



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: \$750,000

Time Period: June 1, 2014 to June 30, 2017

Dear Chancellor Fariña:

On behalf of the New York State Education Department (NYSED), thank you for your participation in our recent School Innovation Fund grant competition. I am pleased to inform you that your district's proposal for Global Neighborhood 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,

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 (No	ame) .			County	
New York City Department of Education			New York		
	ne for the Priority S hborhood Seconda	chool Identified in t ry School	this Application	Beds Code 310400011381	
Chief Administrative Fariña, Carmei		irst Name, Dr./Mr./Ms.)		-	
Title Chancellor		Telephone (212) 374-0200	Fax Number (212) 374-5588	E-mail Address CGFarina@schoo	ls.nyc.gov
Address (Street, City, 52 Chambers S	Zip Code) Street, New York, NY 10	0007			
100 A					
Application Type	(Check one):	LEA with one Lea	d Partner	LEA with Partne	r Consortium
		PRESIDENCE OF THE	reschettone		
College Pathways	Community- Oriented	Arts / Cultural Ed	CTE	Virtual/Blnd/Online	Network-Affiliated
Certification and	Approval		•		
the best of my know activity will be condu amounts are necess accepted by the NYS	rledge, complete and a acted in accordance wi ary for the implemen ED or renegotiated to YSED if at any time I le	hief Administrative Offiaccurate. I further certifuth all applicable application of this project. acceptance, will form a earn that this certification	fy, to the best of my kation guidelines and ins I understand that this I binding agreement. I	nowledge, that any e structions, and that th s application constitu also agree that imme	nsuing program and ee requested budget tes an offer and, if diate written notice
CHIEF ADMINISTRATIVE O	OFFICER O				
Signature (in blue ink) What Type or print the name and Çarmen Fariña	d title of the Chief Administr	ative Officer.		Date 2) 2	3/14
		DO NOT WRITE I	IN THIS SPACE	`	
Reviewed by				Date	
				RE	CEI (SEL)

FEB 28 2014

CONTRACT ADMINISTRATION

04M381 Global Neighborhood Secondary School

2014 SIF 3 Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST # 4 - MANHATTAN

Select School Name:

310400011381 GLOBAL NEIGHBORHOOD SECONDARY SCHOOL

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

6-8

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

Community-Oriented School (wrap-around services) Design

Submission Checklist

Application Cover Sheet		CI	necked -Applican	Checked-SED
(with original signature in <u>blue ink</u>)			9	
Proposal Narrative District-level Plan and School-level Plan	na daga daga daga daga daga daga daga da		0	П
Attachment A Assurance of Joint Commitment and Collaborati	on Form			П
Attachment B School-level Baseline Data and Target Setting Ch			D	
Attachment C Evidence of Partner Effectiveness Chart				
Attachment D Budget Summary Chart				· [7]
Attachment E Project Plan Template				
Attachment F Performance Agreement				
Attachment G Budget Narrative				
FS-10 for Year One Implementation Period (June 1, 2014 to June 30, 2015); FS-10 forms are a http://www.oms.nysed.gov/cafe/forms/ Preliminary draft Memorandum of Understanding			Q ,	
Lead Partner or Partner Consortium)			9	
M/WBE Documents Package (containing original	signatures) artial Waiver		7_	3.000
Type of Form	Full Participa	tion 1	Request Total W Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	E		- artial Walver	waiver
M/WBE 100 Utilization Plan				N/A
M/WBE 102 Notice of Intent to Participate	O	/_		N/A
EEO 100 Staffing Plan and Instructions	P			
M/WBE 105 Contractor's Good Faith Efforts	N/A			
M/WBE 101 Request for Waiver Form and Instructions	N/A			
SED Comments: Has the applicant submitted all of the documents in the Reviewer:	isted above?	Yes	☐ Nó	

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

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 4 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

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

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 principals of our SIF schools will participate in discussions with the Chancellor about the need to principal 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. 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 evaluator visits organized to support student achievement. Before a reviewer visits a school, well the school is organized to support student achievement. Before a reviewer draw upon 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 measures 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

Planneds Interaction	Defails/Timeframe*	Person Responsible
Principal	Measures of Student Learning: Forty percent (40%) of a principal's	Schools
Performance	overall rating will be based on Measures of Student Learning. Local	Chancellor
Review	Measures (20%) are focused primarily on performance benchmarks and student growth compared to similar students. State measures (20%) are	Carmen Fariña
	calculated by SED and are focused on student growth compared to similar students.	Senior Deputy Chancellor Dorita Gibson
	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.	Deputy Chancellor for Teaching and Learning Phil Weinberg
	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.	
	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.	
	Interventions for 2014-15: Principals who receive an overall rating of Developing or Ineffective for 2013-14 will, with their Superintendent,	

	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.	Schools
Quality	Schools that meet at least one of the following criteria will have a	Chancellor Carmen Fariña
Review	2012-13 Quality Review rating of Underdeveloped	Senior Deputy Chancellor Dorita
	• 2012-13 Progress Report rating of D or F	Gibson
	Schools at the 10 th percentile or below of the 2012-13 Progress Report	Deputy Chancellor for Teaching and
	 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) 	Learning Phil Weinberg
	 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.	
	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.	
		Schools
Progress	Fall, For each school annually. Historically:	Chancellor Carmen Fariña
Report	 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. 	Senior Deputy Chancellor Dorita Gibson
	 The Progress Report is designated to differentiate among school in a way that provides educators with performance data, support parents in choosing schools, and informs the NYCDOE's work around supports and intervention for struggling schools. 	Deputy Chancello for Teaching and Learning Phil
		10

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.

Weinberg

Scores are based on comparing results from each school to a citywide benchmark and to a group of about 40 other schools.

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.

D. Teacher and Leader Pipeline

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 wellprepared 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.

^{*}Based on school year 2013-14 activities.

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.

Hiring and budget processes ii.

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.

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

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 districtwide, 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 tenweek 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 lowachieving 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.

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 userfriendly 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 Our current swp around. For SWDs we encourage schools to provide mixed levels of 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 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 schools of choice. For ELLs we encourage families. For the past three years, high school admissions if there is sufficient interest from families. For the past three years, high school admissions 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 impaired and/or multiply disabled at more than 310 sites. (ASDs) that takes place in an integrated cofunctioning students with autism spectrum disorders (ASDs) that takes place in an integrated cofunctioning 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 undercredited students, students enrolled in Career and Technical Education programs, and Black and Latino students. The NYCDOE created Transfer Schools, which are small, academically 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 rigorous, full-time high schools designated in two ways across the NYCDOE: at designated 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 career growth in response to future employment opportunities and the potential for 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 Educational weights to traditional high schools serving overage under-credited (OAUC) students. Additional weights to traditional funding for AIS and OAUC further supports students that are 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.

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.



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:
 - o 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 AISeligible 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.



 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 <u>Guidebook on Designing an Expanded Learning Time Programs</u> 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.



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, <u>NYSED regulations</u> 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;



- 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 <u>session time</u> 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.



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



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. 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 <a href="https://example.com/heres/before-necessarily-school-necessarily-sc

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.



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 <u>8 NYCRR §100.1(a)</u>.
- 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.



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 <u>Off-Site Learning FAQ</u>. 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



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

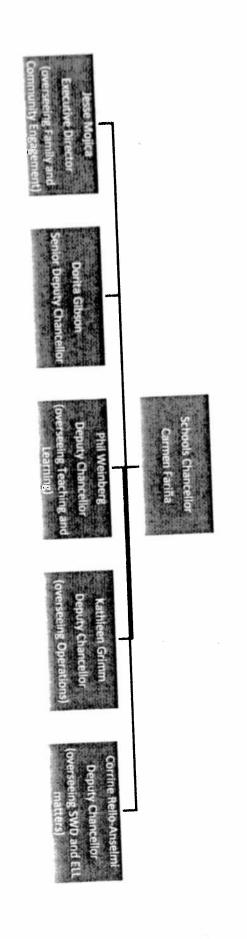
⁴ As an exception, if a school is incorporating the 37.5 minutes of small group instruction as part of their overall ELT program as described in question 7, the policies described in the <u>session time memo</u> for assigning students to teachers apply.



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 <a href="https://example.com/here/beaches/bea
- 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.



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 Lead (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, coteaching, and facilitating teacher teams.	SY12-13: 225 LTs (14 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		Professional Learnin Community.

AGREEMENT

between

THE BOARD OF EDUCATION

of the

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of the

City of New York

and

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Local 2, American Federation of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

ORIGINAL

Attachment A

Assurance of Joint Commitment and Collaboration Form

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

and to work collaboratively to sustain the positive chang LEA Name: NYC DOE	es that result from the SIF grant.
School Name: <u>04M381 Global N</u>	eighborhood Secondary School
CHIEF ADMINSTRATIVE OFFICER (Superintendent)	
Signature (in blue ink) Armen Farina	Date 212014
Type or print name Carmen Farina	, , , , , , , , , , , , , , , , , , , ,
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OCAL TEACHERS UNION PRESIDENT	
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Michael Mulycon	21251111
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Michael Mulgrew	
District Dear L. Dearce fort	

District Parent Representative

Alim S. Gafar

2/24/14

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

Global Neighborhood Secondary School (04M381)

Partner Information

Global Kids

Global Kids works to ensure that urban youth have the knowledge, skills, experiences and values they need to succeed in school, participate effectively in the democratic process, and achieve leadership in their communities and on the global stage.

Global Kids will provide dedicated staff who organize, manage, and implement the extended day component; support and collaborate with the principal to develop strategies for SIF implementation; provide professional development and technical assistance to staff on CCLS, youth development, attendance improvement, and utilizing data; bring in strategic partners and resources; facilitate in-school activities such as peer mediation and academic enrichment programs; and handle administrative duties associated with the project.

Teaching Matters

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

Teaching Matters will provide school staff with professional support and development. Teaching Matters will continue the work that began in February of 2012. With a specific focus on building capacity amongst teachers, we will continue to look closely at teacher practice and student growth.

Enrollment Summary

In Global Neighborhood Secondary School, students with disabilities comprise 30% of the school's population, 4 percentage points higher than the average middle school in the district. English Language Learners comprise 14% of the school's population, 2 percentage points higher than the average middle school in the district. The average incoming proficiency (4th grade ELA/math) of the school's students is 2.6, which is 0.3 lower than the average middle school in the district.

Leadership Information

Luis Genoa, the founding principal of the school, opened it with a very specific vision in mind – to have a school where <u>all</u> students feel welcomed and are given the opportunity to succeed. His background working for New Visions for Public Schools in NY and as the Director of Curriculum & Instruction at National Council of La Raza, Washington DC provided strong experience in what it takes to run a school with students of diverse backgrounds and educational needs. He further honed his leadership skills at the NYC Leadership Academy for Aspiring

Principals.

To enforce his vision, Mr. Genoa utilizes a high ratio of counselor/social workers to students (1:20), so all students' social-emotional, as well as their academic, needs are met. He has established an inquiry process that facilitates data-based decision making by all core teachers, using an iterative cycle of assessment, instruction, assessment, modifying instruction based on results of each assessment and any other extenuating factors. This provides a seamless connection between teacher inquiry, data-based decision making, and classroom observations. In addition, Mr. Genao has made purposeful choices about the blending of future instructional materials (e.g., Writing Matters, Scholastic Code X, Connected Math, Word Generation, and Wilson Just Words) with the already established teacher developed curricula that incorporate the City-wide Instructional Expectations and the Common Core Standards. He, himself, is actively engaged in the process via sessions with his School Cabinet, Grade Level Teams and teaching teams review data to establish and monitor school-wide goals and ensure that academic and social-emotional systems are in place to support the wide range of students in the school. Principal Genoa puts an emphasis on quality, meaningful Professional Development, working very closely with the Network Achievement Coaches to develop school-based sessions that address the specific needs of the students and their teachers. He also encourages his staff to participate in many Network, Cluster, and Citywide PDs to gain instructional knowledge that can be brought back and leveraged within the school. On a more career-focused track, in the last two years Mr. Genao has leveraged the major resources of the Leadership Academy and Middle School Quality Initiative to further develop Teacher Leaders, including one individual who received school based leadership training and certification through LEAP.

Mr. Genao has shown a strong ability to not only strategically align his budget to meet the school's need, but also to be a creative builder of community partners, and developer of resources (Bill & Melinda Gates Foundation, General Electric Foundation, Princeton Blairstown Center, Middle School Quality Initiative, LEAP, Connected Learning, etc.). His ability to effectively organize and support the development of a school holistically focused on academic and social-emotional learning has been highlighted throughout the years in NYCDOE Quality Reviews. He has been and remains a true champion for what he believes is necessary to support every student in his school to ensure their success in Middle and High School and beyond.

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

The SiF performance agreement is an accountability agreement between the New York State Education Department (NYSED) and a TEA rends ing a State and its Lend floring schools. A core feature of the SiF grant is joint accountability for improved student achievement between an LEA and its Lend floring or Partner Consortium. Areas of 1) joint responsibility (partner(s) and LEA), (1) LEA responsibility, and 3) SiF partner responsibility should be explicitly identified in seck Memorandum of Understanding (ACCL) between the LEA and the partner. The FEA is responsible for holding the partner accountable for the delivery and offectiveness of its problem.

By signing below, the LEA and East Partition or Partition (team of two or three partners) agree to moeting the indicators and performance metrics identified in Attachment 8: School-level Baseline Data and Targat Setting Chart and Attachment 8: Project Plane, recording to the responsibilities excitify identified in each MOU. Failure to do so may result in a deleyed or stopped payment.

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PANIELA GREGORY EXPUI	the Director, P	BC :

MEMORANDUM OF UNDERSTANDING BETWEEN GLOBAL KIDS, INCORPORATED AND NEW YORK CITY DEPARTMENT OF EDUCATION

- 1. <u>Parties</u>. This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between GLOBAL KIDS, INCORPORATED ("GLOBAL KIDS") and New York City Department of Education ("NYCDOE") effective as of signature date, below.
- 2. <u>Purpose</u>. The purpose of this MOU is to establish projected responsibilities under which GLOBAL KIDS provides services to Global Neighborhood 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 GLOBAL KIDS

Global Kids works to ensure that urban youth have the knowledge, skills, experiences and values they need to succeed in school, participate effectively in the democratic process, and achieve leadership in their communities and on the global stage.

In the event that the Global Neighborhood Secondary School is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), GLOBAL KIDS 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.

GLOBAL KIDS will tailor existing products and services for implementation in Global Neighborhood Secondary School. These products and services include:

Global Kids will provide dedicated staff who organize, manage, and implement the extended day component; support and collaborate with the principal to develop strategies for SIF implementation; provide professional development and technical assistance to staff on CCLS, youth development, attendance improvement, and utilizing data; bring in strategic partners and resources; facilitate in-school activities such as peer mediation and academic enrichment programs; and handle administrative duties associated with the project.

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 GLOBAL KIDS 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 Global Neighborhood .
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, and a final service agreement is negotiated between GLOBAL KIDS 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.

GLOBAL KIDS, IN	NCORPORATED	
Signature	Title	Date
NYCDOE		
Signature	Title	Date

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

- 1. <u>Parties</u>. This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between TEACHING MATTERS, INCORPORATED ("TEACHING MATTERS") and <u>New York City Department of Education</u> ("NYCDOE") effective as of signature date, below.
- 2. <u>Purpose</u>. The purpose of this MOU is to establish projected responsibilities under which TEACHING MATTERS provides services to Global Neighborhood 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 TEACHING MATTERS

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

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

TEACHING MATTERS will tailor existing products and services for implementation in Global Neighborhood Secondary School. These products and services include:

Teaching Matters will provide school staff with professional support and development. Teaching Matters will continue the work that began in February of 2012. With a specific focus on building capacity amongst teachers, Teaching Matters will continue to look closely at teacher practice and student growth.

4. Projected Responsibilities for NYCDOE

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

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

Comply with all information and program evaluation requests of NYSED

Comply with all financial management and reporting requirements of NYSED

5. Joint projected Responsibilities for TEACHING MATTERS and NYCDOE

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

6. Terms of Termination

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

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

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

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

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

TEACHING MAT	TERS, INCORPORATE	:D
Signature	Title	Date
NYCDOE		
Signature	Title	Date

School Innovation Fund (SIF) Application

School Name:	Global Neighbor	Global Neighborhood Secondary School				
DBN:	04M381		<u> </u>	······································		
Network:	511					

Application Type (Check one):		Sci	School with Lead Partner		School with	
				With the State of	artner Consortium	
Colleg e	Community-Oriented	Arts /	CTE	Virtual/Blnd/Onlin		
Pathways	, D.	Cultural Ed			Affiliated	
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A. School Overview

GNSS, in collaboration with Global Kids, Inc (GK), the Princeton Blairstown Center (PBC), and Teaching Matters, Inc. (TM), proposes to continue to re-invigorate and redesign itself into a robust community-oriented school which is purposefully designed to serve all of our students by using a three prong strategy that includes extended time, wraparound holistic supports that yield greater opportunities for high quality enrichment, and shared accountability for success. Through this partnership, to be known as the GNSS Collaborative, we will have an integrated focus on academics, health and social-emotional learning, youth (leadership) development, and community engagement as a means of improving student learning, creating stronger families, and a healthier GNSS community.

Located in one of the few barrier-free buildings in the community, GNSS was purposely designed to serve a high number of students with IEPs. Over the years, GNSS has maintained over 30% of students with Special Needs, over 90% eligible for free and/or reduced lunch, and at times over 30% of students have been over-age. GNSS leadership has recruited and hired staff, nurtured CBO partnerships and essentially developed a collaborative school community and culture that fosters well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement. Our efforts to improve performance, during academic year 2012-2013, resulted in GNSS earning an "A" on the NYCDOE Progress Report and being listed as having an overall score greater than or equal to that of 93 percent of all middle schools in NYC. Furthermore, during the 2013-14 school year, GNSS piloted with CBO partners Global Kids, Inc. and Princeton Blairstown Center, an extended day program that targeted fifty percent of our total population for academic acceleration and greater youth leadership support.

The GNSS Collaborative, therefore, proposes to further enhance our programming by developing and implementing a community-oriented whole school redesign that would ensure that at least 90% of our students are engaged in at least six additional hours weekly of targeted small group instruction and youth leadership/SEL activities. Funding from this grant will support the hiring of a SIFI certified Social Worker to support/coordinate the collaborative and also support social work interns, thus attaining a high ratio of counselor/social workers to student body (approximately 1:20). This will ensure that all students have access to individualized/small group social-emotional support.

Funding will also pay for the services and support that will be provided by Teaching Matters to GNSS staff and which will have a direct impact on student performance and overall school culture.

With funding from this grant our students will be able to participate in the following activities:

- Extended programming for academic intervention and social-emotional learning (not less than six hours during the school week and the equivalent of five additional days during the week-end) and not less than three days for invited students during the summer
- Advanced Coursework in Math and Science leading to the Algebra & Earth Science Regents
- A 6-8 Arts program which will support students to competitively apply to the varying

performing arts high schools. Currently, GNSS maintains an arts program in music (band and chorus) and wishes to extend that program to include fine art and dance. GNSS will begin the program in the sixth grade wherein students will explore all of the available arts programming. Mid-year 6th grade, students will begin majoring in an arts program (Dance, Fine Arts, Music, Chorus), and will be supported in the development of portfolios and preparation for auditions. The GNSS School Counselor will support articulation into the performing arts schools, including organize high school visits

- Targeted Reading (Wilson/Wilson Just Words) and/or ESL support for students reading below 3rd grade level
- I-Pads with accompanying application (LightSail) to support independent reading by providing students with personalized libraries of complex, high-interest informational and literary texts. LightSail also provides teachers and administrators with continuous data on student reading habits and their responses to Lexile cloze assessments and Common Corealigned short answer and multiple-choice questions
- A 6-8 Peer Mediation Program that builds a culture of peace, critical thinking, and problem solving abilities of students
- Targeted Case Counseling for all mandated students, and students considered at risk due to documented chronic absenteeism, negative behavior ratings, or lack of academic performance
- Internship and service opportunities with partner organizations for age appropriate teen-agers
- Summer Programming: Expeditionary and On-line literacy support and Summerburst (bridge) program for incoming Sixth Grade students
- Greater Physical Education activities through partnerships developed with community based organizations (Randall's Island, Asphalt Green, YMCA, etc.)
- Academic Enrichment activities with a specific focus on Global Learning and the Performing Arts:
 - Resident Artist: through Museo Del Barrio, Caribbean Cultural Center, Museum of African Art, Studio Museum of Harlem and Making Books Sing;
 - ❖ Performance through Lincoln Center, Carnegie Hall, Metropolitan Opera, and Community Works.

To ensure that our vision for a campus where caring and informed adults, from our community and throughout the city, work with our staff to create an environment where our children develop intellectually, thrive, mature and grow as responsible community members and global citizens we have set for ourselves the following goals:

Goal 1: Extended Day/Extended Supports:

At GNSS, "Academic Rigor is defined by a professional study of state and national standards as well as a reflective data driven praxis focused on student achievement" (Academic Rigor at Global Neighborhood Secondary School). GNSS has clearly and strategically developed systems and practices that have fostered a culture of support and accountability to effectively widen the participation of high need students in post-secondary opportunities and/or life sustaining careers. For this SIF redesign GNSS proposes to hire two additional teachers for Science and Social Studies instruction aligned to the Common Core Learning Standards (CCLS) (utilizing allocated Tax Levy funds). The GNSS Collaborative will enhance the following activities that were piloted in the 2013-14 Academic Year:

- CCLS aligned curricula in all core areas: we will deepen teacher understanding and differentiation by supporting a systemic data driven instruction and inquiry approach in all core areas (DDI). It should be noted that the school week has been designed to allow for weekly team meetings by content teachers and grade level teams, and that flexible scheduling also allows for General Education and Special Education teachers to alternate their participation in the below city-wide professional development sessions without significant interruptions to instruction.
 - * ELA/Humanities: Utilize Literacy-Across-the-Curriculum strategies to cultivate critical and creative thought so that all our students have access to higher education, are prepared to take on the most difficult social and personal problems, and can pursue rich and satisfying lives; with this intent GNSS will adapt and refine the "Writing Matters" curriculum in ELA across all grades and implement Scholastic's reading, common corealigned, Codex curriculum in order to expose students to strategies that support the reading and re-reading of complex text and the development of higher order thinking and problem solving skills by Tier 1 to Tier 3 Students. All English Language Arts (ELA) teachers will strengthen the students' critical thinking, reading comprehension, and written work by executing lesson plans based on common core-aligned curricula, Scholastic's Codex & Writing Matters, and utilizing data from state/interim/teacher-made assessments to determine appropriate interventions for those students not performing at grade level. Furthermore, greater attention will be paid to Social Studies by hiring a dedicated Social Studies teacher for 7th and 8th grade, and by utilizing the Teaching Matters' Voices & Choices Social Studies curriculum 6-8. Leadership and Teacher Professional development support for this effort will occur via participation in cityprovided Code X support (4 full-day sessions by end of June 2014); and by weekly 1-2hr long professional learning sessions facilitated by Teaching Matters, the Principal and the Data Specialist/Lead Facilitator. Additional full or half-day retreats will be organized for data review and analysis.
 - * Mathematics: Utilize the New York State approved Connected Mathematics Project 3 (CMP3) curriculum 6-8. Given its instructional philosophy the emphasis on inquiry and applications CMP3 fully addresses the Common Core State Standards for Mathematical Practice. Throughout the program, students focus on problemsolving strategies, habits of mind, and mathematical proficiency. CMP3 students learn to communicate their reasoning by constructing viable arguments, offering proofs, and using representations. These approaches, which are aligned with the Standards for Mathematical Practice, are explicitly woven within the content of the curriculum and connected to the Common Core Content Standards. Leadership and Teacher Professional development support for this effort will occur via participation in city-provided CMP3 support (4 sessions by end of June 2014) and via weekly Math content team meetings. Finally, for this SIF redesign GNSS proposes to expand curricular options and offer an advance Regents Math course in the Eighth grade.
 - ❖ Science: Via our partnership with the American Museum of Natural History's Master of Arts in Teaching Program, our GNSS' Science Teachers will receive semi-weekly professional development on developing and implementing CCLS aligned curriculum and instruction. Teachers will also be provided with supportive curricular resources

(science bulletins, educator guides and online ESL resource room) and materials for active exploration of scientific concepts. AMNH faculty will support Co-teaching, utilization of the NSTA-adapted assessment rubric, and lab-type investigations at the museum that are aligned with the curriculum. These AMNH visits will be followed by lessons at the school by scientist. Scientist will explore with students the nature of science and how scientists do their work (e.g. a scientific demonstration of form and function). Students will also receive material resources to support their own long term scientific investigations. Finally, GNSS students and teachers will get vouchers for families to visit AMNH and the other partner institutions (Bronx Zoo, Botanical Garden, Aquarium, etc). For this SIF redesign GNSS proposes to hire an additional Science teacher so that the Sixth grade may get Science 5 periods per week and to offer an advance Regents Earth science course to the Eighth grade. This redesign will be supported by the faculty and staff of AMNH (including the offering of a graduate pool of teachers for potential hire).

- Extended day programming: originally just targeting 55% of student body —primarily focused on those students not making adequate progress and/or achievement, and especially targeting the incoming sixth grade as a pilot cohort. It should be noted that the sixth grade class is a very high needs cohort (see data below). Program involved six additional hours of instruction weekly for targeted student groups. This will be expanded to 90% of student with a focus on same criteria.
- Peer mediation program initially targeting 6th and 7th graders will be enhanced to include students 6-8.
- Greater integration of CBO partners throughout the school day: 15 periods per week (37 SEL/team-building activities, on time) focused school percent literacy/technology and non-mandated individual counseling. CBO partners currently work with 83% of the student body (124 of 150 students) approximately 1 hour per day, this will be increased to 90% of student body for approximately 2 hours per day.

Goal 2: Wrap-around Services:

GNSS has always maintained a robust Wellness team that is currently led by our School Counselor, and is comprised of Social Workers (SW), SW Intern(s), SAPIS, and our external partners-Global Kids, Princeton Blairstown Center (PBC), and the on-site staff of the Mount Sinai Health Clinic. Funding from SIF will support hiring of GK and PBC Social Workers and Interns. This will allow an enhancement to all the supports that are presently offered by the Wellness Team; including but not limited to:

- Additional review of all academic, attendance, and behavior data ensuring academic acceleration and enrichment by all students; supporting data driven instruction and inquiry.
- Family-centered, culturally competent primary medical, dental, and mental health care. Active recruitment and enrollment into the on-site Mount Sinai Health Clinic, facilitating a holistic screening and a proactive identification of health concerns.
- Weekly social and emotional development support of targeted students as offered through our partnerships with Global Kids and Princeton Blairstown Center (PBC). Specifically, all sixth and seventh graders are mandated to participate in group and experiential trips as offered by PBC. Additionally, students with high incidence of absenteeism and/or tardiness

are expected to participate in individual counseling sessions with PBC staff and grant funded social worker. Global Kids will also offer the students a range of strategies that develop the competencies and assets young people need to be successful, challenged, and engaged in their own learning. Programs conducted by Global Kids includes technology/game design courses which tap into their creativity and guide them in the development of interest driven projects; a service-learning program which uses a human rights framework to help students address critical issues affecting their communities and the world at large while developing their action planning, goal setting, and advocacy skills, and; a leadership program which infuses global issues, leadership development, critical thinking, collaboration and other and 21st Century skill building.

- Targeted Case Counseling for all mandated students, and students considered at risk due to documented chronic absenteeism, negative behavior ratings, or lack of academic performance.
- College/Career Awareness Activities: Intensive high school articulation and college awareness process begins during the sixth grade wherein students start reviewing the high school directory and making high school/college visits. Seventh grade is the focus year for researching and prioritizing high schools based on intensive guidance. Princeton University is visited annually wherein students speak with college students from underserved communities to get first-hand information about college life. Year-end Field Day is conducted in partnership with the Malik Fraternity of Hofstra University.

Goal 3: Shared Governance Model:

GNSS will build on its already existing shared governance model (a community/distributive leadership theory of action, see Tenet 2 in Attachment J Debriefing Report for School) by incorporating the Lead SIF partner, Global Kids, Inc. into the GNSS Cabinet and School Leadership Team (SLT). Both the Cabinet and the SLT utilize data driven instruction and inquiry as the key tool for all students to achieve success. Global Kids will join both teams and be the lead coordinator of the SIF Grant and the extended day program. Shared Governance will facilitate shared accountability, parent engagement, and an on-going cycle of collaborative assessment, analysis, and action as a key framework for community-wide support for student success. In addition, Global Kids will engage students in the re-design and assessment process, allowing for an authentic community-oriented model. Global Kids will also be a member of the Grade Level Teams, allowing for a seamless collaboration with school staff.

To further strengthen the collaboration and ensure that goals are met, the GNSS Collaborative will utilize best practices from the Coalition for Community Schools' as the means for increasing student success. Specifically, we will be using the rationale and results framework/logic model (Community Schools: Promoting Student Success-A Rationale and Results Framework) to further develop our distributive leadership theory of action and ensure that best practices from community-based schools are an intrinsic part of our design. Through this manner we will support the development of a school community that is collaborative in thought and function that shares and promotes a vision for academic rigor, accountability, student achievement and well-being. All community stakeholders (teachers, parents, Lead Partner, network, etc.) will use a data-based decision-making and inquiry process to strengthen systems, practices, and understandings which foster a physically and emotionally secure environment that supports every student progressing towards and/or achieving college/career ready standards. By working together we can reconnect students to public education and heal the fracture that has occurred by too many schools not accepting or working effectively with students with IEPs, ELLs, or who have been disaffected by generational poverty.

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.

Through collaboration with Global Kids (GK) and Princeton-Blairstown Center (PBC), all students will be involved in an intensive inculcation program into GNSS school norms and culture. This commences in the summer prior to the beginning of the sixth grade wherein every student will be invited to attend a summer bridge program at GNSS culminating in a three day overnight visit with their parents and GK to the PBC camp site. We selected the GK and PBC programs for our school because of their focus on Social and Emotional Learning (SEL), and their use of Experiential Education as a means to engage the participants. Social and Emotional Learning is the process through which children and adults acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, work together as a team, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. Experiential Education is the process by which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values. Students who participate in GK and PBC programming will acquire skills and knowledge to:

- Function effectively and constructively as participants in group activities;
- Set personal goals, work collaboratively to establish group goals, and develop and carry out a plan of action to accomplish them;
- Respect themselves and show respect for others;
- Make choices that will impact their lives constructively;
- Identify critical issues in their community and work together to address those issues.

Accordingly, GK and PBC will provide on-site SEL activities led by PBC/GK staff and teacheradvisors. Overnight visits to the PBC Blairstown, New Jersey campus takes place three times a year during the fall, spring and summer. Students visit the PBC camp, located near the Delaware Water Gap, where they participate in activities that are grounded in youth development principles and support team building, self-awareness and stewardship, social-emotional literacy, and the rigor of character necessary to succeed in college and in life. The students also complete obstacle courses, go camping, hiking, rappelling, and explore the over 300 acres of wooded Advisors continue to support students through weekly academic advisories; student led family conferences, and periodic celebrations of successes. It is our intent, through this grant, to provide even further customized experiences for students who are demonstrating attendance and or behavior issues by creating more time for individualized school mentoring and support, as well as activities that promote a positive school culture and school engagement (peer mediation, youth council, GK High-to-Middle peer education and role modeling). Furthermore, it is our intent to further develop our community partnerships with local museums and CBOs (in particular the Caribbean Cultural Center, El Museo del Barrio, and The Studio Museum of Harlem), as well as high schools who are looking to provide their students with community service tutoring and support opportunities.

The GNSS Collaborative will blend the complimentary research-based design elements of data

driven instruction and inquiry (Paul Bambrick-Santoyo: Driven by Data: A Practical Guide to Improve Instruction) and the Coalition for Community Schools' Rational and Results Framework (Community Schools: Promoting Student Success—A Rationale and Results Framework) as the means for increasing student success. Specifically, we will be using the following results framework/logic model from the Community Schools movement:

Short-term Result Areas:

- Children are ready to enter school
- Students attend school consistently
- Students are actively involved in learning and their community
- Families are increasingly involved in their children's education
- Schools are engaged with families and communities

Long-term Result Areas:

- Students succeed academically
- Students are healthy physically, socially and emotionally
- Students live and learn in a safe, supportive, and stable environment
- Students become responsible community members and global citizens
- Communities are desirable places to live

Desired Impact:

• Students graduate ready for college, careers, and citizenship.

GNSS will also work with Teaching Matters Inc. to implement Teaching for Impact. Teaching Matters services are designed to transform how educators work together at urban public schools, helping the most effective teachers develop the skills they need to lead their peers and drive school-wide improvement. The fundamental goal for Teaching for Impact is to help schools attain sustained, measurable improvement in Common Core teaching and learning. Teaching for Impact consists of three major components:

- Instructional Foundations: rigorous curriculum, coherent assessments, and solid content and teaching;
- Collaboration for Outcomes: Working together as a learning community strengthens individual teachers' performance and benefits students.
- Leading for Impact: Quality school leadership depends upon providing actionable support and feedback, as well as elevating teachers to lead.

Fundamentally at all levels we will be utilizing data to modify how we teach, lead and function as a community.

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

See Attachment B: School-level Baseline Data and Target-Setting Chart.

For the 2013-14 school year our student-body is comprised of 28% of students with IEPs, 19% ELLs and 93% that are eligible for a free and/or reduced lunch (Title 1 eligible); with approximately 96% of students performing at L1/2 in ELA and 87% of students performing at L1/2 in Math; It should be noted that 30% of our student body is independently reading at the 2nd or 3rd grade level and as such is need of intensive reading support and approximately 67% of our students have scored a Level 1 in either ELA or Math.

Of more significant note, the incoming sixth grade class maintains 45% of students with IEPs;

23% ELLs, 98% eligible for Free or Reduced lunch; 20% in transitional housing; with 100% of Sixth Graders performing at L1/2 in ELA (74% in L1) and 96% of Sixth Graders performing at L1/2 in Math; with 67% of Sixth Grader reading at or below the second grade level. Furthermore, 36% of Sixth Graders have a history of chronic absenteeism (being absent 15 or more school days in 2012-13). Given our demographics and our charge we have piloted an intensive extended day intervention for the Sixth Grade we also have the following Targeted Support Groups (TSGs):

- Students who missed 19 or more school days during the 2012-2013 school year (34 students) 26% of the school body
- Students who received a proficiency rating of 2.75 or higher on the 2013 Mathematics and ELA state assessments—approximately 10% of the school body
- Students identified as emerging readers as per the Degrees of Reading Power (DRP) assessment--30% of student body.
- Students who received a proficiency rating of less than 2 on the 2013 Mathematics and/ELA assessments—67 percent of student body.
- Students with disabilities [IEP students]--28% of student body.
- Students who are English Language Learners--19% of student body.

We also know that a significant number of our students do not perform well in school in part due to life circumstances such as homelessness, domestic violence, and by being members of families who are themselves disenfranchised due to generations of living in underserved communities. We know that the needs of many of our students have not been sufficiently met, resulting in tweens who are also disaffected and need to be reengaged. The GNSS Collaborative is designed to serve the needs of our population, to offer academic rigor, supportive sustained relationships by advisors and clinicians, and create a school culture and community of open communication and collaborative support for critical and creative learning.

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.

GNSS had a New York City Quality Review in May 2013. GNSS received an overall evaluation of "Proficient". In January of 2014 GNSS had an in-depth diagnostic review from the New York State Integrated Intervention Team (see initial IIT review Attachment J: *Debriefing Report for Schools*). In addition, the school Principal has two Principal Practice Observations by the Superintendent which are aligned with the SCEP, IIT, and serve as an additional vehicle for support, evaluation and accountability for the Principal and the SIF.

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

The May 2013 NYC Quality Review highlighted the following four positive areas:

- School leaders and faculty ensure a safe and nurturing environment for students that support social, emotional, and academic development.
- School leaders and teachers make purposeful decisions to emphasize Common Core Learning Standards (CCLS) and to provide opportunities for all students to experience CCLS-aligned units of study and rigorous academic tasks.
- · A variety of assessment tools used consistently across the school inform teachers of

- students' academic needs and lead to curricula and instructional adjustments that improve learning outcomes for all students.
- School leaders make strategic decisions about the use of resources and programs to support school-wide goals aligned to the needs of all students to improve student literacy and result in meaningful work products.

The report also identified these two areas for development:

- Strengthen questioning and discussion techniques across classrooms so that all students have multiple entry points into challenging content and tasks, demonstrate high levels of thinking, and are cognitively engaged.
- Continue the work of teacher team collaborations that provide opportunities for focused professional development and collegial conversations aligned to school goals that improve teacher practice and student learning.

The January 2014 IIT was generally positive and consistent with the NYC Quality Review. The IIT had one outstanding area for improvement; Tenet 4 and to a lesser extent Tenet 3.

Specifically, in terms of the common core aligned curricula being utilized in all core areas, the IIT noted that the school has "established a foundation to foster the implementation of the CCLS and instructional strategies leading to improved student achievement" (see Tenet 3 in Attachment J: Debriefing Report for Schools). The main area for future concentration was Tenet 4:

The school provides an intellectually and physically safe learning environment. The staff is in the process of using formative and summative assessments to tailor lesson plans and differentiate instruction to meet the individual needs of all students. However, the inconsistent use of data limits rigorous student engagement and higher levels of academic achievement.

Finally, the following was recommended from the first Superintendent visit in October 2013, and is once again consistent with above findings:

Commendations:

- Strategic decisions to implement CCLS aligned curriculum to support the school's goals, and to provide teachers with professional development and structured time for team meetings leading to improved instruction.
- Building a coherent vision of school improvement as evident by the creation of grade/content teams as well as the support of lead members of the cabinet team.
- Data team to closely monitor progress and determine possible instructional next steps.

Areas for further development:

- Continue to develop and plan the units, lessons and tasks to ensure all students have access and are cognitively engaged and challenged.
- Ensure that pedagogical practices provide scaffolds to meet the needs of all learners and incorporate student discussion to reflect high levels of thinking...ensuring that the level of questioning in the classroom sparks critical and analytical thinking.
- Continue to refine PD plan...continuously bridging professional development with practice and implement strategies that promote professional growth and reflection, with a special focus on new teachers.

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

The independent study, "Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism – And It's Implications For Other Cities," by Dr. Robert Belfanz and Dr. Vaughan Brynes of Johns Hopkins School of Education analyzed the work of a 100 pilot schools with over 60,000 students. The study found that the Task Force interventions had a "statistically significant and educationally meaningful impact on chronic absenteeism levels" at targeted pilot schools. Previously chronically absent students with mentors gained approximately 2 weeks (9 days) of school per student, per year which links directly back to improved academic outcomes and dropout prevention.

In order to improve attendance and lateness issues among the students, and to address concerns raised in the ITT under Tenet 4, GNSS will work collaboratively with PBC and GK to implement the GNSS Taskforce on Chronic Absenteeism. The GNSS Taskforce will be headed by Global Kids and will have PBC and GK Social Workers function as mentors, supporting students in addressing issues and getting "back on track". GK was selected because of their experience as an Attendance Improvement/Dropout Prevention provider for the United Way's GPS Program (funded by the NYCDOE). Additionally, GK's expertise in assisting underperforming schools with integration of CCLS using a youth development approach, as well, make them an ideal partner for GNSS. GK has provided curriculum support, teacher/staff training, and technical assistance in these areas, and will provide materials, training and resources for the GNSS faculty as part of their professional development.

In partnership with Teaching Matters and AMNH, GNSS Administration will build teacher capacity by supporting the teacher, the teacher teams (ICT/CTT), content teams, and Grade level Teams. Specifically, as part of this SIF proposal, GNSS will work with Teaching Matters Inc. to implement Teaching for Impact. Teaching Matters services are designed to transform how educators work together at urban public schools, helping the most effective teachers develop the skills they need to lead their peers and drive school-wide improvement. Teaching for Impact is designed to meet Common Core standards, improve teacher performance and measurable student progress. Specifically, Teaching for Impact consists of three strands that result in sustained, measurable improvement in Common Core Teaching and Learning:

Instructional Foundations: Curriculum Support, Assessment Alignment, and Pedagogical Guidance

• Helping schools improve student outcomes is built upon a rigorous curriculum, coherent assessments, and solid content and teaching.

Collaboration for Outcomes: Teacher Team Coaching and In-Class Support

 Working together as a learning community strengthens individual teachers' performance and benefits students.

Leading for Impact: Development of Teacher Leaders and Observation and Feedback

 Quality school leadership depends upon providing actionable support and feedback, as well as elevating teachers to lead.

Fundamentally, Teaching Matters and the GNSS Collaborative partners are aligned around one central belief for improving instruction: Teacher capacity is advanced through individual and team professional development (DDI), with the goal being shared and enthusiastic distributive

C. School Model and Rationale

Our young people live in one of the most diverse and globally connected cities in the world, one where there are a wealth of institutions, cultures, services and opportunities to enrich their lives and contribute to their growth and well-being. However, we know that most of our students remain disconnected from these resources, face tremendous obstacles to success, struggle with academic achievement, and lack access to the kinds of experiences and services they need to develop into healthy, well-rounded, successful students who are prepared for college and the 21st Century workforce. We aim to provide a school that will provide a holistic approach to developing the students and supporting their families, one that builds upon their assets, connects them to the supports they need, stimulates their intellectual and social and emotional development, and inspires them to chart a course of life-long learning,

As mentioned, a disproportionate number of students (more than 20%) at GNSS currently reside in transitional housing. While considerable diversity exists, homelessness is generally accompanied by exposure to multiple developmental risk factors (e.g., low educational attainment, exposure to unsafe and violent contexts), which have been linked to negative developmental outcomes in children. [1][2][3]Additionally, more than 40% of the sixth grade students at this school require an Individualized Education Program (IEP), and a high percentage of them enter the school with Level 1 scores on state tests.

The benefits of community-oriented school models are drawn from nearly a century of research that has concluded that children develop along multiple, interconnected domains, and when one developmental domain is ignored, other domains may suffer.[4] By addressing the needs of the whole child—physical, social, emotional, and academic—community-oriented schools create environments that fulfill all the necessary conditions for learning. We also know that when the core academic curriculum is tied to the community, removing the artificial separation between the classroom and the real world, student outcomes are improved.[5] "Complementary learning" involves coordinating non-school community and family resources with existing school services; co-locating these services at the school can have a positive, synergistic effect on a number of desirable outcomes for students, families, schools, and communities.[6]

Evaluating one model of community-oriented schools, Communities In Schools' seven-state study shows improvement in math, reading, and graduation rates is linked to integrated service provision. Notably, the CIS Model of providing integrated student services has a stronger impact on school-level outcomes than providing services for students in an uncoordinated fashion (see http://www.cisnet.org/about/NationalEvaluation/Normal. asp).

Global Kids is a 25-year-old positive youth development non-profit with a history of engaging underserved youth in out of school time programming. Promoting positive asset building and considering young people as resources—the core principles of positive youth development programming—are critical strategies to promote positive outcomes in young people. Following the principles of positive youth development programming, Global Kids provides opportunities, fosters positive relationships, and furnishes the support needed to build on the leadership strengths of young people. Through family support, caring adults, positive peer groups, strong

sense of self and self-esteem, and engagement in school and community activities, young people can, in fact, experience more positive outcomes.[7]

Global Kids has a history of supporting extended-day learning programs throughout New York City. Extended day learning engages young people because it makes learning meaningful and relevant. Activities tap into a young person's interest, sparking their imagination. They engage youth initially by providing choice and voice over what is offered, and maintain engagement through positive relationships with adults and peers (both critical components of positive youth development programming), and hands-on learning experiences that might involve science, math, physical activity, music or arts. Global Kids' after-school programming also provides opportunities for mentoring, tutoring, internships, apprenticeships, individualized learning, and college and career exploration for teenagers. This wide body of services complements, rather than replicates, lessons taught during the school day.

According to the Afterschool Alliance "Effective expanded learning programs should offer parental input and choice and also encourage family engagement. Working parents need a safe place for their children to be during the hours they are still at work, but some parents also appreciate an expanded learning option that either affords them help facilitate that involvement. Expanded learning programs that provide safe environments for children to learn, offer parental choice and facilitate communication are crucial to parents, schools and most of all students. In addition, several characteristics of expanded learning programs make it easier for working parents to interact with instructors – the later end time, the diversity of staffing and the flexible nature of programming among them. A wide body of research points to active parent involvement in their child's education as a key factor in student success, and community-based organizations partnering with schools on expanded learning can often help facilitate that involvement. Expanded learning programs that provide safe environments for children to learn, offer parental choice and facilitate communication that are crucial to parents, schools and most of all students.

Extended day programs are the newest, and therefore least researched, model of expanded learning. A number of approaches are being tested. Grounding these programs in the best practices of proven afterschool and summer programs will provide the greatest likelihood of success. At a minimum, these programs should engage students in their own education by providing hands-on, experiential learning opportunities that build on—but do not replicate—learning that happens during the school day."[8]

- [1] The characteristics and needs of sheltered homeless and low-income housed mothers. Bassuk EL, Weinreb LF, Buckner JC, Browne A, Salomon A, Bassuk SS JAMA. 1996 Aug 28; 276(8):640-6. Rog DJ, Buckner JC.
- [2] Toward Understanding Homelessness: The 2007 National Symposium on Homelessness Research. Washington, DC: Department of Health and Human Services; 2007. Available online: http://aspe.hhs.gov/hsp/homelessness/symposium07/rog/index.htm. Wilder Research.
- [3] Overview of homelessness in Minnesota 2006. St. Paul, MN: Wilder Research; 2007.
- [4] All together now. Washington, DC: Coalition for Community Schools. Blank, M., & Berg, A.; 2006. Available online: http://www.ascd.org/ASCD/pdf/sharingresponsibility.pdf
- [5] Community-based learning. Washington, DC: Coalition for Community Schools. Blank, M., Berg, A., & Melaville, A.; 2006.

[6] The case for school-based integration of services: Changing the ways students, families, and communities engage with their schools. Public/Private Ventures. Available online: org/docs/Case%20for%20Integration%20of%20Services%20-%20PPV.pdf

[7] Positive Youth Development. Interagency Working Group on Youth Programs. Available online: http://findyouthinfo.gov/youth-topics/positive-youth-development

[8] Principles of Effective Expanded Learning Programs: A Vision Built on the Afterschool Approach. Afterschool Alliance. Available online: http://www.afterschoolalliance.org/Principles%20of%20Expanded%20Learning%20Programs Jan 2012(2).pdf

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.

In September 2013, GNSS applied for a community school grant. In preparation for completing this grant, keys members of the school staff collected information and data, and convened meetings with other stakeholders to prioritize the needs to be met, select appropriate interventions and partners for the program, and make decision about administration and management of the program. In fact, it was during these meetings that the parents identified and prioritized the need for peer mediation and the creation of a Youth Council. The SIF Communication/Engagement plan followed the same processes as that utilized for the development of our SCEP and our community school grant:

SIF Communication/Engagement Plan:

- SIF initial Goals are constructed and shared with the GNSS stakeholders and collaborating partners at the start of development process (Feb 2014).
- SIF goals are planned, developed, reviewed and refined by the GNSS stakeholders, collaborating partners and sub-committees of the School Cabinet Team (Feb-June, if necessary)
- SIF contents are disseminated/reviewed with the other school governance teams (e.g. Wellness and Grade-Level) by the members of the Cabinet who also lead/supervise the teams
- SIF contents are disseminated/explained/reviewed with the parents during the PTA/SLT meetings. PTA/SLT make recommendations to plan (e.g. SLT recommended Peer Mediation Program, Youth Council, etc.)
- SIF draft is submitted to the network for feedback and guidance.
- If awarded a review and refinement of plan will occur with all stakeholders.

Specifically, all the stakeholders for this grant have been involved in planning and development of this proposal through meetings, feedback sessions, online collaboration/writing of documents, needs assessments and surveys. It was agreed that with the successful piloting this fall of our extended day model for sixth graders, we should expand this approach school-wide. We also factored in our success with a new extended day model for sixth graders launched this fall. Our SIF proposal is a natural extension of ground work already done, with appropriate reconfiguring to address the specific needs of our population and to enhance the academic offerings during the school day.

D. School Leadership.

Florin Purice, Interim Acting Assistant Principal functions as an instructional lead in the school and a transformational change agent/facilitator for the Common Core shift by bridging best practices learned from external intensive training on Danielson-based professional development Mr. Purice has received intensive and teacher evaluation and data-based decision making. leadership training from the 12 month NYCDOE sponsored Leaders in Education LEAP is a 12-month, school-based, on-the-job principal Apprenticeship Program [LEAP]. preparation and leadership development program run by the New York City Department of Education (NYCDOE). The LEAP model is aligned with the NYCDOE's instructional initiatives and priorities, and it is grounded in research and NYCDOE Quality Review (QR) leadershipbased competencies. Through LEAP and his practice at GNSS, Mr. Purice has demonstrated the ability to support the following areas:

I. Instructional Core across Classrooms: Aligning curriculum, pedagogy, and assessment to CCLS.

II. School Culture: Creation of positive learning environments with high expectations for all. III. Structures for Improvement: Leveraging Resources; Teacher Support and Supervision; Goals and Action Plans; Teacher Teams and Leadership Development; Monitoring and Revising Systems.

As the Administrative Lead for the SIF grant, Mr. Purice will develop a schedule that will involve at least 90% of our student body in Social-Emotional Learning, Enrichment Activities and targeted instruction based on on-going review of data. Mr. Purice will also support the integrity of the program and the alignment of practice with the Collaborative Goals by conducting and documenting teacher observations. This includes:

- Pre-observation conference
- Taking of low inference observations transcript
- Cross-walking the observation with the Danielson Framework, and
- Providing verbal and written feedback to teachers.

In support of his leadership development, Mr. Purice will meet daily with the Principal and the Administration team and participate in the following activities:

- FHI360 Network- Monthly AP Meetings on various topics including School Safety, Teacher Evaluations and supporting ELLs
- CSA Executive Leadership Institute Monthly meetings of an AP Cohort Group mainly focused on using DDI as a vehicle for supporting teachers in conjunction with ADVANCE.
- NYCDOE Talent Coaches/Teacher Effectiveness Office School leaders receive support for the implementation of Advance through NYCDOE Talent Coaches. The Principal and Assistant Principals participate in Job-Embedded Support for Advance visits in which they do a minimum of 2 classroom visits for the purposes of calibrating teacher practice and providing strategies to continue the work with accuracy and consistency. Talent Coaches also support a collaborative review of specific, actionable next steps for teachers following observations and the examination of previous feedback to identify trends or patterns in teacher's practice, and grounding our conversation in student work and expectations. Coaching on the new systems (on-line Advance Web Application system supports the evaluation system for NYCDOE teachers), practices and behaviors required of education law 3012-c. In spring 2013, the NYCDOE began rolling out a robust system of supports to

ensure that all principals, assistant principals, and teachers are well-prepared to implement *Advance* in fall of 2013. This included regularly scheduled visits by Talent Coach to work with Principals, Assistant Principals and teachers ensuring

• Connected Mathematics Project II (2008 – 2010) & III Training (2013 – 2014)

• Aspiring Leader Institute Participant - Center for Creative Leadership, Greensboro, NC 2012

• Accepted into the NYC Principal Candidate Pool - 2012

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.

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.

As documented in the SCEP (Tenet 2) and by the IIT (Tenet 2 in Attachment J: Debriefing Report for Schools), by implementing a community/distributive leadership theory of action the GNSS Collaborative will support the development of a school culture and community that shares and promotes a vision for academic rigor, accountability, student achievement and well-being. All community stakeholders (teachers, parents, network, etc.) use data-based decision-making in order to strengthen systems, practices, and understandings which foster a physically and emotionally secure environment that supports every student progressing towards and/or achieving college/career ready standards.

Successful implementation, effective communications, and timely and accurate collection of data and reports will be the responsibility of the following stakeholders:

Key Stakeholders and Corresponding Teams:

• School Principal: Luis M. Genao (Administration, Cabinet, Wellness, ELA, 8th Grade, SLT, Special Ed.)

• Assistant Principal: Florin Purice (Administration, Cabinet, Math, 6th Grade)

• Data Specialist/Programmer/Lead Facilitator: Bryan Marsey: (Administration, Cabinet, ELA, 6th Grade, SLT)

• School Counselor: Kassandra Reyes (Cabinet, Wellness, 8th Grade, Special Ed.)

 Dean: Deborah Petrus-Torrence (Administration, Cabinet, Wellness, Science, 6th Grade, SLT, Special Ed.)

• UFT Chapter Leader & Special Education Teacher: Dejah Lynch (Cabinet, Math, 6th Grade, Special Ed., SLT)

• UFT Delegate & Special Education Teacher: Pierre Gendron (Cabinet, ELA, 7th Grade,

Special Ed., SLT)

- UFT Para-profesional Delegate: Maria Figueroa (Cabinet)
- Spanish/ESL Teacher: Berquis Arias (Cabinet, ELA, 6th Grade, SLT)
- Parent Coordinator: Yajaira Deleon (Cabinet and SLT)
- Princeton Blairstown Coordinator: Lynn Calta, LMSW (Cabinet, Wellness, 6th Grade, SLT.)
- Global Kids Coordinator: Jessica Cuttone-Ramos (Cabinet, Wellness, 7th Grade, SLT.)
- Global Kids MSW: Sophie Khan (Cabinet, Wellness, 8th Grade, SLT.)

The School is guided by the following teams:

- Administration team (meets daily)
- School Cabinet team (meets weekly)
- School Leadership Team (meets monthly)
- Wellness Team (meets weekly)
- Grade Level and Content Team (meet weekly)
- Parent's association (meets monthly)

All community stakeholders (teachers, parents, network, etc.) practice/demonstrate data-based decision-making when strengthening systems, practices, and understandings which foster a physically and emotionally secure environment that supports every student progressing towards and/or achieving college/career ready standards. This also supports a safe environment for stakeholders to identify challenges and barriers and brainstorm solutions. All stakeholders are involved in the development of the State Comprehensive Education Plan (SCEP) which is spearheaded by the Cabinet and SLT: SCEP development team is made up of the parent coordinator, school administrators, teachers, para-professionals, school counselor(s), social worker(s), parents and UFT chapter leader.

The School Cabinet Team (SCT) is made up of sub-committee teams charged with the implementation of the five action goals included in the SCEP. The SCT meets on a weekly basis to monitor, discuss and refine the instructional activities/strategies developed to support the five annual goals. Meetings take place on Thursday at 3:45PM in the school's library on the second

The Grade Level, Wellness and Content teams meets weekly to discuss data on attitudes, behavior and performance targets for the students. They also discuss assessments, organizational structure for small group instruction, and recommend strategies that support student enrichment

Additionally, the school developed and uses the following communications plan and strategies to maximize participation and inclusion.

Communication Plan:

- SCEP Initial Goals are shared with the GNSS stakeholders at the start of the school year.
- SCEP goals are planned, developed, reviewed and refined by the sub-committees of the School Cabinet Team (SCT)
- SCEP contents are disseminated/explained to the content teams by the members of the SCT who also lead/supervise the content teams
- SCEP contents are disseminated/explained/reviewed to the parents during the PTA/SLT

meetings. PTA/SLT will then make recommendation to plan (e.g. SLT recommended Peer Mediation Program, Youth Council, etc.)

• SCEP draft is submitted to the network for feedback and guidance.

Current Strategies and Practices:

Community/Distributive Leadership Development:

- School Cabinet: The School Cabinet Team is made up of the parent coordinator, school administrators, teachers, para-professionals, school counselor(s), parents and UFT chapter leader. The School Cabinet sub-committee teams are charged with the implementation and monitoring of the five action goals included in the SCEP.
- Development of Assistant Principal via mentoring, and utilization of external resources (LEAP, FHI360, ELI, Connected Math, NYCDOE Talent Coaches/Teacher Effectiveness) with a focus on having Assistant Principal be an instructional lead in the school and a transformational change agent/facilitator for Common Core shift by bridging best practices learned from external intensive training on Danielson-based professional development and teacher evaluation and data-based decision making.
- Development of teacher leaders:
 - ❖ Data Specialist: mentoring, and utilization of external resources (MSQI, TLP, Scholastic CodeX, FHI360, Teaching Matters, NYCDOE Talent Coaches/Teacher Effectiveness) focused on having Data Specialist be lead facilitator for ELA Team Meetings, and other data analysis sessions focused in support of Common Core shifts
 - ❖ Content and Grade Level Team facilitators: mentoring and utilization of external resources (MSQI, TLP, Scholastic CodeX, Connected Math3, FHI360, Teaching Matters, Word Generation, Network and other Coaches) to assist in data-based decision making processes, including review of student work, and development of Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).
- Development of PA/SLT: The School Cabinet works closely with Parent Coordinator and PA/SLT to develop, refine and monitor SCEP as well as their ability to engage in DDI.

E. Instructional Staff

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*.

GNSS leadership has recruited and hired staff, nurtured CBO partnerships and essentially developed a collaborative school community and culture that fosters well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement. As of February 2014, all staff (15 of 15) are considered "Highly Qualified" in their license area, with one staff member being dually certified and "Highly Qualified" in the teaching of Spanish and of English as a Second language (ESL). Two staff members are

teaching partially out of license (one teaching math and the other 6th Grade Science). Of these two, the Math teacher has a history of being rated "Effective" based on student outcomes.

In terms of Teacher Effectiveness half of the staff (7 of 15) have a history of positive outcomes on New York State Exams and or other diagnostics (i.e. DRP for students in Wilson program). It should be noted that one teacher, is a teacher of Orchestral Music and as such does not have a history of summative outcomes (thus 7 of 14 have a history of effectiveness on a NY State Test or another formative or summative assessment).

Through the initial rounds of observations and evaluations most of the teachers have demonstrated fidelity to implementing an academically rigorous common core aligned curricula (13 of 15) and most (12 of 15) have demonstrated the ability to organize their classrooms so that all students can learn (scoring between developing and effective on Danielson Domain 1 and 2). It should be noted that classroom management and the maintaining an effective classroom environment is a skill that most teachers have at GNSS (12 of 15). Though many of our teachers have shown a demonstrable commitment to reflective practice (11 of 13) during professional learning session, few have demonstrated the effective, consistent utilization of on-going assessments as a tool for learning (Danielson Component 3d). This correlates with a lack of effectiveness in using questions and discussion techniques and student engagement (Component 3b and 3c). Fundamentally, what is currently lacking is the demonstrable ability to have all students highly engaged in learning (Danielson Domain 3).

During the last two years GNSS implemented an inquiry process that facilitated data based decision-making by all core teachers and partners. Specifically, teachers analyze the previous year's spring State tests and follow-up Scantron/ACUITY exams to identify performance indicators key to achieving the greatest improvement for individual student achievement. After baseline assessments of all students are conducted, teachers and coaches analyze results and determine targeted instructional tasks until the next formative assessment. The establishment of performance goals are guided by and articulated in the GNSS Data Driven Instructional Tool (DDIT). This cycle of analyzing the indicators and adjusting the DDIT continues throughout the year, utilizing data from the citywide "Mock" Test in January, a writing-on-demand assessment and a final interim Acuity in March. The shift in instructional practices are then observed in action by the Administration and GNSS Coaches, thus providing a seamless connect between teacher inquiry, data-based decision making, and classroom observations. Upon review of this practice it was evident that we had neither made our students nor our parents partners in this effort. Simply put, GNSS did not have a system for communicating student formative progress—or the lack thereof—to parents or students.

For this SIF redesign the GNSS Collaborative will develop an Assessment Feedback System to engage parents and students in a review of their own formative assessments. The system will utilize semi-monthly progress reports, the on-line Jupiter Grade-book portal, as well as advisories and town hall meetings, as a means for greater transparency and community accountability.

GNSS also proposes to utilize the Teaching Matters' Teaching for Impact platform as weekly support for data driven instruction and inquiry. Through greater support, accountability and

communication, GNSS expects to develop a culture wherein assessments is seen and utilized as a tool for learning across the community.

In addition, GNSS will restructure the weekly schedule (shrinking Math double-blocks into one extended period) thus allowing the "highly qualified" Math Teachers to serve as the primary teachers for Math instruction 6-8 and increasing time for Science and Social Studies instruction. In support of this effort, allocated Tax Levy funds will be used to hire two additional teachers, one for Science (6-8) and another for Social Studies (7-8). Finally, by restructuring the schedule we are also able to:

- Have all students involved in 6 hours of additional academic and enrichment coursework every week
- Allow for Advanced Math and Science coursework for 8th grade
- Offer Social Studies classes for 7th and 8th grade
- Provide greater Science coursework for 6th grade
- Maximize reading intervention time, to include Wilson 1 & 2
- Offer more Art classes throughout the extended school day

The GNSS schedule was restructured to maximize academic enrichment, reading intervention time, (Wilson 1 & 2), youth leadership and social-emotional learning. The restructured schedule increases our capacity to support up to 80 students in Wilson intervention, with a particular focus on 6th grade. By the end of the first grant year, GNSS expects to show a 10% increase in the number of students scoring a Level 3 or higher on the Math/ELA state assessments as measured by the NYC DOE progress report.

We have identified and will utilize the following strategies to engage and meet our students' needs: Small Group Instruction, Wilson Reading System, Wilson Just Words, Socio-Emotional Learning, On-line learning and greater usage of Instructional Technology (for Independent Reading, Writing Portfolios, Video game design, typing & basic word processing skills), Counseling, and Performing Arts education and enrichment.

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 founders of the Global Neighborhood Secondary School (GNSS) have worked to create an intellectually vibrant and rigorous professional instructional culture distinguished by: (1) an extraordinarily high level of meaningful collaboration and learning among teachers, students, parents, and community partners, (2) the quality of our professional support and development, and (3) a student centered, no failure allowed policy which systematically supports the success of all students.

We are committed to a diverse team of first-rate teachers dedicated to working with students of all academic abilities, including English-language-learners and students with diverse learning needs in the least restrictive environment possible. GNSS' teachers are committed to expanding their teaching repertoires, creating project-based classrooms, and improving student achievement through teacher research and collaboration. Our hopes and expectations for teacher candidates are outlined below.

Community Expectations: Advisory and the teacher-counselor model

- Serving as a faculty-advisor to a small advisory group of students throughout their stay in school, and attending professional meetings to support this work.
- Crafting authentic, service learning, community action projects with students, parents, artists, community members, and our community partners.
- Collaborating and communicating actively with student families in regards to the academic and social-emotional development of each student in the advisory.

Collegial and Professional Development Expectations

- Actively collaborate in GNSS inquiry action research groups including: one weekly, school-wide, after-school meeting, and active collaboration in smaller inquiry groups during the school day. Inquiry groups will evaluate school and individual student progress over time, and make modifications to instruction, school curriculum and culture accordingly.
- Participate in school-based, "critical friend" practices and be involved in local and national school reform meetings (with the FHI-360, Teaching Matters, and the Coalition for Essential Schools).
- Participate in the building of an energetic, democratic, socially responsible school community.

Curriculum Design and Assessment Expectations 2013 – 2014 Citywide Instructional Expectations

As per the citywide Instructional expectation, in the school year 2013–14, teacher teams will focus on changes to classroom practice:

- In all grades and content areas, plan and teach lessons and units that integrate the literacy and math Common Core instructional shifts where appropriate. While not every lesson in every content area will include integration of the shifts, students should experience all of the instructional shifts and associated standards over the course of the year. Teachers are responsible for students' content knowledge while at the same time sharing responsibility for students' literacy skills. Identify authentic opportunities for reading, writing, speaking, and listening in service of meeting the content standards of the discipline.
- Know their students as individuals, including their academic and personal behaviors, language development, knowledge, interests, strengths, and special needs.
- Adjust their lessons, units, and classroom assessments to address the gap between what the standards require and what their students know and are able to do.
- Work with peers, coaches, and school leaders to achieve both <u>rigor and access</u> for all students. Plan for interventions as appropriate.
- For students with <u>Individualized Educational Plans</u>, ensure that individual supports and specialized instruction are aligned to the needs of the student and that goals are aligned to Common Core standards where relevant.
- Implement classroom structures and assessment practices across all grades that encourage student self-reflection and engagement of students in the learning process.
- Actively participate in their own development as teachers, supported by the implementation of a new system of teacher evaluation and development.

As previously stated GNSS has a community/distributive leadership development theory of action, as such the Principal has selected and supported the development and advancement of the

following members:

- Development of teacher Florin Purice to Assistant Principal via mentoring, and utilization of resources (LEAP, FHI360, ELI, Connected Coaches/Teacher Effectiveness) with a focus on having Assistant Principal be an instructional lead in the school and a transformational change agent/facilitator for Common Core shift by bridging best practices learned from external intensive training on Danielsonbased professional development and teacher evaluation and data-based decision making. Development of teacher leaders:
- - * Data Specialist: mentoring, and utilization of external resources (MSQI, TLP, Scholastic CodeX, FHI360, Teaching Matters, NYCDOE Talent Coaches/Teacher Effectiveness) focused on having Data Specialist be lead facilitator for ELA Team Meetings, and other data analysis sessions focused in support of Common Core shifts.
 - * Content and Grade Level Team facilitators: mentoring and utilization of external resources (MSQI, TLP, Scholastic CodeX, Connected Math3, FHI360, Teaching Matters, Word Generation, Network and other Coaches) to assist in data-based decision making processes, including review of student work, and development of Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).

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

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.

In addition to following the hiring guidelines as outlined by the NYC DOE, GNSS works to develop and retain teachers by providing them with the necessary support to be successful.

- provided with professional development opportunities; these opportunities are based on school needs and the teachers' self-identified needs
- provided with collaborative planning sessions; staff members are encouraged to collaborate when designing unit and lesson plans, plan various assessments, etc.
- provided with opportunities to take on additional responsibilities (before and after school) bus arrival, morning procedures, after-school programming, Saturday schools, etc.

• encouraged to take on leadership roles – run content/grade level team meetings, plan and lead PD sessions for their peers, etc.

Finally, all new teachers are assigned a mentor (fellow department member or the UFT chapter leader) and coaches and school administrators are available to work with staff 1:1 and in small groups to address re-occurring topics: classroom management & routines, planning effective lesson plans, assessment and questioning techniques, etc.

GNSS does not anticipate any problems with recruiting or hiring staff to fully implement this program.

F. Partnerships

Global Kids is the lead partner organization for the SIF program. With its outstanding track record, experience working in New York City public schools, and current partnership with GNSS, they are an outstanding choice for our school.

Founded in 1989 and an independent not-for-profit organization since 1993, Global Kids works to develop youth leaders for the global stage through dynamic global education and leadership development programs. Global Kids inspires underserved youth to achieve academic excellence, self-actualization and global competency, and empowers them to take action on critical issues facing their communities and our world. Global Kids uses interactive and experiential methods to educate youth about critical international and public policy issues and provides them with opportunities for civic and global engagement. Global Kids' groundbreaking digital media programs build digital literacy, foster substantive online dialogues, develop resources for educators, and promote civic participation. Through its professional development initiatives, GK provides educators and youth workers with strategies for integrating a youth development approach and international issues into their classrooms. Global Kids has worked with more than 120,000 students and educators in New York City and beyond, receiving national recognition for exemplary practices in international education, digital media programming, experiential learning, and youth development. Over 90% of its participants graduate from high school each year, with approximately 90% of them going on to higher education. Increasingly, Global Kids is providing high quality programming for middle school students and is a partner with The Afterschool Corporation's Middle School ExTRA initiative at PS/IS 109, where it coordinates and implements the expanded learning time program.

Global Kids will serve as the anchor for the School Innovation Fund grant and will provide dedicated staff who organize, manage, and implement the extended day component; support and collaborate with the principal to develop strategies for SIF implementation; provide professional development and technical assistance to staff on CCLS, youth development, attendance improvement, and utilizing data; bring in strategic partners and resources; facilitate in-school activities such as peer mediation and academic enrichment programs; and handle administrative duties associated with the project.

Princeton Blairstown Center, as previously indicated, will participate by providing group and individual interventions that focus on developing the children's social emotional learning, addressing chronic absenteeism, hosting expeditionary learning overnight camp experiences

during the school year and the summer, and providing on-site individual sessions with selected 6th and 7th graders. This has been a longstanding partnership that continues to evolve as we further refine the interventions for the participants, and strengthen our collaboration.

Over the course of nearly two decades Teaching Matters has partnered with more than half of New York City's 1,750-plus public schools. During the past year TM has provided in-depth programming to approximately 1,600 teachers reaching 23,000 students in over 100 schools—the majority in underserved areas.

Teaching Matters will continue the work that began in February of 2012 at GNSS: supporting the implementation of the two CCLS-aligned curricula "Writing Matters" and "Voices & Choices" (for Social Studies), with an on-going focus on DDI and building capacity amongst teachers. A recent independent study by ALTA Solutions found that the pairing of TM's Writing Matters curriculum with coaching and teamwork produced success (link to study):

Teaching Matters leveraged Writing Matters content and assessments, spurring results-oriented teacher discussions that were focused concretely on student writing successes and challenges. Their leading work serves as a model for what matters in middle school writing instruction.

Teaching Matters will also continue to support GNSS in utilizing the Danielson Framework as a tool for Teacher Effectiveness and specifically in examining the correlation between teacher practice and student growth. Teaching Matters' experience in transforming how educators work together at urban public schools, and helping the most effective teachers develop the skills they need to lead their peers and drive school-wide improvement, will fit well with the steps that GNSS leadership has already implemented to support teacher development.

Complete the Evidence of Partner Effectiveness Chart (Attachment C).

See Attachment C

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.

To ensure that all partners are meeting their obligations, the GNSS Collaborative plans to use the New York State Afterschool Network (NYSAN) Quality Self-Assessment (QSA) Tool as the foundation to set benchmarks and measures for program quality and outcomes attainment. The QSA Tool is one of few self-assessment instruments available. It is intended to help program leaders and staff, in collaboration with other stakeholders, to better understand the indicators of a high-quality program and reflect on all aspects of their program's operation.

The QSA Tool is organized around ten essential elements of an effective afterschool program, all of which come from evidenced-based practice, including administration/organization, programming/activities, linkages between day and extended hours, parent/family and community partnerships, and, measuring outcomes and evaluation. Under each element, there is a list of quality indicators. The QSA Tool will be used in concert with other formal and informal

evaluation methods, such as youth, parent and staff meetings, youth and parent focus groups, and external monitoring and evaluation. Each of these methods will help identify program strengths and areas in need of improvement. There will be weekly meetings, and monthly "reflections" to assess progress and identify challenges, as well as constant open lines of communication among the stakeholders and partners. When there are cases of services not yielding expected outcomes, members of the SIF team will conference, analyze the data, conduct additional inquiry with stakeholders, and brainstorm solutions to improve delivery of services. Global Kids also has its own performance measurement and management tools, use to gage achievement in five outcome areas that focus on academic achievement, leadership development, global competency, and civic/community engagement.

As stated in the SCEP and as reviewed by the IIT (see Tenets 3-5 in Attachment J: Debriefing Report for Schools), the school has various data systems that are reviewed on a regular basis by the following constituencies in order to attain the school-wide goals as defined by the SCEP (student progress and achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). It is our expectation that all of our partners will also be involved in collecting data, reviewing progress and making corrections as indicated by the data. GNSS has implemented systems for review and evaluation of progress through the following practices.

Current Strategies and Practices:

- Weekly Administrative review of team meetings to ensure the timely administration and effective utilization of data—ensuring a coherent and continuous data-based decision making and data-driven instruction praxis (inquiry). This includes providing support for team developed plans for the academic and/or social-emotional development of our students.
- Weekly School Cabinet meetings: charged with the development, implementation and monitoring of the five action goals included in the SCEP. This has included the utilization of NYCDOE systems and the creation of our own tools to more effectively monitor the socialemotional and academic development of our students (GNSS Blackbinder portal, Jupiter Grading system, Data Driven Instruction Tool).
- Content and Grade Level Teams for alignment of curricula to Common Core and data-based instruction, including review of student work.
- Intensive coaching to support common core shifts, bolstered by classroom observation and intensive teacher training on Danielson and data-based decision making.
- Weekly Wellness team Meetings focused on identifying and supporting students at risk (academic performance, attendance, lateness, behavior) with special attention to Chronic Absentees and students in crisis.
- Weekly Grade Level and Special Education Team meetings focused on the social-emotional and academic development of shared students, including annual reviews of individual education plans and the development of FBAs/BIPs.
- Monthly PA/SLT meetings: Monthly Parent Workshops supported by CBO partners. The School Cabinet works closely with PA/SLT to develop, refine and monitor SCEP.

G. Organizational Plan

See Attachment G "Organization Chart"

Please note that GNSS' organization chart includes the following teams and cabinets.

Principal and Admin Team (P, AP, Data Specialist, SIF Grant Coordinator): Meet daily Cabinet (meets weekly)

Wellness Team (meets weekly)

Grade Level teams (meet weekly)

Content Teams (meet weekly)

Parents Association (President meets weekly with Parent Coordinator, PA meets monthly)

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.).

Statement of Practice 2.2:

The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School

By maintaining a community/distributive leadership theory of action the Principal has supported the development of a school community that shares and promotes a vision for academic rigor, accountability, student achievement and well-being (see Attachment J: Debriefing Report for Schools). All community stakeholders (teachers, parents, network, etc.) use data-based decisionmaking in order to strengthen systems, practices, and understandings which foster a physically and emotionally secure environment that supports every student progressing towards and/or achieving college/career ready standards. This theory of action has included the following on-

Current Strategies and Practices:

Community/Distributive Leadership Development:

- School Cabinet: The School Cabinet Team is made up of the parent coordinator, school administrators, teachers, para-professionals, school counselor(s), parents and UFT chapter leader. The School Cabinet sub-committee teams are charged with the implementation and monitoring of the five action goals included in the SCEP.
- Development of Assistant Principal via mentoring, and utilization of external resources (LEAP, FHI360, ELI, Connected Math, NYCDOE Talent Coaches/Teacher Effectiveness) with a focus on having Assistant Principal be an instructional lead in the school and a transformational change agent/facilitator for Common Core shift by bridging best practices learned from external intensive training on Danielson-based professional development and teacher evaluation and data-based decision making.
- Development of teacher leaders:
 - * Data Specialist: mentoring, and utilization of external resources (MSQI, TLP, Scholastic CodeX, FHI360, Teaching Matters, NYCDOE Talent Coaches/Teacher Effectiveness) focused on having Data Specialist be lead facilitator for ELA Team Meetings, and other data analysis sessions focused in support of Common Core shifts
 - * Content and Grade Level Team facilitators: mentoring and utilization of external

resources (MSQI, TLP, Scholastic CodeX, Connected Math3, FHI360, Teaching Matters, Word Generation, Network and other Coaches) to assist in data-based decision making processes, including review of student work, and development of Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).

❖ Development of PA/SLT: The School Cabinet works closely with PA/SLT to develop, refine and monitor SCEP.

SCEP Development and Communication:

- GNSS performance and new SCEP Goals are shared with the GNSS stakeholders at the start of the school year.
- SCEP goals are developed, reviewed and refined by the sub-committees of the School Cabinet Team (SCT) in collaboration with the SLT.
- SCEP contents are disseminated/explained to the content teams by the members of the SCT who also lead/facilitate the content teams.
- SCEP contents are disseminated/explained to the parents during the PTA/SLT meetings.
- SCEP draft is submitted to the network for feedback and guidance.
- SCEP is finalized.

Describe in detail, the plan for implementing the annual professional performance review (APPR) of all instructional staff within the school.

NYC Statement of Practice 2.4: The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback. (2013-14 SCEP)

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. The Measures of Student Learning (MOSL) components of Advance is worth 40% of a teacher's overall evaluation rating - the State Measures component is worth 20% and the Local Measures component is worth 20%.

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

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.

guidance materials and resources to provide information to help schools and support staff meet critical Advance implementation milestones including the Advance Web Application, an online application.

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

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

Additionally, as stated in our SCEP, by June 2014, 100% of all GNSS teachers will receive feedback and support aligned to the competencies and rubrics from Charlotte Danielson's Framework for Teaching and the mandates of the new NYCDOE teacher evaluation system: ADVANCE.

Current Strategies and Practices:

- Principal (L. Genao) and Assistant Principal (F. Purice) will complete all classroom observations, will input all comments and feedback into the Advance website and meet with teachers to discuss their best practices and areas of growth. Furthermore, Danielson aligned formative observations will be conducted by teacher peers and coaches. Though these ratings will not ne evaluative they will reinforce greater understanding of Danielson and effective teaching as well as be a mechanism for cross-rater reliability.
- DOE Talent Coach will meet with school administrators and members of the School Cabinet

Team to discuss and norm practices aligned to the Teacher Effectiveness Rubric.

- School administrators, in collaboration with teachers and coaches, will design and implement professional development sessions centered on competencies le Designing Coherent Instruction; 3b Questioning and Discussion; and 3d Using Assessment in Instruction.
- Principal (L. Genao) will attend monthly network meetings centered on various topics aligned to the DOE's 2013 - 2014 instructional expectations. Assistant Principal (F. Purice) will attend monthly training sessions provided by the CSA's Executive Leadership Institute and the FHI360 network.
- Teachers will be provided with weekly coaching targeting and aligning the implementation of Common Core aligned curricula and the Danielson Framework. Specifically, all teachers will be trained to self-assess their adapted or developed lesson plans and identify and implement opportunities for assessment, questioning and discussion techniques as per the appropriate Danielson rubrics.

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

See Attachment I: PD Plan

H. Educational Plan

<u>Curriculum</u>. 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).

Commencing in May 2013, Content Teams at GNSS discussed the full implementation of the Common Core State Standards for 2013-2014. Each content team studied the varying curricula options (including sharing their curriculum building experience and reviewing outcome data) and decided on implementing one of the NYCDOE vetted CCLS aligned curricula for 2013-14. After implementing the CCLs aligned curricula, the content teams decided to continue with their utilization during the transformational period of the SIF proposal (2014-2017) with the following

- Mathematics: implementation 6-8 of Connected Mathematics Project 3 with on-going teacher modifications: support from Assistant Principal for implementation with a low-literacy population and support for on-line math support tools to be used by students and teachers. CMP3 will be utilized through the SIF transformation period with an 8th Grade Advance Math Regents (Algebra) course offered for eligible students.
- ELA: on-going implementation 6-8 of Scholastic CodeX curriculum with the following enhancements through the SIF transformation period:
 - Sixth-Eighth Grade ELA: Allocating time for independent reading, greater vocabulary building (Word Generation curriculum), writing process (through implementation of Teaching Matters' writing curriculum: Writing Matters) and test preparation (building greater understanding of, and fluency with, New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program).
 - Sixth Grade Science: in 2013-14, Sixth Grade Science met twice a week, utilizing the Science Word Generation curriculum. This will be expanded through

the transformation period to five periods per week of sustained Science with a focus on non-fiction content based reading and project-based learning. Curriculum will be created by science teacher and adapted in collaboration with Faculty and Fellows from AMNH-MAT program. All curriculum units must be aligned with the Next Generation Science Standards, NY Intermediate Level Science Standards and the CCSS.

- ❖ Sixth-Eighth Grade Social Studies: Through the recruitment and hiring of a dedicated Social Studies Teacher, we will have greater on-going support of CCLS instructional shift towards reading of non-fiction text by blending Word Generation curriculum with Teaching Matters Voices & Choices.
- For Seventh-Eight Grade Science: Curriculum was created by our lead science teacher and adapted in collaboration with Faculty and Fellows from AMNH-MAT program. All curriculum units have been aligned with the Next Generation Science Standards, NY Intermediate Level Science Standards and the CCSS.

Fidelity in regards to the effective implementation of the above curricula is evaluated via frequent short observations of classroom practice. Furthermore, the effectiveness of the CCLS-aligned and NYSED approved mathematics and ELA curricula will be measured via weekly content team meetings focused on examining coherent instructional practices across grade levels and analysis of student data. These weekly sessions will be bolstered by weekly individual sessions with teachers in order to identify the teachers' professional development needs and appropriate support strategies for small group instruction within each classroom. Formative assessments have already exposed significant gaps in Writing, Independent Reading, and curricular supports for students with IEPs or with those reading levels below 3rd grade.

H. Educational Plan

<u>Instruction.</u> 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.

GNSS will continue to implement Scholastic CodeX in the English Language Arts classroom. CodeX offers a full year of instruction, designed around seven units. These Units focus on vocabulary, comprehension, writing, and performance tasks designed to engage students in Close Reading and daily writing about complex nonfiction and contemporary literature. Code X includes strategies and teacher modeling to support English language learners, struggling readers, students with disabilities, and advanced learners.

Writing Matters engages upper elementary and middle students in the writing process through a series of four to six week units, addressing specific genres. Original content and interactive technology are seamlessly integrated, helping students develop their writing skills as they generate ideas and topics, organize, compose, revise and publish their work online — from school or from home.

Writing Matters is closely aligned to the Common Core Standards. The program is paired with comprehensive coaching support which enables teachers to take full advantage of the curriculum and assessments. GNSS will continue to implement the Editorials and Feature Articles units

aligned to the informational reading and writing standards. All together the ELA platform addresses the six instructional shifts for the common core: Critically reading and responding to informational and literary text; Text Complexity; Text-based answers; Writing from Sources; Building Knowledge in the Disciples; and Academic Vocabulary. This will be supported and enhanced by greater reading and vocabulary study in Science, Social Studies and Math through our implementation of Word Generation (Word Generation is a research-based vocabulary program for middle school students designed to teach words through language arts, math, science, and social studies).

As of September 2013, Global Neighborhood Secondary School adopted Pearson's Connected Mathematics Project 3 (CMP3) curriculum. This is the only middle-school curriculum aligned to the Common Core State Standards and approved by the New York City Department of Education for use in the classroomCMP3 fully addresses the Common Core State Standards for Mathematical Practice. Throughout the program, students focus on problem-solving strategies, habits of mind, and mathematical proficiency. CMP3 students learn to communicate their reasoning by constructing viable arguments, offering proofs, and using representations. These approaches, which are aligned with the Standards for Mathematical Practice, are explicitly woven within the content of the curriculum and connected to the Common Core Content Standards.

The Common Core State Standards promote a more conceptual and analytical approach to the study of mathematics. CMP3 follows this approach. As students begin their study of mathematics in the middle years, they have completed their study of the four arithmetic operations with whole numbers and decimals and will complete their study of the four operations with fractions in Grade 6. The focus now turns to the development of algebraic concepts and skills, which grows from students' understanding of arithmetic operations. Students will apply their knowledge of place value, properties of operations, and the inverse relationships between operations (addition and subtraction; multiplication and division) to explore and evaluate algebraic expressions. As they did with arithmetic expressions, students will interpret and analyze parts of the expression and explore the relationships among the parts of the expressions to build not just procedural fluency, but conceptual understanding and strategic competence. This analytic focus helps students to look more fully at the equations and expressions so that they begin to see patterns in the structure. These patterns will be useful when students explore more complex algebraic concepts in high school.

H. Educational Plan

<u>Use of Time</u>. 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.

See attachment H: "2014-2015 Proposed Schedule"

GNSS will restructure the weekly schedule, extending the day for all students by six hours a

week and shrinking Math double-blocks into one extended period, thus allowing the "highly qualified" Math Teachers to serve as the primary teachers for Math instruction 6-8 and increasing time for Science and Social Studies instruction 6-8. In support of this effort, allocated Tax Levy funds will be used to hire two additional teachers, one for Science (6-8) and another for Social Studies (7-8). It should be noted that for 2013-14, the Eighth Math teacher was not licensed to teach math (though she had a history of effectiveness on state outcomes). This will allow our eighth grade Math teacher, who is licensed to teach Music, to teach Chorus and Math. Fundamentally, by restructuring the schedule we are also able to:

- Have all students involved in 6 hours of additional academic and enrichment coursework every week
- Allow for Advanced Math and Science coursework for 8th grade
- Offer Social Studies classes for 7th and 8th grade
- Provide greater Science and Social Studies coursework for 6th grade
- Maximize reading intervention time, to include Wilson 1 & 2
- Offer more Art classes throughout the extended school day

The GNSS schedule was restructured to maximize academic enrichment, reading intervention time, (Wilson 1 & 2), youth leadership and social-emotional learning. The restructured schedule increases our capacity to support up to 80 students in Wilson intervention, with a particular focus on 6th grade. By the end of the first grant year, GNSS expects to show a 10% increase in the number of students scoring a Level 3 or higher on the Math/ELA state assessments as measured by the NYC DOE progress report.

We have identified and will utilize the following strategies to engage and meet our students' needs: Small Group Instruction, Wilson Reading System, Wilson Just Words, Socio-Emotional Learning, On-line learning and greater usage of Instructional Technology (for Independent Reading, Writing Portfolios, Video game design, typing & basic word processing skills), Counseling, and Performing Arts education and enrichment.

H. Educational Plan

<u>Data-Driven Instruction/Inquiry (DDI)</u>. Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI) to be implemented under SIG.

At GNSS, academic rigor and the implementation of the Common Core Standards is made real through an inquiry process that facilitates data based decision-making by all core teachers and partners. Specifically, during weekly team meetings (during school time) teachers analyze the previous year's spring State tests and follow-up Scantron/ACUITY exams to identify performance indicators key to achieving the greatest improvement for individual student achievement. After baseline assessments of all students are conducted, teachers and coaches analyze results and determine targeted instructional tasks until the next formative assessment. The establishment of performance goals are guided by and articulated in the GNSS Data Driven Instructional Tool (DDIT). This cycle of analyzing the indicators and adjusting the DDIT continues throughout the year, utilizing data from the citywide Acuity Mock Test in January, writing-on-demand assessments and a final interim Acuity in March. The shift in instructional practices are then observed in action by the Administration and GNSS Coaches, thus providing a

seamless connect between teacher inquiry, data-based decision making, and classroom

Furthermore, as documented in the IIT preliminary review (Tenets 4 & 5 in Attachment J: Debriefing Report for Schools) all stakeholders (teachers, parents, CBO partners, etc.) are engaged in data-based decision-making. This is done in order to strengthen systems, practices, and understandings which foster a physically and emotionally secure environment that supports every student progressing towards and/or achieving college/career ready standards. practices and protocols also support the development of a safe environment for stakeholders to identify challenges/barriers and brainstorm solutions. For example, all stakeholders are involved in the development of the State Comprehensive Education Plan (SCEP) which is spear-headed by the Cabinet and SLT: DDI and/or data-based decision making is done by the following teams during the regularly scheduled meeting times:

- School Cabinet team (meets weekly)
- School Leadership Team (meets monthly)
- Wellness Team (meets weekly)
- Grade Level and Content Team (meet weekly)
- Parent's association (meets monthly)

The School Cabinet Team (SCT) meets on a weekly basis to monitor, discuss and refine the instructional activities/strategies developed to support the five annual goals. Meetings take place on Thursday at 3:45PM in the school's library on the second floor.

The Grade Level, Wellness and Content teams meets weekly to discuss data on attitudes, behavior and performance targets for the students. They also discuss assessments, organizational structure for small group instruction, and recommend strategies that support student enrichment

The following professional development is a sampling of what was targeted after DDI

- For All Staff: Special Education Reform and Shared Pathways for Learning; Universal Design For Learning/Differentiation; Social-Emotional Awareness: Understanding at risk students; De-escalation and Mindfulness Techniques:
- All Teaching Staff: ADVANCE Teacher Evaluation; Measures of Student Learning
- For ELA Team: CodeX, Writing Matters, Word Generation;-
- For Math Team: CMP3 Summer Session Math Team
- For Grade Level Team Leads and Special Education Teachers: Development of IEPs including FBAs and BIPs: (with the goal of turnkeying and putting into practice during

H. Educational Plan

Student Support. Describe the school-wide framework to be used under SIG for providing academic, socialemotional, and student support to the whole school population.

GNSS has strategically developed systems and practices that foster a culture of support and

accountability to effectively widen the participation of high need students in post-secondary opportunities and/or life sustaining careers. The SIF funded GNSS Collaborative will allow GNSS, Global Kids, Inc (GK), the Princeton Blairstown Center (PBC), and Teaching Matters, Inc. (TM), to provide targeted and research-based academic, social-emotional, and student support services to all students through a community-oriented extended school design. Extended day programming will be blended with AIS and will support all students in the school. The School Cabinet will meet weekly to monitor the social-emotional and academic development of all students. Academic development will be monitored via periodic formative assessments, allowing for major regrouping of students at least twice during the calendar year. The Socialemotional development of students will be assessed and monitored via the utilization of NYCDOE systems and GNSS created or adapted tools (GNSS Blackbinder portal, Jupiter Grading system, SummerBurst Incoming Student Surveys, NYCDOE Learning Survey). Administration in conjunction with members of the School Cabinet will engage with Grade and Wellness Teams to ensure that students are well scheduled and supported during AIS/ELT (each student will be scheduled for two or three classes for a total of six hours per week). It should be noted that all school partners are either members of School Cabinet or Wellness Team (Teaching Matters meets with Admin. Team weekly).

During AIS/ELT, students not making adequate progress and/or achievement on New York State test will be supported through small group instruction (no more than 10 students) in the identified area of need. The AIS/Extended day program will add an additional six hours of instruction weekly for every student and student groups. In addition, we will provide the following supports and/or enrichment activities: Wilson Reading System, Wilson Just Words, Video game design, Typing & Basic word processing skills, Counseling, and Performing Arts education and Youth Leadership development.

As the Administrative Lead for the SIF grant, Mr. Florin Purice will develop a schedule that will involve 100% of our student body (yielding approximately 90% attendance) in Social-Emotional Learning, Enrichment Activities and targeted instruction based on on-going review of data. Mr. Purice will also support the integrity of the program and the alignment of practice with the GNSS Collaborative Goals by conducting formative and evaluative teacher observations.

H. Educational Plan

<u>School Climate and Discipline</u>. 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.

As a result of on-going training and development GNSS staff has developed its own Positive Behavior Intervention and Support (PNIS) system and is able to recognize the early indicators of student success by collecting and analyzing data on behavior, attendance, core course grades and outcomes on New York State Tests in Math and ELA. The GNSS PBIS system utilizes the practices of DDI to monitor and support positive student indicators. Teachers and community-members utilize web-based systems (ATS, HSST, ARIS, Jupiter Gradebook) to monitor indicators and provide rewards through Global Events (whole school, grade level, or targeted groups—such as most improved) or a personalized plans. In addition, interventions and

individual counseling are provided as needed. This work at times can extend itself to the development of student/grade level team contracts (based on Ross Greene's collaborative problem solving protocol), as well as Functional Behavior Assessments (FBA) and developing/implementing Behavior Intervention Plans (BIPs). The established system not only tracks student data, but also allows for students that have a high number of write-ups to monitor and redeem themselves. The IIT Preliminary Findings for Tenet 2 states:

The school leader has collaboratively developed a mission statement, goals and core values (i.e. Global Norms) that inform the allocation of fiscal and human resources and that support the implementation of the Common Core Learning Standards (CCLS) and instructional shifts. This has resulted in the consistent adherence by the school community to those core values and fostered school-wide efforts toward the achievement of those goals. (Attachment J: Debriefing Report for Schools)

As noted, GNSS has established Global Norms that we strive for and are applicable to all students, staff, and community members. The Norms make are Core Values actionable and address the following behaviors: active communication, community-building, being ready to learn/ready to teach, collaboration, diversity, and safety.

The following is an action plan for reinforcing our Global Norms and our PBIS system:

- Emphasize Global Norms and GNSS PBIS system.to all community stakeholders (discuss with parents during Curriculum Night, Progress Reports and Family Conferences); norms posted throughout the school: discussion of norms via faculty led Advisory groups; celebration of student and faculty following the norms via "shout-out"
- Grade level teams monitor student indicators and Global norms; identifying students for further study and support
- Students self-assess semi-monthly —with advisor or counselor support-- how they stand via the Student Indicators and Global Norms.
- On-going support of students by advisors as they prepare to be the lead facilitators of Fall/Spring Family Conferences.
- Student and family access to their own academic and behavior record (positive and negative write-ups) via Jupiter.
- Monthly staff meetings promote Global Norms an increase in communication among all community stakeholders.
- Increase communication between school and home
- Network provided professional development on the writing, revising and monitoring the contents of the students' Individualized Education Plans.
- On-going support for grade level teams to function as PPT teams: teams are made up of general education/special education teachers and a social worker or school counselor.
 - o Grade-level/PPT teams are established at the start of the school year
 - o Teams meet on a weekly basis during regular school hours; IEPs up for review are prioritized regularly.
 - Other students targeted for review in order to provide support/services; team responsible for constructing FBAs/BIPs
 - O Social Work interns assist in developing/implementing BIPs

Finally, through collaboration with our SIF partners, Princeton-Blairstown Center (PBC) and Global Kids, Inc all students will be involved in an intensive inculcation program into Global Norms and Culture. The program that PBC and GK brings to GNSS involves Social and Emotional Learning (SEL), using Experiential Education. Social and Emotional Learning is the process through which children and adults acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, work together as a team, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. Experiential Education is the process in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.

H. Educational Plan

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.

In compliance with Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, GNSS has created and implemented a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community.

- GNSS implements the following strategies to increase parent and community support:
- Principal, Administrative Staff and Parent Coordinator have an open door policy to parents and families.
- Parent Coordinator proactively works with a diverse representation of families and has involved them in school development via monthly PTA/SLT meetings.
- Parent Coordinator and Wellness Team provide support to families by creating diverse and meaningful opportunities for engagement (Global Events, Student-led Family Conferences, PBC Crisis Counseling, PBC Expeditionary learning, Anti-Bullying Program, etc.)
- PTA/SLT develops, monitor, and volunteer to assists in the implementation of the SCEP: e.g. volunteering for Global Events, and especially the on-going development of parent initiated peer mediation and student mentoring programs (with special attention to Male Tweens of Color).
- School sends student progress reports out to families every six-seven weeks. Two Family Conferences occur during the year, with translation in Spanish, French and Arabic conducted by staff, family or telephonic translators. All students and families have easy access to the Jupiter school grading portal to self-monitor academic and behavior record (positive and negative writeups) and communicate with school staff.
- Weekly School Cabinet meetings: charged with the development, implementation and monitoring of the five action goals included in the SCEP. This has included the utilization of NYCDOE systems and the creation of our own tools to more effectively monitor the socialemotional and academic development of our students (GNSS Blackbinder portal, Jupiter Grading

system, Data Driven Instruction Tool, SummerBurst Incoming Student Surveys, NYCDOE Learning Survey)

- Grade Level Teams supported by administration and Wellness Team members focus on monitoring student academic/social-emotional behavior, leading to the development of grade level action plans as well as FBA/BIPs. Individual family conferences (with and without student) are had as needed by Grade-level team.
- Weekly Advisory Meetings to ensure that each student is known well by one adult and to support advisees in individual goal setting. Advisors communicate with parents as needed.
- Social-Emotional/Parent Leadership Development provided by PBC and Global Kids (both non-profits have established curricula).

I. Training, Support, and Professional Development:

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

All the stakeholders for this grant have been involved in planning and development of this proposal through meetings, feedback sessions, online collaboration/writing of documents, needs assessments and surveys. It was agreed that with the successful piloting this fall of our extended day model for sixth graders, we should expand this approach school-wide. We also factored in our success with a new extended day model for sixth graders launched this fall. Our SIF proposal is a natural extension of ground work already done, with appropriate reconfiguring to address our evolving understanding of the specific needs of our population and to enhance the academic offerings during the school day.

Consistent with the culture of GNSS school administration, teachers and staff met on a weekly basis to review data and progress reports for the students. Using that data the school leadership and staff identified the priority problem to be addressed by this program (academic acceleration and attendance improvement/tardiness reduction) and the projected three prong approach (extended time, wrap-around services, and shared governance).

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).

Please see Attachment I "Professional Development Plan"

As was previously indicated, Global Kids and Princeton Blairstown Center will be primarily responsible for delivery of social emotional learning and experiential education. They will also work closely with GNSS staff to ensure continuity and consistency in the delivery of the program. The goal will be to reinforce skills and behaviors learned by the students and to offer them opportunities to practice them in and out of the classroom.

Teaching Matters, as also previously stated, has been working with members of the GNSS staff and have identified as their primary goal the implementation of the Common Core Instructional shift by integrating reading and writing strategies into the Code X and Writing Matters curriculum, supporting teachers in implementing the shifts of instruction resulting from the Common Core Standards, and helping teachers to use formative and summative assessments in

both curricula to make informed instructional decisions.

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

The main focus for professional development will be the on-going study, implementation and development of CCLS aligned curricula in all content areas with the primary goal being observably, effective, data driven instruction (DDI). In 2013-14, Math and ELA teachers received 6 days of full off-site training, as well as on-going weekly support in school during Content Team meetings on CCLS aligned curriculum and DDI. Additional support was also available on line for CMP3 and Scholastic CodeX (from Teachability.com and Scholastic, respectively). This will continue for 2014-15 with a tighter focus on DDI.

In partnership with the American Museum of Natural History's Master of Arts in Teaching Program, Science Teachers will receive semi-weekly professional development on developing and implementing CCLS aligned curriculum and instruction. Teachers will also be provided with supportive curricular resources (science bulletins, educator guides and online ESL resource room) and materials for active exploration of scientific concepts. AMNH faculty will support Co-teaching, utilization of the NSTA-adapted assessment rubric, and lab-type investigations at the museum that are aligned with the curriculum.

Furthermore, all teachers will receive on-going professional development on Teacher Effectiveness/Advance (3012c) and the most recent state approved version of the Danielson Framework. The timeframe to evaluate the effects of our professional development plan, fidelity to selected CCLS aligned curricula, and teacher growth as per Danielson Framework are the following:

- 1. All teachers will be observed, both formally and informally, a minimum of three/six times per year (on a rolling basis throughout the year), and will engage in end-of-year reflections and assessments.
- 2. On a rolling basis, notes, comments, feedback and ratings will be inputted into the Advance web application within 72 hours of the classroom observation. Cycle begins September 2014 and ends June 2015.
- 3. Feedback given to teachers will be actionable and observable within an articulated timeframe
- 4. Norming practices with the NYCDOE sponsored Talent Coach will take place at least once per trimester.
- 5. September 2014-June 2015, teachers will receive support/training during weekly content team meetings, monthly staff meetings and the city-wide professional development days.

Each partner will have a partnership agreement which outlines a comprehensive program plan that details the specific service they will be providing at the school. Monthly, GNSS Collaborative meetings at the school will review program implementation, budgets, attendance, goals and objectives, best practice sharing and professional development. The Collaborative will consist of invested stakeholders, including but not limited to the Site Coordinator, Partnering agency staff, parent coordinator, a PTA representative, safety officer, community volunteers, a

student body elected official and the principal. The NYSAN QSA tool will be utilized. The tool provides an evidence-based instrument for continuous program improvement. The 10 Essential Elements of an effective program will be reviewed and rated on a scale from 1 to 4; scores lower than 3 will be discussed and an action plan will be developed and shared with all members of the community. The final NYSAN meeting will be held in May/June to close the feedback loop and review the initial action plans to understand successes, challenges, and needs for programmatic improvement.

In addition to implementing services, partnering agencies will be responsible for the management and training of their staff. They will also be responsible for the recruitment, individual daily attendance tracking, ongoing implementation, planning, communication and evaluation of their after school activities through regular meetings with the GNSS Collaborative and completion of all assessment tools.

Adjustments to the plan will be monitored via the shared governance model (administration, the expanded school cabinet, appropriate sub-committees and Teams).

J. Communication and Stakeholder Involvement/Engagement

 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 IIT Preliminary Findings for Tenet 2 states: The school has created a culture of open and frequent communication among staff, students, parents and community agencies.

The NYCDOE and the Priority School consulted and collaborated with education stakeholders about the school's Priority status and on the implementation of the SIG 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 Improvement Grant, 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

The Priority School will continue to regularly update stakeholders on the implementation of the SIG plan. The SIG plan will be an agenda item for discussion in the monthly School Leadership Team meetings, the shared decision-making body of the school, along with typically monthly Parent Teacher Association or other parent group meetings. In addition, the school will provide a

letter to families and other stakeholders about the status of the school's SIG plan upon the start of the 2014-15 school year and annually thereafter. The NYCDOE will provide the Priority School with a letter template to utilize, similar to the school's designation as a Priority School.

Additionally, the GNSS Collaborative will continue to support, engage and update parents, families and other stakeholders by:

- providing parents with the information, training and opportunity to effectively become involved in planning and decision making in support of the education of their childrenincluding actively involving/engaging parents in the planning, review and evaluation of the State Comprehensive Educational Plan;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress—including training on accessing ARIS
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- translate all critical school documents and provide interpretation during meetings and events

K. Project Plan and Timeline

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. See Attachment E

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: Global Neighborhood DBN 04m381	Network: CFN 511
PARENT REPRESENTATIVE	
Signature (in blue ink)	ลู่ใช
Ivori Golden	
CHAPTER LEADER (UFT)	
Signature (in blue ink) Lefath Lynch DEJAH Lynch	Date 2/13/14
DEJAH LYNCH	
PRINCIPAL (CSA)	2/13/4
Signature (in blue ink)	Date
Luis M. Genao	

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

	IOOL-LEVEL SELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-2015	Target for 2015- 2016	Target for 2016-2017
I. Leading Indicators		Page 1					
a.	Number of minutes in the school year	Min	60390	60390	73800	73800	73800
b.	Student participation in State ELA assessment	%	100	96	100	100	100
c.	Student participation in State Math assessment	%	100	96	100	100	100
d.	Drop-out rate	%	11	N/A	N/A	N/A	N/A
e.	Student average daily attendance	%	94%	90%	91%	92%	93%
f.	Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g.	Suspension rate	%	2%	11%	10%	9%	8%
h.	Number of discipline referrals	Num	18	63	60	56	50
i.	Truancy rate	%	1%	6%	6%	6%	5%
j.	Teacher attendance rate	%	96%	96%	96%	96%	96%
k.	Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l.	Hours of professional development to improve teacher performance	Num	20	98	115	115	115
m.	Hours of professional development to improve leadership and governance	Num	10	135	194	194	194
n.	Hours of professional development in the implementation of high quality interim assessments and data-driven action	Num	10	29	78	78	78
11.	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	15	17 to 19	19 to 23	21 to 27
е.	Average SAT score	Score	442	N/A	N/A	N/A	N/A
f.	Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g.	Students receiving Regents diploma with advanced designation	%	17	N/A	N/A	N/A	N/A
h.	High school graduation rate	%	65	N/A	N/A	N/A	N/A
i.	Ninth graders being retained	%	21	N/A	N/A	N/A	N/A
j.	High school graduates accepted into two or four year colleges	%	47	N/A	N/A	N/A	N/A
111.	School Design-specific Indicators (Add your own.)						

Attachment C Evidence of Partner Effectiveness Chart (Overview)

Lead Partner		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
 Global Kids, Inc. Evie Hantzopoulos, Exec. Director 212-226-0130 x 104 evie@globalkids.org 	Global Kids is a nonprofit educational organization that engages youth from underserved communities in global education, leadership development, social action, and college and career readiness programs. GK has provided attendance improvement/dropout prevention programs in NYC public schools since 1989, and has won national awards for its innovative youth development programs.	Director or riograms

Supporting Partners (Optional)			
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads	
Teaching Matters 475 Riverside Drive, Suite 1270 New York, NY 10115 (212) 870-3505 www.teachingmatters.org	Teaching Matters is a nonprofit organization dedicated to increasing teacher effectiveness, one of the most critical factors in student success. Our services transform how educators work together at urban public schools, helping the most effective teachers develop the skills they need to lead their peers and drive school-wide improvement. We also partner with school leadership to create a work environment that equips teachers to succeed in the classroom. From nearly 20 years of working in New York City's public schools, we've developed an understanding of realistic and lasting ways to improve student outcomes, and we're committed to real, measurable results. In addition to the instructional support we offer to schools throughout New York City. Teaching Matters is leading a network of 25 schools citywide to establish a community of likeminded educators who share a commitment to increasing opportunities for urban students.		

Princeton-Blairstown Center 350 Alexander Street Princeton, New Jersey 0854 Katherine Carmichael, Senior Director- Program Services and Outreach Cell: 917-903-5294 kcarmichael@princetonblairs town.org	For over 100 years, Princeton-Blairstown Center has provided adventure-based experiential education to youth at our 263 acre Blairstown Campus in the northwest corner of New Jersey near the Delaware Water Gap. What began in 1908 as a summer camp run by Princeton University students to give inner-city boys an opportunity to have a character-building fresh air experience has evolved into a wide variety of year-round, multi-service, youth development experiential educational programs serving over 4,000 students from the Mid-Atlantic States. Today, Princeton-Blairstown Center offers structured programs that engage youth in developing tools identified as fundamental for educational success in the 21st Century and build on such strengths as: Leadership, Teambuilding, Conflict Resolution, Effective Communication, Healthy Decision Making, Group Social Awareness, Problem Solving and Service Learning.	Katherine Carmichael, LMSW, Senior Director- Program Services and Outreach Lynn Calta, LMSW, Site Coordinator	

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 nonprofit educational service organization such as a new smallschool 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, sitebased governance, sitebased 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.

Global Kids has a long track record of assisting school with the development and implementation of change policies, as well as starting a new small school. Two examples of school change process relationships include the development and launching of a Middle School Quality Initiative with The Afterschool Corporation at PS/IS 109. Global Kids is the lead partner in the school's new expanded learning time initiative and as such, works closely with the principal to develop and manage academic and youth development activities for its entire 6th grade cohort, most of whom are at Level 1 and 2. During the extra 2.5 hours added to the school day, GK overseas its own programming as well as academic enrichment and tutoring provided by other partners and school staff. GK's role is to create a seamless transition between school and extended day, and bolster student outcomes and performance levels. Also, through the DOE's New Century Schools Initiative, GK helped create the High School for GLobal Citizenship in Crown Height, Brooklyn, a unique non-screened small school that prepares youth for a globalized world and life-long global citizenship. As lead partner, GLobal Kids provides core learning experiences, professional development, strategic planning, collaborative programming, and resources for the school.

Partner Organization Name and Contact

Schools in which the partner has managed/ supported in the last

References / Contacts (include the names and contact information

Information	three years (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)	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)		
Global Kids, Inc.	1. PS/IS 109	Dwight Chase, Principal, dchase2@schools.nyc.gov		
Evie Hantzopoulos, Executive Director	2. High School for Global Citizenship	Michelle Rochon, Principal mrochon@schools.nyc.gov		
137 East 25th Street	3. Long Island City High School	3. Vivian Selenikas, Principal, vseleni@schools.ny		
New York, NY 10010	4. William Cullen Bryant High School	4. Namita Dwarka, Principal ndwarka@schools.nyc.gov		
	5.	5.		

Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trendsummary evidence of the academic success of each school and trend-summary evidence of partner's fiscal performance)	References / Contacts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)		
Teaching Matters 475 Riverside Drive, Suite 1270 New York, NY 10115 (212) 870-3505 www.teachingmatters. org Jane Condliffe, Deputy Director	1. South Bronx Preparatory: A College Board School	1.eflanag2@schools.nyc.gov		
	West Bronx Academy for the Future	Wilper Morales, Principal, wmorale2@schools.nyc.gov		
3. M.S. 250 West Side Collaborative Middle School		3. Jean Rotunda, Principal, JRotund@schools.nyc.gov		
	4. Jonas Bronck Academy	4Brenda Gonzalez, Principal, bgonzalez@ms228.org		

	5. GLOBAL TECHNOLOGY PREPARATORY	5.David Baiz, Principal, david mrbaiz@globaltechprep.org
	6. J.H.S. 220 John J. Pershing	6.Loretta Witek, Principal, lwitek@schools.nyc.gov
	7. Brooklyn Bridge Academy	7. Max Jean Paul, Principal, maxjeanpa@schools.nyc.gov
	8. Chelsea Career and Technical Education High School	8.Brian Rosenbloom, Principal, BRosenb2@schools.nyc.gov
	9. Renaissance High School for Musical Theater & Technology	9.Maria Herrera, Principal, Mherrer2@schools.nyc.gov
	1.	1.
Partner Organization	Schools in which the partner	References / Contacts
Name and Contact Information	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)	(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)
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	last three years (attach additional trend- summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance) 1.	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)
	last three years (attach additional trend- summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance) 1. 2.	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. 2.
	last three years (attach additional trend- summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance) 1. 2. 3.	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. 2. 3.
	last three years (attach additional trend- summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance) 1. 2. 3. 4.	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. 2. 3. 4.

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

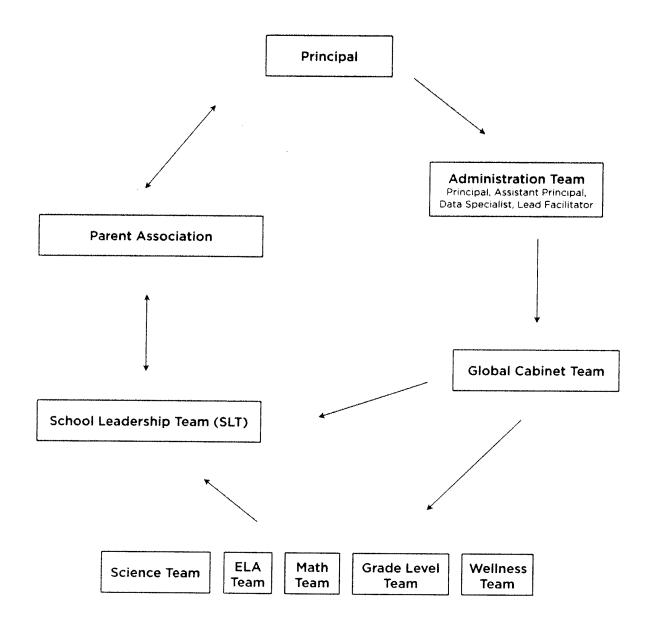
See Word Document Attachment E

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 3 SEA receiving a SIF grant for its low-prinferroing schools. A core feature of the SIF grant is ident accountability for improved student public semination to the end its Lend Pariner or Partner Consortium, Areas of 1) joint responsibility (partner(s) and LEA), T) LEA responsibility, and 3) SIF pertner responsibility should be explicitly identified in each Memorandum of Understanding (MOCO) between the LEA and the partner. The SEA is responsible for holding the partner accountable for the delivery and effectiveness of its pervises.

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

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EXTERNAL PARTNER	0.000	
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Million conclosed Execution	re Director, PBC	í
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Monday, Tuesday, Wednesday

	601 - ICT 24stdts	602 - ICT - 25stdts	701 - ICT - 25stdts	702 - 26stdts	801 - ICT - 27stdts	802 - 22stdts Advanced
0 7: 50-6:17		•	Breakfast in	Cafeteria		
1 8:2 0-9 :12	ELA	Math	ELA	Math	Science	ELA
2 9:14-10:06	ELA	Social Studies	ELA	Social Studies	Math	Advanced Science
3 10:08-11:00	Band - Global Kids Tec	ctive hnology - Chorus - ESL locial Emotional Learning	Science	ELA	Social Studies	ELA
4 11:02-11:54			Lun	ch		
5 11:5 6-12:48	Science	ELA	Band - C	Sym - Global Kids Techno	ctive logy - Spanish - Wilson/Jus Learning - Chorus	t Words
6 12:50-1:42	Math	ELA	Social Studies	ELA	ELA	Advanced Math
7 1:44-2:36	Social Studies	Science	Math	Science	ELA	Social Studies
8 2:38-3:28		Academic interventi Small Group	on Services - Extended Instruction - Arts Progr	Learning Time - Soci aming - Wilson/Just	al Emotional Learning Words - ESL	
9 3:30-4:3 8		Exi Small Group	tended Learning Time - Instruction - Arts Progr	Social Emotional Lear aming - Wilson/Just	ning Words - ESL	

ATTACHMENT H



THURSDAY & FRIDAY

	601 - ICT 24stdts	602 - ICT - 25stdts	701 - ICT - 25stdts	702 - 26stdts	801 - ICT - 27stdts	802 - 22stdts Advanced
0 7: 50-8:17		,	Breakfast in	Cafeteria		
8:20-9:12	ELA	Science	ELA	Math	Science	ELA
2 9:14-10:06	ELA	Math	Science	Social Studies	Math	ELA
3 10:08-11:00	Science	Social Studies	GYM (F Small Group Advi		Social Studies	Science
4 11:02-11:54			Lun	ch		
5 11:56-12:48		hursday) dvisory (Friday)	ELA	Science	ELA	Math
6 12:50-1:42	Math	ELA	Math	ELA	ELA	Social Studies
7 1: 44-2:36	Social Studies	ELA	Social Studies	ELA	GYM (F Small Group Advi	
8 2:38-3:28			Content Tea ELA Team - Math Te			
9 3:30-4:38			Global Cabir	net Meeting		

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 recession effort proposed in the application and to work collaboratively to sustain the positive changes that result from the SIF grant.

school Name Global Neighborhood S	Network: CFN 511		
BACK SERVICE S			
PARENT REPRESENTATIVE	Network Parket which we are a managed as the		
Signature (in blue ink)	a 3 14		
Ivori Golden			
CHAPTER LEADER (UFT)			
Signature (in blue ink) Lefah Lynel Type or plant name DEJAh Lyneh	2/13/14		
DEJAH LYNCH			
PRINCIPAL (CSA)	3/13/14		
of m Henry	2/13/ // Onte		
Luis M. Genao	A section of the sect		

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline	THE POST OFFICE ADDRESS.	DESCRIPTION OF THE PARTY OF THE	
I. Leading Indicators			A RESIDENCE	2611		
a. Number of minutes in the school year	Min	60390	60390	73800	73800	73800
b. Student participation in State ELA assessment	%	100	96	100	100	100
C. Student participation in State Math assessment	%	100	96	100	100	100
d. Drop-out rate	%	11	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	94%	90%	91%	92%	93%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	2%	11%	10%	9%	8%
h. Number of discipline referrals	Num	18	63	60	56	50
. Truancy rate	%	1%	6%	6%	6%	5%
. Teacher attendance rate	%	96%	96%	96%	96%	96%
C. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
Hours of professional development to improve teacher performance	Num	20	98	115	115	115
n. Hours of professional development to improve leadership and governance	Num	10	135	194	194	194
 Hours of professional development in the implementation of high quality interim assessments and data-driven action 	Num	10	29	78	78	78
. Academic Indicators					Situate	81.42.1 = 4
ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
Math performance index	PI	N/A	N/A	N/A	N/A	N/A
Student scoring "proficient" or higher on ELA assessment	%	26	8	11 to 13	14 to 18	17 to 23

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	
 Global Kids, Inc. Evie Hantzopoulos, Exec. Director 212-226-0130 x 104 evie@globalkids.org 	Global Kids is a nonprofit educational organization that engages youth from underserved communities in global education, leadership development, social action, and college and career readiness programs. GK has provided attendance improvement/dropout prevention programs in NYC public schools since 1989, and has won national awards for its innovative youth development programs.	Jessica Ramos Cuttone, Assistant Director of Programs Sophie Khan, MSW Coco Killingsworth, Director of Programs	

Supporting Partners (Optional)			
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads	
Teaching Matters 475 Riverside Drive, Suite 1270 New York, NY 10115 (212) 870-3505 www.teachingmatters.org	Teaching Matters is a non profit organization dedicated to increasing teacher effectiveness, one of the most critical factors in student success. Our services transform how educators work together at urban public schools, helping the most effective teachers develop the skills they need to lead their peers and drive school-wide improvement. We also partner with school leadership to create a work environment that equips teachers to succeed in the classroom. From nearly 20 years of working in New York City's public schools, we've developed an understanding of realistic and lasting ways to improve student outcomes, and we're committed to real, measurable results. In addition to the instructional support we offer to schools throughout New York City, Teaching Matters is leading a network of 25 schools citywide to establish a community of likeminded educators who share a commitment to increasing opportunities for urban students.	Jane Condliffe, Deputy Director Jennifer Murtha, Director of Educational Services Jelbin Delacruz, Senior Educational Consultant	

Princeton-Blairstown Center 350 Alexander Street Princeton, New Jersey 0854

Katherine Carmichael,
Senior DirectorProgram Services and
Outreach

Cell: 917-903-5294 kcarmichael@princetonblairs town.org For over 100 years, Princeton-Blairstown Center has provided adventure-based experiential education to youth at our 263 acre Blairstown Campus in the northwest corner of New Jersey near the Delaware Water Gap. What began in 1908 as a summer camp run by Princeton University students to give inner-city boys an opportunity to have a character-building fresh air experience has evolved into a wide variety of year-round, multi-service, youth development experiential educational programs serving over 4,000 students from the Mid-Atlantic States Today, Princeton-Blairstown Center offers structured programs that engage youth in developing tools identified as fundamental for educational success in the 21st Century and build on such strengths as: Leadership, Teambuilding, Conflict Resolution, Effective Communication, Healthy Decision Making, Group Social Awareness, Problem Solving and Service Learning.

Katherine Carmichael, LMSW, Senior Director-Program Services and Outreach

Lynn Calta, LMSW, Site Coordinator

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 nonprofit educational service organization such as a new smallschool 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, sitebased governance, sitebased 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.

Global Kids has a long track record of assisting school with the development and implementation of change policies, as well as starting a new small school. Two examples of school change process relationships include the development and launching of a Middle School Quality Initiative with The Afterschool Corporation at PS/IS 109. Global Kids is the lead partner in the school's new expanded learning time initiative and as such, works closely with the principal to develop and manage academic and youth development activities for its entire 6th grade cohort, most of whom are at Level 1 and 2. During the extra 2.5 hours added to the school day, GK overseas its own programming as well as academic enrichment and tutoring provided by other partners and school staff. GK's role is to create a seamless transition between school and extended day, and bolster student outcomes and performance levels. Also, through the DOE's New Century Schools Initiative, GK helped create the High School for GLobal Citizenship in Crown Height, Brooklyn, a unique non-screened small school that prepares youth for a globalized world and life-long global citizenship. As lead partner, GLobal Kids provides core learning experiences, professional development, strategic planning, collaborative programming, and resources for the school.

Partner Organization Name and Contact

Schools in which the partner has managed/ supported in the last

References / Contacts
(include the names and contact information

Information	three years (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)	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)
evidence of the academic success of each school and trend-summary evidence of partners fiscal performance) 1. PS/IS 109 Evie Hantzopoulos, Executive Director 2. High School for Globa Citizenship 137 East 25th Street 3. Long Island City High School	1. Dwight Chase, Principal, dchase2@schools.nyc.gov	
	Z. might school	Michelle Rochon, Principal mrochon@schools.nyc.gov
	3. Long Island City High School	3. Vivian Selenikas, Principal, vseleni@schools.ny
New York, NY 10010	4. William Cullen Bryant High School	4. Namita Dwarka, Principal ndwarka@schools.nyc.gov
	5.	5.

Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trendsummary evidence of the academic success of each school and trend-summary evidence of partner's fiscal performance)	References / Contacts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Teaching Matters 475 Riverside Drive, Suite 1270 New York, NY 10115 (212) 870-3505 www.teachingmatter s.org Jane Condliffe, Deputy Director	1. South Bronx Preparatory: A College Board School	1.eflanag2@schools.nyc.gov
	2. West Bronx Academy for the Future	2. Wilper Morales, Principal, wmorale2@schools.nyc.gov
	3. M.S. 250 West Side Collaborative Middle School	3. Jean Rotunda, Principal, JRotund@schools.nyc.gov
	4. Jonas Bronck Academy	4Brenda Gonzalez, Principal, bgonzalez@ms228.org
	5. GLOBAL TECHNOLOGY	5.David Baiz, Principal, david

	PREPARATORY	mrbaiz@globaltechprep.org
	6. J.H.S. 220 John J. Pershing	
	7. Brooklyn Bridge Academy	7. Max Jean Paul, Principal, maxjeanpa@schools.nyc.gov
	8. Chelsea Career and Technical Education High School	8.Brian Rosenbloom, Principal, BRosenb2@schools.nyc.gov
	9. Renaissance High School for Musical Theater & Technology	9.Maria Herrera, Principal, Mherrer2@schools.nyc.gov
	1.	1.
Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trendsummary 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)
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	# Conservation	observations	to observe teacher practices across all 22 competencies of the Danielson regime 10	icher pra	ctices 8	across a	II 22 cor	npeter	icies of	tne ua	neson	- Janes			10	
1. Completer a minimum of titlee classification and the Advance web application; this application supports the evaluation system for the NYC DOE	Tiller classic and I	o inputted in	to the Advanc	e web ap	plicatio	on; this	applicat	ion sup	ports t	he eva	uation s	ystem	for the	N.C.	<u></u>	
2. All teacher observation and feedback will be imposed to the second from the Office of Teacher Effectiveness teachers.	or reedback will be a local or their evaluations.	tion and feed	back practice	s in collat	boratio	n with t	he NYC	DOE T	alent Co	sach fre	om the C	office o	Teach	er Effe	ctiven	ess
3. Both administrators will and members of the cabinet							Timeline		= }	Timeline	ion will ox	will occur and be completed.	di co	leted. A	Avoid over	
e specific actions to be used as part of				(Mark by	ox repres	narking th	all months					-	MAR	APRIL	MAY	S
iey strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	ve. Include Attachment B) npact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	2014 2014	100	AUG 2014	2014 2	2014	NOV 2014	2014 20	2012	salvente d	2015	2015	2015	2015
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3. Meet with DOE Talent Coach and SCT to norm practices aligned to the	Coach and SCT ned to the	GNSS	No cost				<u>,, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,</u>	 {								
Teacher Effectiveness Rubric	Rubric			3	×	×	×	×	×	×	×	×	×	ž	ž	X
4. Design and implement professional development sessions centered on	professional scentered on	GNSS	1607 021	{												
competencies 1e, 3b, and 3d	and 3d			3	3	XX	×	×	×	×	×	ŏ	×	ž	ž_	<u> </u>
5.Attend monthly meetings centered on various topics aligned to DOE's 2014-	ngs centered on I to DOE's 2014-	Principal Genao	No cost	{	{					•						
2015 Instructional exp				- ;				×		ž	1	×			ž	×
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the CSA's Executive Leadership	eadership	Principal													_	_
Institute and the FHI360 network	360 network	network Purice Identify leading, academic, and /	or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project	specific in	dicators,	found or	Attachm	ent B, th	d III w	rovide	uty evider	ē 5				
Quarterly Indicators of		outcomes. These will be reported on in all progress reports	don in all progra	reports												
Success	Baseline Dat	Baseline Data on State Assessments, Teacher Ratings	sessments, Te	acher Re	atings											
June-August	Hours of PD	Hours of PD for Teachers and Leaders	and Leaders													
September-November	Teacher Rat	Teacher Ratings & Hours of PD for Teachers and Leaders	of PD for Tead	hers and	Leade	rs			-							

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

and NYSED approved mathematics and ELA curricula and measure their effectiveness via regular content meetings focused on examining coherent instructional practices across grade levels and analysis of student data in order to identify the teachers' professional development needs and appropriate support strategies Aligned with which School Goal (from School Overview section): _By June 2015, all Mathematics, science and ELA teachers will show fidelity to the CCLS-all SIF Redesign Framework Component: Curriculum and Instruction (Implementation of CCLS) for small group instruction.

Key Strategies Used to Address this Component:

- 1. All mathematics and ELA teachers will attend the DOE-provided curricula training sessions
- 2. All mathematics and ELA teachers will receive additional curricula support from curriculum developers/experts
- 3. Teachers will evaluate student assessment a minimum of three times using a prescribed protocol for looking at student work/results

Late specific actions to be used as part of				(Navi	box representing	senting	the <u>specific</u>	fic mont	Vs in w	Timeline hich the ac	e action w	Timeline Mark box representing the <u>specific</u> month/s in which the action will occur and be completed. Avoid over-	nd be con	npleted.	lvoid ove	
performance metrics (from Attachment B) each action is intended to impact.	e. Include ttachment B) pact.	Lead Responsible (spedfy partner or LEA)	Cost Associated with Action (align to Budget Summary Chard	PERCENTERS AND ADDRESS OF THE PARTY OF THE P	2014		2014 2014	2007	70 88	200	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	NAME OF THE PROPERTY OF THE PR	20 S
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1.All mathematics and ELA teachers, assistant principal, and data snecialist will attend training	teachers, data ining	GNSS	No cost		ž	×			X			×		\$	3	3
2. Coaches will work with ELA team	LA team	PARTNER	\$36,000	Ž	ž	ž	ž	ž	×,	ž	ž	ž	ž	ž	ặ	{
3. Mathematics Team will secure	Secure	GNSS	No cost		ž	ž			×			ž		×		
4. Teachers will prepare daily lesson	ily lesson	GNSS/	No cost	×			ž	×	×	XX	ž	ž	ğ	ž	ž	ž
plans that emphasize student groupings based on data and/or DDIT	udent a and/or DDIT	PARTNER											- 4 P-L & # **********************************			
process	:]	1	3	3	3	3
5. All lesson plans will be available in electronic and hard copy formats	available in by formats	GNSS	No cost	ž			ž	ž	×	ž	ž	ặ	\$	\$	{	{
	AND THE REST OF THE PARTY OF TH		No cost							.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,						
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Success																

Teacher Ratings & Hours of PD for Teachers and Leaders Teacher Ratings & Hours of PD for Teachers and Leaders

March-June (4 months)

September-November December-February

June-August

Baseline Data on State Assessments, Teacher Ratings

Hours of PD for Teachers and Leaders

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

moves in order to ensure that all students are engaged in learning activities that support CCLS-aligned instructional objectives and mastery of these objectives is Aligned with which School Goal (from School Overview section): By June 2015, all teachers will show the ability to differentiate and make strategic instructional SIF Redesign Framework Component: _ Data Driven Inquiry and the use of Common Interim Assessment Data to Improve Student Achievement. redefined and assessed via various questioning and assessment techniques

Key Strategies Used to Address this Component:

1. Teachers will evaluate student assessments a minimum of three times using a prescribed protocol for looking at student work/results

2. Teachers will design and implement a minimum of two data-driven instructional interventions (DDI) based on the analysis of students work

3. Teachers will write a minimum of two reflections to address the efficacy of their data-driven instructional interventions. Reflections will be shared with the

				(Mark)	andan xoo	senting t	he spec	fic mont	N/s in w	hich the ac	action w	Mark box representing the <u>specific</u> month/s in which the action will occur and be completed. Avoid over-	nd be com	pleted.	ivoid ovi	
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Math and ELA teachers will use various assessments to track continuous improvement in student	s will use o track ent in student	GNSS	No cost	×		ž	×	ž	ž	غ	{	§	§	§		
performance:	re will meet	GNSS	No cost				×	ž		ž		×		ర్ల		ž_
with the administrative team to determine the efficacy of their	e team to y of their															3
analysis								3	3			X		ž		ž
3. At the end of the cycle teachers will write and present their findings and observations	e teachers will ir findings and	GNSS	No cost					\$	§	3	3	§ }	3	X	X	×
4. All teachers will work with coaches	with coaches	GNSS/	\$36,000	×		×	×	ž	ž	2	{	{	{	{		
and administrative team to strengthen their ability to promote	am to ty to promote	Teaching Matters														
student engagement and inquiry	alla Illquii y															
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Q									High seed	- Stringer	earte pe	dence of	neeting 5	roject		
Quarterly indicators of	identify leading outcomes. The	L academic, and Le will be reports	Identify leading, academic, and /or school design-specific indicators, found on Attacoment B, that he provides on in all program reports.	specific in	dicators,	tound o		√ , ,								
line-August	Baseline Dat	ta on State As	Baseline Data on State Assessments, Teacher Ratings	acher Ri	atings	47.48										
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Vietna	4 months)
Teacher Ratings & Hours of PD for Teachers and Leaders	March-June (4 months)

2. Grade-level teams will complete Functional Behavior Assessments and Behavior Intervention Plans for students whose behavior, socio-emotional health, and/or 3. All students will participate in activities that promote healthy social and emotional strategies adapted and/or developed by GNSS teachers as advisors and our Mark box representing the <u>specific</u> month/s in which the action will occur and be completed. Avoid over-× MAY 2015 × × superintendent's suspensions by promoting restorative interventions that help students reflect on their actions, address their underlying factors that lead inappropriate behaviors, improve their communication and social skills, and strengthen systems, practices and understanding that foster a physically and APRIL 2015 × Identify leading, academic, and for school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project × × MAR 2015 ž × ర్గ FEB 2015 ž Ž × 1AN 2015 Aligned with which School Goal (from School Overview section): By June 2015, GNSS will reduce the number of Incidents that I 첮 ž ž × DEC 2014 × 춫 1. Wellness and grade-level teams will meet on a weekly basis to monitor performance of students identified as at-risk ž NOV 2014 × Baseline for State Assessments Student, Attendance, Suspension Rate, Truancy × 2014 2014 交 ž ž SEPT 2014 쏫 交 AUG 2014 × ž Attachment E - Project Plan Template for Year One Implementation Period Only JULY 2014 ž academic performance hinders their own and their peer's performance in school outcomes. These will be reported on in all progress reports. Student, Attendance, Suspension Rate, Truancy emotionally secure environment in which everyone can focus on student learning 10N × ž ž SIF Redesign Framework Component: School Climate, Culture and Discipline \$192,805 \$192,805 \$192,805 Chart) Global Kids/ GNSS/PBC/ Global Kids/ GNSS/PBC/ GNSS/PBC/ Global Kids Responsible (specify LEA LEA Key Strategies Used to Address this Component: 1.Wellness Team and grade-level teams All teachers, wellness team members performance metrics (from Attachment B) Functional Behavior Assessment and and school administrators will come 3. Most teachers and two members of least one advisory session per week consequent Behavior Intervention the well ness team will conduct at List specific actions to be used as part of the key strategies listed above. Include together to complete student's information, collect, review and each action is intended to impact. will work together to share Quarterly Indicators of September-November community partners analyze data June-August Success 'n Ġ. 4

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A PARTICULAR DESCRIPTION OF THE PART	Student, Attendance, Suspension Rate, Truancy	Student, Attendance, Suspension Rate, Truancy Student, Attendance, Suspension Rate, Truancy
	December-February	March-June (4 months)

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

Aligned with which School Goal (from School Overview section): By June 2015, 100% of all GNSS teachers will receive feedback and support aligned to designing and implementing various discussion and assessment techniques in order to improve teacher practice and student engagement and learning TSIF Redesign Framework Component: APPR of Teachers and Principals as per EL 3012c.

Key Strategies Used to Address this Component:

- 1. Completer a minimum of three classroom observations to observe teacher practices across all 22 competencies of the Danielson Framework
- 2.All teacher observation and feedback will be inputted into the Advance web application; this application supports the evaluation system for the NYC DOE teachers
- 3. Both administrators will norm their evaluation and feedback practices in collaboration with the NYC DOE Talent Coach from the Office of Teacher Effectiveness and members of the cabinet

Heart greetific actions to be used at part of the representation between the part of the representation between the large from the representation between the part of the pa	Sample of State of the State of		4								Timeline	9			がなが		
Continue	List specific actions to be us	ed as part of			Mark	box repr	senting	the spec	ific mon hs.)	th/s in w	hich the	action w	ill occur a	nd be co	mpleted.	AVOID O	
e all classroom observations GNSS No cost XX	the key strategies listed aboreriormance metrics (from each action is intended to in	ove. Include Attachment B) mpact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Suminary Chart)	5 g	2014	AUG 2014	2014 2014	P 102	NOV 2014	2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	2015 2015	2015 2015
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the DOE Talent Coach and SCT GNSS/LEA No cost	2. Input all comments and	а тееараск	CCNS	NO COST	{			§	Ş		5	5					
Feffectiveness Rubric and implement professional GNSS/LEA No cost XX	3. Meet with DOE Talent	Coach and SCT	GNSS/LEA	No cost					×		ž		ž			ž	ğ
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nd implement professional GNSS/LEA No cost XX	Teacher Effectiveness	Rubric												1	25	3	3
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	March-June (4 months)	Baseline Data	a on State Ass	essments, Tea	cher Ra	tings)						

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

Key Strategies Used to Address this Component:	ess this Compor														
1. Small Group Instruction													Anna de la companya d		
2.Wilson Reading system		and the second s	The second secon				ALL DESCRIPTION OF THE PARTY OF					A DESCRIPTION OF THE PERSON OF			
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the key strategies listed above Indude Derromance metrics (from Attachment B) each action is intended to impact	Attachment B) The control of the co	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	JUN 2014		9102 2014	2014 2	5 \$	2014 2014 2014 2014	MAN	5 ¥	MAR 2015	Note:	MAY 2015	JUN 2015
1.11 Performance students, emerging readers and students with DRP score of less than 45 receive support with phonemic awareness, spelling and	ts, emerging with DRP score support with spelling and	GNSS/LEA	No Cost	×	·	×	×	×	Ž	Ž ·	×	Ž	ž	×	×
2. At-risk student will participate in socio-emotional activities via GK, 1:1 and Small Group counseling via PBC	ticipate in ties via GK, 1:1 seling via PBC	GNSS/LEA	\$192,805	ž	ž		×	X	X	×	ž	ğ	ğ	ž	ğ
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Quarterly Indicators of Success	Identify leading, academic, and outcomes. These will be report	Identify leading, academic, and for school design-specific in outcomes. These will be reported on in all progress reports	or school design-specific Indicators, found on Attachment B, that will provide early evidence of meeting project Id on in all progress reports.	sedfic ind reports.	icators, fe	on punc	ttachmen	t B, that v	vill provid	e early ev	dence of m	neeting pr	peja		
June-August	Baseline for S	Baseline for State Assessments Student, Attendance, Suspension Rate, Truancy	ents Student,	Attenda	nce, Su	spensio	n Rate,	Fruancy							
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December-February	Student, Atte	Student, Attendance, Suspension Rate, Truancy	ension Rate, T	ruancy											
March-June (4 months)	Student, Atte	Student, Attendance, Suspension Rate, Truancy Student, Attendance, Suspension Rate, Truancy	ension Rate, T	ruancy 5	tudent	, Atteno	lance, S	uspensi	on Rate,	Truanc				-	

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

component: (1) School Leadership and Governance Structures and Functions, (2) Curriculum and Instruction (and Implementation of the CCLS), (3) Data-Driven Inquiry and the Use There are seven redesign framework components which need to be part of your Project Plan over the three-year grant period. Please complete the Project Plan for <u>each</u>

of Common Interim Assessment Data to Improve Student Achievement, (4) School Climate, Culture, and Discipline, (5) APPR of Teacher and Principals as per EL 3012c, (6) Use of E E ž × Mark box representing the <u>specific</u> month/s in which the action will occur and be completed. Avoid over-(CBOs and school counselor) provide students with socio-emotional support while meeting the counseling needs as indicated on the students' IEP and/or as Aligned with which School Goal (from School Overview section): GNSS staff provides students with academic and enrichment activities. The Wellness team MAY 2015 Time throughout the School Day and After School to Improve Instructional and Enrichment Opportunities, and (7) Meeting the Needs of Unique Student Populations. ž × APRIL 2015 × Ž 3. Overnight camping trips; twice per year with students (Fall and spring) and one overnight parent trip; trips are supported by the PBC curriculum 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. MAR 2015 ž ž FEB 2015 ž ž 1AN 2015 × ž DEC 2014 × × NOV 2014 첮 ž Baseline for State Assessments Student, Attendance, Suspension Rate, Truancy 2014 × SIF Redesign Framework Component: _Meeting the needs of Unique Student Populations Population_ ž SEPT 7702 ž × 2014 × N TE × JUN 2014 × ž 1. Weekly sessions based on socio-emotional and experiential curricula \$192,805 vith Actic No Cost Chart) 2. Counseling for at-risk students; 1:1 and small group sessions **GNSS/LEA GNSS/LEA** partner or LEA) specify Key Strategies Used to Address this Component: performance metrics (from Attachment B) activities provided by Science teacher readers and students with DRP score List specific actions to be used as part of socio-emotional activities via GK, 1:1 of less than 45 receive support with 1.L1 Performance students, emerging the key strategies listed above. Include and Small Group counseling via PBC phonemic awareness, spelling and handwriting, decoding application 2. L2 & L3 Performance Students will 3. At-risk student will participate in identified by the school community. participate in STEM enrichment each action is intended to impact. and GK during AIS and ELT Quarterly Indicators of June-August Success 4, Š ó.

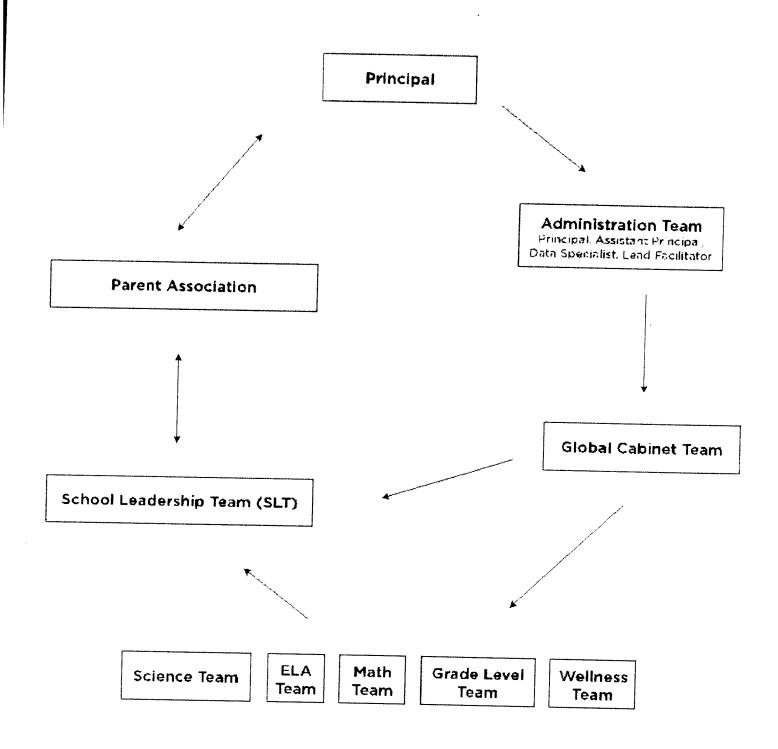
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September-November	Student, Attendance, Suspension Rate, Truancy
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March-June (4 months)	Student, Attendance, Suspension Rate, Truancy Student, Attendance, Suspension Rate, Truancy

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 TEA renching a Sii Grant for its low-performing achools. 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), 1) LEA achievement between an LEA and its Lead Partner or Partner Consortium. Areas of 1) joint responsibility (partner standing (MCLI) responsibility, and 3) SIF partner responsibility should be explicitly identified in each Memorandum of Understanding (MCLI) between the LEA and the partner. The LEA is responsible for holding the partner accountable for the delivery and effectiveness of its partner.

By signing below, the LEA and Load 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.

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3lobal Neighborhood 2014 - 2015 Proposed Schedule

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Advancec	Math	Social Studies	ELA	Social Studies	ELA	**
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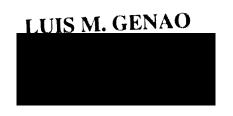
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PROFESSIONAL EXPERIENCE

Principal 2008-Present

Global Neighborhood Secondary School

Founding Principal of a new school designed to support and reinvigorate a failing zone school building in East Harlem. In Year One GNSS was noted as being in the top quartile of New York City Middle Schools for Progress in English Language Arts. In Year Two, the only year that GNSS earned anything below a "B" on the NYCDOE Progress Reports, GNSS received "high acclaim" from students and parents for "its inclusive environment, rigorous curriculum designed to provide a wide range of experiences, and an effective academic and social support system." (2009-2010 Quality Review). Even more significantly, his leadership is exemplified in the years that followed in which he refocused the school and earned two consecutive "B" Progress Reports (years 3 and 4) and one "A" (year 5).

Aspiring Principal 2007-2008

High School of Telecommunications and Technology, Brooklyn, NY

As a Leadership Academy Aspiring Principal I interned at HSTAT, wherein I facilitated professional development sessions on Literacy-Across-the-Curriculum, and participated in professional study groups focusing on teacher data analysis, Collaborative Team Teaching, and on the establishment of a School-wide Writing Policy. I also established a partnership with the Rewarding Achievement program (REACH) and acquired additional funding to support Advanced Placement Courses at HSTAT. In collaboration with school leadership, I conducted walkthroughs, as well as formal and informal observations. I participated in faculty, grade, and parent meetings, as well as in meetings with other partner organizations.

NYC-DOE, NY, NY **Empowerment Schools Educational Analyst**

As the Business Service Coordinator and Special Service Coordinator within the Empowerment Schools Initiative I piloted the implementation of an alternative district governance structure within the NYC DOE. In this regard I assisted in the development of policies and practices to maximize effective resource utilization in support of student achievement for a semi-autonomous network of 25 schools. As well as ensuring operational compliance of all network schools, I facilitated the on-going development of six semi-autonomous secondary schools (9-12 and 6-12), and coordinated support from external partners with a particular focus on data analysis and student achievement (New Visions, Teachers College, NWEA, Princeton, etc.).

National Council of La Raza, Washington DC As the founding Director of the Early College High School Demonstration Project, I directed the implementation and Director of the Early College Project development of a \$7.2 million small schools initiative and functioned as Team Leader for a national network of 12 Early College High Schools. As the Senior Director of Education at NCLR, I created, implemented, and managed processes to support the on-going development of the project and the 12 schools, including the establishment of a highly functioning professional learning community which co-created school development benchmarks, adapted protocols for peer review, and created guidelines for the development of school portfolios. I also facilitated the development of partnerships with participating schools, non-profit organizations, and post-secondary institutions, as well as with all major funders and partners (Gates, Walton, Ford-PAS, and Jobs For the Future). In this regard I acquired over \$3 million dollars in additional resources for the project and ensured the overall coordination and effectiveness of technical assistance (including on-site coaching).

2001-2002 Director of Curriculum & Instruction National Council of La Raza, Washington DC I assisted NCLR affiliates and other Latino-serving organizations in developing the capacity to create and successfully operate charter schools that are linguistically and culturally appropriate and directly meet the unique educational needs of Latino students of all ages. I also managed and coordinated curriculum identification, development, and troubleshooting activities on behalf of the CSDI, including vetting service providers throughout the country who specialize in curriculum development geared to Latino students and English Language Learners and/or have demonstrated expertise and experience working with or operating dual immersion bilingual and ESL programs. I conducted on-site planning workshops and meetings, or otherwise directly assisted, or arranged for assistance to, CSDI participants, in identifying, selecting, adapting, or developing school designs, appropriate curriculum, instructional models, and accountability plans.

1999-2001 **Program Officer**

New Visions for Public Schools, NY, NY I provided targeted assistance focused on improving teaching and learning to two Community School Districts and ten New Visions Schools. In this regard, I provided technical assistance and organized networking/learning opportunities for participating districts, schools, and parents. I also identified and pursued additional resources to support New Visions schools and programs. I participated in the development, evaluation, and refinement of the program and developed strategies to address the disparate needs of the New Visions Dual Language Schools culminating in the establishment of the New Visions Dual Language Network. In support of the New Visions Dual Language Network, I coordinated a collaboration with the New York City Board of Education which provided technical assistance, culminating in the development of five Title VII proposals, resulting in three awards amounting to \$2.3 million in federal funding over five years to support the schools. I was also the lead Middle School Program Officer and in this regard I mobilized and provided technical assistance to develop and implement research-based educational programming for children in grades 6-8.

1997-1999 **Educational Consultant** ASPIRA of New York, Inc., NY, NY I coordinated the program development and planning for the creation of a New Visions Middle School. I facilitated partnerships with Community School District 10, and Board of Education members and staff, including identifying federal, state, and city RFPs for potential support and being a key member of the agency proposal writing team.

1996-1997 Title VII Program Coordinator/Co-Director M.S./P.S. 306, Bronx, NY I was the unofficial co-director of El Taller Las Americas housed within M.S./P.S. 306. In this regard I provided professional development and coached middle school teachers in the development of advisory, literature classes and writing workshop. I was responsible for school-wide scheduling and middle school development. I led the student guidance and counseling services, including coordinating high school articulation process. I assisted in the first-year implementation and administration of a \$1.25 million federal grant, and designed, planned and implemented major school-based programs in partnership with community-based organizations and universities.

1995-1996 **Associate Director** ASPIRA of New York, Inc., NY, NY I directed ASPIRA's Youth Leadership Development Program. In this regard I restructured program (and corresponding curriculum) emphasizing an activities-based youth leadership development praxis, focused on service learning and democratic participation. I recruited, hired and trained personnel and ensured compliance with New York City work-plans and contract requirements. I coordinated and supervised city and statewide agency wide activities and developed program materials and maintained agency correspondence with city and state officials. I edited and co-wrote ASPIRA of New York's Youth Leadership Development Curriculum.

1992-1995 **Teacher** Dual Language Middle School, NY, NY I taught sixth grade mathematics, history, literature, writing workshop and physical education to children ages twelve to fifteen. I also served as an advisor for students and as a liaison between parents and the school community.

1993 Senior Research Consultant Latino Commission on Educational Reform, NY, NY 1992 Research Assistant Latino Commission on Educational Reform, NY, NY I reviewed educational literature pertaining to and affecting the academic achievement of Latino students and assisted in preparation of reports and surveys. I facilitated meetings and assisted in the coordination of sub-committees.

COMMUNITY ACTIVITIES/AWARDS/HONORS:

- LaGuardia Scholarship, New School For Social Research (2000)
- Mellon Fellow, Teachers College, Columbia University (1991-1992)
- Teacher Opportunity Corps Grant, Columbia University (1991-1992)
- Proctor Houghton Scholarship, Wesleyan University (1991)
- Marian Wright-Edelman Foundation Grant, Wesleyan University (1991)
- Marian Wright-Edelman Foundation Grant, Wesleyan University (1990)
- Interned with Dr. Edward Joyner, Coordinator of the School Development Program of Yale University. Participated in the implementation of James Comer's school intervention model in various New Haven schools. Yale Child Study Center, School Development Program (Spring 1990)
- A Better Chance Scholar, Concord Academy (1978-81)

PUBLICATIONS:

"A Guerilla Evaluation of A Success Story," Educational Researcher [Volume 21, Number 7 Oct. 1992]. Review of Blacks in the White Establishment?: A study of Race & Class in America (by Richard L. Zweigenhaft & G. William Domhoff) with Professor Robert Crain of Teachers College, Columbia University.

Toward A Vision for the Education of Latino Students: Community Voices, Student Voices, Interim Report of the New York City Board of Education's Latino Commission on Educational Reform, May 1992.

EDUCATION:

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Baruch College

S.A.S

Educational Administration

1991

Wesleyan University

B.A.

History and Education.

CERTIFICATIONS:

NY State SAS

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.

thool Name Global Neighborhand Sec BN 04m381	Network: CF74 3-1
ARENT REPRESENTATIVE	
Livor i Golden Livor i Golden	a 13 14
PTER LEADER (UFT)	
nature (in blue ink) () fath Lynel se or plint name DEJAH LYNCH	2/13/14
IINCIPAL (CSA)	2/13/4
majure (in blue ink) X m Jenov pe or print name,	Date

04M381 Attachment B School-level Baseline Data and Target-Setting Chart

-250	HOOL-LEVEL SELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-2015	Target for 2015-2016	Target for 2016-2017
ı. L	eading Indicators						
a.	Number of minutes in the school year	Min	60390	60390	73800	73800	73800
b.	Student participation in State ELA assessment	%	100	96	100	100	100
C.	Student participation in State Math assessment	%	100	96	100	100	100
d.	Drop-out rate	%	11	N/A	N/A	N/A	N/A
e.	Student average daily attendance	%	94%	90%	91%	92%	93%
f.	Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g.	Suspension rate	%	2%	11%	10%	9%	8%
h.	Number of discipline referrals	Num	18	63	60	56	50
i.	Truancy rate	%	1%	6%	6%	6%	5%
j.	Teacher attendance rate	%	96%	96%	96%	96%	96%
k.	Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
1.	Hours of professional development to improve teacher performance	Num	20	98	115	115	115
m.	Hours of professional development to improve leadership and governance	Num	10	135	194	194	194
n.	Hours of professional development in the implementation of high quality interim assessments and data-driven action	Num	10	29	78	78	78
II. A	cademic 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

111.	School Design-specific Indicators (Add your own.)						
j.	High school graduates accepted into two or four year colleges	%	47	N/A	N/A	N/A	N/A
í.	Ninth graders being retained	%	21	N/A	N/A	N/A	N/A
h.	High school graduation rate	%	65	N/A	N/A	N/A	N/A
g.	Students receiving Regents diploma with advanced designation	%	17	N/A	N/A	N/A	N/A
f.	Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
e.	Average SAT score	Score	442	N/A	N/A	N/A	N/A
d.	Students scoring "proficient" or higher on Math assessment	%	30	15	17 to 19	19 to 23	21 to 27

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.

q. 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.

Teacher attendance rate

All schools: Calculated based on 2011-2012 school year: 1 – (total absent days/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:

- 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 Framework for Teaching 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 (Rtl)
- 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

- 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:

- Regular meetings in which school leaders:
 - 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

- 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

historically underserved students will enroll

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

This may include the following types of professional development activities:

- Teacher team meetings in which teams review student work products and other data to adjust teaching practice ("inquiry team meetings")
 - Professional development on creating and using periodic assessments
- 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.

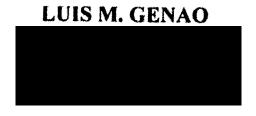
x. High school graduation rate

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.



PROFESSIONAL EXPERIENCE

2008-Present

Principal

Global Neighborhood Secondary School

Founding Principal of a new school designed to support and reinvigorate a failing zone school building in East Harlem. In Year One GNSS was noted as being in the top quartile of New York City Middle Schools for Progress in English Language Arts. In Year Two, the only year that GNSS earned anything below a "B" on the NYCDOE Progress Reports, GNSS received "high acclaim" from students and parents for "its inclusive environment, rigorous curriculum designed to provide a wide range of experiences, and an effective academic and social support system." (2009-2010 Quality Review). Even more significantly, his leadership is exemplified in the years that followed in which he refocused the school and earned two consecutive "B" Progress Reports (years 3 and 4) and one "A" (year 5).

2007-2008

Aspiring Principal

High School of Telecommunications and Technology, Brooklyn, NY

As a Leadership Academy Aspiring Principal I interned at HSTAT, wherein I facilitated professional development sessions on Literacy-Across-the-Curriculum, and participated in professional study groups focusing on teacher data analysis, Collaborative Team Teaching, and on the establishment of a School-wide Writing Policy. I also established a partnership with the Rewarding Achievement program (REACH) and acquired additional funding to support Advanced Placement Courses at HSTAT. In collaboration with school leadership, I conducted walkthroughs, as well as formal and informal observations. I participated in faculty, grade, and parent meetings, as well as in meetings with other partner organizations.

2006-2007 **Empowerment Schools Educational Analyst**

NYC-DOE, NY, NY

As the Business Service Coordinator and Special Service Coordinator within the Empowerment Schools Initiative I piloted the implementation of an alternative district governance structure within the NYC DOE. In this regard I assisted in the development of policies and practices to maximize effective resource utilization in support of student achievement for a semi-autonomous network of 25 schools. As well as ensuring operational compliance of all network schools, I facilitated the on-going development of six semi-autonomous secondary schools (9-12 and 6-12), and coordinated support from external partners with a particular focus on data analysis and student achievement (New Visions, Teachers College, NWEA, Princeton, etc.).

2002-2006 Director of the Early College Project National Council of La Raza, Washington DC As the founding Director of the Early College High School Demonstration Project, I directed the implementation and development of a \$7.2 million small schools initiative and functioned as Team Leader for a national network of 12 Early College High Schools. As the Senior Director of Education at NCLR, I created, implemented, and managed processes to support the on-going development of the project and the 12 schools, including the establishment of a highly functioning professional learning community which co-created school development benchmarks, adapted protocols for peer review, and created guidelines for the development of school portfolios. I also facilitated the development of partnerships with participating schools, non-profit organizations, and post-secondary institutions, as well as with all major funders and partners (Gates, Walton, Ford-PAS, and Jobs For the Future). In this regard I acquired over \$3 million dollars in additional resources for the project and ensured the overall coordination and effectiveness of technical assistance (including on-site coaching).

National Council of La Raza, Washington DC Director of Curriculum & Instruction I assisted NCLR affiliates and other Latino-serving organizations in developing the capacity to create and successfully operate charter schools that are linguistically and culturally appropriate and directly meet the unique educational needs of Latino students of all ages. I also managed and coordinated curriculum identification, development, and troubleshooting activities on behalf of the CSDI, including vetting service providers throughout the country who specialize in curriculum development geared to Latino students and English Language Learners and/or have demonstrated expertise and experience working with or operating dual immersion bilingual and ESL programs. I conducted on-site planning workshops and meetings, or otherwise directly assisted, or arranged for assistance to, CSDI participants, in identifying, selecting, adapting, or developing school designs, appropriate curriculum, instructional models, and accountability plans.

Program Officer

New Visions for Public Schools, NY, NY

I provided targeted assistance focused on improving teaching and learning to two Community School Districts and ten New Visions Schools. In this regard, I provided technical assistance and organized networking/learning opportunities for participating districts, schools, and parents. I also identified and pursued additional resources to support New Visions schools and programs. I participated in the development, evaluation, and refinement of the program and developed strategies to address the disparate needs of the New Visions Dual Language Schools culminating in the establishment of the New Visions Dual Language Network. In support of the New Visions Dual Language Network, I coordinated a collaboration with the New York City Board of Education which provided technical assistance, culminating in the development of five Title VII proposals, resulting in three awards amounting to \$2.3 million in federal funding over five years to support the schools. I was also the lead Middle School Program Officer and in this regard I mobilized and provided technical assistance to develop and implement research-based educational programming for children in grades 6-8.

Educational Consultant

ASPIRA of New York, Inc., NY, NY

I coordinated the program development and planning for the creation of a New Visions Middle School. I facilitated partnerships with Community School District 10, and Board of Education members and staff, including identifying federal, state, and city RFPs for potential support and being a key member of the agency proposal writing team.

Title VII Program Coordinator/Co-Director

I was the unofficial co-director of El Taller Las Americas housed within M.S./P.S. 306. In this regard I provided professional development and coached middle school teachers in the development of advisory, literature classes and writing workshop. I was responsible for school-wide scheduling and middle school development. I led the student guidance and counseling services, including coordinating high school articulation process. I assisted in the first-year implementation and administration of a \$1.25 million federal grant, and designed, planned and implemented major school-based programs in partnership with community-based organizations and universities.

Associate Director

ASPIRA of New York, Inc., NY, NY

I directed ASPIRA's Youth Leadership Development Program. In this regard I restructured program (and corresponding curriculum) emphasizing an activities-based youth leadership development praxis, focused on service learning and democratic participation. I recruited, hired and trained personnel and ensured compliance with New York City workplans and contract requirements. I coordinated and supervised city and statewide agency wide activities and developed program materials and maintained agency correspondence with city and state officials. I edited and co-wrote ASPIRA of New York's Youth Leadership Development Curriculum.

Dual Language Middle School, NY, NY

I taught sixth grade mathematics, history, literature, writing workshop and physical education to children ages twelve to fifteen. I also served as an advisor for students and as a liaison between parents and the school community.

Senior Research Consultant 1993

Latino Commission on Educational Reform, NY, NY Latino Commission on Educational Reform, NY, NY

Research Assistant

I reviewed educational literature pertaining to and affecting the academic achievement of Latino students and assisted in preparation of reports and surveys. I facilitated meetings and assisted in the coordination of sub-committees.

COMMUNITY ACTIVITIES/AWARDS/HONORS:

LaGuardia Scholarship, New School For Social Research (2000)

- Mellon Fellow, Teachers College, Columbia University (1991-1992)
- Teacher Opportunity Corps Grant, Columbia University (1991-1992)
- Proctor Houghton Scholarship, Wesleyan University (1991)
- Marian Wright-Edelman Foundation Grant, Wesleyan University (1991)
- Marian Wright-Edelman Foundation Grant, Wesleyan University (1990)
- Interned with Dr. Edward Joyner, Coordinator of the School Development Program of Yale University. Participated in the implementation of James Comer's school intervention model in various New Haven schools. Yale Child Study Center, School Development Program (Spring 1990)
- A Better Chance Scholar, Concord Academy (1978-81)

PUBLICATIONS:

"A Guerilla Evaluation of A Success Story," Educational Researcher [Volume 21, Number 7 Oct. 1992]. Review of Blacks in the White Establishment?: A study of Race & Class in America (by Richard L. Zweigenhaft & G. William Domhoff) with Professor Robert Crain of Teachers College, Columbia University.

Toward A Vision for the Education of Latino Students: Community Voices, Student Voices, Interim Report of the New York City Board of Education's Latino Commission on Educational Reform, May 1992.

EDUCATION:

2007

Baruch College

S.A.S

Educational Administration

1991

Wesleyan University

B.A.

History and Education.

CERTIFICATIONS:

NY State SAS

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Trite I funds will be repurposed to sustain the	ACHVITY		Title funds will be repurposed to sustain this activity	\$108,000 Teacher Leaders will be developed to continue on going support for DOI.	Peer Mediators will be developed to support restorative justice practices. Grade Level Teacher Leaders will be trained to conduct mediations and interventions. Additional funding will be pursued in collaboration with partner (BOs and the NYCDOE to sustain extended day program.	Peer Mediators will be developed to support restorative justice practices. Grade tevel Teacher Leaders will be trained to conduct mediations and interventions. Additional funding will be pursued in coil about alon with partner CBOs and the NYCDOE to sustain extended day program. PBC, GK, CMSS and NYCDOE is committed to pursue funding to support extended day in middle school.		After three-years of purchase, GNSS with have enough lepads for the entire community, only necessitating enough purchases to replace lost or old equipment. Furthermore, if pitot is successful GNSS is committed to continuing upkeep of program utilizing Title (5MP).
1 070 003	-	32.849	1 50,000	2108,000	\$75,000	\$317,949	64-6059	\$54,960
	\$10,983	10.983	100,000	\$36,000	\$25.000	\$55,983	216.983	\$18,320
l	\$10,983	10.983	25,000	\$ 36,000	\$25,000	\$130,983	216.983	\$18,320
ı	\$10,983	10,983	52,000	\$36,000	\$25,000	\$130,983	216.983	\$18,320
Category Primary SIF Activity Chool (04M381)	Hourth Supervisory per session for organizing and evaluation teachers, and partners.	Subsoral Code 15	Metamorphosis. "Content Coaching" is a capacity building professional development practice vendor with individuals and groups of teachers to design, implement, and reflect on agroups of iteachers to design, implement, and reflect on signous, differentiated, and standards-based lessons that promote student learning through improved instruction.	Teaching Matters, Inc. (a NYCDOE Partnership Support Organization and Educational Consulting film) will support all teachers in Data Drive instruction and inquiry. By June 2015, order to ensure that all students are engaged in learnings attrategic instructional moves in order to ensure that all students are engaged in learning activities that support CCLS-aligned instructional objectives and mastery of these objectives is assessed via various questioning instructional objectives and mastery of these objectives is assessed via various questioning and assessment techniques. I Overasil net increase in the students' grade level equivalent for both ELA and mathematics as measured by the Scantron Performance Series. 2 Math and ELA teachers will construct interventions for the following three groups of students: on-track to be proficient on the next ELA/Math state assessment, on-track to be Basic Proficient on the next ELA/Math state assessment, on-track to be Basic Proficient on the next ELA/Math state assessment and proven to be successful. Interventions will be focused using the Data-Driven instructional Tool (DDIT). 3. Math and ELA teachers will implement at least one strangey employed by their peets and proven to be successful. Interventions will be documented in the teachers' lesson plans. 4. The data specialist and the administrative team will conduct an analysis of the results of the internal assessment state Assessment Rates. Sixty percent of GMSS teachers will show an increase in their lable some theory of the internal and students will show an interase in their lable social surface the Word Generation curriculum. Teaching meeting this goal: in collaboration with GMSS administration, will be responsible for providing professional development and training that supports teachers and staff in meeting this goal:	By June 2015, in partnership with Princeton Blairstown Center (a NYC ARBA approved vendor providing Social-Emotional Learning professional development and direct service), CMSS will reduce the number of incidents that lead to principal's and superintendent's suspensions by promoting restorative interventions that help students reflect on their actions, addresses their underlying factors that lead to inappropriate behaviors, improve their communication and social skills, strengthen systems, practices and understanding that foster a physicality and emotionally secure environment in which everyone can focus on student learning.	GNSS works in collaboration with Global Kids (a. Student Support Service ARRA Vendor) and related service providers to ensure that all students receive appropriate socio-emotional support as described in the students iEPs. CBO representatives meet with the school counselor on a weekly basis to discuss/review attendance, the student counseling schedule, counseling needs, and plan grade-level and school wide events that promote attendance, touseling behaviors and healthy socio-emotional behaviors. CBO and GNSS staff are available during the EIT program to provide individual and small counseling, help with conflict resolution, and engage students in learning activities that promote socio-emotional behaviors. Additionally, CNSS staff (Math, Science and ELA teachers) provide students with academic and enrichment acrivities.	Subsolal Code 40	CNSS will purchase 40 Apple I-Pads with Apple Care Plus support a year to support independent reading and address significant literacy gaps of our population. Apple I-Pads independent reading and address significant literacy gaps of our population. Apple I-Pads have proven to be a high engagement device. As a result CNSS expects; I, an increase of 20 minutes per day of independent reading by participants. 2, an increase in achievement outcomes on the NY State ELA Test, 3. On-going assessments of Lexile growth as well as growth on CCLS aligned checks for understanding with expected documented progress in both.
Primary SIF Activity hborhood Secon	Extended Learning	Time (ELT)	Teacher Training Metamorphosis	Data-Driven Instruction/Inquiry (DDI)	School Climate and Discipline	Extended Learning Time (ELT)		Student Support
Category F. Global Neio		de 15	de 40	ode 40	Code 40	Code 40		Code 45

h personalized libraries in the special parties and their responsive reads in swer and multiple of issues and teacher's effections and teacher's effectional development	npiex, \$2,875 \$2,875 \$2,875 \$ s. stains	Subtotal Code 45 21,195 21,195 21,195 63,585	ion of 839 839 \$2,517	Ubiotal Code 80 839 839 839 2517	Subtotal SH 250,000 250,000 250,000			universal Control	TOTAL SIF 250,000 250,000 250,000 750,000	313.621 313.621 342,131 969.372	40,402	59.314 54.706 183.333	TOTAL 659.969 659.969 697.239 2.017.177
4	support independent reading by providing students with personalized libraries of complex, high-interest informational and literary texts. LightSail will also provide teachers and administrators with continuous data on student reading habits and their responses to Lexile cloze assessments and Common Core-aligned shorter answer and multiple-choice questions.	Subte	mployee fringes as calculated on ARRA-funded FTE positions and teachers' extens ervice to participate in extended day teaching and professional development oppurside of the school day.	signs						Jon-Core Instruction Tax Levy	Title 1 for Priority and Focus Schools	Other Title Lallocations	
										I			

Attachment D - Budget Summary Chart

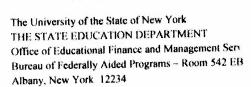
Agency Code	305100010051
Agency Name	New York City Dansmant of Education

Categories Code Professional Salaries Support Staff Salaries Purchased Services Supplies and Materials Travel Expenses Employee Benefits		Usune 1.	1, 2014- June 30, 2015)	15)
Professional Salaries Support Staff Salaries Purchased Services Supplies and Materials Travel Expenses Employee Benefits	Costs	Categories	Code	Costs
Support Staff Salaries Purchased Services Supplies and Materials Travel Expenses Employee Benefits Indirect Cost (IC)	15	Professional Salaries	15 \$	S
Purchased Services Supplies and Materials Travel Expenses Employee Benefits Indirect Cost (IC)	16	Support Staff Salaries	16	s
Supplies and Materials Travel Expenses Employee Benefits Indirect Cost (IC)	40	Purchased Services	\$ 04	s
Travel Expenses Employee Benefits Indirect Cost (IC)	45	Supplies and Materials	45	8
Employee Benefits Indirect Cost (IC)	46	Travel Expenses	46	S
Indirect Cost (IC)	08	Employee Benefits	88	8
	96	Indirect Cost (IC)	8	8
BOCES Service	49	BOCES Service	49	\$
Minor Remodeling	30	Minor Remodeling	8	S
Equipment	20	Equipment	92	8
To	Total \$.		Total	\$

	Year 2 I	(ear 2 Implementation Period (any 1, 2015 - June 30, 2016)	Period D16)	
	Categories	Code	Costs	
10,983	Professional Salaries		S	10,983
	Support Staff Salaries	16	S	•
216,983	Purchased Services	¥	s	216,983
21,195	Supplies and Materials	45	\$ 3	21,195
	Travel Expenses	94	S	,
839	Employee Benefits	98	5	839
٠	Indirect Cost (IC)	8	\$	
,	BOCES Service	49	5 8	,
٠	Minor Remodeling	36	8	,
,	Equipment	20	s	
250,000		otal	ss	250,000

San San San Sallah	1, 2016 - June 30,	2017)	見の記
Categories	Code	Costs	
Professional Salaries	I	15 \$	10,983
Support Staff Salaries	1	16 \$,
Purchased Services	4	40 \$	216,983
Supplies and Materials	4	45 \$	21,195
ravel Expenses	4	46 \$	
Employee Benefits	· ·	\$ 08	839
ndirect Cost (IC)	6	\$ 06	,
BOCES Service	4	49 \$	
Minor Remodeling	3	30 \$	
Equipment	2	\$ 02	
	Total	s le	250,000

Tot	Total Project Peri	2017	
Categories	Code	Costs	
Professional Salaries	-	5 5	32,949
Support Staff Salaries		\$ 91	
Purchased Services		5 03	650,949
Supplies and Materials	-	45 \$	63,585
Travel Expenses	4	\$ 99	
Employee Benefits		5 00	2,517
Indirect Cost (IC)	6	8 8	
BOCES Service	4	\$ 69	•
Minor Remodeling	m	30 \$	
Equipment	~	\$ 02	1
צי	Total Project Budget	\$ 11	750,000



FOR THE OPERATION OF A

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

	BASIC PRO	OJECT IN	NFORMATIC	ON		
N.Y.C. GRANT #	N.Y.C. DOC	UMENT#			PROJECT	#
AGENCY CODE	3 0 5 1	0 0 0	0 1 0 0	5 1		
Federal /State Program	SCHOOL Global N	INNOVA leighborho	TION FUND od Secondary	School		
Contact Person	Е	DUARDO	CONTRERA	\S		
Agency Name	New York City	/ Departm	ent of Educa	tion		
Mailing Address	52 Chambers S	treet, Roo	om 213			
	New York,	N.Y.	10007			
Telephone #	212-374-0520		_	Manhattan County		
Project Operation Dates	From JUN	1	2014 To	JUN _	30	2015

BUDGET TOTAL

\$250,000

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Specific Position 11115			
04M381 SIF			
	0.00	0	0
eacher	0.00	0	0
eacher (regular)	0.00	0	0
ead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	\ o	0
Guidance Counselor	0.00	0	0
Education Administrator	0.00	0	0
Social Worker		41.98	0
Teacher Per Session (rate per hour)	0	19.12	0
Teacher per session Trainee Rate (rate per hour)	0	43.93	0
Guidance Counselor Per Session	0	1	10,983
Supervisor Per Session (rate per hour)	250	43.93	0
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	
F-Status Teacher per diem (rate per day)	0	154.97	ļ
Teacher Occasional Per Diem (rate per day)			10,983
		ŀ	
Central			
School Implementation Manager			
	1		
		- Code 15	10,98

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
Family Worker (DC37 Para E-Bank) School Aide (E-Bank) (FTEs) School Aide (E-Bank) Ed. Para Bulk (Per Session) (rate per hour) School Aide Bulk Job (E-Bank) (rate per hour) Secretary Per Session (H-Bank) (rate per hour)	0.00 0.00 0 0 0	0 0 16.20 26.27 16.20 25.87	
	Subtotal -	Code 16	

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
04M381 SIF		T
685 - Educational Consultant	Global Kids	130,983
686 - Professional Services Other	Princeton Blairstown Center	25,000
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis, Teaching Matters, Inc.	61,000
		216,983

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
04M381 SIF	
	18,320
Computer and Printers under \$5,000 per unit	0
Educational Software	2,875
General and Instructional Supplies	0
Library Books	0
Supplemental Textbooks	21,195
Subtotal - Code 45	21,195

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	Calculati of Cos	
	Subtotal - Cod	le 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. Proposed Expenditure Item Social Security New York State Teachers Retirement New York State Employees Health Insurance Worker's Compensation Unemployment Insurance Welfare Benefits Annuity Sabbaticals 839 ARRA FRINGE - SIF ARRA FRINGE - Other 0 ARRA FRINGE - CENTRAL 839 Subtotal - Code 80

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 Resticted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

	N	.Y.	c. Gl	RAN	T#	
0	0	0	0	0	0	0

EQUIPMENT: Code 20

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

Description of Item	Proposed Quantity	Unit Cost	Proposed Expenditure
		Subtotal - Co	de 20

N.Y.C. GRANT

0

PROJECT BUDGET SUMMARY

Agency Name: NYC PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	10,983
Non-Professional Salaries	16	0
Purchased Services	40	216,983
Supplies and Materials	45	21,195
Travel Expenses	46	0
Employee Benefits	80	839
Indirect Cost	90	0
Equipment	20	0
GRAND '	TOTAL	250,000
		L

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

SIGNATURE

Ling Tan, Director, Capital & Reimbursable Finance

NAME/TITLE - CHIEF ADMINISTRATIVE OFFICER

FOR DEPARTMENT USE ONLY

SED #:	000	0	0 0	0 0 0 0	0 0 1	0
Project #:		0 0	0 0	0 0 0	0 0	0
Tracking/Con	tract #:					
Project Funding	JUN	1	2014_	JUN	30	2015
Dates	FF	ROM			то	
Program Off Approval	ice					

Fiscal Year	Amount Budgeted	First Payment
	\$	\$
	\$	\$
	\$	\$
	\$	\$
	\$	\$
	\$	
	oucher#	First Payment
Finance Office		
Approval		

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

Full Participation – No Request for Waiver (PREFERRED)

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:

	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
	MJ 2/21/14

M/WBE UTILIZATION PLAN

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

Bidder/Applicant's Name: NYC DEPARTMENT OF EDUCATION

Telephone/Email: (212) 374-0520 Federal ID No.: 13-6400434

Address: Chambers St.

RFP No: RFP Number: TA-15

City, State, Zip: New York, NY 10007

Annual Dollar Value of Year 2 Year 3 Year Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with (Subcontracts/Supplies/Services) Description of Work (check all applicable) NYS ESD Certified Classification NAME: METAMORPHOSIS TEACHING LEARNING Certified M/WBE

25,000 25,000 100,000 150,000

TOTAL

reflect on rigorous, differentiated, and standards-based lessons individuals and groups of teachers to design, implement, and

that promote student learning through improved instruction.

CITY, ST, ZIP: New York NY, 10038

ADDRESS: 165 PARK ROW # 18A

COMMUNITIES INC

PHONE/E-MAIL: 212-608-0714 /

WBE

MBE

DATE_ 2-23- 14

FEDERAL ID No. 043713795

lucy@lucywestpd.com

PREPARED BY (Signature)

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, AKTICLE 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 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	
			\$ 750,000	
1	Total Budget	32,949		
2	Professional Salaries	\$ 32,949		
3	Support Staff Salaries	\$ -		
4	Fringe Benefits	\$ 2,517		
 -5	Indirect Costs	\$ -		
		\$ -		
6	Rent/Lease/Utilities		\$ 35,466	
7	Sum of lines 2, 3, 4, 5, and 6		1	
8	Line 1 minus Line 7		\$ 714,534	
	M/WBE Goal percentage (20%)			
9 10	Line 8 multiplied by Line 9 = MWBE goal amount		\$ 142,907	

M/WBE SUBCONTRACTORS AND SUPPLIERS NOTICE OF INTENT TO PARTICIPATE

by Committed by	by MBE
INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Applicant unless requesting a total waiver. Farts by a continuous solution of the analysis. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the analysis. The Bidder/Applicant must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the	
proposal/application.	
Bidder/Applicant Name: NYC DEPARTMENT OF EDUCATION Federal ID No.: 13-6400434	
Address: 52 Chambers Street Phone No.: 212-374-0520	
City Brooklyn State NY Zip Code 11238 E-mail: mdoyle@schools.nyc.gov	
Mary Doyle, Executive Director State Portfolio Policy Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm	-
Date: 2 2 114	

PART B. THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT/APPLICATION:	Federal ID No.: 043713795
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Phone No.: 212-233-0419 Name of M/WBE: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC Address: ADDRESS: 165 PARK ROW # 18A E-mail: lucy@lucywestpd.com

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

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

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

DESIGNATION:

MBE Subcontractor

WBE Subcontractor

MBE Supplier

WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE): The undersigned is a certified M, WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification. The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification. The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification. The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification. The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification. BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT. Signoture & Authoritied Representative of M/WBE Firm Signoture & Authoritied Representative of M/WBE Firm Printed or Typed Name and Title of Authoritied Representative Printed or Typed Name and Title of Authoritied Representative

M/WBE 102

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