diagnostic Reading Assessment) will be administered to students in K-3 in September 2014 and May 2015;
- Local Pre and Post Assessments will be administered twice annually;
- New York State ELA Examination will be administered in April 2015.

Math Assessments include the following:

- *enVision Common Core* will provide frequent progress monitoring through placement and diagnostic tests at the beginning of the school year (September 2014) at the start of a topic, during a lesson, at the end of a lesson, at the end of a topic, after every four topics and at the end of the school year (June 2015) *enVision Common Core* provides RTI (Response to Intervention) in Tier 1 (on-going) Tier 2 (strategic) and Tier 3 (intensive) for every topic;
- *Core Connections* courses have access to the assessment resources for those courses via eBook version. The test banks and sample tests completed will be available by spring 2015. All courses will offer benchmark and end of unit assessments;
- District Math Interim Assessments will be administered in Grades 3-8 in October 2014 and February 2015;
- Children’s Progress, an adaptive and diagnostic Math assessment, will be administered three times to students in K-3 Fall/Winter 2014 and Spring 2015;
- Local Pre and Post Assessments will be administered twice annually;
- New York State Math Examination will be administered in April 2015;
- 8th Grade students will take the New York State Regents Integrated Algebra Exam and a Science Regents in June, 2015.

Analysis of all results will take place on a regular and consistent basis for all teachers in K-8. Student and class goals will be formulated during weekly congruency meetings and professional development sessions. The teachers will plan units and lessons while aligning New York State Common Core Standards, curriculum and materials. They will orchestrate learning experiences for students while implementing on-the-spot assessments as they check for understanding. The interim assessments mentioned will be the more formal testing, most of which is quarterly and will be seen as the strategic intervention. Utilizing a variety of measures and comparing composite scores, teachers will take the data, plan improvements and identify struggling students. The summative assessments mentioned will be the high-stakes examinations that will drive the Inquiry practice in the school. These multiple and varied measures administered over an extended period of time will provide more reliable information about student learning and the impact of effective teaching. The follow through into professional development and the supports and resources provided through coaches and post secondary

advisors in literacy and numeracy should have significant impact on reaching goals two and three as this school turns around and insures improvement.

Teachers may engage in monthly classroom inter-visitations with colleagues to examine the best teaching practices that are part of the action plan. Data Walls will be displayed in every classroom K-8 to highlight goals and growth. The Data Walls will align with the goals created as a result of the Interim and Summative Assessments. The Data Team will spearhead staff training on formative assessment under District guidance. The culture of this data-driven school will survive because all members of the school community are stakeholders.

Inquiry practice also referred to as systemic, intentional study by teachers of their classroom practices (Cochran-Smith and Lytle, 1993) will become part of the everyday culture. Teacher inquirers seek out change and reflect on their practice by: posing questions or “wonderings;” collecting data to gain insights into their wonderings; analyzing the data along with reading relevant literature; making changes in practice based on new understandings developed during inquiry sharing findings with others. The school’s functional cycle will include all three phases of the Inquiry Process. Phase I will identify a target population of students and one specific area of academic weakness. Phase II will bring more students into the school’s sphere of success by improving outcomes for target population students in identified areas. Phase III will ensure that the school continually brings more students into the sphere of success by improving decision-making processes. The Time Line follows:

- August 2014 - Define a school-wide focus group consisting of Teachers, Administrators, and Parents.
- October 2014 - Define a target population (skill, sub-skill and students) after examining the 2014 NYS ELA/ Math results.
- October 2014 - Define the long term goal.
- November 2014 - Define learning targets and short term goals.
- November 2014 - Analyze the target population’s conditions of learning and systems that produced conditions of learning.
- December 2014 - Design and implement change strategy.
- January/February 2015 - Continue to monitor the implementation of change strategy. Add more students into the sphere. Revisit and revise as needed.
- Launch 2nd Inquiry Team.
- January 2015 - Define a school-wide focus group consisting of Teachers, Administrators, and Parents.
- February 2015 - Define a target population (skill, sub-skill and students) after examining the 2013 NYS ELA/ Math results.
- February 2015 - Define the long term goal.
- March 2015-Define learning targets and short term goals
- March 2015-Analyze the target population’s conditions of learning and systems that produced conditions of learning
- April 2015-Design and implement change strategy
- May 2015-Continue to monitor the implementation of change strategy. Add more students into the sphere. Revisit and revise as needed
- June 2015 - Reflect on the findings of the inquiry teams and prepare for change

v. The system chosen for identifying students at-risk for academic failure will be through ASSIST: Academic Student Support and Intervention Teaming (RTI Model). It will be continued with regularity and implemented with fidelity. This includes Horizontal Teams-Intervention-Tier 1 when faculty members meet once a month in a grade level team to monitor students' progress/success in all academic classes. The objective is to identify students who may need additional support and provide appropriate intervention through ASSIST. Following that Tier 2 is activated: Signs that a student may be in need of ASSIST which includes: two or more failures on a given report card; three or more absences in a four week period; five or more lateness in a four week period; grade point average of below a 2.0 Initiation Process. After a need is indicated, use one or more of the following is put into place: a four to six week progress report; monitoring of report cards, monthly parent meetings to discuss progress referral to support staff. At the third and final level, Intervention Assistance-Tier 3, students who are at risk and cannot be successful with ASSIST, are referred to the Pupil Support Team to write an Intervention Plan bringing all stakeholders around the table including Staff, Parent and Students. The Pupil Support Team, a problem solving agent in the school, will meet weekly to find ways around roadblocks to success for any student referred to it.

According to 100.2, Academic Intervention Services (AIS) will be available to students. The ASSIST team of school-based professionals will determine the academic intervention needs of students in K-8 in both ELA and Math. The team will develop targeted strategies for assessing students, and determine methods for dealing with academic problems. Classroom teachers will monitor on an ongoing basis whether these methods are resulting in increased learning and achievement. The extended school hours/days will help ensure that AIS is implemented consistently as it is built into the daily schedule.

vi. As a partner, *ANDRUS* will introduce a clinical team to provide social, emotional and behavioral support. Through the Sanctuary Model the clinical team will offer a variety of support services to supplement the support currently offered through district personnel. These services include assisting students, staff, and parents in general and special education settings, both within the classroom and outside of the classroom setting during the school day and through the extended day program addressing a broad range of socio-emotional and behavioral issues. Additionally, their primary focus will be to provide high quality engagement and education to families as they build **Fermi** as a community school. The *ANDRUS* partnership will provide systemic staff development along with social-emotional learning opportunities for families.

In addition to the *ANDRUS* partnership, in order to support safe and productive learning environments, this school will engage in several evidence-based, targeted strategies to improve school climate. They include:

- Relationship Focused: Connect every student to at least one caring adult
- Establish a School Improvement Team (SIT);
- Establish School Wide Focus-Adopt community wide practices to build character and support appropriate student behavior (Food Drives, Homework Helpers etc.);
- Emphasize Resiliency: Help at-risk students use school and community-based supports to build upon their unique strengths;
- ASSIST (RTI): Use diverse and increasingly intensive approaches to support students academically;
- Data-Driven: Track and analyze school data that goes beyond test scores and includes perceptions of key school climate indicators;

- Coordinate: Build systems to link educators, students, parents and the community (PTA, SCD, Title I Meetings);
- Promote healthy bodies, eating, fitness and weight through *Healthy Bodies*.

vii. *Parent and Community Engagement*

The school will encourage parent/family involvement and communication to support student learning by doing the following:

1. Continue with the Community Center to assist with the building of a support community and providing family resources and opportunities for involvement;
2. Publish a monthly Newsletter to share with the community school happenings;
3. Daily use of the ConnectEd system for attendance purposes;
4. Weekly use of the ConnectEd system to inform and update parents and students, and to support PTA activities and school events;
5. Use of scripted responses when answering telephones in all offices and schools--Good (morning/afternoon), this is (school/department), (name) speaking. How may I help you? Addressing Parent Concerns – Full implementation of the 48-hour contact dissemination procedure;
6. Send a needs assessment to parents to get their feedback on what they view as important to address;
7. Extensive use of E-Chalk and a Parent and Community Webpage;
8. Develop the school as a Community Service school with a building that is open to serve the community beyond the school day, operating a joint partnership with the community agency, Westhab, providing access to health services, and offering social and educational services for families and community members;
9. Ensure that parent contact information is up to date so that communication flows;
10. Encourage regular use of school and classroom newsletters, web pages, blogs, and monthly calendar of events;
11. Inform parents about and assist them in using online classrooms such as *echalk*;
12. Offer materials in other languages for parents of English for Speakers of Other Languages (ESOL) students.

The school will offer programs, events and activities related to encouraging parent involvement and engagement such as:

1. “Parents as Partners” - information and support to foster parent involvement;
2. “Parent of the Month Club” – recognition of parent contributions to the school Community;
3. “Three for Me” Project (parents pledge to volunteer three hours per year per child);
4. Orientation day(s) before the first day of school and at back-to-school night (within the first month) to familiarize parents and children with the school setting;
5. Establish a program to encourage English for Speakers of Other Languages (ESOL) parents to become involved with their child’s education;
6. Planning sessions with parents to help them develop strategies for supporting their child’s success inside and outside of the classroom;
7. IEP meetings and parent-teacher meetings that support parent and student participation;

8. Create a community in which parent volunteering to read to classes, be guest speakers, chaperone events and field trips, work with students;
9. Parent and ME ESL classes during the day or at night.

Prior to each testing period, correspondence and presentations will be made by the Administration to parents. It will include a brief overview of each exam and the importance of passing it. After the periodic assessments are given, communication will be made to parents indicating areas of need and what supports are available to their child. Several times a semester teachers will send out progress letters to parents informing them of their child's progress. Ongoing parental workshops *are given to support the students in school through Title I services.* As per 100.11, a School-Based Planning Team will also be established. Parents, teachers and administrators will meet bi-monthly to examine educational issues, student achievement, and accountability. As per Title I, parents will be invited to participate in monthly workshops that pertain to the educational needs of students and those of the community. Surveys will be sent to all parents periodically throughout the school year to monitor the quality of workshops provided, communication, school environment, programs, events and calendars.

I. Training, Support, and Professional Development

The LEA/school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIF plan and student needs. The framework articulated must contain each of the following elements:

i. Focus groups in each school were interviewed around their needs and those of their students. Teacher evaluations of prior professional development initiatives are reviewed. Careful review of staff observations, evaluations and walk-throughs indicate areas of need. Recommendations documented in external audit reports with regard to professional development are taken into account. Analysis of assessment data informs the direction of instructional practice and the design of best practice training. Current research in teaching and learning provides the knowledge base for the type of programs to be presented. The expertise of administration in core area and instructional support departments is a key resource in the creation and planning of these programs. Equally important is the Superintendent's suggestion to design a community school that opens its doors from 7:30 a.m. to 4:30 p.m. daily thus allowing for expanded instructional periods, scheduled congruence time, and opportunities for professional development in a job embedded learning community. When presented with this concept, a school focus group considered it an excellent model for the school to implement.

ii and iii. See Attached Charts

iv. The effects of these professional development plans will be evaluated on a continuous basis. Outcomes will be monitored and subsequent modifications will be made as a result of staff feedback, evaluations, principal observations, APPR, consultant reports and/or interim and state assessment data.

J. Communication and Stakeholder Involvement/Engagement

The LEA/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 LEA/school must contain the following elements:

i. The YCSD has multiple established forums for dissemination of information which does include school status and notifications of activities such as meetings and workshops many of which are grant related. Information is made on the district and website and school web pages along with other web based resources. Daily the Chief Academic Officer hosts meetings with his department administrators, school administrators, and partners to share and explore information. Through the quarterly Parent Advisory Council meetings held at Central Office from 10:30 a.m. to 12:00 p.m., information is shared district wide and then disbursed to schools throughout the district. The PTSA representatives meet monthly with Central Office and School administration representatives at different school and in the evening from 7:00 p.m. to 8:30 p.m.. The Chief Education Compliance Officer meets monthly with school administration at Central Office during the day via conference calls or in meetings with principals in attendance. These same practices should continue to be in place during the course of the grant and the information would be shared with the **Fermi Community School**.

Following the successful practice of the current four SIG awarded schools, there would be quarterly meetings among all stakeholders at the school site and during the school day. Central Office, school administrators, partners, bargaining unit representatives, parents, and students are invited to join these sessions. During these meetings, the plan is reviewed, progress identified, and findings addressed. Twice a year every parent is afforded the opportunity of a parent teacher conference either during the school day or evening. A third opportunity to meet with faculty and administration is a new proposal for **Fermi**. Throughout the year, Title I and ESL teachers host parent meetings and educational workshops at the school and throughout the district, during the school day, after school, and on Saturdays. Updates are provided at these meetings. Weekly the school principal meets with the school PTSA president and with the school student government representatives where updates are provided. The new Community Center would serve as a daily parent, family, and community center for information on the SIF plan. In addition to these systemic opportunities the **Fermi** administration, faculty and staff communicate with parents frequently, using a variety of methods:

1. Utilize a home-to-school/school-to-home communication system, using methods that work best for specific parents and teachers (mail, the phone, email, communication notebooks, face-to face meetings);
2. Ensure that parent contact information is up to date so that communication flows;
3. School and classroom newsletters, web pages, blogs, and monthly calendar of events;
4. Using online classrooms such as echalk for communication between home and school;
5. Offer material for parents in their native language;
6. Personal contact to ensure effective communication;
7. Conduct home visits by special educators and administration when necessary;
8. Offer events such as "Cake with the Counselor," "Coffee with the Principal," or "Parents and Pastries" to encourage communication between parents and school;
9. Requiring parent(s) signature on assignments insuring monitoring their child's learning.
10. Reports of progress and home follow-up for parents of students who are receiving speech, physical, or occupational therapy services;
11. Group meetings with therapists, counselors, teachers, administrators and parents, and frequent contact between case managers and parents;

12. Inform parents about and invite them to Special Education Advisory Committee Meetings;
13. Educational workshops are offered throughout the school year addressing the needs and requests of parents, families, and community members on pertinent topics such as Cultural Diversity Training;
14. Parent trainings conducted by partners;
15. Student work celebrations through partner and vendor organizations.

K. Project Plan and Timeline

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

i.

Pre-Planning Period 4/1/14-5/31/14 - Goals and Key Strategies	
Development of Instructional Leadership:	
<ol style="list-style-type: none"> 1. Development and design of leadership team; 2. Development of initial Professional Learning Communities (as identified by the leadership team- examples of key PLC's are Inquiry/Data Team, Professional Development Planning Committee). 	
Development of Strategic Planning:	
<ol style="list-style-type: none"> 1. Identifying areas of need and developing plans/calendars for action; 2. Identifying personnel strengths and assigning personnel to additional PLC's based on strength. 	
Development of a Results Oriented Learning Culture:	
<ol style="list-style-type: none"> 1. Developing efficiency through periodic review and formalized documentation procedures; 2. Identify priority data. 	
4/1/14 to 5/31/14	<ul style="list-style-type: none"> • Identification of principal • Agreement with Bargaining Units on positions and extended day • Data analysis and accountability planning • Application for teaching positions and hiring of faculty as per contractual agreement • Negotiation of contracts, presentation to the Board of Education • Budget planning including purchasing of materials and supplies • Design of school calendar and instructional schedule

ii.

Planning Period 4/1/14-7/1/14 – Responsibility Grid	
Actions/Activities	Accountable Person/Group
Identification of Principal	Superintendent of Schools; Chief Academic Officer;
Development of Agreements with Bargaining Units	Superintendent of Schools; Chief Academic Officer; Chief Accountability Officer; Executive Director of Instructional Support; YCA; YFT; PTSA
Data Analysis and Accountability Planning	Executive Director Student Information, Assessment and Reporting; Executive Director of Instructional Support;

	Executive Director of Special Education; Director of School Improvement; Principal
Application for Teaching Positions and Hiring of Faculty	Chief Academic Officer; Executive Director of Instructional Support; Principal
Contract Negotiations; Presentation to BOE	Executive Director of Instructional Support; Director of School Improvement; Principal
Budget Planning (i.e., Purchasing of Materials and Supplies)	Director of School Improvement; Budget Analyst; Principal
Design of School Calendar and Instructional Schedule	Chief Academic Officer; Director of School Improvement; Principal

iii.

Year One Implementation Period 6/1/14-6/30/15 - Goals and Key Strategies	
<ol style="list-style-type: none"> 1. Establishing Fermi as a Community Oriented School that is jointly operated through a Partnership Consortium. There will be an integrated focus on academics, health and social services, youth and family community engagement which will be supported for students through extended learning time; 2. Supporting improvement in student achievement and growth through development of leadership, classroom instruction, and accountability. This goal will be met through the negotiated APPR with all bargaining units and the school district while implementing the sound practices from the MET project which incorporate the nine principles for using measures of effective teaching while providing the essential foundation for observing and evaluating instruction in a teacher centered environment; 3. Addressing the language needs through a multi-lingual educational approach which affirms the school community linguistic diversity. The improved Fermi Community School brings authentic, hands-on experiences that have technological supports and enrichment activities to all students through cross-curricular reading, interactive opportunities utilizing online activities and extended learning 21st Century activities. 	
6/1/14 to 6/30/15	<ul style="list-style-type: none"> • Adoption of mission and vision for the Fermi Community Oriented Wrap Around School. Communication and implications for stakeholders • Partnerships with: <i>ANDRUS, Interactive Health, LLC.</i> • Identification of Project Manager • Contracts with vendors to bring enrichment opportunities to the school community: Hudson River Museum, Mercy College, JCY • Identify strategies for supporting SWDs and ELLs • Implemented professional development plan based on calendar developed jointly by administration and staff • Implementation of Journeys, enVision math, College Preparatory Math • Develop activities for extended learning with a focus on project based assessment/UBD • Analysis and Accountability of Implementation

Built on a Logic Model the Theory of Action as it applies the individual school improvement plan includes additional detailed key strategies and is captured in this report under *Section II, School Level Plan, A.ii, School overview.*

iv. Early wins are based on research proven strategies of visible improvements within the first few weeks (or months) of school designed to build momentum and communicate change.

Early Wins: a) Physical Structure, b) Learning Time/Time Efficiency, c) Behavior
a) Improvement of Physical Structure: <ol style="list-style-type: none"> 1. Review and repair of structural issues with a goal of quick improvement to the physical structure; 2. Enhance internal environment with attractive displays of student work updated at least monthly (i.e., art work, paintings, murals, music, videos, plays, digital creations); 3. School improvement committee to focus on revitalization of school through visible evidence of clean, attractive, stimulating environment; development of model classrooms.
b) Learning Time / Efficiency: <ol style="list-style-type: none"> 1. Streamlined process to access and distribute resources; 2. Well organized classroom spaces free of clutter, clearly identified learning centers, common strategy charts throughout the school; 3. Streamlined arrival and dismissal procedures to increase instructional time.
c) Behavior: <ol style="list-style-type: none"> 1. High visibility of staff throughout the school – during class changes, before and after school; 2. Highly visible consistent school-wide positive student behavior plan; 3. School-wide practices for manifesting positive environment (e.g., greeter students, public acknowledgement of positive behaviors, caring/charitable events during strategic times throughout the school year; 4. Parent, family, and community use of the Community Center.

v.

Leading Indicators of Success
Goal 1: Student Achievement Outcomes Prekindergarten – Grade 8 <ul style="list-style-type: none"> • Fifty-five percent (55%) of all students in Grades 3-8 will score at proficiency (Level 3) on the New York State ELA and Mathematics assessments • Ten percent (10%) of all students in Grades 3-8 will score at mastery (Level 4) on the New York State ELA and Mathematics assessments • Thirty-five percent (35%) of all Students with Disabilities (SWD) in Grades 3-8 will score at proficiency or mastery (Levels 3 and 4) on the New York State ELA and Mathematics assessments • Thirty-five percent (35%) of all Limited English Proficiency (LEP) students will score at proficiency or mastery (Levels 3 and 4) on the New York State ELA and Mathematics assessments • Ninety percent (90%) of all students in Grades 3-8 will score at Level 2 or higher on the New York State ELA and Mathematics assessments <p>a) Short-cycle progress monitoring in ELA and math using identified intervention assessments b) Collaborative planning of grade level team to problem-solve and brainstorm focus efforts to support increased student achievement; documentation of same c) Evidence and demonstration of one or more grade wide project based learning opportunities</p> <p>Focus indicator Year 1: A 10% increase in attendance at school based events by parents/guardians, at least 4 Shared Decision Making meetings held throughout the school year with representation by the required groups (parents, students in grade 4 or higher).</p> <p>Focus indicator Year 1: A 5% decrease in the number of students who receive an Out of School</p>

Suspension or In School Suspension/Intervention, a 50% decrease in the number of students who are referred to the office for administrative intervention.		
What	How collected	Who will analyze & Reporting Protocol
Monthly progress monitoring data	<ul style="list-style-type: none"> • In class assessment data ELA/Math • Progress monitoring data for targeted skills • Open ended student work to assess multiple content sub-strands • Student attendance data 	Analysis: Leadership Committee, Inquiry/Data PLC Reporting: 1) PLC meeting minutes, 2) Progress monitoring data sheets, achievement using prescribed NYS open rubrics for ELA and Math, 3) eSchool (student attendance repository) student attendance reports
Teacher, Staff, and Parent communication and satisfaction levels	<ul style="list-style-type: none"> • Meeting Agendas • PTA meetings - monthly • Suggestion boxes • Staff attendance data • Quarterly school Newsletter • Usage log for the Welcome Center 	Analysis: Leadership Committee, Shared Decision Making Committee, Administration Reporting: 1) Attendance sheets for workshops and PTA meetings, 2) Suggestion box data recording, 3) Tracking staff attendance
Positive School Culture	<ul style="list-style-type: none"> • Tracking suspensions by offense code in eSchool • Required use of documented parent outreach and interventions 	Analysis: Administrative Team, Leadership Committee, RtI/PBIS PLC Reporting: 1) Monthly analysis of incidents by code in eSchool, 2) RtI/PLC meeting notes to track interventions, 3) Monthly analysis of associated data
Reporting: How / To Whom / Action		
Building level: Data collected reported to Principal District level: Principal reports to Executive Director of School Administration, Executive Director of Instructional Support, School Improvement Director, relevant Administrative representatives Action: Data gathered used to inform and revise project design		

vi.

Year-Two and Year-Three Goals and Key Strategies
Ongoing school improvement planning and development: Instructional Leadership; Strategic Plan Realignment and Refinement; Support of Results Oriented Learning Culture
<ul style="list-style-type: none"> • Daily oversight of Fermi Community School • Analysis of year 1, refinement and realignment of plan • Implementation of SIF Plan and Goals, updated as necessary • Instructional Support, Training, and Professional Development • Analysis and Accountability of Implementation • Identification of Instructional Focus Indicators and Adjustment of Targets: Year 2 & Year 3

Yonkers Public Schools

Enrico Fermi School for the Performing Arts

Anticipated Full-Time Position

Effective September 2014

(Position contingent on budget and enrollment)

Position: Teacher

Gateway Position

Location: Enrico Fermi

Role Description:

The Enrico Fermi School for the Performing Arts will be a full service Community School model which that will meet the needs of all students, families, and the community including health, social and economic factors. A commonality amongst community schools is the integrated focus on academics, health and social services, youth and community development and engagement leading to improved student learning, stronger families and healthier communities (Coalition for Community Schools).

In addition to the Community School Model, the Enrico Fermi School will infuse and develop the skills associated with the Performing Arts. Performing arts will be interwoven into all academic and enrichment areas to create a true performing arts school.

- Teacher will subscribe to the Community School philosophy of the school
- Teachers will use various instructional strategies, differentiate learning and infuse higher level thinking questions
- Teachers will use standards, including New York State and Common Core learning standards
- Teachers will possess knowledge of and ability to use rubrics as an assessment and growth tool
- Teachers will use data as a tool to drive instruction. This includes knowledge in the collection, analysis, recording and sharing of data to support the learning process of each individual students
- Teachers will infuse technology as a classroom demonstration tool, learning tool, research tool, and an assessment tool.
- Teachers will utilize the eChalk online system as a tool to promote online communication and collaboration. Teacher will utilize email as well as class pages to post information about class events and homework.
- Teachers will develop learning experiences that are student focused and student led.
- Teachers will collaborate, plan, engage and/or facilitate professional development within and across grades and subjects
- Teachers will engage in extended learning time via additional time for instruction in core academic subject areas and enrichment activities, 7:30am – 4:30pm, September 1, 2014 – July 31, 2015.
- Teachers will incorporate the ideas, principles, and strategies of Understanding by Design.
- Teachers will partner with the following providers to support the academic, social and physical needs of the students.
 - o ANDRUS Children's Center
 - o Mercy College,

Certification: New York Certification in appropriate area of instruction

Gateway Qualifications

- Masters Degree with at least 3 years experience
- Teachers will meet Professional Development benchmarks and requirements which include attendance requirements. In addition, teachers will be expected to infuse strategies learned in PD workshops into their lessons.
- Teachers will use data effectively to drive instructional practices and participate in data symposiums where all teacher data will be shared. In addition, all teachers will be expected to maintain a Data wall in their classrooms.
- Teachers will incorporate formative, performance and summative assessments into classroom design
- Teachers will use varied research based practices that infuse technology, data, and differentiation.
- Teachers will integrate technology into classroom instruction as a tool for modeling, skills development, research, etc for student learning in all curriculum areas
- Teachers instructional day will begin at 7:30am and conclude at 4:30pm. The school year will begin for teachers and students on September 1, 2014 and conclude on July 31, 2015.
- Teachers will work collaboratively with partners to provide additional supports to students.

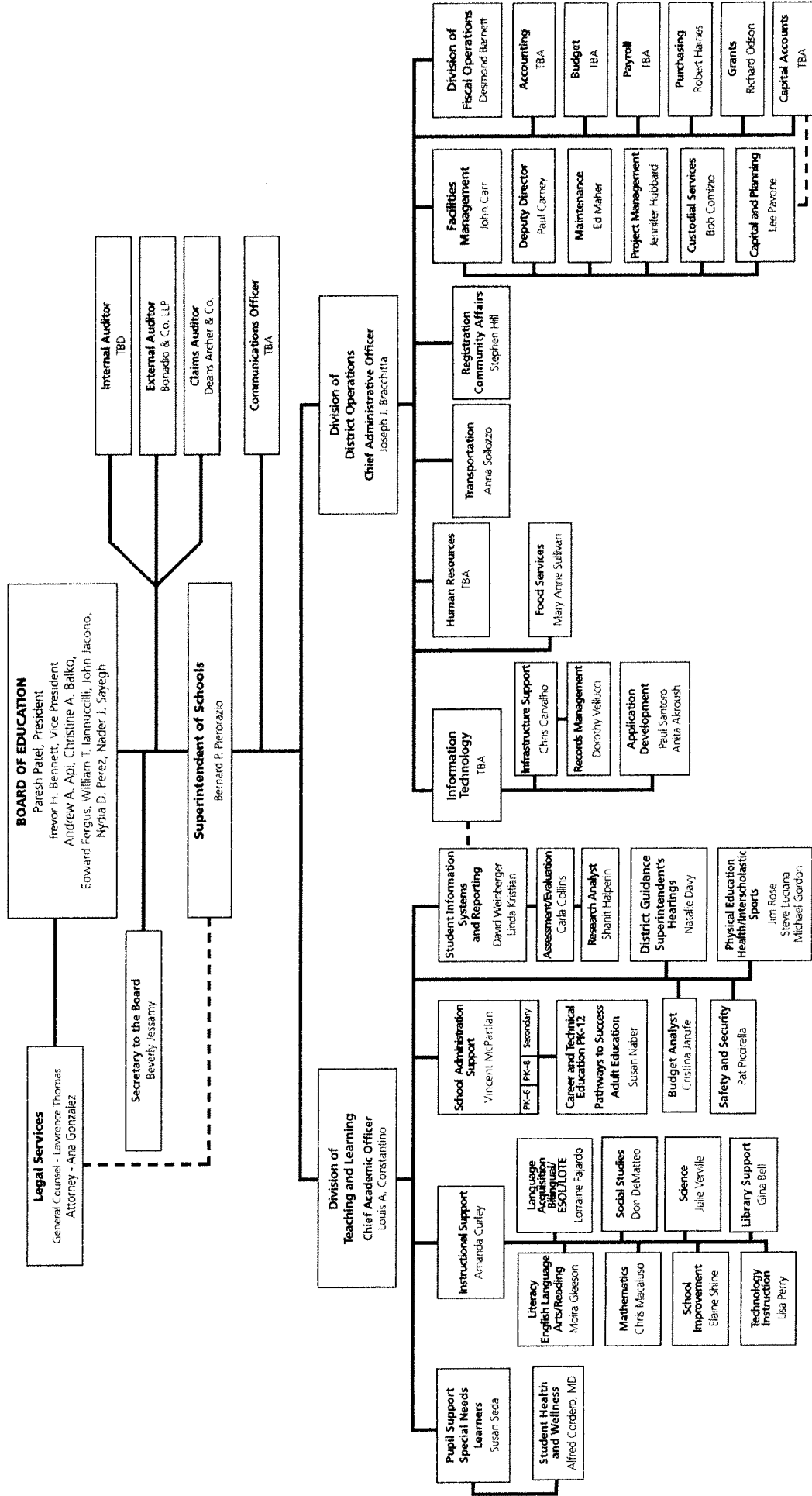
Comments: Interviews will be held by interview committee consisting of Principal, Assistant Principal, and central office administration.

Application: Candidates interested to apply for this position must submit a letter of application, including background, experience and interest in this Community School Model. In addition, please submit an updated resume. All applications must be returned to the Personnel/Human Resources Department.



YONKERS PUBLIC SCHOOLS

2012-2013 TABLE OF ORGANIZATION



SUPERINTENDENT OF SCHOOLS

The Superintendent of Schools shall be appointed by a majority vote of the Board of Education in accordance with a mutually agreed upon written agreement containing the provisions of employment and a specified length of service.

The Superintendent shall be the chief executive officer of the Board and will have a seat on the Board of Education with the right to speak and advise on all matters before the Board, but not to vote.

The Superintendent shall:

- be directly responsible to the Board for the execution of Board policy and for the faithful and efficient observance of its rules throughout the school system;
- have charge and control of all departments and employees of the district and authority to make rules and regulations for the conduct of the work, the control and management of district property and in meeting the educational mission of the Board;
- have supervision and direction over the enforcement and observance of the instructional program, the evaluation and promotion of students, and implementation of a course of study to meet the requirements established by the State of New York;
- be responsible for the financial management of the district and shall prepare and develop the annual budget for adoption by the Board and have charge and control of all purchases and expenditures of funds in accordance with state and municipal law and Board policy;
- transmit written or verbal reports on the status of the public schools in general or on a specific program or activity as necessary, required or requested as frequently as possible and upon request from the Board; and
- enforce all provisions of law and all mandated rules and regulations relating to the management of the schools and other educational, social and recreational activities or programs under the jurisdiction of the Board.

Ref: Education Law §2565; 2566

Adoption date: May 8, 2007

Yonkers City School District
School Innovation Fund Grant 2014-2017
Training, Support, and Professional Development – Enrico Fermi

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE MEASURABLE OUTCOMES AND	REPORTING METHODS
Data Disaggregation and Analysis Admin, Teachers	Departments of Student Information and Instructional Support	To utilize a district wide data system which compiles all pertinent student information and introduce data applications which will enhance teaching and learning for teachers and all subgroups	Achievement gains on student performance data ; classroom observations of teaching practice as noted on annual evaluation
**ELL Strategies for Classroom Teachers Admin, Teachers, Teaching Assistants	**College Partner: CUNY **Potential Partner – Awaiting NYSIEB Grant Notification	To bring appropriate second language instructional linguistic supports to the school community through the concept of <i>translanguaging</i> , and building culturally diverse classrooms throughout the school year (2013-2014)	Achievement gains on student performance, classroom observations of teaching practice as noted on annual evaluation, CUNY program evaluation reports
Integration of Technology Tools and Resources Admin, Teachers, Support Staff	Departments of Instructional Support, Office of Technology and Media	To provide learning strategies to support instruction technologies	Surveys of participants, observations and instructional practice as noted on annual evaluations.
Understanding by Design (UBD) Admin, Teachers	Teacher's College, Baruch College	To improve the development and deepening of student understanding; effective curriculum design	Evidence of improved student and school achievement through review of data, student work, and assessments
Training for Instructional Coaches Admin, Teachers	College Partner: Mercy College	To increase the instructional capacity of teachers for better incorporation of literacy and math into their instructional practices	Achievement gains on student performance, classroom observations of teaching practice as noted on annual evaluation, Mercy College program evaluation reports
enVision Math Program Admin, Teachers, Title I Math TA, Math Coach	Pearson Content Specialist, Department of Instructional Support, Office of Mathematics	To review program and resources to enhance teacher and learning	Surveys of participants, analysis of understanding as identified by providers, observations of administrators and instructional

Yonkers City School District
School Innovation Fund Grant 2014-2017
Training, Support, and Professional Development – Enrico Fermi

				practice as noted on annual evaluations; achievement gains on student performance
Informational Writing Admin, Teachers, Literacy Coach	Department of Instructional Support/Literacy	To provide teachers with strategies to improve student writing practices by conveying information and ideas clearly		Surveys of teachers, observations of providers, annual report to the superintendent, student achievement gains in writing and other assessments
Utilizing Rubrics in the Classroom	Department of Instructional Support	To increase teacher understanding and use of rubrics for teaching and learning		School based teacher surveys, increased use of rubrics for student work, achievement gains on formative and summative assessments, observations of teaching practice reflecting CCLS
Workshops for Parent Education – Reading Buddies After School and Summer programs Parents/Families	Community Partner: Jewish Council of Westchester (JCY)	To increase parent understanding of the importance of literacy at home through partnership with school		Parent surveys, increased literacy at home, achievement gains on student performance, meetings with school principal, end of year reports and surveys from JCY to assure that goals/objectives
Workshops for Parent Education – Supporting Your Child’s Success Parents/Families	Community Partner: Jewish Council of Westchester (JCY)	To promote collaboration between families and school staff to support student learning and healthy development at home/school; supporting 21 st Century Grant goals and objectives		Parent surveys, increased family participation in school
Museum Education in the Classroom Admin, Teachers, Students	Community Partner: Hudson River Museum (HRM)	To provide experience-based, arts-infused, multidisciplinary, sequential curricular programming; integration of CCLS with literacy and the arts; supporting 21 st Century Grant goals and objectives		School based teacher surveys, achievement gains on student performance, classroom observations of teaching practice as noted on annual evaluation, end of year report from HRM

Dr. MIRIAM L. DIGNEO

HIGHLIGHTS OF QUALIFICATIONS

Doctor of Education NorthCentral University
Master's Degree in Education and Early Childhood/Bank Street College of Education
Master's Degree in Education Leadership St. Rose College
B. S. Criminal Justice Administration and Planning/ John Jay College of Criminal Justice
New York State Permanent Certification, N-6.
Provisional Certification in New York City Public Schools
Bilingual New York State Permanent Certification
National Board Certification for Principals - Pending
ESL license - Mathematics and Social Studies 7-12 license pending
Administration and Supervision license - SAS & SDA
Bilingual - English and Spanish.
CPR Trained - New York State Notary

A Self-motivated, creative decision-making professional; able to work independently and collaboratively with others. Exceptional communication and interpersonal skills. Deeply committed to a high quality of education for all children. Proven effectiveness in program design and administration. Successful and self-confident in classroom presentation and teaching. Strong practical and theoretical background in developing curriculum, personnel management, decision-making, professional development, public relations, administration, at the elementary, middle school and high school level. A Strong knowledge of common core learning standards, APPR, state assessments and building management. Knowledgeable in using state of art technology.

PROFESSIONAL EXPERIENCE

Administration:

Principal: Enrico Fermi School – Gibran School
Assistant Principal: Emerson Middle School – Gorton High School
Central Office: Districtwide Math Facilitator-Districtwide Staff Developer
Educational Director of Non-profit Educational Center

As an administrator – I oversee the administration and instructional program of the school. I continuously seek to develop and implement well-rounded educational programs, which provides opportunities for the success of all students in all academic areas. I promote an environment that is collaborative and builds bridges with staff, students, parents and community.

Teaching:

City of Yonkers Public Schools: Grades 2, 4 and 6
New York City Public School: Grade 1- 11/12
Private: Jackson Heights Children Center
ESL to adults

Colleges: Mercy College - Adjunct Professor

Writing and Lecturing**Educational Program Development and Presentation**

Participated in the writing of the Yonkers Core Curriculum in English Language Arts, Mathematics and Science. Designed and created technology based lessons incorporating PowerPoint presentations in Yonkers Public Schools. Provided support for teachers using a myriad of instructional strategies to address different styles of learning. Designed, organized, implemented and presented workshops for: ..administrators ..community /parents, staff and teachers ..school aides. Provided on going staff development in schools. Provided educational resources for teachers from a variety of sources.

Designed / developed curriculum for Jackson Heights Children's Center responding to the needs of students, staff and parents. Trained teachers in the classroom and conducted seminars focusing on educational issues. Conducted all educational evaluations of children

Participated in the writing of the Yonkers Core Curriculum in English Language Arts, Science and Mathematics, as well as, Districtwide documents (homework packets, parallel tasks, 4th grade assessments) and curriculum training materials for teachers and students. Translated district wide documents for Elementary, Middle School and High School from English to Spanish.

Prepared evaluation reports for children in the Jackson Heights Children Center.

Wrote evaluation reports on federal funded programs at Jackson Heights Children Center, as well as New York City Pibloc schools. Wrote manual for workshops in education at Jackson Heights Children Center. Lectured, as guest speaker on education at educational institutions in the New York Area.

Work History

1995-present Yonkers Public Schools

1989-1995 Educational Director - Jackson Heights Children's Center, NY

1989-1995 Head Teacher - Jackson Heights Children's Center, NY

1986-1989 Community Volunteer, Traveled, Studied, and Raised my daughter.

1983-1986 Public Relations Coordinator / Office Manager /Augustine Digneo Jr. Architect

1981-1983 Secretary / Y'S WAY, NYC

1979-1983 Student / John Jay College of Criminal Justice

References Furnished upon request.



YONKERS PUBLIC SCHOOLS

Department of Instructional Support

Calendar of Professional Development Workshops

Summer 2014

Title	CCLS	Audience	Admin	Capacity
<u>Register using the following link</u> https://cpm.gosignmeup.com/dev_students.asp?action=browse&main=CPM+Workshops+%28Listed+by+State%29&misc=152				
Common Core Institute for Special Education Teachers	Yes	Special Education Teachers	Shine	30
Aligning Curriculum to the CCLS	Yes	Second Grade Teachers	Shine	30
Write Right!! (Workshop Compensation)	Yes	Social Studies & ELA Teachers Grades 7 – 11	DeMatteo Gleeson	30
Introduction to NYS Common Core Curriculum (3-5) ELA (Workshop Compensation)	Yes	Elementary Teachers (3-5)	DeMatteo Gleeson	30
Classroom Readiness (Implementing NYS Common Core Curriculum) 3-5 - ELA (Workshop Compensation)	Yes	Elementary Teachers (3-5)	DeMatteo Gleeson	30
The Heart of the Community (Workshop Compensation)	Yes	Social Studies Teachers – Grades 3,4,7,8	DeMatteo	30
Nook Training	Yes	25 Teachers	Shine	25
Effective Thinking Strategies / College Board	Yes	Middle and High School Teachers	Perry	25
Teaching Literacy in Areas Other than ELA	Yes	Middle School	DeMatteo	30



YONKERS PUBLIC SCHOOLS

Department of Instructional Support

Calendar of Professional Development Workshops Summer 2014

Title	CCLS	Audience	Admin	Capacity
Free skills and tools to help you teach Common Core (Workshop Compensation)		non ELA teachers		
Introduction to NYS Common Core Curriculum (6-8) ELA (Workshop Compensation)	Yes	ELA Teachers Grades 6 - 8	DeMatteo Gleeson	30
Classroom Readiness (Implementing NYS Common Core Curriculum) – Grade 6-8 - ELA (Workshop Compensation)	Yes	ELA Teachers Grades 6 - 8	DeMatteo Gleeson	30
Introduction to NYS Common Core Curriculum (K-2) ELA (Workshop Compensation)	Yes	Elementary Teachers (K-2)	DeMatteo Gleeson	30
Saw Mill River Heritage Trail (Walking Tour) (Workshop Compensation)	Yes	Social Studies Teachers – Grades 3,4,7,8	DeMatteo	30
SAS Curriculum Pathways – Supporting your curriculum with digital tools (Workshop Compensation)	Yes	Special Education Teachers 6 th grade and up	Perry	25
Strategies for Teaching Academic Vocabulary to Middle Years Students	Yes	Teachers Grades 6-8	Shine	25
Pre-AP Strategies In English – Writing Tactics using SOAPStone College Board	Yes	Teachers M/H/S	Perry	30
SIG School Professional Development Literacy and Numeracy Social and Emotional Support	Yes	All Teachers at ML King School, Enrico Fermi,	DeMatteo Verville Macaluso	30



YONKERS PUBLIC SCHOOLS

Department of Instructional Support **Calendar of Professional Development Workshops** **Summer 2014**

Title	CCLS	Audience	Admin	Capacity
Reading Program Overview and Implementation Team Building Vertical/Horizontal Team Planning		and School 13		
Teaching English Learners and Students with Learning Difficulties in an Inclusive Classroom – West ED GROUP A		All Classroom Teachers	Fajardo	30
The Loyalist Soldier (Workshop Compensation)	Yes	Social Studies Teachers – Grades 3,4,7,8	DeMatteo	30
Introduction to NYS Common Core Curriculum (9-12) ELA (Workshop Compensation)	Yes	ELA Teachers Grades 9 – 12	DeMatteo Gleeson	30
Reading Program Overview for Special Education Teachers – Grades 1 and 2 (Workshop Compensation)	Yes	Special Education Grades 1-2	Gleeson	30
Reading Program Overview Grades 1 and 2 (Workshop Compensation)	Yes	Classroom Teachers Grades 1-2	Gleeson	30
Teaching English Learners and Students with Learning Difficulties in an Inclusive Classroom – West ED GROUP B		All Classroom Teachers	Fajardo	30
Reading Program Overview Grades 3 and 4 (Workshop Compensation)	Yes	Classroom Teachers Grades 3-4	Gleeson	30
Reading Program Overview for Special Education Teachers – Grades 3 and 4	Yes	Special Education	Gleeson	30



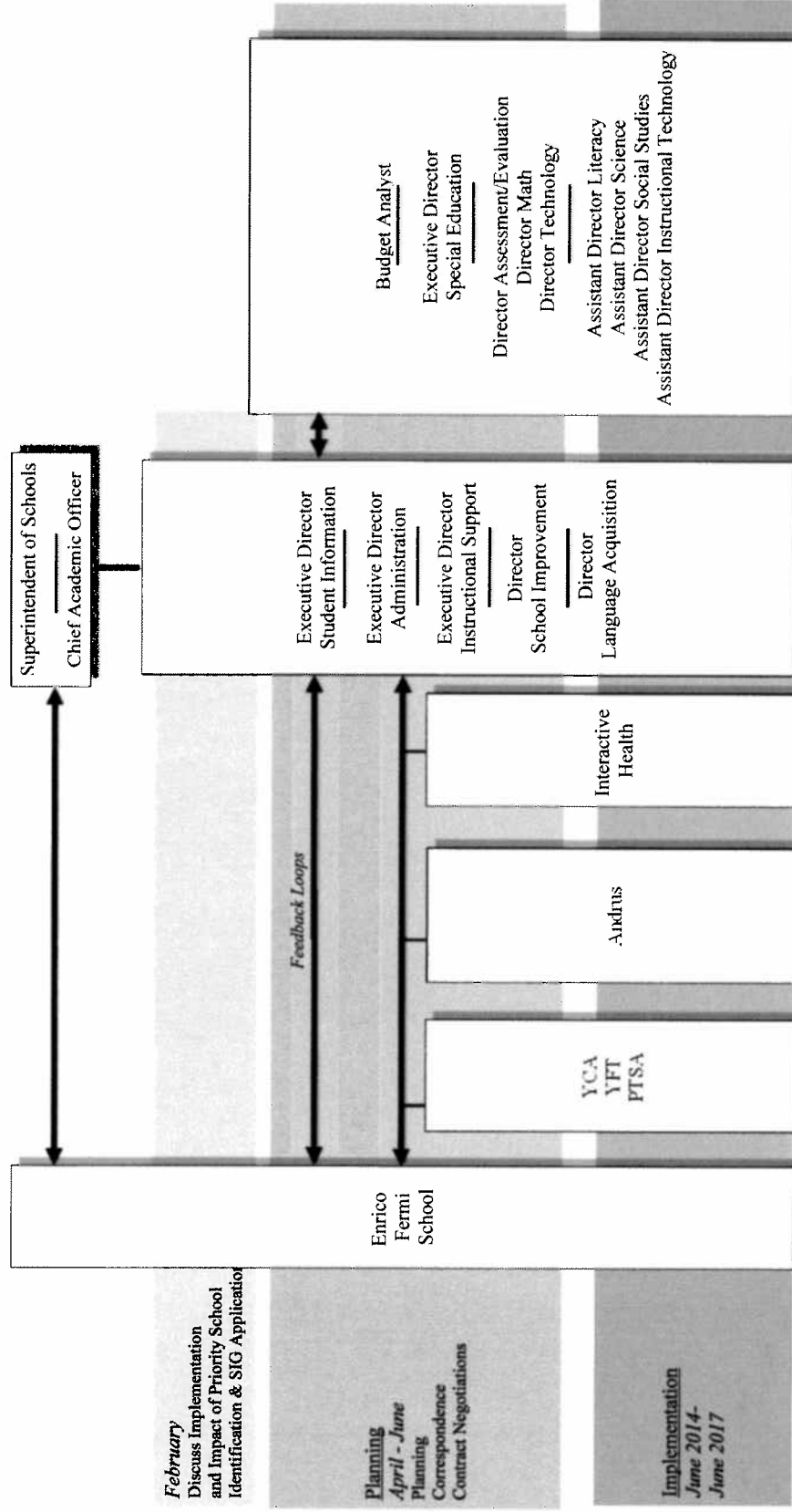
YONKERS PUBLIC SCHOOLS

Department of Instructional Support **Calendar of Professional Development Workshops** **Summer 2014**

Title	CCLS	Audience	Admin	Capacity
(Workshop Compensation)		Grades 3-4		
Accountable Talk, and Effective Questioning, Meeting Common Core Standards and Your APPR (Workshop Compensation)	Yes	Middle School teachers	DeMatteo	30
Teach Like a Champion (Workshop Compensation)	Yes	Social Studies & ELA Teachers Grades 7 – 11	DeMatteo Gleeson	30
Reading Program Overview for Special Education Teachers – Grades 5 and 6 (Workshop Compensation)	Yes	Special Education Grades 5-6	Gleeson	30
Reading Program Overview Grades 5 and 6 (Workshop Compensation)	Yes	Classroom Teachers Grades 5-6	Gleeson	30
I Read it But I don't Get It (Workshop Compensation)	Yes	Social Studies & ELA Teachers Grades 7 – 11	DeMatteo Gleeson	30
Arts Westchester Fiber Arts & Numbers Workshop (Workshop Compensation)		Art Teachers	Curley	30
Arts Westchester Sculpture and Storytelling Workshop (Workshop Compensation)		Art Teachers	Curley	30
Arts Westchester Geometric Pattern Collage Workshop (Workshop Compensation)		Art Teachers	Curley	30

Section II, G. Organizational Management Chart

i.



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: Yonkers City School District

School Name: Enrico Fermi School for the Performing Arts

CHIEF ADMINISTRATIVE OFFICER (Superintendent)

Signature (in blue ink)



Date

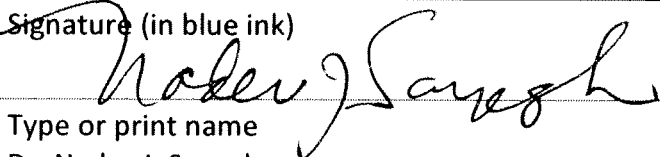
2/25/14

Type or print name

Dr. Michael Yazurlo

BOARD OF EDUCATION PRESIDENT

Signature (in blue ink)



Date

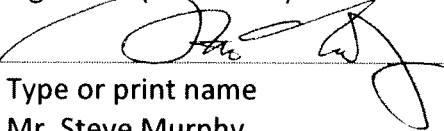
2/26/14

Type or print name

Dr. Nader J. Sayegh

LOCAL ADMINISTRATORS UNION PRESIDENT

Signature (in blue ink)



Date

2/27/14

Type or print name

Mr. Steve Murphy

LOCAL TEACHERS UNION PRESIDENT

Signature (in blue ink)



Date

2/27/14

Type or print name

Ms. Patricia Puleo

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-2015	Target for 2015-2016	Target for 2016-2017
I. Leading Indicators						
a. Number of minutes in the school year	Min	70,200	70,200	100,170	100,170	100,170
b. Student participation in State ELA assessment	%	99%	95.2	96	97	98
c. Student participation in State Math assessment	%	99%	98.7	99	99	100
d. Drop-out rate	%	.23%	NA	NA	NA	NA
e. Student average daily attendance	%	93.2	93.1	94.5	96	97.5
f. Student completion of advanced coursework		68% (Math) 73% (Science)	100% (Math) 100% (Science)	100% (Math) 100% (Science)	100% (Math) 100% (Science)	100% (Math) 100% (Science)
g. Suspension rate	%	9.6	1	0	0	0
h. Number of discipline referrals	Num	103	243	150	100	50
i. Truancy rate	%	3.9	13.9	11	9	7
j. Teacher attendance rate	%	93.2%	92.4%	94%	96%	98%
k. Teachers rated as "effective" and "highly effective"	%	82.7	78.7%	82%	84%	88%
l. Hours of professional development to improve teacher performance	Num	22	21	40	45	50
m. Hours of professional development to improve leadership and governance	Num	18	15	20	25	30
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	Num	30	7.5	20	25	30
II. Academic Indicators						
a. ELA performance index	PI	123	104	110	115	125
b. Math performance index	PI	125	122	130	135	140
c. Student scoring "proficient" or higher on ELA assessment	%	16.4	6	20	30	40
d. Students scoring "proficient" or higher on Math assessment	%	14.5	9.7	20	30	40
e. Average SAT score	Score	NA	NA	NA	NA	NA
f. Students taking PSAT	Num	NA	NA	NA	NA	NA
g. Students receiving Regents diploma with advanced designation	%	NA	NA	NA	NA	NA
h. High school graduation rate	%	NA	NA	NA	NA	NA
i. Ninth graders being retained	%	NA	NA	NA	NA	NA
j. High school graduates accepted	%	NA	NA	NA	NA	NA

into two or four year colleges						
III. School Design-specific Indicators (Add your own.)						

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"> Yonkers Public Schools 	Lead Educational Agency	Amanda Curley, Executive Director, Instructional Support

OR Partner Consortium (team of two to three)		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
<ul style="list-style-type: none"> ANDRUS 	ANDRUS nurtures social and emotional well-being in children and their families by delivering a broad range of vital services and by providing research, training and innovative program models that promote standards of excellence for professional performance in and beyond our service community.	Lorelei Vargas, Vice President
<ul style="list-style-type: none"> Interactive Health, LLC 	Interactive Health, LLC translates the results of research into practice with a special emphasis on the application of evidence-based methods and interventions. They provide management, data collection, and evaluation expertise developing protocols and building information sharing collaborations.	Dr. Katherine Roberts, President
<ul style="list-style-type: none"> 		

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"> 		
<ul style="list-style-type: none"> 		
<ul style="list-style-type: none"> 		

Attachment C
Evidence of Partner Effectiveness Chart
Enrico Fermi School

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Andrus Children's Center - NYS Guidelines for Social and Emotional Development and Learning are reflected in the opportunities the evidence-based programs offered through Andrus. The Andrus Team will link families with critical supports in the community insuring the student is part of several dynamic supported environments as needed for their development	1. Yonkers Public Schools – Museum School 25	1. Dr. Valencia Brown-Wyatt – Principal – 914-376-8450
	2. Yonkers Public Schools – Thomas Cornell Academy	1. 2. Dr. Edward Beglane – Principal – 914-376-8315
	3. Peekskill Middle School	3. David Fine, Principal, 914-737-4542
	4. Yonkers Public Schools – Central Office	4. Amanda Curley – Executive Director Instructional Support – 914-376-8068
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)

	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)
Interactive Health, LLC 973-588-7682 917-817-0785 roberts@interactivehth.com	1. New Rochelle, NY School District	1. Dr. Diane Massimo, Associate Superintendent
	2. Middletown, NY School District	2. Dr. Kenneth Eastwood, Superintendent
	3. Yonkers, NY School District	3. Amanda Curley, Executive Director, Instructional Support
	4. Mount Vernon, NY School District	4. DaMia Harris, Executive Director Mount Vernon Youth Bureau
	5. East Ramapo, NY Central School District	5. Dr. Joel Klein, Superintendent
	6. South Orangetown, NY Central School District	6. Vickie Shaw, Teacher and Coalition Director
	7. Nyack, NY Public Schools	7. Lisa Retallack, Family Resource Center
	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 D

Budget Summary Chart

Agency Code	662300010033									
Agency Name	Yonkers City School District - Enrico Fermi School for the Performing Arts									
Year 1 Implementation Period (June 1, 2014 - June 30, 2015)			Year 2 Implementation Period (July 1, 2015 - June 30, 2016)			Year 3 Implementation Period (July 1, 2016 - June 30, 2017)				
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs		
Professional Salaries	15	\$57,880.00	Professional Salaries	15	\$59,700.00	Professional Salaries	15	\$61,000.00		
Support Staff Salaries	16	\$6,540.00	Support Staff Salaries	16	\$6,540.00	Support Staff Salaries	16	\$6,540.00		
Purchased Services	40	\$149,000.00	Purchased Services	40	\$149,000.00	Purchased Services	40	\$149,000.00		
Supplies and Materials	45	\$16,374.00	Supplies and Materials	45	\$14,160.00	Supplies and Materials	45	\$12,579.00		
Travel Expenses	46	\$1,000.00	Travel Expenses	46	\$1,000.00	Travel Expenses	46	\$1,000.00		
Employee Benefits	80	\$13,817.00	Employee Benefits	80	\$14,211.00	Employee Benefits	80	\$14,492.00		
Indirect Cost (IC)*	90	\$5,389.00	Indirect Cost (IC)*	90	\$5,389.00	Indirect Cost (IC)*	90	\$5,389.00		
BOCES Service	49	\$0.00	BOCES Service	49	\$0.00	BOCES Service	49	\$0.00		
Minor Remodeling	30	\$0.00	Minor Remodeling	30	\$0.00	Minor Remodeling	30	\$0.00		
Equipment	20	\$0.00	Equipment	20	\$0.00	Equipment	20	\$0.00		
Year 1 Total		\$250,000.00	Year 2 Total		\$250,000.00	Year 3 Total		\$250,000.00		

Total Project Period (June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$178,580.00
Support Staff Salaries	16	\$19,620.00
Purchased Services	40	\$447,000.00
Supplies and Materials	45	\$43,113.00
Travel Expenses	46	\$3,000.00
Employee Benefits	80	\$42,520.00
Indirect Cost (IC)*	90	\$16,167.00
BOCES Service	49	\$0.00
Minor Remodeling	30	\$0.00
Equipment	20	\$0.00
3-Year Total		\$750,000.00

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: School Leadership and Governance Structures and Functions Aligned with which School Goal (from School Overview section): 1. Establishing a community oriented school that is jointly operated through a partnership consortium. There will be an integrated focus on academics, health and social services, youth and family community engagement which will be supported for students through extended learning time; 2. Supporting improvement in student achievement and growth through development of leadership, classroom instruction, and accountability. This goal will be met through the negotiated APPR with all bargaining units and the school district while implementing the sound practices from the MET project which incorporate the nine principles for using measures of effective teaching while providing the essential foundation for observing and evaluating instruction in a teacher centered environment; 3. Strengthening student communication skills through the arts which focus on teaching students how to effectively communicate in a global culture dominated by technology, imagery, and visual literacy.																	
Key Strategies Used to Address this Component:				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	
1. Coordinate strategies through Partner Consortium with School and Leadership Partner																	
2. Continue coordination of efforts with negotiated APPR and bargaining units																	
3. Implement Organizational Plan and Project Plan and Timeline as outlined in Narrative in Sections II, G and K																	
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.																	
1. Review data and identify needs to be addressed through the Consortium	Consortium	\$ 34,388			X	X											
2. Establish a plan with the Leadership Partner to bring support to the School Leadership	Consortium Partner	\$ 5,787			X	X											
3. Plan on meeting every two to three months with bargaining units to review coordination of efforts	LEA	\$ 40,715					X		X					X			X

[illegible]

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.

Key Strategies Used to Address this Component:
1. Coordinate review of data and implementation plans through Consortium and School Leadership and PD Committee
2. Insure all required resources are in place and appropriately utilized
3. Provide Professional Development aligned with CCLS and NYSED Assessments

[illegible]

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: 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. Establishing a community oriented school that is jointly operated through a partnership consortium. There will be an integrated focus on academics, health and social services, youth and family community engagement which will be supported for students through extended learning time; 2. Supporting improvement in student achievement and growth through development of leadership, classroom instruction, and accountability. This goal will be met through the negotiated APPR with all bargaining units and the school district while implementing the sound practices from the MET project which incorporate the nine principles for using measures of effective teaching while providing the essential foundation for observing and evaluating instruction in a teacher centered environment; 3. Strengthening student communication skills through the arts which focus on teaching students how to effectively communicate in a global culture dominated by technology, imagery, and visual literacy.																
Key Strategies Used to Address this Component:			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	
1. Coordinate review of data through Consortium, School Leadership, and Data Team																
2. Increase communication and support with District-wide Initiatives																
3. Participation in District Administration, Systemic Support and Technical Assistance in data resources and assessments																
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.																
1. Ongoing technical assistance through Consortium and Data Team	Consortium	\$ 34,388			X				X					X		
2. Review alignment of SCEP Plans and related data	LEA	\$ 5,787			X						X					
3. Program Manager coordinates school data and efforts to improve student achievement with Central Office Administration	LEA	\$ 40,714			X					X					X	

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	
4. Ongoing coordination of resources with Director of School Improvement	LEA		X			X			X		X				X	
5. Participation in Professional Development	LEA				X		X	X	X		X	X			X	X
6. Administration of assessments and analysis, application, and review of results leading to student achievement	Consortium							X		X	X	X			X	X
Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.															
June-August	I. Leading Indicators: ALL – II. Academic Indicators: ALL															
September-November	I. Leading Indicators: ALL – II. Academic Indicators: ALL															
December-February	I. Leading Indicators: ALL – II. Academic Indicators: ALL															
March-June (4 months)	I. Leading Indicators: ALL – II. Academic Indicators: ALL															

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: School Climate, Culture, and Discipline Aligned with which School Goal (from School Overview section): <u>1. Establishing a community oriented school that is jointly operated through a partnership consortium. There will be an integrated focus on academics, health and social services, youth and family community engagement which will be supported for students through extended learning time; 2. Supporting improvement in student achievement and growth through development of leadership, classroom instruction, and accountability. This goal will be met through the negotiated APPR with all bargaining units and the school district while implementing the sound practices from the MET project which incorporate the nine principles for using measures of effective teaching while providing the essential foundation for observing and evaluating instruction in a teacher centered environment; 3. Strengthening student communication skills through the arts which focus on teaching students how to effectively communicate in a global culture dominated by technology, imagery, and visual literacy.</u>															
Key Strategies Used to Address this Component:															
1. Introduction of supporting partners and vendors															
2. Opening of Community Center with ongoing services															
3. Provide additional services to students and community members															
List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)												
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. Negotiate contracts with partners and vendors	LEA	\$ 34,388		X	X										
2. Implement all activities as proposed through contracts	Consortium	\$ 5,787					X		X	X			X	X	X
3. Utilization of Community Center Resources	Project Manager	\$ 40,714				X	X	X	X	X			X	X	X
4. Student participate in enrichment activities, ELT, and Summer	LEA								X	X	X	X	X	X	

[illegible]

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.

[illegible]

[illegible]

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: 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): <u>1. Establishing a community oriented school that is jointly operated through a partnership consortium. There will be an integrated focus on academics, health and social services, youth and family community engagement which will be supported for students through extended learning time; 2. Supporting improvement in student achievement and growth through development of leadership, classroom instruction, and accountability. This goal will be met through the negotiated APPR with all bargaining units and the school district while implementing the sound practices from the MET project which incorporate the nine principles for using measures of effective teaching while providing the essential foundation for observing and evaluating instruction in a teacher centered environment; 3. Strengthening student communication skills through the arts which focus on teaching students how to effectively communicate in a global culture dominated by technology, imagery, and visual literacy.</u>				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	
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.																
1. Negotiate contracts with partners and vendors	LEA	\$ 34,388				X	X							X		X
2. Identify areas of need during the school day and for ELT through Consortium	LEA	\$ 17,361					X									
3. Provide identified professional development	Partner	\$ 131,490					X	X	X	X	X	X	X	X	X	X
4. Provide after school instruction and enrichment opportunities	LEA							X	X	X	X	X	X	X		
5. Review, adjust, and evaluate	Consortium						X			X		X				X

Key Strategies Used to Address this Component:

1. Implement contracts with support partners and vendors
2. Establish school programs based on data and recommendations of Partner Consortium
3. Identify instructional curriculum and instruction as appropriate

[illegible]

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.

Aligned with which School Goal (from School Overview section): **1.** Establishing a community oriented school that is jointly operated through a partnership consortium. There will be an integrated focus on academics, health and social services, youth and family community engagement which will be supported for students through extended learning time; **2.** Supporting improvement in student achievement and growth through development of leadership, classroom instruction, and accountability. This goal will be met through the negotiated APPR with all bargaining units and the school district while implementing the sound practices from the MET project which incorporate the nine principles for using measures of effective teaching while providing the essential foundation for observing and evaluating instruction in a teacher centered environment; **3.** Strengthening student communication skills through the arts which focus on teaching students how to effectively communicate in a global culture dominated by technology, imagery, and visual literacy.

3. Provide Enrichment Activities through Extended Learning Time and Summer Learning Labs

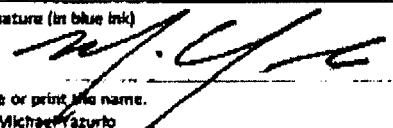
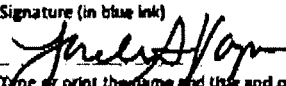
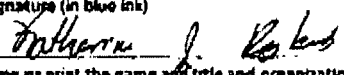
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Attachment F
School Innovation Fund (SIF) – Round 3 Performance Agreement

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

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

SUPERINTENDENT	
Signature (in blue ink) 	Date 2/25/14
Type or print the name. Dr. Michael Azurto	
EXTERNAL PARTNER	
Signature (in blue ink)  V.P. / C.S.O.	Date 2/25/14
Type or print the name and title and organization of the partner. Ms. Mimi Clarke Corcoran, President and Chief Executive Officer ANDRUS Children's Center	
EXTERNAL PARTNER	
Signature (in blue ink) 	Date 2/25/14
Type or print the name and title and organization of the partner. Dr. Katherine Roberts, Ed.D., M.P.H., MCHES, Project Evaluator Interactive Health, LLC	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner.	

Attachment G
SIF-Round 3: Budget Narrative

In this narrative, you are expected to identify and explain each proposed cost for district and school-level activities for the entire three-year grant period. Organize costs by the major project activity they serve, based on each category of the proposal narrative. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified. For each major activity, describe the LEAs' strategies for sustaining these actions or how/why the district/school practice that will result from the activity can be sustained past the three-year grant award period. Clearly describe and justify any specific district-level administration and support expenses to be funded by SIF at no more than 10% each period. You should identify all other sources of income that will support and sustain the whole-school redesign described in this application.

Category	Need	Goal	Major Project Activity	Budget Line Item	Sustainability
District-level Activities (No more than 10% of SIF funding request for each budget period)					
A.District Overview				\$ -	
B.Operational Autonomies				\$ -	
C.District Accountability and Support				\$ -	
D.Teacher and Leader Pipeline				\$ -	
E.External Partner Recruitment, Screening, Matching				\$ -	
F.Enrollment and Retention Policies, Practices, Strategies				\$ -	
G.District-level Labor and Mgmt Consult/Collab	To Cover Administrative Costs	Goal 1, 2, 3	Indirect Cost	\$ 16,168.00	
School-level Activities					
A.School Overview	Increased participation of families in school, professional development of admins and teachers in social emotional learning, data collected on student suspension rates and discipline referrals.	Goal #1	Development of systemic priorities support and development of instruction leadership culture extended resources to support success	\$ 20,057.00	Building a learning community-oriented school design which lays a foundation for long term professional growth and accountability; ensuring student success in college and career readiness

Attachment G

SIF-Round 3: Budget Narrative

In this narrative, you are expected to identify and explain each proposed cost for the entire three-year grant period. Organize costs by the major project activity they serve, based on each category of the proposal narrative. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified. For each major activity, describe the LEAs' strategies for sustaining these actions or how/why the district/school practice that will result from the activity can be sustained past the three-year grant award period. Clearly describe and justify any specific district-level administration and support expenses to be funded by SIF at no more than 10% each period. You should identify all other sources of income that will support and sustain the whole-school redesign described in this application.

Category	Need	Goal	Major Project Activity	Budget Line Item	Sustainability
B. Assessing Needs of School Systems, Structures, Policies and Students	Development of instructional leadership	Goal #2	Development of instructional leadership	\$ 9,000.00	Building a learning community-oriented school design which lays a foundation for long term professional growth and accountability; ensuring student success in college and career readiness
C. School Design Framework and Rationale	Increased participation of families in school, professional development of admins and teachers in social emotional learning, data collected on student suspension rates and discipline referrals.	Goal #1	Development of systemic priorities support and development of instruction leadership culture extended resources to support success	\$ 6,540.00	Building a learning community-oriented school design which lays a foundation for long term professional growth and accountability; ensuring student success in college and career readiness
D. School Leadership	Development of instructional leadership	Goal #2	Development of instructional leadership	\$ 3,000.00	Building a learning community-oriented school design which lays a foundation for long term professional growth and accountability; ensuring student success in college and career readiness
E. Instructional Staff	Development of instructional leadership	Goal #2	Analysis of programs implementation of CCLS	\$ 73,699.00	Building a learning community-oriented school design which lays a foundation for long term professional growth and accountability; ensuring student success in college and career readiness
F. Partnerships	Increased participation of families in school, professional development of admins and teachers in social emotional learning, data collected on student suspension rates and discipline referrals.	Goal #1, 2, 3	Form partnership consortium, contract for services from partners and support vendors	\$ 285,000.00	Based on meeting targets there is a demonstration of embedded impact such changed behavior over time, while student success and growth continue to become new model of learning
G. Organizational Plan	Increased participation of families in school, professional development of admins and teachers in social emotional learning, data collected on student suspension rates and discipline referrals.	Goal #1	Development of systemic priorities support and development of instruction leadership culture extended resources to support success	\$ 178,699.00	Building a learning community-oriented school design which lays a foundation for long term professional growth and accountability; ensuring student success in college and career readiness
H. Educational Plan	Use of resources to support professional development and instructional applications as monitored through observations and student academic performance	Goal #3	Evaluations, analysis of assessment, professional development, planning and implementation	\$ 6,540.00	Building a learning community-oriented school design which lays a foundation for long term professional growth and accountability; ensuring student success in college and career readiness
I. Training, Support and PD	Development of instructional leadership	Goal #2	Evaluations, analysis of assessment, professional development, planning and implementation	\$ 103,700.00	Building a learning community-oriented school design which lays a foundation for long term professional growth and accountability; ensuring student success in college and career readiness

Attachment G
SIF-Round 3: Budget Narrative

In this narrative, you are expected to identify and explain each proposed cost for district and school-level activities for the entire three-year grant period. Organize costs by the major project activity they serve, based on each category of the proposal narrative. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified. For each major activity, describe the LEAs' strategies for sustaining these actions or how/why the district/school practice that will result from the activity can be sustained past the three-year grant award period. Clearly describe and justify any specific district-level administration and support expenses to be funded by SIF at no more than 10% each period. You should identify all other sources of income that will support and sustain the whole-school redesign described in this application.

Category	Need	Goal	Major Project Activity	Budget Line Item	Sustainability
J. Communication and Stakeholder Involvement/Eng	Use of resources to support professional development and instructional applications as monitored through observations and student academic performance	Goal #3	Establishment of community center and ongoing activities	\$ 26,597.00	Building a learning community-oriented school design which lays a foundation for long term professional growth and accountability; ensuring student success in college and career readiness
K. Project Plan and Timeline	Increased participation of families in school, professional development of admins and teachers in social emotional learning, data collected on student suspension rates and discipline referrals.	Goal #1	Evaluations, analysis of assessment, professional development, planning and implementation and Establishment of community center and ongoing activities	\$ 21,000.00	Building a learning community-oriented school design which lays a foundation for long term professional growth and accountability; ensuring student success in college and career readiness
Total:				\$ 750,000.00	

Provide all other sources of income that will support and sustain the whole-school redesign described in this application. (Add rows as needed).

Major Project Activity	Source of Income Other than SIF	Is the source of income applicable to the Year One, Two, or Three Implementation Period?

Partnership Agreement

The Enrico Fermi and ANDRUS
(Name(s) of School(s)) (Name(s) of Partnering Agencies)

agree to assume and perform the following roles and responsibilities in the administration of the Community-Oriented (wrap around services) School program from June 1, 2014 to June 30, 2017. The goal of this program is to provide a Community-Oriented (wrap-around services) School program of the highest quality for the participating schools.

Responsibilities of the Partner Consortium

1. Ensure that all procedures and regulations for health, fire, safety, pick-ups, parent consents, transportation, field trips, food, sports-related health exams, insurance, medical and other emergency procedures will be clearly listed and widely disseminated, and that they will conform to applicable local and state standards.
2. Human Capital Development - Structure and facilitate meaningful communication among consortium partners. Provide on-going opportunities for consortium partners to plan, coordinate, and integrate curricular areas with Community-Oriented (wrap around services) School Model activities.
3. Site Based Governance - Hold regularly scheduled advisory meetings (quarterly) between the staff of the partner consortium including, school principal(s) or designee, other appropriate personnel and key stakeholders including students, families and community members to discuss all issues pertaining to the Community Oriented School program. Agenda items will include, but not be limited to effectiveness of program features, student development, and other aspects of program evaluation.
4. Site Based Governance - Develop mechanisms and opportunities to communicate on a regular basis with both the Parents' Association and the family members of the program's students, including information regarding the Community Oriented School program that is accessible in a public space.
5. Recruit, select, and enroll student participants in the program and disseminate program information widely.
6. Present to the Board of Education through it's Instructional Affairs Committee an annual summary of activities and progress in successful implementation of the grant.
7. Coordinate and cooperate with district evaluator to complete reports, welcome on site observers, and provide requested information.

8. Coordinate activities that directly support the implementation of the School Innovation Fund Grant.
9. Maintain appropriate insurance coverage, if required.

Responsibilities of the School

1. Manage the day to day operations of the school
2. Track individual student enrollment and attendance. Information is to be shared between all members of the consortium
3. Make staff available for in-service training throughout the school year and arrange for appropriate substitute coverage.
4. Ensure that all applicable local and state requirements for vendor clearances are met.
5. Develop protocol for emergency notification of parents and/or guardians.
6. Establish procedures for the safe-keeping and safe transport of children after program hours.

Agreed on this day, <u>February 10, 2014</u> , by <small>(Month/day/year)</small>	
<u>ANDRUS</u> <small>(Name of Partnering Agency)</small>	<u>Mimi, Claude Concora</u> <small>(Signature of Executive Director)</small>
<u>Enrico Fermi School</u> <small>(Name of School)</small>	<u>M. Moran R. Dylaw</u> <small>(Signature of Principal)</small>
<u>Yonkers Public Schools</u> <small>(District)</small>	<u>[Signature]</u> <small>(Signature of Superintendent)</small> 2/26/14

APPENDIX A **STANDARD CLAUSES FOR NYS** **CONTRACTS**

The parties to the attached contract, license, lease, amendment or other agreement of any kind (hereinafter, "the contract" or "this contract") agree to be bound by the following clauses which are hereby made a part of the contract (the word "Contractor" herein refers to any party other than the State, whether a contractor, licensor, licensee, lessor, lessee or any other party):

1. EXECUTORY CLAUSE. In accordance with Section 41 of the State Finance Law, the State shall have no liability under this contract to the Contractor or to anyone else beyond funds appropriated and available for this contract.

2. NON-ASSIGNMENT CLAUSE. In accordance with Section 138 of the State Finance Law, this contract may not be assigned by the Contractor or its right, title or interest therein assigned, transferred, conveyed, sublet or otherwise disposed of without the State's previous written consent, and attempts to do so are null and void. Notwithstanding the foregoing, such prior written consent of an assignment of a contract let pursuant to Article XI of the State Finance Law may be waived at the discretion of the contracting agency and with the concurrence of the State Comptroller where the original contract was subject to the State Comptroller's approval, where the assignment is due to a reorganization, merger or consolidation of the Contractor's business entity or enterprise. The State retains its right to approve an assignment and to require that any Contractor demonstrate its responsibility to do business with the State. The Contractor may, however, assign its right to receive payments without the State's prior written consent unless this contract concerns Certificates of Participation pursuant to Article 5-A of the State Finance Law.

3. COMPTROLLER'S APPROVAL. In accordance with Section 112 of the State Finance Law (or, if this contract is with the State University or City University of New York, Section 355 or Section 6218 of the Education Law), if this contract exceeds \$50,000 (or the minimum thresholds agreed to by the Office of the State Comptroller for certain S.U.N.Y. and C.U.N.Y. contracts), or if this is an amendment for any amount to a contract which, as so amended, exceeds said statutory amount, or if, by this contract, the State agrees to give something other than money when the value or reasonably estimated value of such consideration exceeds \$10,000, it shall not be valid, effective or binding upon the State until it has been approved by the State Comptroller and filed in his office. Comptroller's approval of contracts let by the Office of General Services is required when such contracts exceed \$85,000 (State Finance Law Section 163.6-a). However, such pre-approval shall not be required for any contract established as a centralized contract through the Office of General Services or for a purchase order or other transaction issued under such centralized contract.

4. WORKERS' COMPENSATION BENEFITS. In accordance with Section 142 of the State Finance Law, this contract shall be void and of no force and effect unless the Contractor shall provide and maintain coverage during the life of

this contract for the benefit of such employees as are required to be covered by the provisions of the Workers' Compensation Law.

5. NON-DISCRIMINATION REQUIREMENTS. To the extent required by Article 15 of the Executive Law (also known as the Human Rights Law) and all other State and Federal statutory and constitutional non-discrimination provisions, the Contractor will not discriminate against any employee or applicant for employment because of race, creed, color, sex, national origin, sexual orientation, age, disability, genetic predisposition or carrier status, or marital status. Furthermore, in accordance with Section 220-e of the Labor Law, if this is a contract for the construction, alteration or repair of any public building or public work or for the manufacture, sale or distribution of materials, equipment or supplies, and to the extent that this contract shall be performed within the State of New York, Contractor agrees that neither it nor its subcontractors shall, by reason of race, creed, color, disability, sex, or national origin: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. If this is a building service contract as defined in Section 230 of the Labor Law, then, in accordance with Section 239 thereof, Contractor agrees that neither it nor its subcontractors shall by reason of race, creed, color, national origin, age, sex or disability: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. Contractor is subject to fines of \$50.00 per person per day for any violation of Section 220-e or Section 239 as well as possible termination of this contract and forfeiture of all moneys due hereunder for a second or subsequent violation.

6. WAGE AND HOURS PROVISIONS. If this is a public work contract covered by Article 8 of the Labor Law or a building service contract covered by Article 9 thereof, neither Contractor's employees nor the employees of its subcontractors may be required or permitted to work more than the number of hours or days stated in said statutes, except as otherwise provided in the Labor Law and as set forth in prevailing wage and supplement schedules issued by the State Labor Department. Furthermore, Contractor and its subcontractors must pay at least the prevailing wage rate and pay or provide the prevailing supplements, including the premium rates for overtime pay, as determined by the State Labor Department in accordance with the Labor Law. Additionally, effective April 28, 2008, if this is a public work contract covered by Article 8 of the Labor Law, the Contractor understands and agrees that the filing of payrolls in a manner consistent with Subdivision 3-a of Section 220 of the Labor Law shall be a condition precedent to payment by the State of any State approved sums due and owing for work done upon the project.

7. NON-COLLUSIVE BIDDING CERTIFICATION. In accordance with Section 139-d of the State Finance Law, if this contract was awarded based upon the submission of bids, Contractor affirms, under penalty of perjury, that its bid was arrived at independently and without collusion aimed at restricting competition. Contractor further affirms that, at the

time Contractor submitted its bid, an authorized and responsible person executed and delivered to the State a non-collusive bidding certification on Contractor's behalf.

8. INTERNATIONAL BOYCOTT PROHIBITION. In accordance with Section 220-f of the Labor Law and Section 139-h of the State Finance Law, if this contract exceeds \$5,000, the Contractor agrees, as a material condition of the contract, that neither the Contractor nor any substantially owned or affiliated person, firm, partnership or corporation has participated, is participating, or shall participate in an international boycott in violation of the federal Export Administration Act of 1979 (50 USC App. Sections 2401 et seq.) or regulations thereunder. If such Contractor, or any of the aforesaid affiliates of Contractor, is convicted or is otherwise found to have violated said laws or regulations upon the final determination of the United States Commerce Department or any other appropriate agency of the United States subsequent to the contract's execution, such contract, amendment or modification thereto shall be rendered forfeit and void. The Contractor shall so notify the State Comptroller within five (5) business days of such conviction, determination or disposition of appeal (2NYCRR 105.4).

9. SET-OFF RIGHTS. The State shall have all of its common law, equitable and statutory rights of set-off. These rights shall include, but not be limited to, the State's option to withhold for the purposes of set-off any moneys due to the Contractor under this contract up to any amounts due and owing to the State with regard to this contract, any other contract with any State department or agency, including any contract for a term commencing prior to the term of this contract, plus any amounts due and owing to the State for any other reason including, without limitation, tax delinquencies, fee delinquencies or monetary penalties relative thereto. The State shall exercise its set-off rights in accordance with normal State practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State agency, its representatives, or the State Comptroller.

10. RECORDS. The Contractor shall establish and maintain complete and accurate books, records, documents, accounts and other evidence directly pertinent to performance under this contract (hereinafter, collectively, "the Records"). The Records must be kept for the balance of the calendar year in which they were made and for six (6) additional years thereafter. The State Comptroller, the Attorney General and any other person or entity authorized to conduct an examination, as well as the agency or agencies involved in this contract, shall have access to the Records during normal business hours at an office of the Contractor within the State of New York or, if no such office is available, at a mutually agreeable and reasonable venue within the State, for the term specified above for the purposes of inspection, auditing and copying. The State shall take reasonable steps to protect from public disclosure any of the Records which are exempt from disclosure under Section 87 of the Public Officers Law (the "Statute") provided that: (i) the Contractor shall timely inform an appropriate State official, in writing, that said records should not be disclosed; and (ii) said records shall be sufficiently identified; and (iii) designation of said records as exempt under the Statute is reasonable. Nothing contained herein shall

diminish, or in any way adversely affect, the State's right to discovery in any pending or future litigation.

11. IDENTIFYING INFORMATION AND PRIVACY NOTIFICATION.

(a) Identification Number(s). Every invoice or New York State Claim for Payment submitted to a New York State agency by a payee, for payment for the sale of goods or services or for transactions (e.g., leases, easements, licenses, etc.) related to real or personal property must include the payee's identification number. The number is any or all of the following: (i) the payee's Federal employer identification number, (ii) the payee's Federal social security number, and/or (iii) the payee's Vendor Identification Number assigned by the Statewide Financial System. Failure to include such number or numbers may delay payment. Where the payee does not have such number or numbers, the payee, on its invoice or Claim for Payment, must give the reason or reasons why the payee does not have such number or numbers.

(b) Privacy Notification. (1) The authority to request the above personal information from a seller of goods or services or a lessor of real or personal property, and the authority to maintain such information, is found in Section 5 of the State Tax Law. Disclosure of this information by the seller or lessor to the State is mandatory. The principal purpose for which the information is collected is to enable the State to identify individuals, businesses and others who have been delinquent in filing tax returns or may have understated their tax liabilities and to generally identify persons affected by the taxes administered by the Commissioner of Taxation and Finance. The information will be used for tax administration purposes and for any other purpose authorized by law. (2) The personal information is requested by the purchasing unit of the agency contracting to purchase the goods or services or lease the real or personal property covered by this contract or lease. The information is maintained in the Statewide Financial System by the Vendor Management Unit within the Bureau of State Expenditures, Office of the State Comptroller, 110 State Street, Albany, New York 12236.

12. EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN.

In accordance with Section 312 of the Executive Law and 5 NYCRR 143, if this contract is: (i) a written agreement or purchase order instrument, providing for a total expenditure in excess of \$25,000.00, whereby a contracting agency is committed to expend or does expend funds in return for labor, services, supplies, equipment, materials or any combination of the foregoing, to be performed for, or rendered or furnished to the contracting agency; or (ii) a written agreement in excess of \$100,000.00 whereby a contracting agency is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon; or (iii) a written agreement in excess of \$100,000.00 whereby the owner of a State assisted housing project is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon for such project, then the following shall apply and by signing this agreement the Contractor certifies and affirms that it is Contractor's equal employment opportunity policy that:

(a) The Contractor will not discriminate against employees or applicants for employment because of race, creed, color, national origin, sex, age, disability or marital status, shall make and document its conscientious and active efforts to employ and utilize minority group members and women in its work force on State contracts and will undertake or continue existing programs of affirmative action to ensure that minority group members and women are afforded equal employment opportunities without discrimination. Affirmative action shall mean recruitment, employment, job assignment, promotion, upgradings, demotion, transfer, layoff, or termination and rates of pay or other forms of compensation;

(b) at the request of the contracting agency, the Contractor shall request each employment agency, labor union, or authorized representative of workers with which it has a collective bargaining or other agreement or understanding, to furnish a written statement that such employment agency, labor union or representative will not discriminate on the basis of race, creed, color, national origin, sex, age, disability or marital status and that such union or representative will affirmatively cooperate in the implementation of the Contractor's obligations herein; and

(c) the Contractor shall state, in all solicitations or advertisements for employees, that, in the performance of the State contract, all qualified applicants will be afforded equal employment opportunities without discrimination because of race, creed, color, national origin, sex, age, disability or marital status.

Contractor will include the provisions of "a", "b", and "c" above, in every subcontract over \$25,000.00 for the construction, demolition, replacement, major repair, renovation, planning or design of real property and improvements thereon (the "Work") except where the Work is for the beneficial use of the Contractor. Section 312 does not apply to: (i) work, goods or services unrelated to this contract; or (ii) employment outside New York State. The State shall consider compliance by a contractor or subcontractor with the requirements of any federal law concerning equal employment opportunity which effectuates the purpose of this section. The contracting agency shall determine whether the imposition of the requirements of the provisions hereof duplicate or conflict with any such federal law and if such duplication or conflict exists, the contracting agency shall waive the applicability of Section 312 to the extent of such duplication or conflict. Contractor will comply with all duly promulgated and lawful rules and regulations of the Department of Economic Development's Division of Minority and Women's Business Development pertaining hereto.

13. CONFLICTING TERMS. In the event of a conflict between the terms of the contract (including any and all attachments thereto and amendments thereof) and the terms of this Appendix A, the terms of this Appendix A shall control.

14. GOVERNING LAW. This contract shall be governed by the laws of the State of New York except where the Federal supremacy clause requires otherwise.

15. LATE PAYMENT. Timeliness of payment and any interest to be paid to Contractor for late payment shall be governed by Article 11-A of the State Finance Law to the extent required by law.

16. NO ARBITRATION. Disputes involving this contract, including the breach or alleged breach thereof, may not be submitted to binding arbitration (except where statutorily authorized), but must, instead, be heard in a court of competent jurisdiction of the State of New York.

17. SERVICE OF PROCESS. In addition to the methods of service allowed by the State Civil Practice Law & Rules ("CPLR"), Contractor hereby consents to service of process upon it by registered or certified mail, return receipt requested. Service hereunder shall be complete upon Contractor's actual receipt of process or upon the State's receipt of the return thereof by the United States Postal Service as refused or undeliverable. Contractor must promptly notify the State, in writing, of each and every change of address to which service of process can be made. Service by the State to the last known address shall be sufficient. Contractor will have thirty (30) calendar days after service hereunder is complete in which to respond.

18. PROHIBITION ON PURCHASE OF TROPICAL HARDWOODS. The Contractor certifies and warrants that all wood products to be used under this contract award will be in accordance with, but not limited to, the specifications and provisions of Section 165 of the State Finance Law, (Use of Tropical Hardwoods) which prohibits purchase and use of tropical hardwoods, unless specifically exempted, by the State or any governmental agency or political subdivision or public benefit corporation. Qualification for an exemption under this law will be the responsibility of the contractor to establish to meet with the approval of the State.

In addition, when any portion of this contract involving the use of woods, whether supply or installation, is to be performed by any subcontractor, the prime Contractor will indicate and certify in the submitted bid proposal that the subcontractor has been informed and is in compliance with specifications and provisions regarding use of tropical hardwoods as detailed in §165 State Finance Law. Any such use must meet with the approval of the State; otherwise, the bid may not be considered responsive. Under bidder certifications, proof of qualification for exemption will be the responsibility of the Contractor to meet with the approval of the State.

19. MACBRIDE FAIR EMPLOYMENT PRINCIPLES. In accordance with the MacBride Fair Employment Principles (Chapter 807 of the Laws of 1992), the Contractor hereby stipulates that the Contractor either (a) has no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165 of the New York State Finance Law), and shall permit independent monitoring of compliance with such principles.

20. OMNIBUS PROCUREMENT ACT OF 1992. It is the policy of New York State to maximize opportunities for the

participation of New York State business enterprises, including minority and women-owned business enterprises as bidders, subcontractors and suppliers on its procurement contracts.

Information on the availability of New York State subcontractors and suppliers is available from:

NYS Department of Economic Development
Division for Small Business
Albany, New York 12245
Telephone: 518-292-5100
Fax: 518-292-5884
email: opa@esd.ny.gov

A directory of certified minority and women-owned business enterprises is available from:

NYS Department of Economic Development
Division of Minority and Women's Business Development
633 Third Avenue
New York, NY 10017
212-803-2414
email: mwbecertification@esd.ny.gov
<http://esd.ny.gov/MWBE/directorySearch.html>

The Omnibus Procurement Act of 1992 requires that by signing this bid proposal or contract, as applicable, Contractors certify that whenever the total bid amount is greater than \$1 million:

(a) The Contractor has made reasonable efforts to encourage the participation of New York State Business Enterprises as suppliers and subcontractors, including certified minority and women-owned business enterprises, on this project, and has retained the documentation of these efforts to be provided upon request to the State;

(b) The Contractor has complied with the Federal Equal Opportunity Act of 1972 (P.L. 92-261), as amended;

(c) The Contractor agrees to make reasonable efforts to provide notification to New York State residents of employment opportunities on this project through listing any such positions with the Job Service Division of the New York State Department of Labor, or providing such notification in such manner as is consistent with existing collective bargaining contracts or agreements. The Contractor agrees to document these efforts and to provide said documentation to the State upon request; and

(d) The Contractor acknowledges notice that the State may seek to obtain offset credits from foreign countries as a result of this contract and agrees to cooperate with the State in these efforts.

21. RECIPROCITY AND SANCTIONS PROVISIONS.

Bidders are hereby notified that if their principal place of business is located in a country, nation, province, state or political subdivision that penalizes New York State vendors, and if the goods or services they offer will be substantially produced or performed outside New York State, the Omnibus Procurement Act 1994 and 2000 amendments (Chapter 684 and Chapter 383,

respectively) require that they be denied contracts which they would otherwise obtain. NOTE: As of May 15, 2002, the list of discriminatory jurisdictions subject to this provision includes the states of South Carolina, Alaska, West Virginia, Wyoming, Louisiana and Hawaii. Contact NYS Department of Economic Development for a current list of jurisdictions subject to this provision.

22. COMPLIANCE WITH NEW YORK STATE INFORMATION SECURITY BREACH AND NOTIFICATION ACT.

Contractor shall comply with the provisions of the New York State Information Security Breach and Notification Act (General Business Law Section 899-aa; State Technology Law Section 208).

23. COMPLIANCE WITH CONSULTANT DISCLOSURE LAW.

If this is a contract for consulting services, defined for purposes of this requirement to include analysis, evaluation, research, training, data processing, computer programming, engineering, environmental, health, and mental health services, accounting, auditing, paralegal, legal or similar services, then, in accordance with Section 163 (4-g) of the State Finance Law (as amended by Chapter 10 of the Laws of 2006), the Contractor shall timely, accurately and properly comply with the requirement to submit an annual employment report for the contract to the agency that awarded the contract, the Department of Civil Service and the State Comptroller.

24. PROCUREMENT LOBBYING.

To the extent this agreement is a "procurement contract" as defined by State Finance Law Sections 139-j and 139-k, by signing this agreement the contractor certifies and affirms that all disclosures made in accordance with State Finance Law Sections 139-j and 139-k are complete, true and accurate. In the event such certification is found to be intentionally false or intentionally incomplete, the State may terminate the agreement by providing written notification to the Contractor in accordance with the terms of the agreement.

25. CERTIFICATION OF REGISTRATION TO COLLECT SALES AND COMPENSATING USE TAX BY CERTAIN STATE CONTRACTORS, AFFILIATES AND SUBCONTRACTORS.

To the extent this agreement is a contract as defined by Tax Law Section 5-a, if the contractor fails to make the certification required by Tax Law Section 5-a or if during the term of the contract, the Department of Taxation and Finance or the covered agency, as defined by Tax Law 5-a, discovers that the certification, made under penalty of perjury, is false, then such failure to file or false certification shall be a material breach of this contract and this contract may be terminated, by providing written notification to the Contractor in accordance with the terms of the agreement, if the covered agency determines that such action is in the best interest of the State.

Rev. December 2012

APPENDIX A-1 G

General

- A. In the event that the Contractor shall receive, from any source whatsoever, sums the payment of which is in consideration for the same costs and services provided to the State, the monetary obligation of the State hereunder shall be reduced by an equivalent amount provided, however, that nothing contained herein shall require such reimbursement where additional similar services are provided and no duplicative payments are received.
- B. This agreement is subject to applicable Federal and State Laws and regulations and the policies and procedures stipulated in the NYS Education Department Fiscal Guidelines found at <http://www.nysed.gov/cafe/>.
- C. For each individual for whom costs are claimed under this agreement, the contractor warrants that the individual has been classified as an employee or as an independent contractor in accordance with 2 NYCRR 315 and all applicable laws including, but not limited to, the Internal Revenue Code, the New York Retirement and Social Security Law, the New York Education Law, the New York Labor Law, and the New York Tax Law. Furthermore, the contractor warrants that all project funds allocated to the proposed budget for Employee Benefits, represent costs for employees of the contractor only and that such funds will not be expended on any individual classified as an independent contractor.
- D. Any modification to this Agreement that will result in a transfer of funds among program activities or budget cost categories, but does not affect the amount, consideration, scope or other terms of this Agreement must be approved by the Commissioner of Education and the Office of the State Comptroller when:
 - a. The amount of the modification is equal to or greater than ten percent of the total value of the contract for contracts of less than five million dollars; or
 - b. The amount of the modification is equal to or greater than five percent of the total value of the contract for contracts of more than five million dollars.
- E. Funds provided by this contract may not be used to pay any expenses of the State Education Department or any of its employees.

Terminations

- A. The State may terminate this Agreement without cause by thirty (30) days prior written notice. In the event of such termination, the parties will adjust the accounts due and the Contractor will undertake no additional expenditures not already required. Upon any such termination, the parties shall endeavor in an orderly manner to wind down activities hereunder.

Safeguards for Services and Confidentiality

- A. Any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department. The material prepared under the terms of this agreement by the Contractor shall be prepared by the Contractor in a form so that it will be ready for copyright in the name of the New York State Education Department. Should the Contractor use the services of consultants or other organizations or individuals who are not regular employees of the Contractor, the Contractor and such organization or individual shall, prior to the performance of any work pursuant to this agreement, enter into a written agreement, duly executed, which shall set forth the services to be provided by such organization or individual and the consideration therefor. Such agreement shall provide that any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department and that such work shall be prepared in a form ready for copyright by the New York State Education Department. A copy of such agreement shall be provided to the State.
- B. All reports of research, studies, publications, workshops, announcements, and other activities funded as a result of this proposal will acknowledge the support provided by the State of New York.
- C. This agreement cannot be modified, amended, or otherwise changed except by a written agreement signed by all parties to this contract.

- D. No failure to assert any rights or remedies available to the State under this agreement shall be considered a waiver of such right or remedy or any other right or remedy unless such waiver is contained in a writing signed by the party alleged to have waived its right or remedy.
- E. Expenses for travel, lodging, and subsistence shall be reimbursed in accordance with the policies stipulated in the aforementioned Fiscal guidelines.
- F. No fees shall be charged by the Contractor for training provided under this agreement.
- G. Nothing herein shall require the State to adopt the curriculum developed pursuant to this agreement.
- H. All inquiries, requests, and notifications regarding this agreement shall be directed to the Program Contact or Fiscal Contact shown on the Grant Award included as part of this agreement.
- I. This agreement, including all appendices, is, upon signature of the parties and the approval of the Attorney General and the State Comptroller, a legally enforceable contract. Therefore, a signature on behalf of the Contractor will bind the Contractor to all the terms and conditions stated therein.
- J. The parties to this agreement intend the foregoing writing to be the final, complete, and exclusive expression of all the terms of their agreement.

Appendix A-2

American Recovery and Reinvestment Act of 2009 (ARRA) **ADDITIONAL CONTRACT RECORD KEEPING REQUIREMENTS**

This contract, is funded, in whole or in part, by the American Recovery and Reinvestment Act of 2009 (ARRA). The United States Office of Management and Budget (OMB) has released, "Implementing Guidance for Reports on Use of Funds Pursuant to the American Recovery and Reinvestment Act of 2009." (M-09-21) This guidance provides detailed information on reporting requirements included in Section 1512 of the Recovery Act.

Recipient vendors receiving ARRA funding will be required to submit quarterly information which will include at a minimum the following information:

- Vendor name and zip code of Vendor headquarters;
- Expenditures (per quarter and cumulative);
- Expenditure description; and
- Estimates on jobs created or retained via the expenditure of these funds by the Vendor.

Additional data may be required from vendors as a result of guidance issued by OMB.

Vendors will be required to submit the ARRA data in a form and format to be determined by the New York State Education Department (NYSED). NYSED anticipates that the reporting information will be provided to Vendors no later than August 30th. There will be no additional compensation for this reporting activity and it is anticipated that the Quarterly Reporting forms will be required in both paper and electronic formats.

An employee of any non-federal employer receiving ARRA funds may not be discharged, demoted, otherwise discriminated against as a reprisal for disclosing to law enforcement and other officials information that the employee reasonably believes is evidence of:

- Gross mismanagement;
- Gross waste of covered funds;
- A danger to public health and safety;
- An abuse of authority; or
- A violation of law.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (01/10)

☐ = Required Field

Local Agency Information

Funding Source:	School Innovation Fund Grant, Round 3 - Enrico Fermi for the Performing Arts		
Report Prepared By:	Amanda Curley		
Agency Name:	Yonkers City School District		
Mailing Address:	One Larkin Center		
	Street		
	Yonkers	New York	10701
	City	State	Zip Code
Telephone # of Report Preparer:	914-376-8068	County:	Westchester
E-mail Address:	acurley@yonkerspublicschools.org		
Project Funding Dates:	6/1/2014	6/30/2015	
	Start	End	

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$57,880
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Extended Learning Time and Professional Development for Teachers	Hourly	Team of 10 x 100 hrs x \$51.38/hr	\$51,380
Extended Learning Time and Professional Development for Administrators	Hourly	100 hrs @ \$65/hr	\$6,500

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$6,540
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Community Center Clerical support	Hourly	182 days x 2.50 hours per day x \$12 per hour	\$5,460
Technical Support	Hourly	20 hours x hourly average \$54 per hour	\$1,080

PURCHASED SERVICES			
Subtotal - Code 40			\$149,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
The Partnership with ANDRUS provides the implementation of the Sanctuary Model as a problem solving framework and the Whole Child Community Model	Andrus Children's Services	\$1,000 per day x 50 days	\$50,000
The Partnership with Interactive Health, LLC provides management, data collection, and evaluation expertise developing protocols and building information sharing environments that foster collaboration. They will provide ongoing guidance on procedural steps to take and insight on how to best develop the community wrap around model	Interactive Health, LLC. - WBE	\$250 per day x 180 days	\$45,000
Professional development training to ensure gains in student academic performance through the implementation of the Common Core State Standards (CCSS)	Mercy College	Based on Contract	\$25,000
Art Residencies	Jacob Burns	\$500 per day x 20 days	\$10,000
Youth Theatre Interactions will offer a full range of performing arts programs that address all levels and multiple disciplines, e.g. drama, photography, vocal, dance, instrumental; and all cultures	Youth Theatre Interactions, Inc. (YTI)	\$500 per day x 18 days	\$9,000
The program's primary objective is to improve students' literacy skills in an afterschool setting while providing a one on one mentoring experience. Mentors assist with homework as well as enhance reading and math literacy skills through books and educational games	JCY-Westchester Community Partners (WCP)	\$300 per day x 10 days	\$3,000
Student transportation	Mile Square Road	\$350 per trip x 20 trips	\$7,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$16,374
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Laptops	10.00	\$597.00	\$5,970
Laptop Cart	1.00	\$2,267.00	\$2,267
Projector	1.00	\$549.00	\$549
Headphones	15.00	\$15.00	\$225
Technology locking cabinet	1.00	\$304.00	\$304
Speakers	1.00	\$30.00	\$30
Flash drives, cables and misc. items	1.00	\$484.00	\$484
Extended Learning Time Supplies and Materials	Approx. 935	\$7.00 per student	\$6,545

TRAVEL EXPENSES			
Subtotal - Code 46			\$1,000
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
School Administration and Teachers	Regional/National conferences	4 travelers x \$250 per person	\$1,000

Employee Benefits		
Subtotal - Code 80		\$13,817
Benefit		Proposed Expenditure
Social Security		\$ 4,928.00
Retirement	New York State Teachers	\$ 8,104.00
	New York State Employees	\$ 785.00
	Other - Pension	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		

INDIRECT COST		
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) **Manual Entry	\$199,610
B.	Approved Restricted Indirect Cost Rate	2.70%
C.	Subtotal - Code 90	\$5,389

For your information, maximum direct cost base = \$244,611.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$57,880
Support Staff Salaries	16	\$6,540
Purchased Services	40	\$149,000
Supplies and Materials	45	\$16,374
Travel Expenses	46	\$1,000
Employee Benefits	80	\$13,817
Indirect Cost	90	\$5,389
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$250,000

Agency Code: 662300010000

Project #:

Contract #:


Agency Name: Yonkes City School District

FOR DEPARTMENT USE ONLY

<u>FOR DEPARTMENT USE ONLY</u>		
Funding Dates: _____ <div style="display: flex; justify-content: space-around; width: 100%;"> From To </div>		
Program Approval: _____ Date: _____		
<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____ Voucher #	_____ First Payment	

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

2 DSIN 
Date Signature

Michael Yazurlo, Interim Superintendent of Schools
Name and Title of Chief Administrative Officer

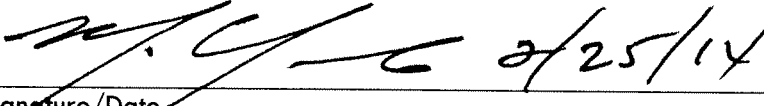
Finance: Logged _____ Approved _____ MIR _____

M/WBE COVER LETTER**Minority & Woman-Owned Business Enterprise Requirements****NAME OF GRANT PROGRAM:** School Innovation Fund Grant (SIF) Round 3**NAME OF APPLICANT:** Yonkers City School District – Enrico Fermi School

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-144, 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 contract.	
Michael Yazurlo	
Typed or Printed Name of Authorized Representative of the Firm	
Interim Superintendent of Schools	
Typed or Printed Title/Position of Authorized Representative of the Firm	
 2/25/14	
Signature/Date	
02/26/14	

MWBE Documents**M/WBE Goal Calculation Worksheet**

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

RFP # and Title: TA-15 School Innovation Fund Grant (SIF) Round 3

Applicant Name: Yonkers City School District - Enrico Fermi for the Performing Arts

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 this grant application.

	<u>Budget Category</u>	<u>Amount budgeted for items excluded from M/WBE calculation</u>	<u>Totals</u>
1.	Total Budget		<u>\$750,000</u>
2.	Professional Salaries	<u>\$178,580</u>	
3.	Support Staff Salaries	<u>\$19,620</u>	
4.	Fringe Benefits	<u>\$52,520</u>	
5.	Indirect Costs	<u>\$16,167</u>	
6.	Rent/Lease/Utilities	<u>\$0</u>	
7.	Sum of lines 2, 3, 4, 5, and 6		<u>\$266,887</u>
8.	Line 1 minus Line 7		<u>\$483,113</u>
9.	M/WBE Goal percentage (20%)		0.20
10.	Line 8 multiplied by Line 9 =MWBE goal amount		<u>\$96,623</u>

M/WBE UTILIZATION PLAN

INSTRUCTIONS: All bidders submitting responses to this procurement must complete this M/WBE Utilization Plan unless requesting a total waiver and submit it as part of their proposal. 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.

Bidder/Applicant's Name Yonkers City School District Telephone: (914) 376-8068
 Address One Larkin Center Federal ID No.: 136007340
 City, State, Zip Yonkers, New York 10701 RFP No.: TA-15

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
NAME: Interactive Health, LLC ADDRESS: 118 Locust Drive CITY, ST, ZIP: Nyack, NY 10960 PHONE: (845) 675-7591 E-mail: Robert@InteractiveHealth.com FEDERAL ID No. 223691525	NYS ESD Certified MBE _____ WBE <u> X </u>	Interactive Health, LLC will provide management, data collection, and evaluation expertise developing protocols and building information sharing environments that foster collaboration. They will provide ongoing guidance on procedural steps to take and insight on how to best develop the community wrap around model.	\$45,000 per year x 3 years = \$135,000

PREPARED BY (Signature) Amanda Curley DATE 2/25/14

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER'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 DISQUALIFICATION.

NAME AND TITLE OF PREPARER: Amanda Curley, Executive Director
 (print or type)

TELEPHONE/E-MAIL (914) 376-8068 / acurley@yonkerspublicschools.org

DATE 02/26/14

M/WBE 100

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

MWBE SUBCONTRACTORS AND SUPPLIERS

NOTICE OF INTENT TO PARTICIPATE

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

Bidder/Applicant Name: Yonkers City School District
Address: One Larkin Center
City: Yonkers State: New York Zip Code: 10701

Federal ID No.: 13-6007340
Phone No.: (914) 376-8068
E-mail:

Michael Yazurlo, Interim Superintendent of Schools
Print or Type Name and Title of Authorized Representative of Bidder's Firm

Signature of Authorized Representative of Bidder's Firm

Date: 02/26/14

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

Name of M/WBE: Interactive Health, LLC
Address: 162 Lake Drive
City, State, Zip Code: Mountain Lakes, NJ 07046

Federal ID No.: 223691525
Phone No.: (973) 588-7682
E-mail:

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

Interactive Health, LLC will provide management, data collection, and evaluation expertise developing protocols and building information sharing environments that foster collaboration. They will provide ongoing guidance on procedural steps to take and insight on how to best develop the community wrap around model.

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

PART C - CERTIFICATION STATUS (CHECK ONE):

☐ The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).
☒ 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 CONDITIONED UPON THE BIDDER'S EXECUTION OF A CONTRACT WITH THE NEW YORK STATE EDUCATION DEPARTMENT.

The estimated dollar amount of the agreement \$135,000

Signature of Authorized Representative of M/WBE Firm

Date: 2/24/14

Dr. Katherine Roberts, President
Printed or Typed Name and Title of Authorized Representative

EQUAL EMPLOYMENT OPPORTUNITY - STAFFING PLAN

Applicant Name: Yonkers City School District - Enrico Fermi School Telephone: (914) 376-8086

Address: One Larkin Center Federal ID No.: 136007340

City, State, ZIP: Yonkers, New York 10701 RFP No: TA-15

Report includes:


☒ Work force to be utilized on this contract

☐ Contractor/Subcontractor's total work force

Reporting Entity: ☐ Contractor ☐ Subcontractor - Name:

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																
	Not-Hispanic or Latino																
	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
Executive/Senior Level Officials and Managers	3		2							1							
First/Mid-Level Officials and Managers	1	1															
Professionals	40	1	5	1						19	1						
Technicians	2		2														
Sales Workers	0																
Administrative Support Workers	3	2								1							
Craft Workers	0																
Operatives	0																
Laborers and Helpers	28	13								10	4			1			
Service Workers	8	3	1	3													
TOTAL	85	4	10	4	0	0	0	0	0	31	5	0	0	1	0	0	0

PREPARED BY (Signature):  DATE: 02/26/14

NAME AND TITLE OF PREPARER: Cristina Jarufe, Budget Analyst TELEPHONE/EMAIL: (914) 376-8086 / cjarufe@yonkerspublicschools.org