



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

Director
Office of School Innovation
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June 30, 2014

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

RE: Award Notice: School Innovation Fund (SIF) Round 3– Grant #TA-15
Award Amount: \$749,999
Time Period: June 1, 2014 to June 30, 2017

Dear Chancellor Fariña:

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

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

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

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

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, sweeping flourish extending to the right.

Bill Clarke

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

ORIGINAL

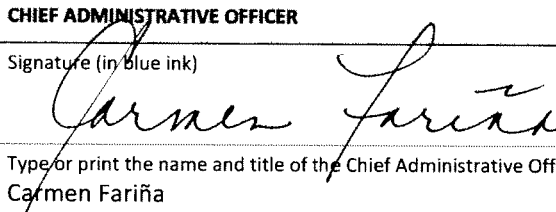
**New York State Education Department
School Innovation Fund Grant – Round 3 (TA-15)
Application Cover Sheet**

| DO NOT WRITE IN THIS SPACE | |
|----------------------------|---------------|
| Log Number | Date Received |

| | | | |
|--|--|--|--|
| Applicant LEA (Name) New York City Department of Education | | County New York | |
| Legal School Name for the Priority School Identified in this Application Frederick Douglass Academy IV Secondary School | | Beds Code 331600010393 | |
| Chief Administrative Officer (Last Name, First Name, Dr./Mr./Ms.) Fariña, Carmen, Mrs. | | | |
| Title Chancellor | Telephone (212) 374-0200 | Fax Number (212) 374-5588 | E-mail Address CGFarina@schools.nyc.gov |
| Address (Street, City, Zip Code) 52 Chambers Street, New York, NY 10007 | | | |
| Application Type (Check one): | | | |
| <input checked="" type="checkbox"/> LEA with one Lead Partner | | <input type="checkbox"/> LEA with Partner Consortium | |
| SCHOOL DESIGN TYPE (Check One) | | | |
| College Pathways <input checked="" type="checkbox"/> | Community-Oriented <input type="checkbox"/> | Arts / Cultural Ed <input type="checkbox"/> | CTE <input type="checkbox"/> |
| | | Virtual/Blnd/Online <input type="checkbox"/> | Network-Affiliated <input type="checkbox"/> |

Certification and Approval

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

| | |
|---|-----------------|
| CHIEF ADMINISTRATIVE OFFICER | |
| Signature (in blue ink)  | Date 2/25/14 |
| Type or print the name and title of the Chief Administrative Officer. Carmen Fariña | |
| DO NOT WRITE IN THIS SPACE | |
| Reviewed by _____ | Date _____ |

RECEIVED

FEB 28 2014

CONTRACT ADMINISTRATION

NB

16K393 FDA IV Secondary School

2014 SIF 3 Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST #16 - BROOKLYN

Select School Name:

331600010393 FREDERICK DOUGLASS ACADEMY IV

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

8-12

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

153

Enter LEA Administrator's Name:

Mary Doyle

Enter LEA Administrator's Title:

Executive Director

LEA's Street Address:

52 Chambers Street

LEA's City:

New York

Zip Code:

10007

Enter name of person submitting application:

Mary Doyle

Phone number:

212-374-2762

Fax number:

212-374-5760

Email address:

mdoyle5@schools.nyc.gov

Select the SIF Model for this School Application

College Pathways School Design

Submission Checklist

| Documents | Checked -Applicant | Checked-SED | |
|---|-------------------------------------|--------------------------|--------------------------|
| Application Cover Sheet (with original signature in <u>blue ink</u>) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Proposal Narrative District-level Plan and School-level Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Attachment A Assurance of Joint Commitment and Collaboration Form | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Attachment B School-level Baseline Data and Target Setting Chart | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Attachment C Evidence of Partner Effectiveness Chart | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Attachment D Budget Summary Chart | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Attachment E Project Plan Template | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Attachment F Performance Agreement | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Attachment G Budget Narrative | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| FS-10 for Year One Implementation Period (June 1, 2014 to June 30, 2015); FS-10 forms are available at: http://www.oms.nysed.gov/cafe/forms/ | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Preliminary draft Memorandum of Understanding(s) (with Lead Partner or Partner Consortium) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| M/WBE Documents Package (containing original signatures) <input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver | | | |
| Type of Form | Full Participation | Request Partial Waiver | Request Total Waiver |
| M/WBE Cover Letter | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M/WBE 100 Utilization Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | N/A |
| M/WBE 102 Notice of Intent to Participate | <input checked="" type="checkbox"/> | <input type="checkbox"/> | N/A |
| EEO 100 Staffing Plan and Instructions | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M/WBE 105 Contractor's Good Faith Efforts | N/A | <input type="checkbox"/> | <input type="checkbox"/> |
| M/WBE 101 Request for Waiver Form and Instructions | N/A | <input type="checkbox"/> | <input type="checkbox"/> |
| SED Comments: Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |
| Reviewer: _____ | | Date: _____ | |

A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam86.pdf

A description of Fair Student Funding, which can be used at principal discretion, is posted here:

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

Educational partner selection from pre-qualified organizations is accomplished through the Multiple Task Award Contract (MTAC) procedure, which provides a stream-lined process for schools to follow, posted below. All RFPs are on the NYCDOE public website:

<http://schools.nyc.gov/Offices/DCP/KeyDocuments/MTACPQS.htm>

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

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

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

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

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School’s enrollment

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

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

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

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

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Expanded Learning Time Requirements

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

Student Participation

1. How should schools identify participating students?

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

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

2. Can students be required to participate in ELT?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

Options for Adding Time

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

10. Must schools reconfigure their schedules to implement ELT?

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Academic Instruction

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

15. Must schools award grades for ELT programs?

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

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

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

Teachers

17. Who may oversee ELT programs?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

18. Can teachers be required to participate in ELT?

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

19. Can ELT be used for teacher planning time?

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

Operations

20. How should Priority Schools fund ELT programs?

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

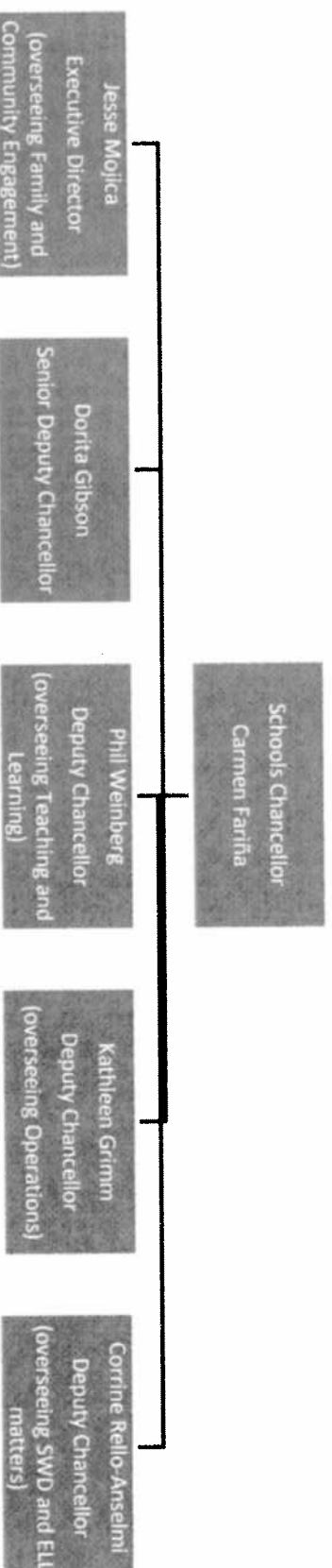
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

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

District-Level Leadership Organizational Chart



Section D: District trainings offered for Year One

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

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

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of the

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and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

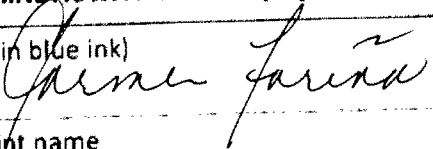
G. Professional Support for New Teachers

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

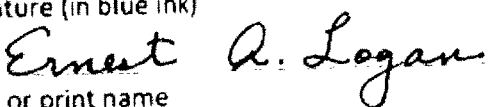
Attachment A
Assurance of Joint Commitment and Collaboration Form

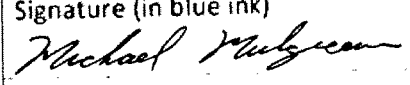
By signing this document, the Superintendent, Board of Education, and teachers' and principals' unions are acknowledging their joint commitment to implement the whole school redesign effort proposed in the application and to work collaboratively to sustain the positive changes that result from the SIF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

LEA Name: NYC DOE
 School Name: 16K393 Frederick Douglas Academy IV
Secondary School


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

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

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

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

District Parent Representative


 Alim S. Gafar

2/24/14

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

Frederick Douglas Academy IV Secondary School (16K393)

Partner Information

Teachers College Columbia University

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

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

A Focus on Student Learning – Read & Write to Achieve

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

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

Real Instructional Leadership – Lead to Achieve

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

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

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

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

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

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

Enrollment Summary

In Frederick Douglass Academy IV Secondary School, students with disabilities comprise 20% of the school's middle school population, on par with the average middle school in Brooklyn. Students with disabilities comprise 28% of the school's high school population, 10 percentage points higher than the average high school in Brooklyn. English Language Learners comprise 2% of the school's middle school population, 7 percentage points lower than the average middle school in Brooklyn. English Language Learners comprise 3% of the school's high school population, 8 percentage points lower than the average high school in Brooklyn. The average

incoming proficiency (4th grade ELA/math) of the school's students is 3.0, which is on par with the average middle school in Brooklyn.

Leadership Information

Elvin Crespo was born in Brooklyn and was raised in Puerto Rico. Elvin Crespo earned his Bachelor of Science in Education from the University of Puerto Rico. He obtained a Master of Science degree in Bilingual Education from Teachers College, Columbia University. In addition, he continued his studies and obtained an additional Master of Science in Administration/Supervision from Long Island University.

He has been working for the DOE for the past 27 years. Elvin began his work in 1987 and has held a range of teaching and leadership positions. His most rewarding work began as a bilingual teacher of mathematics at Eastern District High School in Brooklyn. After working as math teacher he served as an Assistant Principal at Springfield Gardens High School from 2000 to 2005 in Queens. In 2005 he accepted a position as a Math Curriculum Specialist for District 79. In this position he developed curriculum in mathematics and provided support to approximately 21 High Schools and 300 programs. Mr. Elvin Crespo accepted a position as the Principal at Frederick Douglass Academy IV Secondary School in November 2010. During his tenure at principal a number of changes were implemented to help improve the school's ELA and Math scores as well as its graduation rate. More specifically took the following steps to foster school improvement;

- Change in Administration- Hired a new AP in the area of Social Studies and English and hired a new programmer.
- Offered on-line credit recovery for all students lacking credits.
- Implemented FRESH PREP in all Social Studies Classes to improve regents results in Global and US
- Provided After school and Saturday Academy programs
- Changed the school culture which resulted in an increase in Learning Environment survey results in all 4 areas in comparison from last year (academic expectations, communication, engagement, and safety and respect).
- All teachers that were placed in their correct content area according to their license area.
- Monitored transcripts to ensure that all students are on track to graduation.
- Implemented a strong attendance team to monitor lateness and absences.
- Revised the inquiry team to focus on monitoring student work and infused case conferences.

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

**MEMORANDUM OF UNDERSTANDING
BETWEEN TEACHERS COLLEGE COLUMBIA UNIVERSITY
AND
NEW YORK CITY DEPARTMENT OF EDUCATION**

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

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

In the event that the Frederick Douglass Academy IV Secondary School is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), TEACHERS COLLEGE agrees to negotiate in good faith and proceed in a timely manner to conclude a mutually acceptable service agreement, based on the Proposal Narrative submitted by the DOE as part of the grant application process.

TEACHERS COLLEGE will tailor existing products and services for implementation in Frederick Douglass Academy IV Secondary School. These products and services include:

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

A Focus on Student Learning – Read & Write to Achieve

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

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

Real Instructional Leadership – Lead to Achieve

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

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

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

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

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

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

4. Projected Responsibilities for NYCDOE

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

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

Comply with all information and program evaluation requests of NYSED

Comply with all financial management and reporting requirements of NYSED

5. Joint projected Responsibilities for TEACHERS COLLEGE and NYCDOE

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

6. Terms of Termination

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

- Official announcement or notice of the cancellation of the Notice Inviting Applications;
- Receipt of written notice from the NYSED that it will not award a SIF grant to Frederick Douglass Academy IV Secondary School
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, **and** a final service agreement is negotiated between TEACHERS COLLEGE and NYCDOE

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

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

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

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

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

TEACHERS COLLEGE COLUMBIA UNIVERSITY

Signature Title Date

NYCDOE

Signature Title Date

School Innovation Fund (SIF) Application

| | | | | | |
|---------------------------------------|---|--|--------------------------|---|--------------------------|
| School Name: | Frederick Douglas Academy IV Secondary School | | | | |
| DBN: | 16K393 | | | | |
| Network: | N611 | | | | |
| Application Type (Check one): | | <input checked="" type="checkbox"/> School with Lead Partner | | <input type="checkbox"/> School with Partner Consortium | |
| SCHOOL DESIGN TYPE (Check One) | | | | | |
| College Pathways | Community-Oriented | Arts / Cultural Ed | CTE | Virtual/Blnd/Online | Network-Affiliated |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A. School Overview

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

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

The vision and mission of the administrators and faculty at Frederick Douglass Academy IV is to prepare each student to enter prestigious colleges and universities with an excellent foundation and a sense of self-confidence so that the dream of a college degree and a professional career becomes a reality. To this end we have established the following goals for the SIF grant;

1. Develop a rigorous curriculum in ELA in which teachers will prepare students to meet college and career readiness standards by reading text for details, analyzing the text structure an author uses, writing arguments to support claims, and writing informative explanatory texts.
2. Provide course work, extended learning opportunities, and targeted instructional support, which will enable our students presently scoring in the bottom third percentile perform at or above grade level on the annual ELA assessment.
3. Increase the content and pedagogy knowledge of current math teachers through the use of on-line courses, professional development (PD) institutes, and on-going math workshops.

In order to achieve our goals we have identified three areas for building professional capacity, including partnering with Teachers College and Mercy College to provide professional development.

1. A Focus on Student Learning – Read & Write to Achieve

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

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

2. Real Instructional Leadership – Lead to Achieve

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

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

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

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

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

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

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

Based on a combination of school-level data, field-tested research and practices that have been successfully replicated in schools with similar demographics, we have identified three key areas for improving the professional capacity of teachers and administrators. We have enlisted the expertise of the Center for the Professional Education of Teachers CPET, a professional development organization within Teachers College, to lead and support the work. Below are three areas for building professional capacity, core strategies for improvement and a brief description of research-based key design elements.

A Focus on Student Learning – Read & Write to Achieve

Strategies for Improvement

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

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

We know that schools with the strongest cultures organize themselves around their most important responsibility: helping students learn.¹ To achieve a clear and shared vision for effective teaching, we will implement two key strategies. First, teachers will learn and employ best practices in literacy. During the past few years FDA IV has made modest gains in ELA and is on track to meet its Safe Harbor Target. Additionally, their graduation rate has substantially improved. However, their school-wide literacy scores do not meet College and Career Readiness standards. FDA IV recognizes that in order to truly prepare their students for post-secondary opportunities it is no longer sufficient to simply have students pass the ELA regents. This in turn has informed FDA IV's decision to prioritize student literacy in

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

curriculum and instruction.) Teachers will also develop CCLS-aligned units of study that demonstrate rigor and differentiation.

FDA IV also recognizes that students must be exposed to a culture of college. This is especially crucial for students living in a high poverty neighborhood and students who come from families where attending college is not the cultural norm. With this in mind CPET will help FDA IV develop college style courses, extended learning opportunities on their campus, college tours, and targeted instructional support which will enable our lowest third students to perform at or above grade level on the annual ELA assessment in the following ways;

Goals/Outcomes in Curriculum & Instruction & Meeting the Needs of Unique² Student Populations:

- a. Read text closely, attending to details, language and perspective and responding to text-dependent questions; and analyzing connections and relationship to deepen the students' understanding.
- b. Conduct short as well as longer-term research projects based on focused questions, demonstrating understanding of the subject under investigation.
- c. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- d. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points that are clear, convincing, and engaging.
- e. Write arguments to support claims with clear reasons and relevant evidence.
- f. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Real Instructional Leadership – Lead to Achieve

Strategies for Improvement

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

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

In order to achieve this, we will utilize Danielson's Framework for Professional Practice to support frequent and critical cycles of feedback through formal and informal classroom visits. As a way to establish clear and shared expectations for quality teaching, we will create opportunities for teachers and leaders to collaborate in evaluating effective/ineffective teaching practices.

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

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

² Our lowest performing third of students

Goals/Outcomes in Cultivating Real Leadership:

- Teachers are able to utilize Danielson rubrics to analyze habits of effective and ineffective instruction
- Teachers are able to identify and cultivate students' strengths questioning and discussion techniques
- Teachers are able to effectively/highly effectively engage all students in learning
- Teachers are able to identify intervention strategies and set student learning goals to inform instruction.
- Teachers are able to engender an effective/highly effective culture for learning
- Teachers' evaluations improve over time in relation to Danielson's framework
- Teachers are able to make important connections between Danielson's Framework, instructional interventions, student engagement and performance.

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

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

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

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

Schools with the strongest instructional cultures recognize effective teachers. It is equally as important recognize teachers who are struggling and to identify the reason(s) why they are struggling.³ Thoughtful, critical and consistent methodologies for assessing student learning is another way we aim to improve the quality of teaching, by developing clear and shared expectations for effective instruction as well as a commitment toward improving instructional practice. We will review ARIS, Advance, Engage NY, NYSED Level 2, and School Net data on a periodical basis, as new testing data is made available.

During this review, we will assess student progress by comparing pre and post-test results both holistically and via the items skills analysis. Data findings will then be used to adjust short term and long-term goals and to adapt lesson plans as needed. Similarly, informal and formal classroom observations, teacher surveys/feedback, weekly anecdotal reports from external professional developers, and Children First Network (CFN) Staff will be used to identify staff needs.

Goals/Outcomes in DDI & Use of Common Interim Assessments & Performance Assessments:

- Teachers will be able to design meaningful assessments that monitor student performance and progress over time

³ "Greenhouse Schools: How Schools Can Build Cultures Where Students and Teachers Thrive," TNTTP, www.tnttp.org, (Jan 15, 2012)

- Teachers will be able to identify and communicate opportunities to increase student achievement and utilize key learnings to impact immediate instruction and long-term curriculum planning.
 - Teachers will be able to implement meaningful instruction aligned to Common Core Learning Standards with a special emphasis on writing arguments that include evidence from text(s).
 - Teachers will be able to continuously evaluate and revise their classroom practices to improve learning outcomes through engaging in inquiry teams and shared reflection.
- Frederick Douglas Academy IV will also incorporate the use of double periods to increase learning opportunities for grade 9 and 10 students. Student attendance results will be reviewed throughout the year in order to ascertain the effectiveness of this model. If needed, modifications will be applied to the schedule.
 - Under-credited and over aged students will have the opportunity to participate in small tutorial groups, Regents preparatory classes, After School Program, or Saturday Academy. Extended Day class registers and scholarship reports will be reviewed to assess student participation and success. Additionally, school administrators, and Children First Network (CFN) will observe how teachers interface with students during the extended day programs and will adjust the program where applicable. After school programs, lunch and learns, Saturday Academies, and student academic clubs will be initiated. During these times our neediest students will work in small group settings, receive individualized attention, and the support needed to meet or exceed state standards.
 - Dr. Alfred Posamentier, a distinguished national scholar and the current Dean for Mercy College's School of Education will develop a professional development series aimed at upgrading the math content and pedagogy skills of both math teachers and administrators at the Frederick Douglas Academy IV. Professional development topics will include the use of scientific calculators, technology supported mathematics tools, standards based lesson plans, and other pertinent topics. PD will specifically focus on the following topics;
 - Interpret the structure of expressions.
 - Write expressions in equivalent forms to solve problems.
 - Problem Solving
 - Interpreting Data Graphs
 - Use Interpretation in Real Life Situations

The Mercy College Professional Development Program will provide professional development that supports a standards-based instructional model, which incorporates problem solving, reasoning, and communication through an inquiry-based approach that incorporates the workshop model. These strategies lend themselves directly to the 6 instructional shifts for mathematics as follows:

- Focus: Teachers will focus more deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.

- Coherence: Teachers will be guided on how to carefully connect the learning within and across grades
- Fluency: Students are expected to have speed and accuracy with simple calculations;
- Deep Understanding: Teachers teach more than “how to get the answer” and instead support students’ ability to conceptualize mathematics.
- Rigor: Teachers will require fluency, application, and deep understanding
- Application: Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations.
- Dual Intensity: Students are practicing and understanding. Teachers create opportunities for students to participate in “drills” and make use of those skills through extended application of math concepts. Problem-Solving

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

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

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

The Frederick Douglas Academy IV Secondary School currently services 179 students. 83% of its students are eligible for free or reduced lunch (FRL). 2.5% of the students are ELLs, 23.5% have an IEP. 16 of the students are mainstreamed in general education classes, 15 of the Special Education Students are in Collaborative Team Teaching (CTT) classes, and 11 students are in self-contained classes. The school is served by a staff of 15 teachers. Teaching staff includes 2 math teachers, 2 history teachers, 2 science teachers, 2 English teachers, 4 Special Education teachers, 1 foreign language teacher, 1 Physical Education teacher, and 1 technology teacher. Support staff includes 1 guidance counselor, 1 social worker, 3 special education paraprofessionals, 4 school aides, 1 Speech teacher, 1 dean, and 1 secretary. 14.17% of the student population is Latino; 83.75% of students are African American; 0.83% are Asian; 0.42% are White; and 0.83% are American Indian or Alaskan Native.

According to the New York State Education Department (NYSED), the Frederick Douglas Academy IV Secondary School has been identified as a Priority School in the areas of ELA and mathematics. This is evident as the school has consistently been unable to meet the combined ELA & math Performance Index (PI) target established by the NYS Education Department. For example, the 2011-2012 target was 116 and the school received a combined score (in ELA & Math) of 76.67. During the 2012-2013 school year the school yielded a combined score (in ELA & Math) of 104.30 thereby missing the 116 target again. This data clearly shows that the students are severely struggling both in ELA and Math as very few students are scoring at or above grade level. Additionally, the chart below shows that the majority of students are scoring at or above grade level in ELA and Mathematics. While the school has successfully reduced the number of level 1 students in ELA and Math they have been unsuccessful with moving a sufficient number of level 2 students to level 3. Subsequently, the students are insufficiently prepared for the rigors that a college education demands.

| Year/Exam | Level 1 | Level 2 | Level 3 | Level 4 | NYS Performance Index |
|------------------|----------------|----------------|----------------|----------------|------------------------------|
| Cohort N- ELA | 14 | 22 | 7 | 2 | 88.90 |
| Cohort N- Math | 16 | 29 | 0 | 0 | 64.40 |
| Cohort O- ELA | 6 | 23 | 13 | 2 | 119.15 |
| Cohort O- Math | 6 | 40 | 1 | 0 | 89.36 |

The NYC Progress Report indicates that while 78% of its students graduated with in a 4 year time frame period, only 4.0% of the graduating students do not require remedial courses, only 22.7% of students are college ready, and only 51.5% of its graduating students enrolled in a college program. Additionally, a deeper analysis of the data shows student weakness in the following areas;

- a. Read text closely, attending to details, language and perspective and responding to text-dependent questions; and analyzing connections and relationship to deepen their understanding.
- b. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- c. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- d. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- e. Write arguments to support claims with clear reasons and relevant evidence.
- f. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- g. Provide course work, extended learning opportunities, and targeted instructional support which will enable our lowest third students to perform at or above grade level on the annual ELA assessment
- h. Interpret the structure of expressions.
- i. Write expressions in equivalent forms to solve problems.

- j. Problem Solving
- k. Interpret Data Graphs
- l. Use Interpretation in Real Life Situations

To this end FDA IV will be working with Teachers College, Mercy College, and its CFN to close the performance gap in the areas noted above. Additionally, FDA IV will offer extended learning activities, after school programming, Saturday academies, mentoring/coaching support, and other supports noted previously, thereby assuring that the stated goals are met.

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

According to the Developing Quality Review (DQR) report Frederick Douglas Academy IV has shown tremendous progress in the following areas:

- The school designs curriculum units that are aligned with the Common Core Learning Standards and emphasize key State standards to better prepare students for college and careers (1.1)
- School leaders make strategic organizational decisions and effectively use resources to support teacher efforts to help students reach their instructional goals. (1.3)
- School leaders effectively use observations and feedback that support teacher growth to improve instruction and student learning. (4.1)

The DQR also noted that the school needs to improve in the following areas:

- Develop an environment that is conducive to the academic and personal growth of students and adults. (1.4)
- Consistently monitor student learning and provide quality feedback that informs the next steps students have to take in order to improve their academic performance. (2.2)
- Strengthen teachers' ability to use entry points strategically throughout their lessons so that all students are able to produce rigorous work. (1.2)

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

School leadership Practices and Decisions- The DQR noted that the school leadership has effectively used its staff time to support its instructional goals and further student academic achievement. For example, all teachers are engaging in collaborative work on a daily basis during period five and on Mondays and Wednesdays all teachers are engaged in inquiry work. During the rest of the week, teachers work in department teams to design instruction to address the learning needs of their students.

The school has developed partnerships with several organizations, including Teen Action and Student Government Association, to support and promote the academic and personal behaviors necessary for post-secondary success: communication, collaboration, self-regulation, engagement and persistence. After school activities such as group counseling and participation in sports programs help to reinforce these behaviors. Consequently, students have developed a more positive attitude towards learning, their behavior throughout the building has improved, and classroom participation has also increased.

Curriculum Development and Support- According to the DQR teachers, with support from school leaders, have aligned their curricula to the Common Core Learning Standards. In addition, the school has aggressively worked to meet the Citywide Instructional Expectations. The school has embraced closed reading, discussion and argumentative writing and this is evident in their unit plans, lesson plans and classroom instruction. Teachers use and/or develop tasks, assessments and rubrics aligned to key Common Core Learning Standards. Teachers were trained on formulating questions to promote higher order thinking skills. They embed key questions into their lessons to lead students through a thinking process in order to develop their conceptual understanding.

Teacher Practices and Decisions- The DQR notes that the school staff share the beliefs that students learn best when they are motivated, are given choices, have opportunities to work with their peers, and are provided with scaffolds enabling them to engage in challenging tasks. Classroom visits revealed that instruction is aligned to the curricula and is guided by the Danielson Framework. However, school-wide instructional practices reflecting coherence of the shared beliefs with the intent of enabling all learners to successfully perform challenging tasks was not evident. It was also noticed that teachers managed to scaffold instruction to give students access to the content while maintaining the rigor of the tasks.

The strategic use of multiple entry points and the high quality support that would enable all learners to demonstrate or to expand their knowledge was inconsistent across classrooms. In one class, all the students were provided with a particular report structure for an oral presentation, with no choice of presentation through which to demonstrate their knowledge. In another class, students were asked to provide an example of the Commutative Property of Addition, however their thinking was not probed to explore why it is a Commutative Property of Addition. The lack of high quality support and strategic provision of the entry points hinder students' capability to produce meaningful work that demonstrates higher order thinking skills and expansion of knowledge.

Student Social and Emotional Development Health /Family and Community Engagement- The school community has not yet aligned professional development, family outreach, and student learning experiences and supports to promote the adoption of effective academic and personal behaviors. While the school has developed partnerships with different organizations to support students' social and emotional needs, student participation in these programs is voluntary and consequently many students are not involved. There is a forum that invites student opinion on school-level issues; however, this practice is not school-wide as students claim that there is no real communication between high school and middle school students. In addition, while students attest that security officers and the dean are in the hallways, they also communicate that they do

not quite feel safe because of occasional fights. This lack of student voice, safety, and participation limit the effects of partnerships and hinder the development of a school-wide sense of community.

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

An analysis of NYS performance data shows a great need to increase the rigor in how ELA and Math is being taught thereby preparing students for the challenges of college and future careers. While most students are passing both the ELA and Math regents exams very few students are college ready. Subsequently, they are required to take remedial courses in both ELA and Math when they begin their post secondary career. With this in mind, curriculum delivery must be realigned in order to ensure that students perform higher on the ELA and Math regents examinations. Curriculum realignment will require addressing the instructional shifts in ELA and Math, providing students with opportunities to increase time on task in their learning day, and providing additional support to meet the rigors of college and career readiness. At the same time it is critical that we examine how our teaching body is delivering instruction and assure that the key domains of teacher effectiveness are addressed. This will be achieved through workshops, mentoring, lesson plan modeling, and on-site support.

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

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

As noted in the needs section, FDA IV students are struggling in ELA and Math. While the school has consistently improved its performance outcomes over the past two years, progress is insufficient to meet the Annual Measurable Objective (AMO) and/or Safe Harbor targets established by the NYSED. We have reviewed multiple sources of data to identify areas for improvement. Our School Leadership Team (SLT) and Grant Writing team have reviewed various learning models to help address our performance gap and we have identified three areas for cultivating a strong instructional culture focused on improving the quality of teaching. They are listed below:

A Focus on Student Learning – Read & Write to Achieve

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

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

Real Instructional Leadership – *Lead to Achieve*

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

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

Systems of Assessment for Data-Driven Action – *Assess to Understand*

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

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

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

These goals and strategies will be supported with the following PD plan grant.

The focus for student learning during year one will begin with close reading, as state-test scores and other assessments duly indicate a need for major curricular/instructional revamping in this area as well. (Year two will focus on developing student writing within and across content areas and year three will focus on school-wide integration of reading and writing across the content areas).

ELA/ESL and SpEd teams will form the initial cohort to pilot *Read to Achieve*; a CPET-developed, multi-faceted, balanced literacy program aimed at increasing student fluency, comprehension and independence in reading. Launching with the literacy teams means leveraging all of their rich content knowledge to deepen this work as well as cultivate in-house reading experts. This design feature works to support long-term programmatic sustainability.

Teachers will learn the nuts and bolts of close reading instruction according to the tenets of balanced literacy. Teachers learn how to design measurable student-learning goals and systems for assessment (formative and summative). With student learning outcomes in mind, teachers will work independently, together and with coaches to develop CCSS-aligned units of study. After integrating critical feedback, teachers will implement a pilot. Using their pilot results, the literacy team will share their findings with colleagues in and across departments. Their groundwork will pave the way for department pilots in Math, Science and Social Studies.

Real Instructional Leadership (Year One) – *Lead to Achieve*- “School leaders can have a tremendous effect on student learning through *how* they create opportunities for teachers to improve” (Hornig and Loeb, 2010). During year one, school leaders (Principal and Assistant Principals) will work with CPET coaches to evaluate effective and ineffective systems and structures to support cycles of feedback. FDA IV has not had the infrastructures/systems to provide frequent and normative feedback. As such, this needs assessment will be a critical component in revamping the school’s instructional culture.

Additionally, teachers will be surveyed and sought out for explicit conversations with regard to how to best implement new systems and structures (“Almost all people associated with high-

performing schools have greater influence on school decisions than is the case with people in low-performing schools” Anderson, Leithwood Louis, Walstrom, 2010).

We anticipate a reorganization of common-planning time, increased professional development opportunities, more time to collaborate with colleagues and the establishment of regular visits from, and open channels for communication with the leadership team. (Initial visits will be non-evaluative.)

Furthermore, “The evidence to date suggests that few principals have made the time and demonstrated the ability to provide high quality instructional feedback to teachers” Anderson, Leithwood Louis, Walstrom, 2010. During Year 1, CPET coaches will work with the schools’ leadership team to support teachers’ curricular work, developing clear and consistent methodologies for giving accurate feedback. The leadership team will work closely with Danielson framework to develop and norm their expertise as evaluators. They will with CPET coaches to design and conduct professional development sessions toward the middle/end of Year 1 with a specific focus on the aforementioned domains. The leadership team will utilize the repository of instructional videos in the Teachscape video library to practice and hone their feedback.

CPET will also provide on-site, relevant and leading edge professional development for teachers and leaders 3 times a week. CPET will support teachers and principals to evaluate and revamp systems as well as rewrite policies to optimize collaboration between teachers, leaders and coaches. CPET will work with key stakeholders to develop concrete benchmarks to evaluate progress toward the improvement plan’s mission, vision and goals. At the same time Mercy College will provide training, mentoring, and on-site support in the area of Mathematics.

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

During the past few weeks the school leadership team reviewed its ARIS data, Quality Review report, NYC Progress Report, and NYS data to determine how to best help close the performance gap at the Frederick Douglas Academy IV Secondary School. A review of the data identified the following needs:

- Read text closely, attending to details, language and perspective and responding to text-dependent questions; and analyzing connections and relationship to deepen their understanding.
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- develop a learning environment that is conducive to the academic and personal growth of students and adults.
- monitor student learning and provide quality feedback that informs the next steps students have to take in order to improve their academic performance
- Strengthen teachers' ability to use entry points strategically throughout their lessons so that all students are able to produce rigorous work.
- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.
- Problem Solving
- Interpret Data Graphs
- Use Interpretation in Real Life Situations

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

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

D. School Leadership

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

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

Elvin Crespo was born in Brooklyn and was raised in Puerto Rico. Elvin Crespo earned his Bachelor of Science in Education from the University of Puerto Rico. He obtained a Master of Science degree in Bilingual Education from Teachers College, Columbia University. In addition, he continued his studies and obtained an additional Master of Science in Administration/Supervision from Long Island University. He has been working for the DOE for the past 27 years. Elvin began his work in 1987 and has held a range of teaching and leadership positions. His most rewarding work began as a bilingual teacher of mathematics at Eastern District High School in Brooklyn. After working as math teacher he served as an Assistant Principal at Springfield Gardens High School from 2000 to 2005 in Queens. In 2005 he accepted a position as a Math Curriculum Specialist for District 79. In this position he developed curriculum in mathematics and provided support to approximately 21 High Schools and 300 programs.

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

Mr. Elvin Crespo accepted a position as the Principal at Frederick Douglass Academy IV Secondary School in November 2010. During his tenure at principal a number of changes were implemented to help improve the school's ELA and Math scores as well as its graduation rate. More specifically took the following steps to foster school improvement;

- Change in Administration- Hired a new AP in the area of Social Studies and English and hired a new programmer.
- Offered on-line credit recovery for all students lacking credits.
- Implemented FRESH PREP in all Social Studies Classes to improve regents results in Global and US
- Provided After school and Saturday Academy programs
- Changed the school culture which resulted in an increase in Learning Environment survey results in all 4 areas in comparison from last year (academic expectations, communication, engagement, and safety and respect).
- All teachers that were placed in their correct content area according to their license area.
- Monitored transcripts to ensure that all students are on track to graduation.
- Implemented a strong attendance team to monitor lateness and absences.
- Revised the inquiry team to focus on monitoring student work and infused case conferences.

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

The Assistant Principal (AP) is responsible for the supervision of the ELA and Social Studies Departments. The Assistant Principal is also responsible for Security, Guidance, Organization, Physical Education, and Special Education. Support for teachers include coaching, professional development, classroom management strategies, and curriculum assistance. In addition, supervision responsibilities include providing professional development for all teachers to develop their effectiveness as rated by the Advance System. The AP conducts classroom observations of teachers and uses these observations to identify teacher needs which in turn guides coaching and professional development opportunities for teachers provided at our school. Observations are followed up with an opportunity for the teacher to participate in self-reflection and further development of the teacher's craft.

Security duties include, but are not limited to supporting the Deans' Office staff in conducting investigations, representing the school's interest in Superintendent Suspension conferences, conducting school suspension conferences, and other duties that contribute to creating a safe environment for students, faculty, and visitors where risk learning may occur.

Guidance duties include supporting the guidance counselor through reviewing transcripts of students to identify those that will need intervention services ensuring that opportunities for intervention are available, supporting students in achieving targets to improve the likelihood of graduating FDA college and career-ready, and providing social and emotional support for all students in the building.

Organization duties include working with the school programmer to create teacher schedules, working with the testing coordinator to create Regents' proctoring schedules, serving as the liaison for communications with the faculty, conducting the school faculty meetings, supervising the administrative office staff, preparing and organizing senior activities related to graduation and prom.

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

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

Upon the arrival of the Principal in November 2010, major changes were made in order to support the needs of the staff and students. One of the areas of improvement was Instruction. FDA IV is committed to instruction that is academically rigorous. The principal has been providing extensive professional development on a regular basis to all staff. In addition, to the Danielson's framework, teachers use Webb's Depth of Knowledge Levels to shape a variety of questions that help students develop a deeper understanding of issues. Teachers design units and lesson plans that incorporate the NYS Standards and the Common Core Learning Standards. In the Math Department, the principal has been working diligently with the Math Department on the Teaching Through a Lesson Protocol (TTLP). The principal has provided workshops using the protocol. Additional PD was provided throughout the entire school year around infusing the Danielson framework.

The staff is supported by our Instructional leads team. This team consists of 7 members. The team meets on a weekly basis to support the needs of the teachers. Inter-visitations are implemented to ensure that all staff members are infusing new strategies in classrooms. In addition to the instructional lead team, the staff meets on a weekly basis for

inquiry. During the meeting, the Data Specialist provides support to the team with information that is vital to all staff members.

The Assistant Principal started in the middle of the fall semester and has laid out the following goals for the 2013-2014 school year;

- Move passing percentages of students identified to be in the lowest-third by 5% as aligned with school goal as communicated in the Comprehensive Educational Plan.
- 10% of the staff will use an online platform to broadcast classroom material to students and will use this system to communicate to the parents.

The AP has also started a program aimed at communicating themes of respect, honesty, and responsibility through the effective implementation of the Conduct Code. Since then the school has experienced a decrease in the number of Superintendent level suspensions as compared to the same time period last year. The revision of the mode of implementing Principal's suspensions has resulted in a change in tone of students in the hallways and a reduction of incidents that occur in common areas of the school community. In order to continue this trend and promote an atmosphere of safety and security, the AP's goals for safety/security include:

- Creating a fully functional and effective In-House Suspension Center by the end of the academic year.
- Decreasing the number of occurrences that result in Principal/Superintendent Suspensions by empowering the faculty/staff to become more proactive in preventing incidents and preparing students to make better decisions.
- Working more effectively with guidance department, school support personnel, and School Safety Agents to provide the social and emotional support necessary for FDA students to experience continued success.

E. Instructional Staff

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

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

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

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

There are currently thirteen regular faculty members and one math vacancy; which is filled on a rotating basis with an ATR certified teacher in math. The current school staff is highly motivated and consists of many who are willing to take on leadership tasks within the school community. The majority of the faculty is eager to learn new strategies to best improve the learning of the students being served by FDA IV. It is because of this vigor that the FDA IV faculty will be able to implement the comprehensive set of strategies the school would enact under SIF, provided the appropriate training has been conducted.

In order to best implement the start-up model, the school will need to be able to hire a highly-qualified math coach; preferably a master teacher. The school will benefit from a master teacher in the field of mathematics that has served in leadership roles and has a proven record of success in the areas of math which students of this school need the most help. Once the new math teacher is hired, there will be a complete math team in place.

- iii. **For each key instructional staff to be employed at the start of model implementation identify and describe the characteristics and core competencies necessary to meet the needs of its students.**

The math coach will ideally serve as an instructional leader in content, dedicated to working collaboratively with colleagues to drive instructional improvement as an active developer, mentor and coach of other teachers. This person will be identified as a peer leader and will be an integral part of a school's transformation strategy. The person's duties would include activities such as leading staff development, developing curriculum, sharing best practices, inquiry work, co-teaching, creating a laboratory classroom and/or model lesson, curriculum to national core standards and city standards, serving as a mentor to teachers, and/or facilitating lesson study.

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

A citywide "open market" staff hiring and transfer system is available every year from spring through summer that principals may use to identify school pedagogical staff seeking transfers as well as those who wish to specific vacancies or schools. Principals are thus able to recruit, screen, and select instructional staff new to their schools based on need. While principals have discretion over the schools' budget and staffing decisions, one barrier that schools may face are hiring restrictions set by the district for certain subject areas, grade levels, and titles or licenses. Exceptions are given in certain cases based on critical needs such as for high-need subject areas

and new schools. Schools are also supported by the human resources directors from their networks on budgeting, recruiting and hiring procedures. In addition, all principals have access to online human resources portal for up-to-date data and activities related to talent management. Similarly, resources are available to instructional staff on recruitment fairs, workshops, school vacancies, transfer options, as well as professional development, citywide award programs, and leadership opportunities to promote staff retention.

At 16K393, there are currently thirteen regular faculty members and one math vacancy which is filled on a rotating basis with an ATR certified in math. The current school staff is highly motivated and consists of many who are willing to take on leadership tasks within the school community. The majority of the faculty is eager to learn new strategies to best improve the learning of the students being served by FDA. It is because of this vigor that the FDA faculty would be appropriately capable of implementing the comprehensive set of strategies the school would enact under SIF, provided the appropriate training has been conducted.

In order to best implement the start-up model, the school will need to be able to hire a highly-qualified math teacher; preferably a master teacher. The students would benefit from a master teacher in the field of mathematics that has served in leadership roles and has a proven record of success in the areas of math which students of this school need the most help. Once the new math teacher is hired, there will be a complete math team in place. At that point, the math team will be able to collaboratively come up with strategies to achieve the school's goals in implementing the start-up model.

F. Partnerships

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

*Organizations comprising a Partner Consortium have a direct role in the implementation of this SIF grant and work collectively as a team of two or three external partners with a DOE team to provide direction, coordination, oversight, and overall development in the areas of portfolio management, human capital development, site-based governance, site-based budgeting and financial services, facilities, instructional and non-instructional planning and implementation. A Lead Partner may be a non-profit educational service organization such as a new small-school developer or charter management organization, institution of higher education, or community-based organization which also provides direction, coordination, oversight, etc. as well as

coordinates all supporting partner organizations that interface with the school.

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

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

Areas for Building Professional Capacity

A Focus on Student Learning – Read & Write to Achieve

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

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

Real Instructional Leadership – Lead to Achieve

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

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

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

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

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

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

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

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

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

See attachment C

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

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

Evaluation of Services

| Evaluation Methods | Specific Examples | Use To Measure And Improve Services |
|--|--|---|
| Event Feedback Evaluations | <ul style="list-style-type: none"> • Evaluation Survey Responses from Event • Event Open Response Feedback Forms • Event Prompted Response Feedback Forms | <p>After each event, coaches gather participant feedback through the use of Feedback Forms, Reflectionaires, and Exit Tickets. These feedback evaluations are reviewed by Senior PD Advisors to evaluate each PD Workshop, Workshop Series, Institute and Conference and make adjustments based on participant feedback. Participants send network event evaluations to Network leaders so they can document the quality services reported.</p> |
| CPET Staff Summaries & Self Evaluations | <ul style="list-style-type: none"> • TCCPET Summary of Work • TCCPET Staff Evaluations & Feedback • TCCPET Staff & Peer Supervision Evaluations | <p>Each month, CPET Staff use Coaching Logs to document their on-site work in schools and meet to debrief experiences. Senior Professional Development Advisors mentor PD Fellows and Coaches, which includes planning, debriefing, and observations. These evaluations are used to inform how CPET Staff grow in their work, match Advisors to schools, and adjust services based on experiences.</p> |

| Evaluation Methods | Specific Examples | Use To Measure And Improve Services |
|-----------------------------------|--|---|
| Participant Feedback & Debriefing | <ul style="list-style-type: none"> • Teacher feedback and debriefing • Administrator feedback and debriefing • Network feedback and debriefing | <p>Through regular contact with partner schools, participants regularly provide PD Advisors with feedback about services either through in-person discussions, email correspondence and even text messages or IMs. Based on feedback from participants, PD Advisors are able to identify needs, establish next steps and provide additional scaffolding when necessary.</p> |
| NYC Evaluation Alignment | <ul style="list-style-type: none"> • Alignment of services and the Learning Environment Survey • Alignment of services and the Quality Review Report • Alignment of services and the Progress Report Data | <p>CPET services are available to all schools and Networks in the city and we do not limit our services to “successful” schools and in fact, often reach out most to “struggling schools” who truly need professional development support. As a means of evaluating our services, we often look to triangulate between our needs assessment, PD services and expected growth and NYC DOE evaluation tools like the Quality Review, Learning Environment Survey or Progress Report data. Commendations on a Quality Review aligned with a PD Project we’ve developed at a school, for example, would be objective evidence of success.</p> |
| Student Achievement Data | <ul style="list-style-type: none"> • Periodic Assessment Data Reports aligned with services • State Assessment Data Reports aligned with services • Performance Tasks and Student Work | <p>CPET Services are often most needed when schools are in a crisis situation with regard to student performance on high stakes exams. In these situations, we monitor student achievement in detailed reporting to identify patterns, trends and leverage areas. When schools are able to implement recommendations based on this data, we carefully monitor the subsequent related data for increased student achievement. When measure our success by growth related to our recommendations, in proportion to with teacher implementation.</p> |

| Evaluation Methods | Specific Examples | Use To Measure And Improve Services |
|-------------------------|---|--|
| Teacher Evaluation Data | <ul style="list-style-type: none"> Teacher Visitation, Observations and Tenure Status Administrative Feedback on Teacher Performance Teacher Reflections, Presentations & Portfolio | <p>One tool we use to measure the effectiveness of our services is how teachers' instruction in the classroom improves over time. Through PD Advisor visitations and debriefing sessions, Administrative feedback and teacher portfolios, we are able to identify specific areas of growth in teacher performance aligned to our PD services. If we were not to see significant progress in teacher evaluations, we would be prompted to re-evaluate the type of PD services necessary, and we would develop an action plan with strategic interventions to meet our goals.</p> |
| Capacity Building | <ul style="list-style-type: none"> Progression of New Teacher to Teacher Leaders Progression of Teacher Leaders to Administrators Progression of Administrators to Network/DOE Personnel | <p>If we are providing effective professional development to a group of teachers, school or network, we ultimately want to build capacity so that teachers, school leaders and network professionals can become self reliant and independent. With this in mind, we often look to capacity building and professional mobility as a measure of successful professional development. We identify teachers who become teacher leaders, teacher leaders who become Assistant Principals, Assistant Principals or Network Coaches who become Principals. This kind of professional growth demonstrates the long lasting effects of our professional development services.</p> |

G. Organizational Plan

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

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

See attached

- ii. **Describe how the structures function in day-to-day operations (e.g., the type, nature, and frequency of interaction, data-sources used to drive discussion and decision making, manner in which the results of interactions are communicated and acted upon, etc.).**

The School Leadership Team is the driving force behind any school wide decisions that is made in our school. The chair person is responsible for making sure that the needs of the school are met appropriately. The chairperson on the SLT ensures that the agenda is focused and deals with particular issue in the area of Curriculum, Budgeting, and school administration. We are concerned about how our students succeed on the Regents exams as well as increasing their Regents scores in order to avoid students taking any remedial courses in college. One of the strategies that we have been implementing is looking at the ARIS report and analyzing why our students in the HS have not been improving in the Integrated Algebra Regents exam. The Inquiry team analyzes the data and provides feedback to all stakeholders. The Inquiry team was able to determine that based on an items analysis report that our bottom third students were having problems difficulty with solving inequalities and other algebraic equations. The Team referred the results to the SLT where the SLT agreed that the students who were having problems in Algebra needed to attend our Academic Intervention Service program or sign up for our Saturday Academy where they could get the individual support needed.

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

The NYCDOE implemented *Advance*, a new system of teacher evaluation and development in school year 2013-14. *Advance* was designed to provide teachers with actionable feedback and targeted support to improve their practice, with the goal of improved student outcomes to ensure all students graduate college and career ready. The Measures of Teacher Practice (MOTP) component of *Advance* counts for 60% of a teacher's evaluation. In this component, teachers receive ratings and feedback on classroom observations and teaching artifacts based on a teaching practice rubric, Danielson's *Framework for Teaching*. Teachers may also choose to submit teaching artifacts to inform their evaluation rating. For teachers of students in grades 3-12, student feedback also informs teachers' ratings under MOTP.⁴ The Measures of Student Learning (MOSL) components of *Advance* is worth 40% of a teacher's overall evaluation rating – the State Measures component is worth 20% and the Local Measures component is worth 20%.

The NYCDOE has provided various supports for schools to help them implement *Advance*. The NYCDOE has offered numerous in-person and online *Advance* professional developments

⁴ Surveys will be piloted in school year 2013-2014; in the 2014-15 school year surveys will count for 5% of a teacher's rating.

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

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

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

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

The plan for implementing annual performance review is as follows:

The school has developed an observation calendar that consisted of scheduled observation for each department. The Principal is responsible for observing the Math & Science department while the Assistant Principal is responsible for Social Studies, ELA, Foreign Language and PE.

We are following the Advance Web Application that was introduced by the DOE this year to track or monitor teacher observations and analyze data from these observations. Teachers are observed on a regular basis and are provided feedback to further improve teacher growth. We are following the Danielson Framework for teaching to evaluate teaching practices with emphasis on the components that focuses on classroom instruction. The protocol for observing teachers is that the Evaluator gathers low inference evidence of teacher practices. Feedback is then given to the teacher during a Post conference where the Evaluator assess practices based on the Danielson Framework and discusses next steps for teacher to implement with the support from the Evaluator.

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

See attached

H. Educational Plan

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

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

Our curricular approach is based in balanced literacy as well as the tenets of Wiggins’ and McTighe’s Understanding by Design (2005). Our work developing effective curricula emphasizes the importance of cooperative and productive relationships between school leadership and classroom teachers and students.

CPET’s *Read & Write to Achieve* utilizes balanced literacy approaches, as defined by Fountas and Pinnell (2001), are anchored by Common Core Learning Standards (CCLS). Independent reading, guided reading, literature study, and strategic instruction in comprehension and word analysis not only help students to become skilled and confident readers and writers, but also help them to perform the kinds of reading and writing tasks required by standardized tests, college and career.

CPET’s *Lead to Achieve* utilizes a strategic combination of skill and concept-based practices that we refer to as literacies of leadership.

We evaluate the effectiveness of curricula through a strategic combination of measures and means, including but not limited to: CCLS-aligned learning events and lesson plans, curriculum maps, student performance, teacher or school leader feedback from observations or

all of the above. We would not necessarily consider standardized test scores from that instructional period to be an effective tool, individually, for evaluation in curriculum development.

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

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

ELA: Balancing Informational and Literary Text & Academic Vocabulary

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

ELA: Staircase of Complexity

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

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

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

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

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

The challenge of implementing the CCSS is not so much about curriculum compliance as about how best to accelerate student progress. By implementing a system of continuous improvement via feedback, collaboration, reflection and balanced literacy frameworks that create space for thoughtful and critical performance assessments for students, we are developing the professional

capacities of all of our teachers, improving student literacy and deepening grade-level expertise within specific areas of curriculum

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

Our school will employ the following strategies to increase time on task;

1. Use of Double Periods: Double Periods reinvest the time needed to move students from class to class and afford students the opportunity to have more time on task. This is critical for mastering Common Core curriculum.
2. Our Saturday Academies, After School Programs, Lunch and Learns, and Zero Period Programming offer students an opportunity to receive additional support for Common Core subjects. These services will specifically target AIS students, at risk students, and struggling students
3. Guidance Services are use to help struggling students and increase the likelihood they will graduate high school in a 4 year span and will be able to meet College and Career Readiness standards.

2013-2014 BELL SCHEDULE

| PERIOD | TIME |
|----------------------|---------------------------------|
| Breakfast | 7:30 – 8:00 |
| 1 | 8:05 - 8:50 |
| 2 | 8:52 - 9:38 |
| 3 | 9:40 - 10:25 |
| 4 | 10:27 - 11:12 |
| 5 | 11:14 - 11:59 Lunch 8-12 |
| 6 | 12:01 - 12:46 |
| 7 | 12:48– 1:33 |
| 8 | 1:35—2:20 |
| AIS | 2:20 – 3:10 Tuesdays |
| Danielson PD | 2:20 – 3:10 Wednesdays |
| Inquiry Team Meeting | 2:20 – 3:10 Thursdays |

Teacher Time: 8:00 – 2:20

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

Through out the year our instructional team is using data to inform our instructional decisions. For example, using our team reviews the Items Skill Analysis data for regents examination to determine individual student needs as well as data trends at the class and school level. This data is then used to adjust curriculum maps and pacing calendars so that students receive additional support for topics they are struggling with. Additionally baseline assessments and interim assessments using the Measure of Students Learning are compared to regent results to track student learning. Likewise, mid year assessments to track student growth and make curriculum adjustments as needed. At the same time, student data is reviewed by curriculum teams, administrators, teacher-administrator meetings to assess student learning, address learning gaps, plan future instruction, and gain a better understanding of how our students are processing information and what obstacles impede their learning.

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

As previously noted, our school will employ the following strategies to increase time on task;

1. Use of Double Periods: Double Periods reinvest the time needed to move students from class to class and afford students the opportunity to have more time on task. This is critical for mastering Common Core curriculum.
2. Our Saturday Academies, After School Programs, Lunch and Learns, and Zero Period Programming offer students an opportunity to receive additional support for Common Core subjects. These services will specifically target AIS students, at risk students, and struggling students
3. Guidance Services are use to help struggling students and increase the likelihood they will graduate high school in a 4 year span and will be able to meet College and Career Readiness standards.

4. Under-credited and at risk students in grade 9 and grade 10 will have the opportunity to participate in web based services including iLit and SuccessMaker through the school's Learning Technology Grant program.

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

Discipline is a big issue in any school. We have put together a school safety team where we address discipline and safety issues. We meet on a daily or monthly basis in order to identify issues and make suggestions for corrections. We have seen tremendous improvements in how our students conduct themselves while traveling throughout the hallways. We continually address the uniform because it is important for the students to understand the "Dressing for Success" is how we change a mindset. The Dean sits down with the AP and talks weekly about the status of SWIS referrals and how we have addressed problematic issues.

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

Our school is committed to ensure that our **parents and community are authentically informed and engaged** and that we tap into the rich resources they can provide. In order to meet this goal we will;

- Improve communications with family and community
- Develop a user friendly website for parents
- Increase outreach to parents and the community throughout the year
- Identify most effective strategies for communicating with families
- Provide training for staff on effective family engagement
- Provide Parent workshops
- Develop brochures to help parents understand what their kids are learning by grade
- Engage parents as partners in their children's education
- Provide training for parents on curriculum and helping their children
- Create online resources to help parents support their students

I. Training, Support, and Professional Development

The school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIF plan and student needs.

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

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

During the past few weeks the school leadership team reviewed its ARIS data, Quality Review report, NYC Progress Report, and NYS data to determine how to best help close the performance gap at the Frederick Douglas Academy IV Secondary School.

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

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

ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events to be scheduled during the year one implementation period (June 1, 2014, to June 30, 2015). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

CPET will be responsible for the following professional development objectives during Year one of the grant. Relevant stakeholders will utilize a variety of methods and means to analyze, evaluate and report outcomes including but not limited to the follow: a series of lesson plans, curriculum maps, performance assessments, evaluations, teacher or school leader feedback from the experience or all of the above. We would not necessarily consider standardized test scores from that instructional period to be an effective tool, individually, for evaluation in curriculum development.

Domain: CURRICULUM – Year 1

| Professional Development Objectives | Indicators of Success |
|---|---|
| Interpret and Integrate Common Core Learning Standards (CCLS) | <ul style="list-style-type: none"> • In feedback and debriefing, teachers identify and apply the key Instructional Shifts between previous NY State Learning standards and CCLS • In school generated documents, school community recognizes key CCLS anchor standards as a focal point for professional development • Teacher evaluations improve over time in relation to areas of Planning and Preparation • In feedback and debriefing, positive teacher feedback illustrates how CCLS PD has made an impact in their ability to understand and implement the standards |
| Facilitate CCLS aligned Curriculum Mapping, Unit and Lesson Planning | <ul style="list-style-type: none"> • In school generated documents, curriculum maps aligned to CCLS are published for the school community and are implemented in core content courses • In school generated documents, units of study aligned with CCLS include higher level thinking skills, multiple entry points, and are attuned to students' literacy needs • Teacher evaluations improve over time in relation to areas of Planning and Preparation • In feedback and debriefing, teachers and School leaders are able to articulate specific planning practices that impact their ability to identify student progress and inform future (long term and short term) planning. |
| Utilize Understanding by Design (UBD) or Backwards Design curriculum planning | <ul style="list-style-type: none"> • Individually and in teams, teachers develop instructionally appropriate long and short-term projects and tasks that guide their planning decisions for a unit of study, course curriculum map or departmental scope and sequence. • Individually and in teams, teachers align course and unit goals with daily teaching objectives, intentions for learning, essential questions or aims. • Teachers evaluations improve over time in relation to Planning and Preparation • In feedback and debriefing, teachers and school leaders present artifacts that demonstrate cohesive planning utilizing backwards design templates, tools or frameworks. |

Domain: CURRICULUM – Year 1

| Professional Development Objectives | Indicators of Success |
|---|--|
| Deepen rigor and multiple entry points through the use of tools like Universal Design for Learning (UDL), Differentiated Instruction, Webb's Depth of Knowledge, Blooms Taxonomy, and Vygotsky's Zone of Proximal Development | <ul style="list-style-type: none">• Individually and in teams, teachers develop rigorous assessment tasks aligned with Blooms Taxonomy or Webb's Depth of Knowledge that allow students to demonstrate Analysis, Synthesis, Evaluation and Metacognition• In feedback and debriefing, teachers provide plans that demonstrate strategic scaffolding and multiple entry points to content information and assessment tasks that meet students' needs at a variety of performance levels.• Teachers' evaluations improve over time in relation to Planning and Preparation.• In feedback and debriefing, teachers identify increased student achievement and engagement |
| Design and Implementation of Units of Study | <ul style="list-style-type: none">• Individually and in Teams, teachers design and implement units of study that increase student understanding and achievement include writing for publication• In the school community, teachers display (physically or digitally) student work products that demonstrate growth in writing over time• Data reports demonstrate a correlation between periodic writing tasks, performance tasks and standardized tests.• In feedback and debriefing, teachers identify increased student achievement and engagement |

Domain: INSTRUCTION – Year 1

| Professional Development Objectives | Indicators of Success |
|--|--|
| Establish best practices in literacy (in and across content areas) | <ul style="list-style-type: none">• In visitations and observations, classroom instruction is characterized by daily reading and writing of content specific texts• In visitations and observations, teachers across school community apply shared literacy practices that meet students diverse learning needs• In visitations and observations, teachers across the school community utilize literacy strategies to engage students in critical thinking, and clear written and verbal communication skills• Teachers' evaluations improve in time in relation to instruction.• In feedback and debriefing, teachers report increased student achievement in literacy on periodic assessments, performance tasks and/or state exams. |

Domain: INSTRUCTION – Year 1

| Professional Development Objectives | Indicators of Success |
|---|--|
| Develop habits of effective instruction | <ul style="list-style-type: none">• In visitations and observations, teachers demonstrate effective rituals and routines that engage students in rigorous learning activities• In visitations and observations, teachers demonstrate efficient use of pacing and timing within a class period• In visitations and observations, teachers utilize a range of learning activities, flexible grouping, and strategic tasks to meet students' learning needs.• Teachers' evaluations improve over time in relation to Instruction.• In feedback and debriefing, teachers report increased student engagement and achievement when applying effective habits of instruction |
| Design shared instructional practices within teams, departments or school communities | <ul style="list-style-type: none">• In teams, teachers learn, apply, reflect and share instructional practices designed to increase student engagement and performance.• In teams, teachers analyze data and student work to identify strengths, struggles and strategies for improvement.• In school communities, teams present effective instructional practices and expand initiatives school wide• In school communities, outside reviews (network leaders, quality reviews, state representatives) identify shared instructional practices a coherent and effective• In school data reports, increased student achievement correlates with specific instructional practices |
| Foster skills and techniques for enhancing reading and writing instruction | <ul style="list-style-type: none">• In visitations and observations, teachers are able to match specific literacy strategies with students' learning needs through direct instruction and learning activities.• In visitations and observations, students increase comprehension, persistence, and stamina when reading complex texts independently.• In visitations and observations, students increase content clarity, persistence, and stamina when writing from complex texts independently.• In reading assessment data, students demonstrate improvement in reading proficiency.• In writing assessment data, students demonstrate improvement in writing proficiency. |

Domain: ASSESSMENT – Year 1

| Professional Development Objectives | Indicators of Success |
|--|---|
| <p>Establish Assessment practices for Performance Tasks, Periodic Assessment, Projects, Tasks and Standardized Tests</p> | <ul style="list-style-type: none"> • In curriculum and unit planning, teachers design rigorous projects, tasks, and performance assessments aligned with CCLS, DOE Instructional Expectations, and course specific goals. • In teams, teachers use protocols to analyze teacher-generated assessments, student data reports and student work. • In teams and individually, teachers identify students' strengths, struggles and intervention strategies to set goals and inform instructions. • In the school community, data reports reflect student performance and identify leverage areas for improvement • Teachers' evaluations improve over time in relation to Assessment • In feedback and debriefing, teachers make connections between assessment practices, instructional interventions and student performance. |
| <p>Develop Assessment frameworks aligned with school goals, CCLS, content information and State exams</p> | <ul style="list-style-type: none"> • In the school community, assessment frameworks that are aligned with CCLS, DOE Instructional Expectations and the school's instructional goals are published and used to generate curriculum embedded assessment tasks. • In the school community, shared rubrics that are aligned with assessment frameworks provide a common language to evaluate student work. • In the school community, assessment frameworks are used to develop curriculum embedded tasks to mark student performance and monitor growth over time. • In outside evaluations, school evaluators report that assessment frameworks demonstrate school-wide coherence and alignment with CCLS and DOE Instructional Expectations. • In data reports, teachers and school leaders can identify patterns and trends in student performance aligned with CCLS and DOE Instructional Expectations. |

Domain: ASSESSMENT – Year 1

| Professional Development Objectives | Indicators of Success |
|---|--|
| Model analysis of student data reports and student work on a variety of assessments to inform instruction, goal setting, and school structures | <ul style="list-style-type: none">• Individually and in teams, teachers analyze student data reports to identify trends and isolate emblematic examples of student work.• Individually and in teams, analyze emblematic examples of student work to identify micro-skills for further instruction.• Individually and in teams, teachers use student work to identify specific goals and communicate actionable feedback to students.• In the school community, teams of teachers share trend analysis and establish school-wide goals and instructional practices as interventions for success.• In the school community, structures are in place for teachers to regularly analyze data and present findings.• In feedback and debriefing, teachers and school leaders articulate a timeline of data use that makes connections between data analyzed and action steps taken by teachers or teams. |
| Develop school practices that use assessments to provide actionable feedback to students and teachers to increase achievement and effectiveness | <ul style="list-style-type: none">• Individually and In teams, teachers analyze assessments, rubrics and student work to identify specific leverage areas for intervention• Individually and in teams, teachers make connections to leverage areas for intervention and specific instructional strategies that can be implemented.• Individually and in teams, teachers develop practices that communicate goal setting with actionable feedback to students on a routine basis• In visitations and observations, teachers engage students in direct instruction and learning activities that further develop, edit and revise assessments based on feedback.• In feedback and debriefing, teachers report deepening comprehension of student performance, identify trends in student growth and make connections to instruction practices that developed as a result. |

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

| Goal | How it will be Measured | Frequency |
|--|--|---|
| 1. Develop a rigorous curriculum in ELA in which teachers will prepare students to meet college and career readiness standards by reading text for details, analyzing the text structure an author uses, write arguments to support claims, and write informative explanatory texts. | Informal and formal observations will be used to measure teacher growth as noted on the Danielson Framework for Teaching. Teacher surveys will also be used to measure the impact of the training. Several measures will be used to assess student growth; | Informal Observations- Fall and Spring* Formal Observations- Fall and Spring* Measure of Student Learning Data- twice a year Teach Net Data- 4 times a year NYSED Data- once a year |
| 2. Provide course work, extended learning opportunities, and targeted instructional support which will enable our lowest third students to perform at or above grade level on the annual ELA assessment. | <ul style="list-style-type: none"> • Advance Data • Pre and Post test data in advance • Growth Data on the annual yearly exam. Teacher surveys will also be used to measure the impact of the training. | *Per the APPR agreement the number of Informal and Formal observations varies with each teacher. For example, a teacher can choose to have six informal observations or three informal observations and one formal observation. |
| 3. Increase the content and pedagogy knowledge of current math teachers through the use of on-line courses, PD institutes, and on-going math workshops. | | |

J. Communication and Stakeholder Involvement/Engagement

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

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

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

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

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

Parents will be updated about the grant program through the school newsletter, school memos, notices, parent meetings, and through the School Messenger system. Similarly, the School Leadership Team (SLT), Parent Teacher Association (PTA), and cabinet will be updated through their regular meetings, session notes, and via e-mail. Additionally, stakeholders will have an opportunity to provide feedback at regularly scheduled meetings. The Parent Coordinator will issue news letters on a monthly basis to inform the parents and all constituents. Parent Coordinator will develop an information bulletin board that will keep parents abreast of any new information and workshops available from the school. The Parent Coordinator will also conduct bi-monthly workshops on various topics which may include SIF updates.

During monthly Parent Teacher Association (PTA) meetings, parents will have the opportunity to participate in the implementation of the SIF plan. The PTA President will create topics from their agenda that will address many SIF issues. The President will proactively seek out support from the school throughout the year. The President is also on the School Leadership Team where they receive updates concerning the SIF and other pertinent issues concerning the school. The PTA conducts meetings on a monthly basis to address parent level concerns. The PTA will conduct a survey to determine the needs of the students, parents and teachers of the school. The parents will also analyze the Learning Environment Survey to address deficiencies found on it. These deficiencies will also be addressed during the SLT meeting. The PTA has a strong PTA cabinet that records minutes and follows up immediately on problems in the school. The PTA has a strong connection with the Student Government President. The PTA also assists the Coordinator of Student Activities. Both groups address student affairs such as graduations, proms, student picture day, local fund raising activities as well as senior trips for both 8th and 12th grade students. The School Leadership Team addresses issues concerning the School Comprehensive Educational Plan, Administrative and school based Budget issues. The School Leadership Team meets monthly to discuss internal matter about school functions, activities, and data to map out school goals and progress throughout the school year on a consensual basis. The SLT will monitor and evaluate the success and progress of the SIF throughout the school year.

The Chairperson of the SLT will communicate other major concerns of the school budget as well as other priority needs to all stakeholders during the monthly meetings. Since the SLT and the PTA house the same members we are better able to communicate school needs without the confusion of other larger schools.

K. Project Plan and Timeline

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

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

| Goals | Strategies |
|--|---|
| 1. Develop a rigorous curriculum in ELA in which teachers will prepare students to meet college and career readiness standards by reading text for details, analyzing the text structure an author uses, write arguments to support claims, and write informative explanatory texts. | Workshop Series, Individualized Coaching, and on-site support for Teachers and Administrators, School Intervisitations, Team Teaching, Inquiry Work, Lesson Planning Development for Teachers |
| 2. Provide course work, extended learning opportunities, and targeted instructional support which will enable our lowest third students to perform at or above grade level on the annual ELA assessment. | Workshop Series, Individualized Coaching, and on-site support for Teachers and Administrators, After School Program, Saturday Academy |
| 3. Increase the content and pedagogy knowledge of current math teachers through the use of on-line courses, PD institutes, and on-going math workshops. | Workshop Series, Individualized Coaching, and on-site support for Teachers and Administrators, After School Program, Saturday Academy |

| PERIOD | TIME |
|---|---|
| Breakfast | 7:30 – 8:00 |
| 1 | 8:05 - 8:50 |
| 2 | 8:52 - 9:38 |
| 3 | 9:40 - 10:25 |
| 4 | 10:27 - 11:12 |
| 5 | 11:14 - 11:59 Lunch 8-12 |
| 6 | 12:01 - 12:46 |
| 7 | 12:48– 1:33 |
| 8 | 1:35—2:20 |
| AIS Danielson PD Inquiry Team Meeting | 2:20 – 3:10 Tuesdays 2:20 – 3:10 Wednesdays 2:20 – 3:10 Thursdays |

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

based curricula that foster a culture of literacy across disciplines. Our consultants help teachers build units that encourage students to address audiences outside of the classroom. Drawing on a wealth of research, resources, and talent from Teachers College, Columbia University, SPI has specialists who will help students write for print, performance, digital, and video. SPI believes that by having students write for real audiences, teachers can find meaningful and productive ways to address testing, CCLS, and teacher assessments while encouraging students to write with grace and rigor.

What we do:

- Develop school-based publishing houses
- Create a sustainable school-wide, *Write to Achieve* Writing Center
- Collaborate with teachers to build project-based curricula

Students and educators with whom we work:

- Since 2001, SPI has collaborated with more than 400 teachers
- 11,000 students have published their stories and connected to audiences outside of the classroom
- New York City Public School students including incarcerated youth, GED students, and English Language Learners

The Secondary Literacy

Initiative (SLI) addresses the inequalities in public education by leveraging mandates, and creating transformational change through professional development. From Brooklyn to the Bronx, SLI brings the resources of cutting-edge research from Teachers College into the classrooms of New York City schools. By offering services to networks, school leaders, and teachers, SLI uses the foundation of literacy education across subject areas to create dynamic change. In recent years, SLI has been in the forefront of professional development for designing meaningful curriculum, instructional strategies and assessments that

initiate instructional leadership and whole school reform.

- Rather than offering pre-packaged products, SLI first listens to the needs of each partner school and brings forth processes of working.

- SLI seeks to work alongside teachers, administrators, and network leaders as they wrestle with city and statewide mandates, accountability, and evaluation.

- SLI engages with communities to deepen school literacies through meaningful partnerships, and help to discover what it means for a school to deepen their understanding of assessments, engaging instruction, curriculum design, evaluation, or leadership.

Studies in Educational Innovation (SEI)

dedicated to examining the factors that contribute to educational excellence in schools in the United States and around the world. SEI leverages global research and practitioner expertise to work in partnership with school systems to document and share exemplary practices in education. By combining the resources and outreach of the world's largest school of education with the audacity of innovate change agents, SEI is able to apply global perspectives on educational excellence. SEI specializes in research, design and application, focused on creativity, twenty-first century curriculum, instruction and assessment that demonstrate higher levels of innovation in teaching and learning. In 2011, SEI successfully launched the international Creativity, Play, and the Imagination Conference at Teachers College. SEI founded the Global Learning Alliance (GLA), which is committed to improving understanding of what constitutes a high international standard of learning and of how to enable the largest number of students to learn at that high level. For additional information, visit <http://www.globalsei.org/>

Evidence of Partner Effectiveness Chart (Details)

| Lead Partner: A Lead Partner should have experience and evidence of success in managing a school change process. For example, a Lead Partner may be a non-profit educational service organization such as a new small-school developer or charter management organization, institution of higher education, or community-based organization that provides direction and shared coordination, oversight, and overall development in the areas of district portfolio management, human capital development, site-based governance, site-based budgeting and financial services, facilities, instructional and non-instructional planning and implementation. At the school level, a Lead Partner has responsibility to coordinate all other supporting partner organizations that interface with the school. | | |
|---|--|---|
| 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. Morris Academy for Collaborative Studies | 1. |
| | 2. Queens High School for Teaching | 2. |
| | 3. Marie Currie High School | 3. |
| | 4. Leadership Institute | 4. |
| | 5. | 5. |
| | 6. | 6. |
| | 7. | 7. |
| | 8. | 8. |
| | 9. | 9. |
| | 10. | 10. |
| | | |

Evaluation Methods

Specific Examples

Use To Measure And Improve Services

| Evaluation Methods | Specific Examples | Use To Measure And Improve Services |
|--|--|--|
| Event Feedback Evaluations | <ul style="list-style-type: none"> • Evaluation Survey Responses from Event • Event Open Response Feedback Forms • Event Prompted Response Feedback Forms | <p>After each event, coaches gather participant feedback through the use of Feedback Forms, Reflectionnaires, and Exit Tickets. These feedback evaluations are reviewed by Senior PD Advisors to evaluate each PD Workshop, Workshop Series, Institute and Conference and make adjustments based on participant feedback. Participants send network event evaluations to Network leaders so they can document the quality services reported.</p> |
| CPET Staff Summaries & Self Evaluations | <ul style="list-style-type: none"> • TCCPET Staff Summary of Work • TCCPET Staff Evaluations & Feedback • TCCPET Staff Peer & Supervision Evaluations | <p>Each month, CPET Staff use Coaching Logs to document their on-site work in schools and meet to debrief experiences. Senior Professional Development Advisors mentor PD Fellows and Coaches, which includes planning, debriefing, and observations. These evaluations are used to inform how CPET Staff grow in their work, match Advisors to schools, and adjust services based on experiences.</p> |
| Participant Feedback & Debriefing | <ul style="list-style-type: none"> • Teacher feedback and debriefing • Administrator feedback and debriefing • Network feedback and debriefing | <p>Through regular contact with partner schools, participants regularly provide PD Advisors with feedback about services either through in-person discussions, email correspondence and even text messages or IMs. Based on feedback from participants, PD Advisors are able to identify needs, establish next steps and provide additional scaffolding when necessary.</p> |

| Evaluation Methods | Specific Examples | Use To Measure And Improve Services |
|---|---|-------------------------------------|
| <p>NYC Evaluation Alignment</p> <ul style="list-style-type: none"> • Alignment of services and the Learning Environment Survey • Alignment of services and the Quality Review Report • Alignment of services and the Progress Report Data | <p>CPET services are available to all schools and Networks in the city and we do not limit our services to “successful” schools and in fact, often reach out most to “struggling schools” who truly need professional development support. As a means of evaluating our services, we often look to triangulate between our needs assessment, PD services and expected growth and NYC DOE evaluation tools like the Quality Review, Learning Environment Survey or Progress Report data. Commendations on a Quality Review aligned with a PD Project we’ve developed at a school, for example, would be objective evidence of success.</p> | |
| <p>Student Achievement Data</p> <ul style="list-style-type: none"> • Periodic Assessment Data Reports aligned with services • State Assessment Data Reports aligned with services • Performance Tasks and Student Work | <p>CPET Services are often most needed when schools are in a crisis situation with regard to student performance on high stakes exams. In these situations, we monitor student achievement in detailed reporting to identify patterns, trends and leverage areas. When schools are able to implement recommendations based on this data, we carefully monitor the subsequent related data for increased student achievement. When measure our success by growth related to our recommendations, in proportion to with teacher implementation.</p> | |

Evaluation Methods

Specific Examples

Use To Measure And Improve Services

Teacher Evaluation Data

- Teacher Visitation, Observations and Tenure Status
 - Administrative Feedback on Teacher Performance
 - Teacher Reflections, Presentations & Portfolio
- One tool we use to measure the effectiveness of our services is how teachers' instruction in the classroom improves over time. Through PD Advisor visitations and debriefing sessions, Administrative feedback and teacher portfolios, we are able to identify specific areas of growth in teacher performance aligned to our PD services. If we were not to see significant progress in teacher evaluations, we would be prompted to re-evaluate the type of PD services necessary, and we would develop an action plan with strategic interventions to meet our goals.

Capacity Building

- Progression of New Teacher to Teacher Leaders
 - Progression of Teacher Leaders to Administrators
 - Progression of Administrators to Network/DOE Personnel
- If we are providing effective professional development to a group of teachers, school or network, we ultimately want to build capacity so that teachers, school leaders and network professionals can become self reliant and independent. With this in mind, we often look to capacity building and professional mobility as a measure of successful professional development. We identify teachers who become teacher leaders, teacher leaders who become Assistant Principals, Assistant Principals or Network Coaches who become Principals. This kind of professional growth demonstrates the long lasting effects of our professional development services.

SIF Redesign Framework Component: *(1) School Leadership and Governance Structures and Functions*
Aligned with which School Goal (from School Overview section):

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

Key Strategies Used to Address this Component:

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

Strategy 2: Leaders will increase instructional time

[illegible]

[illegible]

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

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

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

Key Strategies Used to Address this Component:

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

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

| List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact. | | | Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.) | | | | | | | | | | | | |
|---|------|----------------------|--|--|----------|-----------|----------|-----------|----------|----------|----------|----------|----------|----------|------------|
| | | | Lead Responsible (specify partner or LEA) | Cost Associated with Action (align to Budget Summary Chart) | JUN 2014 | JULY 2014 | AUG 2014 | SEPT 2014 | OCT 2014 | NOV 2014 | DEC 2014 | JAN 2015 | FEB 2015 | MAR 2015 | APRIL 2015 |
| 1. Learn best practices for effective balanced literacy instruction | CPET | \$1200/per coach | X | X | X | X | X | | | | | | | | |
| 2. Implement best practices for effective balanced literacy instruction | CPET | \$1200/day per coach | | X | | X | | X | | X | | | X | | X |
| 3. Develop and design shared | CPET | \$1200/day per coach | | X | | X | | X | | X | | | X | | X |

[illegible]

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

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

Key Strategies Used to Address this Component:

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

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

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

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

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

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

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

| | | | | | | | | | | | | | | | | | | |
|--|--|--|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|---|
| 2. Leaders will analyze survey results to identify critical and not-as-critical areas for intervention | | | | X | X | | | | | | | | | | | | | |
| 3. Leaders will implement systems for reform | | | | | | X | X | X | | | | | | | | | | |
| 4. Leaders will work alongside teachers to monitor systems | | | | | | X | X | X | X | X | X | X | X | X | | | | |
| 5. Teachers will create/evaluate CCLS-aligned tasks for use during detention and suspension | | | X | | X | | X | | X | | X | | X | | | | | X |
| Quarterly Indicators of Success | Identify leading, academic, and/or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports. | | | | | | | | | | | | | | | | | |
| June-August | Evaluation of last year's suspension rate, truancy rate and number of discipline referrals and evidence of improvement plan implementation | | | | | | | | | | | | | | | | | |
| September-October | Evidence of efficacy of strategies to improve suspension rate and number of discipline referrals | | | | | | | | | | | | | | | | | |

| | | |
|------------------------------|---|--|
| November | | |
| December- | Improved suspension rate and number of discipline referrals | |
| February | | |
| March- June (4 months) | Improved suspension rate and number of discipline referrals | |

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

- Key Strategies Used to Address this Component:**

improvement

[illegible]

| | | | | | | | | | | | | | |
|---|------|-------------------------|---|---|---|---|---|---|---|---|---|---|---|
| s Framework for Professiona l Practice | | | | | | | | | | | | | |
| 2. Leaders will guide teachers to norm and score according to the Danielson Framework | CPET | \$1200/day per coach | X | X | X | | | | | | | | |
| 3. Teacher leaders will implement cycles critical for feedback using evidence from Danielson to guide debriefs | CPET | \$1200/day per coach | | | | X | | X | X | | X | | |
| 4. Teachers will work with teacher leaders to set goals to improve instruction | CPET | \$1200/day per coach | | | | | X | | X | X | | X | X |

[illegible]

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

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

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

Key Strategies Used to Address this Component:

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

Strategy 2: Create after school opportunities for enrichment

[illegible]

[illegible]

| | | |
|-----------------------|---|--|
| December-February | Hours of professional development to improve teacher performance Evidence of after-school enrichment opportunities | |
| March-June (4 months) | Hours of professional development to improve teacher performance Evidence of after-school enrichment opportunities | |

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

Key Strategies Used to Address this Component:

- A Clear and Shared Vision for Effective Teaching

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

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

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

| List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact. | 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 |
| | | | | | | | | | | | | | | | |
| I. Within a balanced literacy framework, teachers learn | CPET | \$1200/per coach | X | X | X | X | X | | | | | | | | |

[illegible]

| | | |
|-----------------------|---|--|
| November | <ul style="list-style-type: none"> • In curriculum and unit planning, teachers design rigorous, differentiated projects, tasks, and performance assessments aligned with CCLS, DOE Instructional Expectations, and course specific goals. • In teams, teachers use protocols to analyze teacher-generated assessments meant to drive differentiated instruction, student data reports and student work • In teams and individually, teachers identify students' strengths, struggles and intervention strategies (differentiation) to set goals and inform instructions. • Teachers' evaluations improve over time in relation to differentiation • In feedback and debriefing, teachers report increased student engagement and achievement when applying effective strategies for differentiating instruction | |
| December-February | <ul style="list-style-type: none"> • In feedback and debriefing, teachers report increased student engagement and achievement when applying effective strategies for differentiating instruction • In the school community, frameworks for differentiation are aligned with CCLS, DOE Instructional Expectations and the school's instructional goals • In the school community, shared rubrics are aligned with differentiation frameworks to provide a common language to evaluate student work. • In the school community, student performance is monitored by growth over time. • In feedback and debriefing, teachers make connections between assessment practices, instructional interventions and student performance. • In the school community, data reports reflect student performance and identify leverage areas for differentiation • Teachers' evaluations improve over time in relation to differentiation • In feedback and debriefing, teachers report increased student engagement and achievement when applying effective strategies for differentiating instruction | |
| March-June (4 months) | <ul style="list-style-type: none"> • In feedback and debriefing, teachers report increased student engagement and achievement when applying effective strategies for differentiating instruction • In data reports, teachers and school leaders can identify patterns and trends in student performance aligned with CCLS and DOE Instructional Expectations. | |

| | | |
|--|---|--|
| | <ul style="list-style-type: none">• In feedback and debriefing, teachers make connections between assessment practices, instructional interventions and student performance.• In the school community, data reports reflect student performance and identify leverage areas for differentiation• Teachers' evaluations improve over time in relation to differentiation• In feedback and debriefing, teachers report increased student engagement and achievement when applying effective strategies for differentiating instruction | |
|--|---|--|

New York City Department of Education- 16K393
Frederick Douglass Academy IV Secondary School

Organization Chart



Principal, Mr. Elvin Crespo

Assistant Principal, Ms. Madison Williams

Guidance Counselor, Dr. Gail Reed- Barnett

Dean, Mr. Anthony Shepherd

School-wide Monthly Focus Based On Danielson's Framework

| | |
|-----------------|---|
| October | 3b- Questioning and Discussion Techniques 3c-Engaging Students in Learning |
| November | 2a- Creating an Environment of Respect and Rapport 2b- Establishing a Culture for Learning 2e- Organizing Physical Space |
| December | 2c- Managing Classroom Procedures 2d-Managing Student Behavior |
| January | 1d-Demonstrating Knowledge of Resources 1e-Designing Coherent Instruction |
| February | 3a-Communicating with Students 1b- Demonstrating Knowledge of Students 4c- Communicating with Parents |
| March | 1f- Designing Student Assessment 3d- Using Assessment in Instruction |
| April | 3e-Demonstrating Flexibility and Responsiveness 4d- Participating in the Professional Community |
| May | 4e-Growing and Developing Professionally 4d- Participating in the Professional Community 4f-Demonstrating Professionalism |
| June | 4b- Maintaining Accurate Records 4a-Reflecting on teaching 1a-Demonstrating Knowledge of Content and Pedagogy |

Frederick Douglass Academy IV Professional Development Plan

2013-2014

| Professional Development October Focus | | | | | October 2013 | |
|---|---|-----------|---|--|--------------|----|
| 3b- Questioning and Discussion Techniques | | | | | | |
| 3c-Engaging Students in Learning | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 AIS | 2 Shift Classroom Practices | 3 Inquiry Team Mtg Instructional Lead Mtg | 4 | 5 |
| 6 | 7 Faculty | 8 AIS | 9 Questioning and Discussion Techniques | 10 Inquiry Team Mtg Instructional Lead Mtg | 11 | 12 |
| 13 | 14 | 15 AIS | 16 Instructional Focus Rigor | 17 Inquiry Team Mtg Instructional Lead Mtg | 18 | 19 |
| 20 | 21 Engaging Students in Learning | 22 AIS | 23 Professional Responsibility | 24 Inquiry Team Mtg Instructional Lead Mtg | 25 | 26 |
| 27 | 28 | 29 AIS | 30 Professional Responsibility | 31 Inquiry Team Mtg Instructional Lead Mtg | | |

Frederick Douglass Academy IV Professional Development Plan

2013-2014

| Professional Development November Focus | | | | November 2013 | | |
|--|--|-------------------|--|--|----|----|
| 2a- Creating an Environment of Respect and Rapport | | | | | | |
| 2b- Establishing a Culture for Learning | | | | | | |
| 2e- Organizing Physical Space | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 AIS | 2 | | 1 | 2 |
| 3 | 4 Faculty | 5 Election Day | 6 Creating an Environment of Respect and Rapport | 7 Inquiry Team Mtg Instructional Lead Mtg | 8 | 9 |
| 10 | 11 | 12 AIS | 13 Establishing a Culture for Learning | 14 Inquiry Team Mtg Instructional Lead Mtg | 15 | 16 |
| 17 | 18 Use of Collaborative Teaching Practices | 19 AIS | 20 Organizing Physical Space | 21 Inquiry Team Mtg Instructional Lead Mtg | 22 | 23 |
| 24 | 25 | 26 AIS | 27 Instructional Focus Rigor | 28 Thanksgiving | 29 | 30 |

Frederick Douglass Academy IV Professional Development Plan

**2013-
2014**

| Professional Development December Focus | | | | December 2013 | | |
|---|--|-----------|---|--|----|----|
| 2c- Managing Classroom Procedures | | | | | | |
| 2d-Managing Student Behavior | | | | | | |
| S | M | T | W | Th | F | S |
| 1 | 2 Faculty | 3 AIS | 4 2c- Maintaining Classroom Procedures | 5 Inquiry Team Mtg Instructional Lead Mtg | 6 | 7 |
| 8 | 9 | 10 AIS | 11 Managing Student Behavior | 12 Inquiry Team Mtg Instructional Lead Mtg | 13 | 14 |
| 15 | 16 Responding to student behavior | 17 AIS | 18 Interdisciplinary Connections | 19 Inquiry Team Mtg Instructional Lead Mtg | | 21 |
| 22 | 23 Winter Recess Begins | 24 | 25 Christmas | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

Frederick Douglass Academy IV Professional Development Plan

2013-
2014

| Professional Development January Focus | | | | | January 2014 | |
|---|---------------|-----------|---|--|--------------|----|
| 1d-Demonstrating Knowledge of Resources | | | | | | |
| 1e-Designing Coherent Instruction | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 Inquiry Team Mtg Instructional Lead Mtg | 3 | 4 |
| 5 | 6 Faculty | 7 AIS | 8 1d- Demonstrating Knowledge of Resources | 9 Inquiry Team Mtg Instructional Lead Mtg | 10 | 11 |
| 12 | 13 | 14 AIS | 15 1d- Demonstrating Knowledge of Resources | 16 Inquiry Team Mtg Instructional Lead Mtg | 17 | 18 |
| 19 | 20 MLK Day | 21 AIS | 22 1e-Designing Coherent Instruction | 23 Inquiry Team Mtg Instructional Lead Mtg | 24 | 25 |
| 26 | 27 | 28 AIS | 29 1e-Designing Coherent Instruction | 30 Inquiry Team Mtg Instructional Lead Mtg | 31 | |

Frederick Douglass Academy IV Professional Development Plan

2013-
2014

| Professional Development February Focus | | | | | | February 2014 |
|---|--------------------------------------|-----------------|--|--|-----------------|---------------|
| 3a-Communicating with Students 1b- Demonstrating Knowledge of Students 4c- Communicating with Parents | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 No HS Students Faculty | 4 AIS | 5 3a- Communicating with Students | 6 Inquiry Team Mtg Instructional Lead Mtg | 7 | 8 |
| 9 | 10 | 11 AIS | 12 1b- Demonstrating Knowledge of Students | 13 Inquiry Team Mtg Instructional Lead Mtg | 14 | 15 |
| 16 | 17 Mid-Winter Recess Begins | 18 No School | 19 No School | 20 No School | 21 No School | 22 |
| 23 | 24 | 25 AIS | 26 4c- Communicating with parents | 27 Inquiry Team Mtg Instructional Lead Mtg | 28 | |

Frederick Douglass Academy IV Professional Development Plan

2013-
2014

| Professional Development March Focus | | | | | | March 2014 |
|---|---------------------------------|-----------|---|--|----|------------|
| 1f- Designing Student Assessment 3d- Using Assessment in Instruction | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 Faculty | 4 AIS | 5 1f- Designing Student Assessment | 6 Inquiry Team Mtg Instructional Lead Mtg | 7 | 8 |
| 9 | 10 | 11 AIS | 12 1f- Designing Student Assessment | 13 Inquiry Team Mtg Instructional Lead Mtg | 14 | 15 |
| 16 | 17 Analyzing Student work | 18 AIS | 19 3d- Using Assessment in Instruction | 20 Inquiry Team Mtg Instructional Lead Mtg | 21 | 22 |
| 23/30 | 24/31 | 25 AIS | 26 3d- Using Assessment in Instruction | 27 Inquiry Team Mtg Instructional Lead Mtg | 28 | 29 |

Frederick Douglass Academy IV Professional Development Plan

2013-
2014

| Professional Development April Focus | | | | | | April 2014 |
|--|------------------------------|-----------|---|--|----|------------|
| 3e-Demonstrating Flexibility and Responsiveness 4d- Participating in the Professional Community | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 AIS | 2 3e- Demonstrating Flexibility and Responsiveness | 3 Inquiry Team Mtg Instructional Lead Mtg | 4 | 5 |
| 6 | 7 Faculty | 8 AIS | 9 4d- Participating in the professional community | 10 Inquiry Team Mtg Instructional Lead Mtg | 11 | 12 |
| 13 | 14 Spring Break Begins | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 4d- Participating in the professional community | 24 Inquiry Team Mtg Instructional Lead Mtg | 25 | 27 |
| 28 | 29 | 30 AIS | | | | |

Frederick Douglass Academy IV Professional Development Plan

2013-
2014

| Professional Development May Focus | | | | | | May 2014 |
|---|---|-----------|---|--|----|----------|
| 4e-Growing and Developing Professionally 4d- Participating in the Professional Community 4f-Demonstrating Professionalism | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 Inquiry Team Mtg Instructional Lead Mtg | 2 | 3 |
| 4 | 5 Faculty | 6 AIS | 7 4e- Growing and Developing Professionally | 8 Inquiry Team Mtg Instructional Lead Mtg | 9 | 10 |
| 11 | 12 | 13 AIS | 14 4d- Participating in the Professional Community | 15 Inquiry Team Mtg Instructional Lead Mtg | 16 | 17 |
| 18 | 19 Compliance with Special Education and ESL | 20 AIS | 21 4f- Demonstrating Professionalism | 22 Inquiry Team Mtg Instructional Lead Mtg | 23 | 24 |
| 25 | 26 Memorial Day | 27 AIS | 28 Increasing Rigor | 29 Inquiry Team Mtg Instructional Lead Mtg | 30 | 31 |

Frederick Douglass Academy IV Professional Development Plan

2013-2014

Professional Development June Focus

4b- Maintaining Accurate Records

4a-Reflecting on Teaching

1a-Demonstrating Knowledge of Content and Pedagogy

June 2014

| S | M | T | W | Th | F | S |
|----|--|----|--|--|----|----|
| 1 | 2 | 3 | 4 | 5 Chancellor's Conference Day | 6 | 7 |
| 8 | 9 Faculty | 10 | 11 Maintaining Accurate Records | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 Reflection on Teaching | 19 | 20 | 21 |
| 22 | 23 Demonstrating Knowledge of Content and Pedagogy | 24 | 25 | 26 Last Day of Classes | 27 | 28 |
| 29 | 30 | | | | | |

June 5th, 2014

- Implementation of the 2014-2015 Citywide Instructional Expectations
- 2014-2015 Instructional Focus
- Establishing 2014-2015 Inquiry team Target Population and Students
- Reflecting on teaching to Inform Curriculum Revisions

Mentoring

Induction and Mentoring: Overview

The mission of the mandatory city-wide Induction and Mentoring Program is to support beginning and new-to-district teachers during their first year of teaching. The program matches an experienced educator (mentor) with an incoming teacher, and both the incoming teacher and the mentor engage in various forms of professional development that foster growth in their own practice and in the learning of their students. Their learning is supported by the building principal, grade level or department colleagues, and our schools Teacher Leaders.

The Induction and Mentoring Program strives to create an environment where collegial, reflective practice is the norm, and where students, teachers and administrators build a community of reflective and self-directed learners. It is built on the premise that incoming teachers - as adults - know themselves as learners, have a natural, inherent potential to learn, and will be motivated to work collaboratively with their mentors to create the kinds of learning that will improve their practice and improve student learning. Thus, support is individualized, based on the needs of the incoming teachers and their students.

| New Teacher | Mentor |
|------------------|--------------------------|
| Bodas, Alexander | Williams-Chennis, Venice |
| Salamone, Lauren | Acedo, Maria |
| Lee, Joohyung | Williams-Chennis, Venice |
| Tolfree, Michael | Seedman, Mark |
| Moy, Michael | Jean-Ferrari, Mona Lisa |
| | |
| | |

Our new teacher mentoring program pairs tenured teachers with first year teachers in an effort to support them in their transition into the classroom. The mentor meets with the mentee for a minimum of two periods a week. Mentors will use Danielson's framework to guide the new teachers' growth and development, schedule classroom visits to provide objective feedback and model and conduct demonstration lessons.

CPET will be responsible for the following professional development objectives during Year one of the grant. Relevant stakeholders will utilize a variety of methods and means to analyze, evaluate and report outcomes including but not limited to the follow: a series of lesson plans, curriculum maps, performance assessments, evaluations, teacher or school leader feedback from the experience or all of the above. We would not necessarily consider standardized test scores from that instructional period to be an effective tool, individually, for evaluation in curriculum development.

Domain: CURRICULUM – Year 1

| Professional Development Objectives | Indicators of Success |
|---|---|
| Interpret and Integrate Common Core Learning Standards (CCLS) | <ul style="list-style-type: none"> • In feedback and debriefing, teachers identify and apply the key Instructional Shifts between previous NY State Learning standards and CCLS • In school generated documents, school community recognizes key CCLS anchor standards as a focal point for professional development • Teacher evaluations improve over time in relation to areas of Planning and Preparation • In feedback and debriefing, positive teacher feedback illustrates how CCLS PD has made an impact in their ability to understand and implement the standards |
| Facilitate CCLS aligned Curriculum Mapping, Unit and Lesson Planning | <ul style="list-style-type: none"> • In school generated documents, curriculum maps aligned to CCLS are published for the school community and are implemented in core content courses • In school generated documents, units of study aligned with CCLS include higher level thinking skills, multiple entry points, and are attuned to students' literacy needs • Teacher evaluations improve over time in relation to areas of Planning and Preparation • In feedback and debriefing, teachers and School leaders are able to articulate specific planning practices that impact their ability to identify student progress and inform future (long term and short term) planning. |
| Utilize Understanding by Design (UBD) or Backwards Design curriculum planning | <ul style="list-style-type: none"> • Individually and in teams, teachers develop instructionally appropriate long and short-term projects and tasks that guide their planning decisions for a unit of study, course curriculum map or departmental scope and sequence. • Individually and in teams, teachers align course and unit goals with daily teaching objectives, intentions for learning, essential questions or aims. • Teachers evaluations improve over time in relation to Planning and Preparation • In feedback and debriefing, teachers and school leaders present artifacts that demonstrate cohesive planning utilizing backwards design templates, tools or frameworks. |

Domain: CURRICULUM – Year 1

| Professional Development Objectives | Indicators of Success |
|---|--|
| Deepen rigor and multiple entry points through the use of tools like Universal Design for Learning (UDL), Differentiated Instruction, Webb's Depth of Knowledge, Blooms Taxonomy, and Vygotsky's Zone of Proximal Development | <ul style="list-style-type: none">• Individually and in teams, teachers develop rigorous assessment tasks aligned with Blooms Taxonomy or Webb's Depth of Knowledge that allow students to demonstrate Analysis, Synthesis, Evaluation and Metacognition• In feedback and debriefing, teachers provide plans that demonstrate strategic scaffolding and multiple entry points to content information and assessment tasks that meet students' needs at a variety of performance levels.• Teachers' evaluations improve over time in relation to Planning and Preparation.• In feedback and debriefing, teachers identify increased student achievement and engagement |
| Design and Implementation of Units of Study | <ul style="list-style-type: none">• Individually and in Teams, teachers design and implement units of study that increase student understanding and achievement include writing for publication• In the school community, teachers display (physically or digitally) student work products that demonstrate growth in writing over time• Data reports demonstrate a correlation between periodic writing tasks, performance tasks and standardized tests.• In feedback and debriefing, teachers identify increased student achievement and engagement |

Domain: INSTRUCTION – Year 1

| Professional Development Objectives | Indicators of Success |
|--|--|
| Establish best practices in literacy (in and across content areas) | <ul style="list-style-type: none">• In visitations and observations, classroom instruction is characterized by daily reading and writing of content specific texts• In visitations and observations, teachers across school community apply shared literacy practices that meet students diverse learning needs• In visitations and observations, teachers across the school community utilize literacy strategies to engage students in critical thinking, and clear written and verbal communication skills• Teachers' evaluations improve in time in relation to instruction.• In feedback and debriefing, teachers report increased student achievement in literacy on periodic assessments, performance tasks and/or state exams. |

Domain: INSTRUCTION – Year 1

| Professional Development Objectives | Indicators of Success |
|---|--|
| Develop habits of effective instruction | <ul style="list-style-type: none">• In visitations and observations, teachers demonstrate effective rituals and routines that engage students in rigorous learning activities• In visitations and observations, teachers demonstrate efficient use of pacing and timing within a class period• In visitations and observations, teachers utilize a range of learning activities, flexible grouping, and strategic tasks to meet students' learning needs.• Teachers' evaluations improve over time in relation to Instruction.• In feedback and debriefing, teachers report increased student engagement and achievement when applying effective habits of instruction |
| Design shared instructional practices within teams, departments or school communities | <ul style="list-style-type: none">• In teams, teachers learn, apply, reflect and share instructional practices designed to increase student engagement and performance.• In teams, teachers analyze data and student work to identify strengths, struggles and strategies for improvement.• In school communities, teams present effective instructional practices and expand initiatives school wide• In school communities, outside reviews (network leaders, quality reviews, state representatives) identify shared instructional practices a coherent and effective• In school data reports, increased student achievement correlates with specific instructional practices |
| Foster skills and techniques for enhancing reading and writing instruction | <ul style="list-style-type: none">• In visitations and observations, teachers are able to match specific literacy strategies with students' learning needs through direct instruction and learning activities.• In visitations and observations, students increase comprehension, persistence, and stamina when reading complex texts independently.• In visitations and observations, students increase content clarity, persistence, and stamina when writing from complex texts independently.• In reading assessment data, students demonstrate improvement in reading proficiency.• In writing assessment data, students demonstrate improvement in writing proficiency. |

Domain: ASSESSMENT – Year 1

| Professional Development Objectives | Indicators of Success |
|---|---|
| Establish Assessment practices for Performance Tasks, Periodic Assessment, Projects, Tasks and Standardized Tests | <ul style="list-style-type: none"> • In curriculum and unit planning, teachers design rigorous projects, tasks, and performance assessments aligned with CCLS, DOE Instructional Expectations, and course specific goals. • In teams, teachers use protocols to analyze teacher-generated assessments, student data reports and student work. • In teams and individually, teachers identify students' strengths, struggles and intervention strategies to set goals and inform instructions. • In the school community, data reports reflect student performance and identify leverage areas for improvement • Teachers' evaluations improve over time in relation to Assessment • In feedback and debriefing, teachers make connections between assessment practices, instructional interventions and student performance. |
| Develop Assessment frameworks aligned with school goals, CCLS, content information and State exams | <ul style="list-style-type: none"> • In the school community, assessment frameworks that are aligned with CCLS, DOE Instructional Expectations and the school's instructional goals are published and used to generate curriculum embedded assessment tasks. • In the school community, shared rubrics that are aligned with assessment frameworks provide a common language to evaluate student work. • In the school community, assessment frameworks are used to develop curriculum embedded tasks to mark student performance and monitor growth over time. • In outside evaluations, school evaluators report that assessment frameworks demonstrate school-wide coherence and alignment with CCLS and DOE Instructional Expectations. • In data reports, teachers and school leaders can identify patterns and trends in student performance aligned with CCLS and DOE Instructional Expectations. |

Domain: ASSESSMENT – Year 1

| Professional Development Objectives | Indicators of Success |
|--|---|
| <p>Model analysis of student data reports and student work on a variety of assessments to inform instruction, goal setting, and school structures</p> | <ul style="list-style-type: none"> • Individually and in teams, teachers analyze student data reports to identify trends and isolate emblematic examples of student work. • Individually and in teams, analyze emblematic examples of student work to identify micro-skills for further instruction. • Individually and in teams, teachers use student work to identify specific goals and communicate actionable feedback to students. • In the school community, teams of teachers share trend analysis and establish school-wide goals and instructional practices as interventions for success. • In the school community, structures are in place for teachers to regularly analyze data and present findings. • In feedback and debriefing, teachers and school leaders articulate a timeline of data use that makes connections between data analyzed and action steps taken by teachers or teams. |
| <p>Develop school practices that use assessments to provide actionable feedback to students and teachers to increase achievement and effectiveness</p> | <ul style="list-style-type: none"> • Individually and In teams, teachers analyze assessments, rubrics and student work to identify specific leverage areas for intervention • Individually and in teams, teachers make connections to leverage areas for intervention and specific instructional strategies that can be implemented. • Individually and in teams, teachers develop practices that communicate goal setting with actionable feedback to students on a routine basis • In visitations and observations, teachers engage students in direct instruction and learning activities that further develop, edit and revise assessments based on feedback. • In feedback and debriefing, teachers report deepening comprehension of student performance, identify trends in student growth and make connections to instruction practices that developed as a result. |

Attachment A
Assurance of Joint Commitment and Collaboration Form

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

School Name: FDA IV

DBN: 16K393

Network: N611

PARENT REPRESENTATIVE

Signature (in blue ink)

Valerie Myers

Date

2/6/14

Type or print name

Valerie Myers

2/6/14

CHAPTER LEADER (UFT)

Signature (in blue ink)

Maria Acevedo

Date

2/6/14

Type or print name

MARIA ACEVEDO

2/6/14

PRINCIPAL (CSA)

Signature (in blue ink)

Elvin Crespo

Date

2/6/14

Type or print name

Elvin Crespo

16K393 Frederick Douglass Academy IV Secondary School

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

| SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART | Unit | District Average | Baseline Data | Target for 2014-15 | Target for 2015-16 | Target for 2016-17 |
|---|------|---------------------|------------------|--------------------|--------------------|-----------------------|
| I. Leading Indicators | | | | | | |
| a. Number of minutes in the school year | Min | 60390 | 60390 | 84,645 | 84,645 | 84,645 |
| b. Student participation in State ELA assessment | % | 100 | 99 | 100 | 100 | 100 |
| c. Student participation in State Math assessment | % | 100 | 95 | 100 | 100 | 100 |
| d. Drop-out rate | % | 11 | 6 | 5 to 3 | 4 to 0 | 3 to 0 |
| e. Student average daily attendance | % | 92% | 83% | 84% | 85% | 86% |
| f. Student completion of advanced coursework | | 40 | 2 | 5 to 9 | 8 to 16 | 11 to 23 |
| g. Suspension rate | % | 2% | 2% | 12 | 10 | 8 |
| h. Number of discipline referrals | Num | 18% | 29% | 12 | 10 | 8 |
| i. Truancy rate | % | 2% | 6% | 6% | 6% | 6% |
| j. Teacher attendance rate | % | 96% | 94% | 94% | 94% | 95% |
| k. Teachers rated as "effective" and "highly effective" | % | N/A | N/A | N/A | N/A | N/A |
| l. Hours of professional development to improve teacher performance | Num | 20 | 40 | 40 | 45 | 45 |
| m. Hours of professional development to improve leadership and governance | Num | 10 | 20 | 20 | 25 | 25 |
| n. Hours of professional development in the | Num | 10 | 40 | 40 | 44 | 44 |

| | | | | | | |
|---|-------|--------|-----|------------|------------|------------|
| implementation of high quality interim assessments and data-driven action | | | | | | |
| II. Academic Indicators | | | | | | |
| a. ELA performance index | PI | N/A | N/A | N/A | N/A | N/A |
| b. Math performance index | PI | N/A | N/A | N/A | N/A | N/A |
| c. Student scoring "proficient" or higher on ELA assessment | % | 26 | 8 | 11 to 13 | 14 to 18 | 17 to 23 |
| d. Students scoring "proficient" or higher on Math assessment | % | 30 | 9 | 12 to 14 | 15 to 19 | 18 to 24 |
| e. Average SAT score | Score | 442 | 356 | 363 to 386 | 370 to 416 | 377 to 446 |
| f. Students taking PSAT | Num | 112523 | N/A | N/A | N/A | N/A |
| g. Students receiving Regents diploma with advanced designation | % | 17 | 0 | 3 to 5 | 6 to 10 | 9 to 15 |
| h. High school graduation rate | % | 65 | 53 | 55 to 58 | 57 to 63 | 59 to 68 |
| i. Ninth graders being retained | % | 21 | 35 | 33 to 30 | 31 to 25 | 29 to 20 |
| j. High school graduates accepted into two or four year colleges | % | 47 | 32 | 34 to 37 | 36 to 42 | 38 to 47 |

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

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

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

I. Leading Indicators

a. Number of minutes in the school year

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

b. Student participation in State ELA assessment

K-8; from State Report Card Accountability table.

c. Student participation in State Math assessment

K-8. from State Report Card Accountability table.

d. Drop-out rate

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

e. Student average daily attendance

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

f. Student completion of advanced coursework

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

g. Suspension rate

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

h. Number of discipline referrals

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

i. Truancy rate

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

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

j. Teacher attendance rate

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

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

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

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

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

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

I. Hours of professional development to improve teacher performance

This may include the following types of professional development activities:

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

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

m. Hours of professional development to improve leadership and governance

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

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

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

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

II. Academic Indicators

q. ELA performance index

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

r. Math performance index

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

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

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

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

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

u. Average SAT score

Averaged between three subjects.

v. Students taking PSAT

All students are required to take the PSAT.

w. Students receiving Regents diploma with advanced designation

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

x. High school graduation rate

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

y. Ninth graders being retained

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

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

College enrollment rate from 2011-12.

ELVIN CRESPO

PROFESSIONAL EXPERIENCE

Frederick Douglass Academy IV Secondary School
PRINCIPAL

11/10-present

- Supervise all staff and programs
- Provide professional development to staff
- Observe Teachers and other staff

Frederick Douglass Academy IV Secondary School
ASSISTANT PRINCIPAL, SUPERVISION

09/10-11/10

- Supervised all departments
- Curriculum development and Curriculum writing
- Evaluated staff and programs
- Provided professional development to staff
- Observed Teachers and other staff

Paul Robeson High School
ASSISTANT PRINCIPAL, SUSPERVISION

09/09-06/10

- Supervised mathematics department
- Curriculum development and Curriculum writing
- Evaluated staff and programs
- Provided professional development to staff
- Observed Teachers and other staff

Bedford Stuyvesant Preparatory High School
ASSISTANT PRINCIPAL, SUPERVISION OF MATHEMATICS

10/07 – 06/09

- Supervised mathematics math department
- Curriculum development and Curriculum writing
- Evaluated staff and programs
- Provided professional development to staff
- Observed Teachers and other staff

Alternatives High Schools and Programs

07/05 – 10/07

CURRICULUM INSTRUCTIONAL SPECIALIST (EDUCATIONAL ADMINISTRATOR)

- Planned meeting with teachers to analyze student work, review information regarding classroom assessment and plan for instruction within the core programs.
- Worked closely with Principals and Assistant Principals to assess teachers' needs and student data by conducting meeting with staff member with emphasize on the (priorities) schools.
- Established effective, ongoing Professional Development opportunities for principals to enhance their abilities to provide professional growth activities for pedagogical staff.
- Participated in a professional learning community with other Curriculum Instructional Specialists and related specialists system-wide.
- Disseminates information about current trends, research and best practices with a view to replication where practical.

- Utilized available data on an ongoing basis to drive changes in classroom instruction through the design of modifications to address identified student needs.
- Provided Professional Development on a monthly basis after-school on a variety of mathematical topics.
- Conducted and organize monthly meetings for the Math Coaches at varied schools throughout the district.
- Worked closely with the LISs by presenting workshops at the Principal's Cohort Meetings and in the development, monitoring curriculum implementation, instructional activities and assessment procedures at the school level.
- Observed and evaluates school-based instructional staff.
- Utilized differentiate instructional strategies to meet diverse learning styles and needs of the student populace

Springfield Gardens High School

02/00 – 06/2005

ASSISTANT PRINCIPAL, SUPERVISION OF MATHEMATICS/SCIENCE

- Supervised mathematics and science departments
- Curriculum development and Curriculum writing
- Evaluated staff and programs
- Provided professional development to staff
- Observed Teachers and other staff

Long Island University, Brooklyn Campus, Brooklyn, NY

09/93 – 08/2000

ADJUNCT PROFESSOR IN MATHEMATICS

- Taught students Algebra and Trigonometry from basic to advanced Math 9, Math 10, Math 11 and Math 12

High School for Enterprise, Business and Technology, Brooklyn, NY

09/99 – 01/00

MATHEMATICS TEACHER

- Taught mathematics courses including Advanced Algebra, Probability and Sequential Math
- Participated in the High School scanning program

Chaney, Goodman & Schwerner Leadership Academy, Brooklyn, NY

09/97 – 06/99

ASSISTANT PRINCIPAL ORGANIZATION

- Assisted School Principal with administrative responsibilities
- Organized Staff meeting and Staff Development for all teachers
- Participated on the Implementation of the CEP for the school year 1999-2000
- Representative of the School Leadership Team
- Organized all after school programs

Eastern District High School, Brooklyn, NY

09/88 – 06/97

BILINGUAL MATHEMATICS TEACHER

- Utilized multiple teaching techniques including cooperative learning, independent study, portfolio presentation
- Individualize instruction in order to accommodate students with varying skill levels
- Acquired experience teaching in both alternative and traditional setting
- Taught classes in the computer lab focusing on word processing skills and other computer application
- Acting Math Department Testing Coordinator in charge of administrative of the R.C.T.s and Regents

Robinson High School, San Juan, Puerto Rico

08/87 – 07/88

MATHEMATICS TEACHER

- Performed all tasks and responsibilities required of a teacher for the entire school year

EDUCATION

University of Puerto Rico, Rio Piedras, PR
Bachelor Degree 1986
MATHEMATICS EDUCATION

Teachers College, Columbia University, New York, NY
Master of Arts 1991
BILINGUAL EDUCATION

Long Island University, Brooklyn, NY
Professional Diploma 1999
ADMINISTRATION AND SUPERVISION

N.Y.C. LICENSES

- *Educational Administrator, Permanent 12/05/05*
- *Principal of a Day High School, Permanent 06/16/03*
- *Assistant Principal (Supervision) of Mathematics D.H.S., Permanent 12/14/99*
- *Assistant Principal Administration, Permanent 12/14/99*
- *Supervisor of Bilingual Education, Permanent 12/14/99*
- *Bilingual Teacher of Mathematics (Spanish), Permanent 09/07/93*

N.Y.S. CERTIFICATION

- *School District Administrator, Permanent 02/01/00*
- *Mathematics 7-12, Permanent 02/01/93*
- *Bilingual Education (not Elementary) 02/01/93*

SPECIAL TRAINING & COURSES

- *Assistant Principal Apprenticeship Program*
Office of the Superintendent
Queens High Schools, 1999 - 2000
- *International Symposium on Bilingualism And Biliteracy Through Schooling*
Long Island University
School of Education, 1999
- *The Mathematics Institute, Bilingual Mathematics Teacher*
The Office of HS Bilingual/ESL Programs, Division of Bilingual Education, NYC PS
And The NY Multifunctional Resource Center, 1991

SKILLS

Windows 7 (MS Word, MS Excel), AOL, Type 40 wpm, Bilingual English/Spanish.

References furnished upon request.

| Category | Primary SIF Activity | Description of Budget Item | Year 1 | Year 2 | Year 3 | Years 1-3 TOTAL | Sustainability |
|---|---------------------------------------|---|----------|----------|----------|-----------------|---|
| SIF: Frederick Douglass Academy IV Secondary School (16K393) | | | | | | | |
| Code 15 | Student Support | 1.0 F-Status Teacher. Goal: 3. Increase the content and pedagogy knowledge of current math teachers through the use of on-line courses, PD institutes, and on-going math workshops. Deliverables: An F-Status math teacher will provide training and support throughout the grant program. | \$24,534 | \$24,534 | \$24,534 | \$73,601 | During the 3 year grant program Lead Teachers will receive additional training. After the grant program ends, Lead Teachers will take the responsibility of training and re-training teacher as needed. It is also anticipated that the targeted teachers will also act as turnkey trainers after the grant program ends. |
| Code 15 | Data-Driven Instruction/Inquiry (DDI) | Hourly Per-Session: Goals: 1. Develop a rigorous curriculum in ELA in which teachers will prepare students to meet college and career readiness standards by reading text for details, analyzing the text structure an author uses, write arguments to support claims, and write informative explanatory texts. 2. Provide course work, extended learning opportunities, and targeted instructional support which will enable our lowest third students to perform at or above grade level on the annual ELA assessment. 3. Increase the content and pedagogy knowledge of current math teachers through the use of on-line courses, PD institutes, and on-going math workshops. Deliverable: 10 teachers will engage in 24 hours of inquiry work each year of the grant. | \$10,000 | \$10,000 | \$10,000 | \$30,000 | Inquiry work will be funded through other sources. |
| Code 15 | Extended Learning Time (ELT) | Hourly Teacher Per-Session: Goals: 1. Develop a rigorous curriculum in ELA in which teachers will prepare students to meet college and career readiness standards by reading text for details, analyzing the text structure an author uses, write arguments to support claims, and write informative explanatory texts. 2. Provide course work, extended learning opportunities, and targeted instructional support which will enable our lowest third students to perform at or above grade level on the annual ELA assessment. Deliverable: 5 Teachers will provide ELT program as follows each year of the grant: 60 hours of afterschool programming, 60 hours of Saturday academy programming, and 120 hours of Summer School programming. | \$50,000 | \$50,000 | \$50,000 | \$150,000 | ELT Programming will be funded from other sources. |
| Code 15 | Extended Learning Time (ELT) | Hourly Per-Session: Goals: 1. Develop a rigorous curriculum in ELA in which teachers will prepare students to meet college and career readiness standards by reading text for details, analyzing the text structure an author uses, write arguments to support claims, and write informative explanatory texts. 2. Provide course work, extended learning opportunities, and targeted instructional support which will enable our lowest third students to perform at or above grade level on the annual ELA assessment. Deliverable: 1 supervisor will oversee ELT program as follows each year of the grant: 60 hours of afterschool programming, 60 hours of Saturday academy programming, and 120 hours of Summer School programming. | \$8,366 | \$10,000 | \$10,000 | \$28,366 | ELT Programming will be funded from other sources. |
| Code 15 | Parent and Community Engagement | Hourly Per-Session: Goals: 1. Develop a rigorous curriculum in ELA in which teachers will prepare students to meet college and career readiness standards by reading text for details, analyzing the text structure an author uses, write arguments to support claims, and write informative explanatory texts. 2. Provide course work, extended learning opportunities, and targeted instructional support which will enable our lowest third students to perform at or above grade level on the annual ELA assessment. 3. Increase the content and pedagogy knowledge of current math teachers through the use of on-line courses, PD institutes, and on-going math workshops. Deliverables: One teacher will provide 100 hours of workshops in support of parent engagement | \$0 | \$7,804 | \$7,804 | \$15,608 | Parent Engagement events will be funded through other sources. |
| Subtotal Code 15 | | | 92,900 | 102,338 | 102,338 | 297,575 | |
| Subtotal Code 16 | | | 0 | 0 | 0 | 0 | |
| Code 40 | Teacher Training Metamorphosis | Metamorphosis: "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction. | 25,000 | 25,000 | 40,000 | \$90,000 | Title 1 funds will be repurposed to sustain this activity |

| | | | | | | | |
|----------------|-------------------------|---|----------|----------|----------|-----------|---|
| Code 40 | Curriculum | Goals: 1. Develop a rigorous curriculum in ELA in which teachers will prepare students to meet college and career readiness standards by reading text for details, analyzing the text structure an author uses, write arguments to support claims, and write informative explanatory texts. 2. Provide course work, extended learning opportunities, and targeted instructional support which will enable our lowest third students to perform at or above grade level on the annual ELA assessment. Deliverable: Teachers College will provide 100 days of training and support in year 1 and 75 days of support during year 2 and year 3 of the grant. Training will include model lesson planning, team teaching, ELA strategies, teacher effectiveness, and other pertinent strategies. | \$95,000 | \$84,841 | \$69,841 | \$249,682 | During the 3 year grant program Lead Teachers will receive additional training. After the grant program ends, Lead Teachers will take the responsibility of training and re-training teacher as needed. It is also anticipated that the targeted teachers will also act as turnkey trainers after the grant program ends. |
| Code 40 | Curriculum | Goal: 3. Increase the content and pedagogy knowledge of current math teachers through the use of on-line courses, PD institutes, and on-going math workshops. Deliverables: Mercy College will provide 25 days of staff development and on-site support each year of the grant program. | \$30,000 | \$30,000 | \$30,000 | \$90,000 | During the 3 year grant program Lead Teachers will receive additional training. After the grant program ends, Lead Teachers will take the responsibility of training and re-training teacher as needed. It is also anticipated that the targeted teachers will also act as turnkey trainers after the grant program ends. |
| | | Subtotal Code 40 | 150,000 | 139,841 | 139,841 | 429,682 | |
| | | Subtotal Code 45 | 0 | 0 | 0 | 0 | |
| Code 80 | All | Employee fringes as calculated on ARRA-funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day. | 7,100 | 7,821 | 7,821 | \$22,742 | |
| | | Subtotal Code 80 | 7,100 | 7,821 | 7,821 | 22,742 | |
| | | Subtotal SIF | 250,000 | 250,000 | 250,000 | 749,999 | |
| CENTRAL | | | | | | | |
| Code 15 | | | | | | | |
| Code 16 | | | | | | | |
| Code 40 | | | | | | | |
| Code 45 | | | | | | | |
| Code 80 | | | | | | | |
| | | Subtotal Central | 0 | 0 | 0 | 0 | |
| | | TOTAL SIF | 250,000 | 250,000 | 250,000 | 749,999 | |
| | | Non-Core Instruction Tax Levy | 272,549 | 252,885 | 277,652 | 803,096 | |
| | | Title 1 for Priority and Focus Schools | 53,427 | 49,572 | 54,429 | 157,429 | |
| | | Other Title 1 allocations | 129,280 | 119,953 | 131,705 | 380,938 | |
| | Other sources of income | TOTAL | 705,256 | 672,409 | 713,796 | 2,093,461 | |

Frederick Douglass Academy IV Secondary School

Attachment D - Budget Summary Chart

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

| Pre-Implementation Period | | |
|---------------------------|------|-------------------|
| Categories | Code | Costs |
| Professional Salaries | 15 | 102,338 |
| Support Staff Salaries | 16 | - |
| Purchased Services | 40 | 139,841 |
| Supplies and Materials | 45 | - |
| Travel Expenses | 46 | - |
| Employee Benefits | 80 | 7,821 |
| Indirect Cost (IC) | 90 | - |
| BOCES Service | 49 | - |
| Minor Remodeling | 30 | - |
| Equipment | 20 | - |
| Total | | \$ 250,000 |

| Year 1 Implementation Period (June 1, 2014 - June 30, 2015) | | |
|--|------|-------------------|
| Categories | Code | Costs |
| Professional Salaries | 15 | 92,900 |
| Support Staff Salaries | 16 | - |
| Purchased Services | 40 | 150,000 |
| Supplies and Materials | 45 | - |
| Travel Expenses | 46 | - |
| Employee Benefits | 80 | 7,100 |
| Indirect Cost (IC) | 90 | - |
| BOCES Service | 49 | - |
| Minor Remodeling | 30 | - |
| Equipment | 20 | - |
| Total | | \$ 250,000 |

| Year 2 Implementation Period (July 1, 2015 - June 30, 2016) | | |
|--|------|-------------------|
| Categories | Code | Costs |
| Professional Salaries | 15 | 102,338 |
| Support Staff Salaries | 16 | - |
| Purchased Services | 40 | 139,841 |
| Supplies and Materials | 45 | - |
| Travel Expenses | 46 | - |
| Employee Benefits | 80 | 7,821 |
| Indirect Cost (IC) | 90 | - |
| BOCES Service | 49 | - |
| Minor Remodeling | 30 | - |
| Equipment | 20 | - |
| Total | | \$ 250,000 |

| Year 3 Implementation Period (July 1, 2016 - June 30, 2017) | | |
|--|------|-------------------|
| Categories | Code | Costs |
| Professional Salaries | 15 | 102,338 |
| Support Staff Salaries | 16 | - |
| Purchased Services | 40 | 139,841 |
| Supplies and Materials | 45 | - |
| Travel Expenses | 46 | - |
| Employee Benefits | 80 | 7,821 |
| Indirect Cost (IC) | 90 | - |
| BOCES Service | 49 | - |
| Minor Remodeling | 30 | - |
| Equipment | 20 | - |
| Total | | \$ 250,000 |

| Total Project Period (June 1, 2014 - June 30, 2017) | | |
|--|------|-------------------|
| Categories | Code | Costs |
| Professional Salaries | 15 | 297,575 |
| Support Staff Salaries | 16 | - |
| Purchased Services | 40 | 429,682 |
| Supplies and Materials | 45 | - |
| Travel Expenses | 46 | - |
| Employee Benefits | 80 | 22,742 |
| Indirect Cost (IC) | 90 | - |
| BOCES Service | 49 | - |
| Minor Remodeling | 30 | - |
| Equipment | 20 | - |
| Total Project Budget | | \$ 749,999 |

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

| Specific Position Title | | FTE/Hours/Days | Rate of Pay | Project Salary |
|--|------------|----------------|-------------|----------------|
| 16K393 | SIF | | | |
| Teacher | | 0.00 | 0 | 0 |
| Teacher (regular) | | 0.00 | 0 | 0 |
| Lead Teacher | | 0.00 | 0 | 0 |
| Coach (Math, Literacy, Special Ed) | | 0.00 | 0 | 0 |
| Coach (Math, Literacy, Special Ed) | | 0.00 | 0 | 0 |
| Guidance Counselor | | 0.00 | 0 | 0 |
| Education Administrator | | 0.00 | 0 | 0 |
| Social Worker | | 0.00 | 0 | 0 |
| Teacher Per Session (rate per hour) | | 1,429 | 41.98 | 60,000 |
| Teacher per session Trainee Rate (rate per hour) | | 0 | 19.12 | 0 |
| Guidance Counselor Per Session | | 0 | 43.93 | 0 |
| Supervisor Per Session (rate per hour) | | 190 | 43.93 | 8,366 |
| Social Worker Per Session | | 0 | 45.13 | 0 |
| F-Status Teacher per diem (rate per day) | | 80 | 306.67 | 24,534 |
| Teacher Occasional Per Diem (rate per day) | | 0 | 154.97 | 0 |
| | | | | 92,900 |
| <div></div> | | | | |
| <div>Central</div> | | | | |
| Subtotal - Code 15 | | | | 92,900 |

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff which are considered as indirect costs.

| Specific Position Title | FTE/Hours/Days | Rate of Pay | Project Salary |
|--|--------------------|-------------|----------------|
| <div>16K393</div> <div>SIF</div> | | | |
| Family Worker (DC37 Para E-Bank) | 0.00 | 0 | 0 |
| School Aide (E-Bank) (FTEs) | 0.00 | 0 | 0 |
| School Aide (E-Bank) | 0 | 16.20 | 0 |
| Ed. Para Bulk (Per Session) (rate per hour) | 0 | 26.27 | 0 |
| School Aide Bulk Job (E-Bank) (rate per hour) | 0 | 16.20 | 0 |
| Secretary Per Session (H-Bank) (rate per hour) | 0 | 25.87 | 0 |
| | | | 0 |
| | | | |
| | | | |
| | Subtotal - Code 16 | | 0 |

PURCHASED SERVICES: Code 40

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

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

| | | |
|--|---|----------------|
| 16K393 | SIF | |
| 685 - Educational Consultant | | 0 |
| 686 - Professional Services Other | | 0 |
| 689 - Curriculum & Staff Development Consultant (PD) | Metamorphosis; Teachers College; Mercy College | 150,000 |
| | | 150,000 |

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |

Subtotal - Code 40

| |
|---------|
| 150,000 |
|---------|

SUPPLIES AND MATERIALS: Code 45

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

| Object Code and Description of Item | | Proposed Expenditure |
|--|------------|----------------------|
| 16K393 | SIF | |
| Computer and Printers under \$5,000 per unit | | 0 |
| Educational Software | | 0 |
| General and Instructional Supplies | | 0 |
| Library Books | | 0 |
| Supplemental Textbooks | | 0 |
| | | 0 |
| 0 | | |
| Computer and Printers under \$5,000 per unit | | 0 |
| Educational Software | | 0 |
| General and Instructional Supplies | | 0 |
| Library Books | | 0 |
| Supplemental Textbooks | | 0 |
| | | 0 |
| Subtotal - Code 45 | | 0 |

TRAVEL EXPENSES: Code 46

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

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

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80

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

| Item | | Proposed Expenditure |
|------------------------|--------------------------|----------------------|
| Social Security | | |
| Retirement | New York State Teachers | |
| | New York State Employees | |
| Health Insurance | | |
| Worker's Compensation | | |
| Unemployment Insurance | | |
| Welfare Benefits | | |
| Annuity | | |
| Sabbaticals | | |
| ARRA FRINGE - SIF | | 7,100 |
| ARRA FRINGE - Other | | 0 |
| ARRA FRINGE - CENTRAL | | 0 |
| Subtotal - Code 80 | | 7,100 |

CALCULATION OF INDIRECT COST: Code 90

| | |
|---|-----------|
| A. Modified Direct Cost Base - Sum of all preceding subtotals (Codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) | \$250,000 |
| B. Approved Restricted Indirect Cost Rate | 0.0% |
| C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90 | \$0 |

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

| Description of Item | Proposed Quantity | Unit Cost | Proposed Expenditure |
|---------------------|-------------------|-----------|----------------------|
| | | | |
| | | | 0 |

N.Y.C. GRANT #

0

PROJECT BUDGET SUMMARY

Agency Name: NYC PUBLIC SCHOOLS

| ACTIVITY | CODE | PROJECT COSTS |
|---------------------------|------|---------------|
| Professional Salaries | 15 | 92,900 |
| Non-Professional Salaries | 16 | 0 |
| Purchased Services | 40 | 150,000 |
| Supplies and Materials | 45 | 0 |
| Travel Expenses | 46 | 0 |
| Employee Benefits | 80 | 7,100 |
| Indirect Cost | 90 | 0 |
| Equipment | 20 | 0 |
| GRAND TOTAL | | 250,000 |

FOR DEPARTMENT USE ONLY

| | | | | | | | | | | | | | | |
|-------------------------|------------|---|---|---|-------------|---|---|---|---|---|---|---|---|---|
| SED #: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Project #: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tracking/Contract #: | | | | | | | | | | | | | | |
| Project Funding Dates | JUN 1 2014 | | | | JUN 30 2015 | | | | | | | | | |
| | FROM | | | | TO | | | | | | | | | |
| Program Office Approval | | | | | | | | | | | | | | |

| CHIEF ADMINISTRATOR'S CERTIFICATION | |
|---|-----------|
| I hereby certify that the required budget amounts are necessary for the implementation of this project and that this agency is in compliance with the Federal and State Laws. | |
| 2/24/14 | Ling Tan |
| DATE | SIGNATURE |
| Ling Tan, Director, Capital & Reimbursable Finance | |
| NAME/TITLE - CHIEF ADMINISTRATIVE OFFICER | |

| Fiscal Year | Amount Budgeted | First Payment |
|-------------------------|------------------------|---------------|
| _____ | \$ _____ | \$ _____ |
| _____ | \$ _____ | \$ _____ |
| _____ | \$ _____ | \$ _____ |
| _____ | \$ _____ | \$ _____ |
| _____ | \$ _____ | \$ _____ |
| _____ | \$ _____ | \$ _____ |
| _____ | \$ _____ | \$ _____ |
| Voucher # | \$ _____ First Payment | |
| Finance Office Approval | _____ | |

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

School Innovation Fund Round 3. RFP #TA-15

NAME OF APPLICANT: NYC DEPARTMENT OF EDUCATION

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

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

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

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.

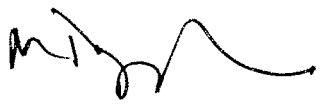
Typed or Printed Name of Authorized Representative of the Firm

Mary Doyle

Typed or Printed Title/Position of Authorized

Executive Director, State Portfolio Planning

Signature/Date

 2/21/14

M/WBE Documents

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

School Innovation Fund Round 3. RFP #TA-15

Applicant Name: NYC DEPARTMENT OF EDUCATION

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

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

| | Budget Category | Amount budgeted for items excluded from M/WBE calculation | Totals |
|----|---|---|------------|
| 1 | Total Budget | | \$ 749,999 |
| 2 | Professional Salaries | \$ 297,575 | |
| 3 | Support Staff Salaries | \$ - | |
| 4 | Fringe Benefits | \$ 22,742 | |
| 5 | Indirect Costs | \$ - | |
| 6 | Rent/Lease/Utilities | \$ - | |
| 7 | Sum of lines 2, 3, 4, 5, and 6 | | \$ 320,317 |
| 8 | Line 1 minus Line 7 | | \$ 429,682 |
| 9 | M/WBE Goal percentage (20%) | | 0.2 |
| 10 | Line 8 multiplied by Line 9 =MWBE goal amount | | \$ 85,936 |

M/WBE UTILIZATION PLAN

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

Telephone/Email: (212) 374-0520

Federal ID No.: 13-6400434

RFP No: RFP Number: TA-15

Bidder/Applicant's Name: NYC DEPARTMENT OF EDUCATION

Address: Chambers St.

City, State, Zip: New York, NY 10007

| Certified M/WBE | Classification (check all applicable) | Description of Work (Subcontracts/Supplies/Services) | Annual Dollar Value of |
|---|---|---|--|
| NAME: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC ADDRESS: 165 PARK ROW # 18A CITY, ST, ZIP: New York NY, 10038 PHONE/E-MAIL: 212-608-0714 / lucy@lucywestpd.com | NYS ESD Certified MBE <input checked="" type="checkbox"/> WBE <input checked="" type="checkbox"/> | Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction. | Year 1 \$ 25,000 Year 2 \$ 25,000 Year 3 \$ 40,000 TOTAL \$ 90,000 |

FEDERAL ID No. 043713795

PREPARED BY (Signature) _____

DATE

2-22-14

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

NAME AND TITLE OF PREPARER: Eduardo Contreras

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

DATE: February 27, 2014

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

M/WBE 100


M/WBE SUBCONTRACTORS AND SUPPLIERS NOTICE OF INTENT TO PARTICIPATE

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

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

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

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

Signature of Authorized Representative of Bidder/Applicant's Firm


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

Date:

2/21/14

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

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

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

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

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

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

DESIGNATION: MBE Subcontractor ☒ MBE Subcontractor MBE Supplier WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (M/WBD) for M/WBE certification.

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

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

The estimated dollar amount of the agreement:

\$ 90,000

Date:

2/21/14

Signature of Authorized Representative of M/WBE Firm

Lucy West, President

Printed or Typed Name and Title of Authorized Representative

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

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

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

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

Report includes:

- ☐ Work force to be utilized on this contract OR
- ☒ Applicant's total work force

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

| EEO - Job Categories | | Race/Ethnicity - report employees in only one category | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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PREPARED BY (Signature): David Howell DATE: 2/28/2014

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