



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

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

June 30, 2014

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

RE: Award Notice: School Innovation Fund (SIF) Round 3– Grant #TA-15
Award Amount: \$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 district's participation in our recent School Innovation Fund grant competition. I am pleased to inform you that your district's proposal for I.S. 224 has met the preliminary standard for funding.

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

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

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

The School Turnaround Office looks forward to working with your district on this project. Should you have any questions or require additional assistance, please contact the office at turnaround@mail.nysed.gov or (518) 473-8852.

Sincerely,

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

Bill Clarke

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

ORIGINAL

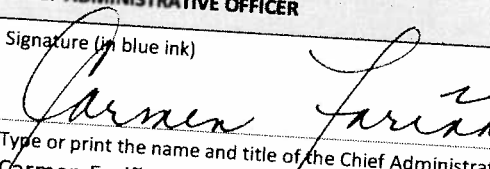
New York State Education Department
School Innovation Fund Grant – Round 3 (TA-15)
Application Cover Sheet

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

Applicant LEA (Name) New York City Department of Education		County New York			
Legal School Name for the Priority School Identified in this Application Bronx High School of Business		Beds Code 320900011412			
Chief Administrative Officer (Last Name, First Name, Dr./Mr./Ms.) Fariña, Carmen, Mrs.					
Title Chancellor	Telephone (212) 374-0200	Fax Number (212) 374-5588	E-mail Address CGFarina@schools.nyc.gov		
Address (Street, City, Zip Code) 52 Chambers Street, New York, NY 10007					
Application Type (Check one):		<input checked="" type="checkbox"/> LEA with one Lead Partner <input type="checkbox"/> LEA with Partner Consortium			
SCHOOL DESIGN TYPE (Check One)					
College Pathways <input checked="" type="checkbox"/>	Community-Oriented <input type="checkbox"/>	Arts / Cultural Ed <input type="checkbox"/>	CTE <input type="checkbox"/>	Virtual/Blnd/Online <input type="checkbox"/>	Network-Affiliated <input type="checkbox"/>

Certification and Approval

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

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

RECEIVED

FEB 28 2014

CONTRACT ADMINISTRATION

Submission Checklist

Documents	Checked -Applicant	Checked-SED
Application Cover Sheet (with original signature in <u>blue ink</u>)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative District-level Plan and School-level Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment A Assurance of Joint Commitment and Collaboration Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment B School-level Baseline Data and Target Setting Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment D Budget Summary Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment E Project Plan Template	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment F Performance Agreement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment G Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FS-10 for Year One Implementation Period (June 1, 2014 to June 30, 2015); FS-10 forms are available at: http://www.oms.nysed.gov/cafe/forms/	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Preliminary draft Memorandum of Understanding(s) (with Lead Partner or Partner Consortium)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

M/WBE Documents Package (containing original signatures)

☒ Full Participation
 ☐ Request Partial Waiver
 ☐ Request Total Waiver

Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor's Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>

SED Comments:

Has the applicant submitted all of the documents listed above? ☐ Yes ☐ No

Reviewer: _____ Date: _____

09X412 Bronx HS of Business

2014 SIF 3 Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST # 9 - BRONX

Select School Name:

320900011412 BRONX HIGH SCHOOL-LAW & COMM SVC

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

9-12

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

348

Enter LEA Administrator's Name:

Mary Doyle

Enter LEA Administrator's Title:

Executive Director

LEA's Street Address:

52 Chambers Street

LEA's City:

New York

Zip Code:

10007

Enter name of person submitting application:

Mary Doyle

Phone number:

212-374-2762

Fax number:

212-374-5760

Email address:

mdoyle5@schools.nyc.gov

Select the SIF Model for this School Application

College Pathways School Design

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

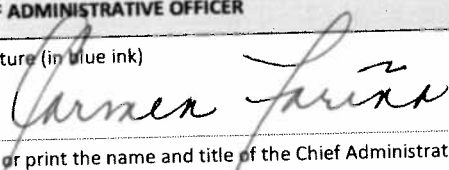
ORIGINAL


DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

Applicant LEA (Name) New York City Department of Education			County New York		
Legal School Name for the Priority School Identified in this Application I.S. 224			Beds Code 320700010224		
Chief Administrative Officer (Last Name, First Name, Dr./Mr./Ms.) Fariña, Carmen, Mrs.					
Title Chancellor	Telephone (212) 374-0200	Fax Number (212) 374-5588	E-mail Address CGFarina@schools.nyc.gov		
Address (Street, City, Zip Code) 52 Chambers Street, New York, NY 10007					
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SCHOOL DESIGN TYPE (Check One)					
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CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) 	Date 2/25/14
Type or print the name and title of the Chief Administrative Officer. Carmen Fariña	
DO NOT WRITE IN THIS SPACE	
Reviewed by _____	Date _____

RECEIVED
FEB 28 2014
CONTRACT ADMINISTRATION


07X224 IS 224

2014 SIF 3 Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST # 7 - BRONX

Select School Name:

320700010224 MS 224

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:

327

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

Documents	Checked -Applicant	Checked-SED	
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M/WBE Documents Package (containing original signatures)			
<input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
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M/WBE 100 Utilization Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
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M/WBE 105 Contractor's Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
SED Comments:			
Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Reviewer: _____		Date: _____	

A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

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

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

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

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

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

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

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School's enrollment

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

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

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

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

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Expanded Learning Time Requirements

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

Student Participation

1. How should schools identify participating students?

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

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

2. Can students be required to participate in ELT?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

Options for Adding Time

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

10. Must schools reconfigure their schedules to implement ELT?

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Academic Instruction

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

15. Must schools award grades for ELT programs?

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

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

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

Teachers

17. Who may oversee ELT programs?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

18. Can teachers be required to participate in ELT?

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

19. Can ELT be used for teacher planning time?

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

Operations

20. How should Priority Schools fund ELT programs?

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

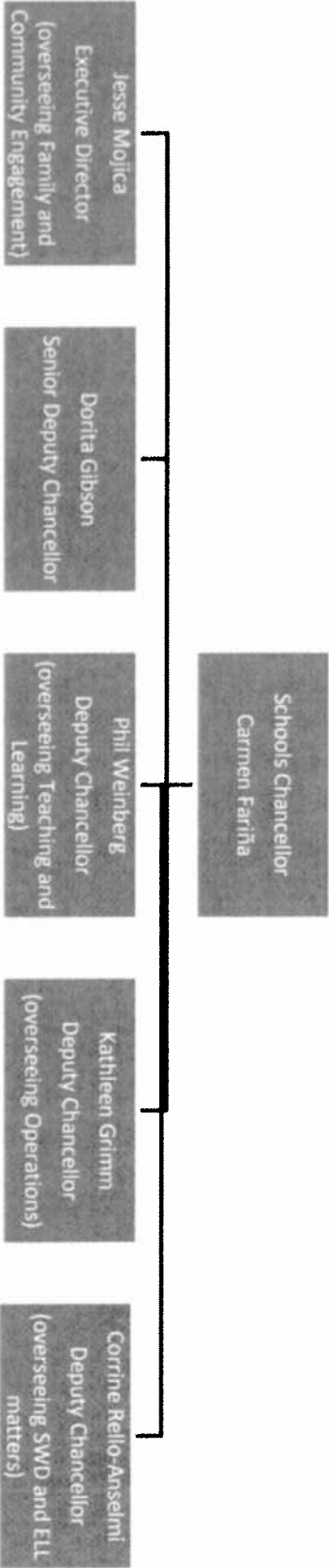
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

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

District-Level Leadership Organizational Chart



Section D: District trainings offered for Year One

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

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

AGREEMENT

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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 1, paragraph 2.

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

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.

LEA Name: NYC DOE
School Name: 07X224 The Science School for Exploration and Discovery.

CHIEF ADMINISTRATIVE OFFICER (Superintendent)

Signature (in blue ink)

Date

Type or print name

Carmen Fariña
Carmen Fariña

2/25/14

BOARD OF EDUCATION PRESIDENT

Signature (in blue ink)

Date

Type or print name

LOCAL ADMINISTRATORS UNION PRESIDENT

Signature (in blue ink)

Date

Type or print name

Ernest A. Logan
Ernest A. Logan

2/24/14

LOCAL TEACHERS UNION PRESIDENT

Signature (in blue ink)

Date

Type or print name

Michael Mulgrew
Michael Mulgrew

2/25/14

District Parent Representative

Alim S. Gafar
Alim S. Gafar

2/24/14

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

The Science School for Exploration and Discovery (07X224)

Partner Information

Counseling in Schools

Counseling In Schools, Inc. strives for families to understand their connections, adults to realize their capacities and children to thrive in their development.

Counseling in Schools will support MS 224 through the provision of services to both students and staff.

Individual and/or Family Counseling: Sessions with students (and families) will be provided to address the needs of students who are consistently unable to adhere to classroom and/or school community norms. Students will be identified by administration and teacher referrals.

Professional Development Services: Counseling in Schools staff will provide professional development designed to build the capacity of individual teachers, small teacher cohorts, administrators and large staff groups to work individually and as a whole to build an effective learning community at MS 224. A strong emphasis will be placed on building empathy for students while simultaneously understanding personal responses to student behaviors and needs. Individual teacher training will be provided through the integration of a counselor into the classroom during pre-arranged class periods. Altogether Counseling in Schools will provide 6 cycles of professional development of 6 weeks each.

Custom Computer

Custom Computer provides a wide array of technical and consulting solutions designed to empower schools to realize better overall return from their technology investments.

Custom Computer will support I.S. 224 by identifying a core team of teachers focused on learning differentiated technology-based strategies designed to meet needs across multiple disciplines.

Professional development is a critical element in systemic reform and in enabling teacher and student success. Custom Computers' professional development program will fully engage teachers and students on authentic learning experiences emphasizing collaboration, creativity, and innovation. Custom Computer will implement a three-year professional development program for leadership, teachers, and students at I.S. 224 aligned to Common Core State Standards and 21st Century skills. The technology professional development plan will provide engaging and powerful learning experiences and content, as well as resources and assessments that measure student achievement in complete, authentic, and meaningful ways.

Enrollment Summary

In P.S. / I.S. 224, students with disabilities comprise 27% of the school's population, 2 percentage points higher than the average middle school in the district. English Language Learners comprise 37% of the school's population, 17 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 0.2 lower than the average middle school in the district.

Leadership Information

Ms. Sojourner Welch-David has served as principal of M.S. 224 since May of 2011. Ms. Welch-David's selection was based upon her experience with and understanding of the importance of the cognitive, emotional and social development of students. Throughout her career as an educator, Ms. Welch-David has demonstrated the leadership and pedagogical skills required to make her a strong school leader. She is talented, driven, passionate, and hardworking. Ms. Welch-David's ability to work well with parents has helped to create a strong positive culture at M.S. 224. She has demonstrated the ability to handle academic, social, and emotional challenges faced by students at her school, and has made a positive impact in her school through the provision of high impact professional development, allowing teachers to implement instructional strategies, which gauge the interest of students. In 2011 Ms. Welch-David inherited MS 224x with a letter grade of D on the New York City Progress report. In June 2011, MS 224x had 365 recorded incidents in OORS. In two short years, her strategic decision making and organizational decisions moved the school to a letter Grade of A on the 2013 New York City Progress Report. In addition, the school moved from pre-persistently dangerous in 2011 to a school in good standing under the requirements of the Office of Youth Development. MS 224x was also cited for 5 years prior to Ms. David's tenure by the New York State Education Department for noncompliance of IEP regulations. In one year the school was and continues to be in good standing. Ms. Welch-David has proven herself to be a leader capable of implementing change by fostering a life-long commitment to education for all students. Through challenging, high-interest, inquiry-based curriculum, students learn about exciting professions such as urban planning, engineering, and design technology.

By developing critical thinking skills in the areas of mathematics, science, writing and reading, Ms. Welch-David has helped to build a small educational environment where students receive skills leading to college and career readiness. Ms. Welch-David envisions prosperous futures for all students as professionals dedicated to rebuilding the community.

Ms. Sojourner Welch-David has served as principal of MS 224 since May 2011. Prior to this, Ms. Welch-David served as Senior Assistant Principal at M.S. 302, helping to oversee three assistant principals and five deans. Ms. Sojourner Welch-David helped to set school goals, make policy decisions, allocate budgetary resources, and make curriculum decisions. Ms. Welch-David was the creator and supervisor of the Law & Social/Civil Responsibility Academy, was the supervisor of the Thurgood Marshall Mock Trial Competition and established and monitored a college and career readiness internship program. From 1996-1999, prior to her service at M.S. 302, Ms. Welch-David served as a teacher of English and of Social Studies at M.S. 52, and helped to reinforce the cognitive, emotional and social development of students as Dean/Crisis

Mediator from 1999-2001. Ms. David was chosen to lead this school after four extensive interviews with the network, superintendent (2X), and the school leadership team. The goal of all stakeholders was to find a principal that had many successful years as an administrator, and was a part of school reform and transformation.

ORIGINAL

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

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

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

SUPERINTENDENT	
Signature (in blue ink)	Date
<i>Carmen Fariña</i>	2/25/14
Type or print the name.	
Yolanda Torres	02-10-2014
EXTERNAL PARTNER	
Signature (in blue ink)	Date
<i>Cynthia M. Getz</i>	2.6.14
Type or print the name and title and organization of the partner.	
CYNTHIA M. GETZ, SENIOR MANAGER, CUSTOM COMPUTER SPECIALISTS INC	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
<i>Kevin Dahill-Fuchel</i>	2/7/14
Type or print the name and title and organization of the partner.	
Kevin Dahill-Fuchel, Executive Director Counseling In Schools	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner.	

**MEMORANDUM OF UNDERSTANDING
BETWEEN COUNSELING IN SCHOOLS, INC
AND
NEW YORK CITY DEPARTMENT OF EDUCATION**

1. **Parties.** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between COUNSELING IN SCHOOLS, INC ("COUNSELING IN SCHOOLS") and New York City Department of Education ("NYCDOE") effective as of signature date, below.
2. **Purpose.** The purpose of this MOU is to establish projected responsibilities under which COUNSELING IN SCHOOLS provides services to IS 224, 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 COUNSELING IN SCHOOLS

Counseling In Schools, Inc. strives for families to understand their connections, adults to realize their capacities and children to thrive in their development.

In the event that the IS 224 is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), COUNSELING IN SCHOOLS 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.

COUNSELING IN SCHOOLS will tailor existing products and services for implementation in IS 224. These products and services include:

Counseling in Schools will support MS 224 through the provision of services to both students and staff. Individual and/or Family Counseling: Sessions with students (and families) will be provided to address the needs of students who are consistently unable to adhere to classroom and/or school community norms. Students will be identified by administration and teacher referrals.

Professional Development Services: Counseling in Schools staff will provide professional development designed to build the capacity of individual teachers, small teacher cohorts, administrators and large staff groups to work individually and as a whole to build an effective learning community at MS 224. A strong emphasis will be placed on building empathy for students while simultaneously understanding personal responses to student behaviors and needs. Individual teacher training will be provided through the integration of a counselor into the classroom during pre-arranged class periods. Altogether Counseling in Schools will provide 6 cycles of professional development of 6 weeks each.

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 COUNSELING IN SCHOOLS 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 IS 224
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, **and** a final service agreement is negotiated between CUSTOM COMPUTER and NYCDOE

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

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

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

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

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

CUSTOM COMPUTER SPECIALIST

Signature	Title	Date
-----------	-------	------

NYCDOE

Signature	Title	Date
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**MEMORANDUM OF UNDERSTANDING
BETWEEN CUSTOM COMPUTER SPECIALIST
AND
NEW YORK CITY DEPARTMENT OF EDUCATION**

1. **Parties.** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between CUSTOM COMPUTER SPECIALIST ("CUSTOM COMPUTER") and New York City Department of Education ("NYCDOE") effective as of signature date, below.
2. **Purpose.** The purpose of this MOU is to establish projected responsibilities under which CUSTOM COMPUTER provides services to IS 224, 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 CUSTOM COMPUTER

Custom Computer provides a wide array of technical and consulting solutions designed to empower schools to realize better overall return from their technology investments.

In the event that the IS 224 is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), CUSTOM COMPUTER 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.

CUSTOM COMPUTER will tailor existing products and services for implementation in IS 224. These products and services include:

Custom Computer will support I.S. 224 by identifying a core team of teachers focused on learning differentiated technology-based strategies designed to meet needs across multiple disciplines.

Professional development is a critical element in systemic reform and in enabling teacher and student success. Custom Computers' professional development program will fully engage teachers and students on authentic learning experiences emphasizing collaboration, creativity, and innovation. Custom Computer will implement a three-year professional development program for leadership, teachers, and students at I.S. 224 aligned to Common Core State Standards and 21st Century skills.

The technology professional development plan will provide engaging and powerful learning experiences and content, as well as resources and assessments that measure student achievement in complete, authentic, and meaningful ways.

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 CUSTOM COMPUTER 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 IS 224
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, **and** a final service agreement is negotiated between COUNSELING IN SCHOOLS 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.

COUNSELING IN SCHOOLS, INC

Signature	Title	Date
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NYCDOE

Signature	Title	Date
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School Innovation Fund (SIF) Application

School Name:	The Science School for Exploration and Discovery
DBN:	07X224
Network:	401

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

A. School Overview

2 points

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

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

Through personalized attention and a challenging, high-interest curriculum, M.S. 224 seeks to foster a life-long commitment to education among all its students. Our inquiry curriculum allows students to learn about exciting professions such as urban planning, engineering, and design technology. These fields necessitate skills in critical thinking; mathematics, science, writing, and reading; and team work. M.S. 224 prides itself on using these skills and standards to guide our students to prosperous futures. Seeking students who are passionate about hands-on science and learning, we promise in return a small educational environment where each student has the opportunity to thrive. We envision our children to one day grow into a team of architects, engineers, and other professionals dedicated to rebuilding our community.

To help achieve this vision, MS 224 will implement a Community-Oriented SIF Model. By implementing the SIF model we expect to achieve the three following goals over the next three years:

1. By June, 2017, all classroom teachers will effectively use instructional data to plan lessons, promote meaningful and engaging activities for students, and assess student progress

as measured by a 30% increase in students scoring at level 3 or above on the New York State ELA and Math assessment.

2. By June 2017, students will demonstrate increases in social and emotional engagement as measured by a 60% decrease in OORS incidents related to bullying or bias behavior.
3. By June 2017, parent attendance in workshops and activities designed to bridge the communication gap between student learning and home environment will increase by 50% as measured by participation in school activities and parent feedback on the Learning Environment Survey.

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

Research on community schools – schools that have integrated services through external partnerships – identified that one major advantage to a community school model is that the additional resources provided by external partners reduce the demand on school staff for addressing all the challenges that students bring to school. This allows instructional staff to be able to focus on instruction, working in concert with professionals who are best suited to address other issues affecting students (e.g., physical health, emotional health, etc.). In addition, these partnerships increase opportunities for students that support their learning process by offering them academic remediation and enrichment in an extended day format. Finally, by providing needed services to families they help to increase parental engagement in the school and in the students' learning process. There is growing research in New York City and in other urban school districts that community school models promote student achievement, especially among students with the greatest academic deficits.

MS 224 is moving toward a community schools model. This model is designed to meet the needs of the “Whole Child”, with a focus on the social emotional development of students and families in our community in addition to an enriched instructional model. The SIF grant will support this endeavor. The MS 224 Community-Oriented Model will include two primary external partners, **Custom Computer Specialists** and **Counseling in Schools** to provide services to students and their families that are not currently offered at the school. These services will augment the school's current instructional program and student support services, including a School-Based Health Center which is planned to open in March 2014.

Educating the Whole Child

Student engagement encompasses the educational strategies and teaching techniques that address the cognitive, emotional, behavioral, and social factors that either enhance or undermine learning. Research studies on learning have revealed connections between student engagement factors (e.g., motivation, interest, curiosity, responsibility, determination, perseverance, attitude, work habits, self-regulation, social skills, etc.) and improved academic performance. The MS 224 Community-Oriented SIF Model is designed to foster student engagement across these multiple dimensions.

Our partnership with **Counseling in Schools** will focus on student development through social and emotional engagement. **Counseling in Schools** will provide counseling services to students and families as well as professional development to staff to adhere to the school's plans to

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

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

MS 224 is a middle school with currently 340 students from grades 6 through 8. Projected student population for 2014-2015 will be approximately 333 students across grades 6 through 8 respectively. The demographics of the student population is outlined in the chart below:

Black	24%
Hispanic	72%
Asian/White	2%/1%
English Language Learners	36%
Students with Disabilities	12%

Nearly all of our students, 95%, are eligible for free lunch. The average attendance rate for the school year 2012 - 2013 was 93.0%. Approximately 40% of the reported home language is Spanish.

According to NYCDOE data for 2013 there are several high need areas for our whole student body and subgroup populations that will be addressed through the SIF support.

- The overwhelming majority of MS 224 students (96%) are below grade level (Level 2 or lower) in English Language Arts (ELA)
- Similarly, 97% of students are below proficiency (Level 2 or lower) in Math
- Average daily attendance is currently 93%. Both absences and tardiness need to decrease.
- ELLs need to make yearly growth in ELA and Math.
- SWDs need to make yearly growth in ELA and Math.
- Parent participation in monthly parent meetings is very low, on average 6 parents. The attendance rates for parent teacher conferences and engagement activities need to increase.
- According to parent surveys and feedback from parent meetings, many parents have the need for adult education for English literacy and technology.

provide a safe, respectful and disciplined learning environment for students and staff. This model is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Counseling Services are the primary modality that will be used to engage students in the school's transformational process and to give rise to a fully supported and more engaged student body. Individual and/or family sessions with students will be provided to address the needs of students who are consistently unable to adhere to classroom and/or school community norms. In support of our work with students, Counseling in Schools staff will engage in professional development sessions designed to build the capacity of individual teachers, small teacher cohorts, administrators and large staff groups to work individually and as a whole to build an effective learning community at the MS 224. A strong emphasis will be placed on building empathy for students while simultaneously understanding personal responses to student behaviors and needs.

Teacher Effectiveness Through 21st Century Learning

Studies have shown that highly effective teachers not only raise student achievement in the short term, but they also significantly improve their student's long-term life outcomes. MS 224 is determined to provide a blueprint for our teachers to strengthen their instructional skills by providing focused PD and purposeful frequent feedback. Our observation cycles and feedback sessions will drive the PD focus in order to differentiate support to be effective and precise based on the needs demonstrated by the teacher.

Our partnership with **Custom Computer Specialists** will be aligned with our current goals of supporting teachers. This partnership will focus on creating a blended, collaborative learning environment where students of varying abilities are able to use various methods of demonstrating Common Core Mastery, strengthening their cognitive engagement and intellectual development. Custom Computer Specialists will provide professional development to empower educators with the confidence and ability to integrate educational technology into their curriculum, to foster a collaborative, differentiated, and Common Core aligned learning environment. They will provide 1:1 classroom coaching and mentoring around the use of instructional technology to improve academic achievement. They will also provide whole group PD to strengthen teachers' use of technology aligned to the Common Core, as well as to promote student engagement.

The integration of instructional technology will support academic achievement gains by promoting individual or small group exploration/discovery of content, classroom discussion of findings, individual practice (with differentiation), homework activities (computer and paper-based) and extension activities for enrichment.

MS 224 will also use this partnership to provide opportunities for parents of students to enhance their 21st Century Skills and become more involved in their children's learning. This is a particular need for the families of ELL students.

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

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

MS 224 was identified by the New York State Education Department (NYSED) as a Priority school, defined by NYSED as one of the bottom 5% of schools in the state.

The School Progress Report is the NYCDOE's measure of student progress and performance, as well as the school environment. Progress Report data over the last three years demonstrate that MS224 has had a history of deficits in student academics and school environment. However, both have seen some improvement over the last school year. MS 224 earned a D grade on its 2010-2011 annual Progress Report, with a C grade for Student Progress, an F grade for Student Performance, and an F grade for School Environment. In school year 2011-2012, MS 224 earned a B on the annual progress report including a B for student progress, a C for student performance, and a C for school environment. In 2012-2013, MS 224 earned an A on the annual progress Report, including an A for student progress, a C for student performance, and a D for school environment.

MS 224 was rated "Developing" on its most recent Quality Review in 2011-2012, citing the lack of instructional coherence across the school.

The NYCDOE conducts a systematic, annual school quality review. Results from the most recent review (2012) identified several areas of capacity in terms of leadership and instruction in MS 224. Key findings include:

- The principal's positive leadership has raised the tone of the school culture by providing a safe learning environment where staff, students, and families feel supported professionally, academically and emotionally.
- School leaders have made informed and strategic organizational decisions in support of the school-wide goals.
- Teachers and coaches work in collaborative teams to analyze data, share good practices, and plan lessons, in order to make instructional decisions that meet the needs of different cohorts of students.
- School leaders use a research-based professional development tool as a framework to provide teachers with meaningful and frequent classroom observation feedback for improved practice.
- Students and parents benefit from guidance and advisement support from school staff and after school external partners for the improvement of the students' academic and social emotional needs.

According to the Quality Review (2012), the following areas require development:

- Ensure that the alignment between the curricula and the Common Core Learning Standards tasks is consistently rigorous and cognitively engaging for all students.

- Establish a consistent approach to the differentiation of instruction based on data and employ questioning techniques to meet students' needs at multiple entry points.
- Formalize the setting of learning goals for and by students that are precise and measurable so that there is student ownership and clarity on next steps towards mastery and independence.
- Refine the current professional development opportunities to promote ongoing teacher reflection for the improvement of classroom practice that maximizes students' intellectual growth.
- Sharpen curricular improvement monitoring for instructional coherence from classroom to classroom in order to meet students' needs as well as the CCLS expectations.

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

Existing Capacity and Strengths

Close to a year after assuming leadership, the principal has injected motivation and structure into the school environment, is addressing student misbehaviors, and is focusing on building relationships and trust, resulting in a sense of community amongst all stakeholders. Staff members feel supported, communication is open, and expectations are clear. Teachers feel empowered, leading to more collaboration and teamwork, thus contributing to an amicable teaching and learning environment.

School leaders have made informed and strategic organizational decisions addressing the professional needs of teachers to forge ahead in the attainment of the school goals, resulting in structured planning sessions, focused lesson delivery, and improved student work products. Newly hired coaches and consultants meet with teachers to plan and provide instructional help to enhance student learning. Each teacher has an individualized plan with progress monitored by school leaders, thus helping pave the way towards professional improvement.

Teachers and coaches work in collaborative teams to analyze data, share good practices, and plan lessons, in order to make instructional decisions that meet the needs of different cohorts of students. Teachers work across grades with the support of coaches in the analysis of data to develop lessons enriched with teaching practices and strategies to meet students' instructional needs. Teachers' data conversations with the principal result in the sharing of instructional outcomes they experience as they teach and adjust their practice.

Observational feedback serves as the springboard for the enhancement of teacher development. School leaders conduct frequent classroom visitations and provide meaningful feedback on how classroom practice is improving and influencing student academic performance. Administrators also observe student transitions and teacher interactions with students to ascertain teacher impacts on the behaviors of students. School-wide bulletin boards display student work that is analyzed and assessed by teachers via rubrics and conferrals, providing school leaders another lens on teachers' instructional impact on student learning. During lunch-and-learns and common planning time, there is evidence of a paradigm shift in teacher language as they dialogue about instructional practices leading to more focused lessons that support student intellectual growth.

The principal's open door policy and sensitivity to family needs has increased the trust parents have in the school and they feel more comfortable sharing their concerns and ideas for its continuous improvement. Students and parents benefit from guidance and advisement support from school staff and after school external partners for the improvement of the students' academic and social emotional needs. School leaders, teachers, and service providers work with cohorts of students in need of social and emotional support resulting in improved student attitudes and a positive perspective towards their individual learning. All students participate in school-wide activities to promote inclusiveness and responsibility. In addition, a variety of partnerships with community based organizations enhance students' skills in public speaking, sports, arts, and entrepreneurship, thereby providing outlets and safety nets that help students excel emotionally.

Needs to Dramatically Improve Student Achievement

Curriculum Development and Support: MS224 needs to ensure that the alignment between the curricula and the Common Core Learning Standards tasks is consistently rigorous and cognitively engaging for all students. School leaders and teachers met during the summer, deconstructed the curriculum maps in place from the prior school year, honed in on the essential questions, and looked at resources, materials, and assessments to align to the CCLS expectations. Because of this work and the Acuity assessment results, they developed school-wide skills-of-the-week in English language arts, math, and science. Discussions around the alignment between the curricula and the CCLS tasks take place at common planning sessions accompanied by professional development opportunities for teachers to immerse in the understanding of the Depth of Knowledge (DoK), and ways to incorporate words from DoK into their planning in order to produce rigorous student outcomes. However, although school leaders ensure teacher usage of data to target students in all ranges and modify tasks when necessary to meet students at their level of understanding by scaffolding and providing extra support, the quality and continuum of rigorous tasks and work products were inconsistent from classroom to classroom, thereby resulting in uneven levels of student cognitive engagement.

School leadership Practices and Decisions: MS224 needs to refine its current professional development opportunities. Professional development is not differentiated. Although staff members are challenged to evaluate and become instructionally assertive in their work, they are at the developing stage of this process and not yet sufficiently immersed in ongoing and meaningful self-reflection for self-improvement.

MS224 also needs to sharpen curricular improvement monitoring for instructional coherence from classroom to classroom in order to meet students' needs as well as the CCLS expectations. The principal assesses and compares teacher instructional practices across grades and content areas to ensure coherence. Teachers participate in ongoing learning walks to learn from each other. Student work on bulletin boards provides school leaders and teachers a scope and sequence of the school-wide learning continuum. While there is evidence of student work juxtaposed with rubrics that align with the CCLS expectations, and administrative monitoring of instruction, there is still a lack of consistency amongst practices so that instructional congruence does not yet permeate throughout the building.

Teacher Practices and Decisions: MS224 needs to establish a consistent approach to the differentiation of instruction based on data and employ questioning techniques to meet students' needs at multiple entry points. School leaders and teachers meet regularly to discuss data and the modalities of lesson deliveries to specific cohorts of students in order to ascertain if there is sufficient addressing of students' instructional needs based upon the reviewed outcomes. Teachers request exit slips from students to gain a notion on their learning and wonderings. This feedback provides teachers and school leaders with vital information that guides them towards adjusting their lessons and/or taking different steps in the enhancement of lessons and planning of professional development. In spite of these structures, most teachers still struggle with strategies and questioning techniques, and the evidence of multiple entry points or multi-faceted instruction is limited, consequently, they still do not yet adequately address the differentiated needs of student subgroups.

Teachers meet frequently to analyze and discuss student work during common planning time. As they discuss the tasks, they collaboratively discern via review if student work provides a clear picture of the impact of their teaching strategies, questioning, and routines. Although there are rich discussions amongst teachers on their observations based on the student work brought to task, the level of work reflects inconsistent outcomes and is not well aligned to classroom discussion and expectations.

MS224 needs to formalize the setting of learning goals for and by students that are precise and measurable so that there is student ownership and clarity on next steps towards mastery and independence. Ongoing data analysis drives the organization of student flexible groups and setting of their learning goals. Although teachers discuss the implications for classroom practice, next instructional steps, and takeaways, the system to set data-informed goals for cohorts of students does not translate into consistent results in the acceleration of student learning. Learning goals are not yet suitably matched to the needs of students or lead to student progress towards meeting and owning set goals. While students work in their flexible groups and are aware of their general struggles with specific content areas, they are not cognizant of their differentiated learning goals as a means to develop intellectual independence and mastery.

Student Social and Emotional Development Health: MS224 needs to improve students' behavioral, social, emotional and cognitive engagement in school. The principal has begun to make changes to the school environment that focusing on building relationships and trust, resulting in a sense of community amongst all stakeholders. Student misbehaviors are being addressed, while teachers help strengthen students' academic and social emotional growth by building one-on-one relationships with them. In addition, a variety of partnerships with community-based organizations enhance students' skills in public speaking, sports, arts, and entrepreneurship, thereby providing outlets and safety nets that help students excel emotionally. However, too many students continue to be absent from or tardy to school, engage in disruptive behaviors, or are not fully engaged in the learning process, all of which have negative ramifications for their continued academic growth. The school received a grade of D on its progress report for school environment, which is reflection of student and parent engagement.

Family and Community Engagement: MS224 needs to increase family engagement in the school. Parents appreciate the principal's open door policy and sensitivity to their family needs. Parents have more trust in the school and feel comfortable sharing their concerns and ideas for continuous improvement of the school. However, parent participation in monthly parent meetings is on average only six parents. According to parent surveys and feedback from parent meetings, many parents have reported to have the need for adult education with ELA and technology. Increasing parent engagement in school will help to support the learning and growth of the students.

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

The implementation of the MS224 SIF plan will prioritize the needs described above through establishing a community school model to 1) provide extended and supportive services to students and families; and 2) increase teacher effectiveness through professional development and curricular support.

To improve the delivery of instruction, teachers will be provided with frequent and actionable feedback based on observations by administration, support staff and partners. They will receive professional development on effective instructional practices, such as targeted teaching points, measurable goals and use of data to drive instruction for whole and small group teaching.

Our Partnerships with Counseling in Schools and Custom Computers will support teachers to learn how to maximize instructional time, use data to differentiate instructional targets and approaches, and use a variety of strategies to maintain high academic expectations for all students. These proposed partnerships will enable teachers to develop strategies, firmly grounded in theory, research and practice to guide and plan for small group instruction based on the data collected in a cyclical fashion. The partnerships will allow us to continue to help teachers improve best practices in literacy, 21st century learning and social emotional development in students. Network specialists will be used to provide development in the use of data and content areas.

C. School Model and Rationale	4 points
The school must propose and present the SIF plan as a plausible solution to the challenges and needs identified in the previous section, as well as the appropriate fit for the particular school and community. The SIF plan and rationale must contain descriptions of the following elements:	

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

MS 224 has selected the Community-Oriented SIF Model as the framework that is best suited to addressing the core challenges of the school. School data indicates that MS 224's primary need is to drastically raise student achievement for all students and subgroups of students. The strategies chosen to address this need through the SIF is to increase teacher effectiveness through professional development, while providing supports to students and their families to promote student engagement.

Studies have shown that highly effective teachers are the critical factor for raising student achievement in the short term, as well as for significantly improving students' long-term life outcomes. MS 224 is determined to provide a blueprint for teachers to strengthen their instructional skills by providing focused PD and purposeful frequent feedback. Our recent Quality Reviews indicate that the leadership of MS224 has demonstrated capacity in creating structures to improve teachers' instructional practices. Our observation cycles and feedback sessions drive the PD focus in order to differentiate support to be effective and precise based on the needs demonstrated by the teachers. Teachers and school leaders meet regularly to review student data and make instructional decisions based upon students' needs. While progress has been made in this area, the Quality Review data indicate that there remains considerable work in this area of teacher development. Teachers need additional support to consistently implement a rigorous instructional program that is differentiated by student need, according to these reports.

To build upon MS 224's ongoing efforts to support effective teaching, they have chosen **Custom Computer Specialists** as one of their SIF external partners. This partnership will focus on creating a learning environment where students of varying abilities will be able to use various methods of demonstrating Common Core Mastery. Custom Computer Specialists will provide professional development to empower educators with the confidence and ability to integrate educational technology into their curriculum, to foster a collaborative, differentiated, and Common Core aligned learning environment. They will provide 1:1 classroom coaching and mentoring around the use of instructional technology to improve academic achievement. They will also provide whole group PD to strengthen teachers' use of technology aligned to the Common Core, as well as to promote student engagement. The integration of instructional technology will support academic achievement gains by promoting individual or small group exploration/discovery of content, classroom discussion of findings, individual practice (with differentiation), and homework activities (computer and paper-based). This partnership will increase opportunities for students to support their learning process by offering them academic remediation and enrichment in an extended day format.

While effective teaching is central to student achievement, there are other factors that affect student learning and achievement. Research studies on learning have revealed connections between student engagement factors (e.g., motivation, interest, curiosity, responsibility, determination, perseverance, attitude, work habits, self-regulation, social skills, etc.) and improved academic performance. Student engagement encompasses the educational strategies and teaching techniques that address the cognitive, emotional, behavioral, and social factors that either enhance or undermine learning. The MS 224 Community-Oriented SIF Model is designed to foster student engagement across these multiple dimensions.

Teachers need to be able to focus on instruction in order for students to learn effectively. Research on community schools – schools that have integrated services through external partnerships – identified that one major advantage to a community school model is that the additional resources provided by external partners reduces the demand on school staff for addressing all the challenges that students bring to school. This allows instructional staff to be able to focus on instruction, working in concert with professionals who are best suited to address other issues affecting students (e.g., physical health, emotional health, etc.). There is growing research in New York City and in other urban school districts that community school models promote student achievement, especially among students with the greatest academic deficits.

The MS224 leadership has made progress in providing social and emotional support for students by leveraging external resources to foster a safe and supportive school climate. The school will be opening a School-Based Health Center in the spring to address students' physical health needs.

To build upon the work of supporting students' social and emotional development, MS224 has chosen to partner with **Counseling in Schools**. This external partner will provide counseling services to students and families as well as professional development to staff to adhere to the school's plans to provide a safe, respectful and disciplined learning environment for students and staff. This model is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Individual and/or family counseling sessions will be provided to address the needs of students who are consistently unable to adhere to classroom and/or school community norms. In support of our work with students, Counseling in Schools will also provide professional development designed to build the capacity of school staff to work individually and as a whole to build an effective learning community at MS 224. A strong emphasis will be placed on building empathy for students while simultaneously understanding personal responses to student behaviors and needs.

Parent engagement is another core challenge that will be addressed through this SIF model and its external partnerships. Studies have shown that when parents are meaningfully engaged in their children's learning that their children have better academic performance. The School Quality Review describes how the current leadership has made changes that have created a more open and welcoming environment for parents. However, few parents attend parent association meetings indicating that more work needs to be done in this area.

Both partnerships, Counseling in Schools and Custom Computer Specialists will provide additional services to families to help to increase parental engagement in the school and in the students' learning process. Counseling in Schools will provide family counseling services. MS 224 will also use the Custom Computer Specialists to provide opportunities for parents of students to enhance their 21st Century Skills and become more involved in their children's learning. This is a particular need for the families of ELL students.

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

MS 224 has multi-layered planning processes that were activated to select the Community-Oriented SIF Model. The Administrative Team, the School Leadership Team (composed of faculty, administrators and parents), and the UFT Consultation Committee, considered input and feedback that have been documented from Lunch and Shares, Faculty Conferences, Grade Meetings, Parent Coffee Hours, and Parent Association meetings during the school year. These platforms provided opportunities for a broad representation of stakeholders to engage in reflective activities and offer varied perspectives on how to best improve our school. By utilizing the feedback from these meetings, along with available data sources (i.e., our Quality Review, School Progress Report, School Report Card and Learning Environment Survey) recommendations for specific school changes were made. Based upon these priorities, the planning committee determined that Community-Oriented SIF Model would best fit the needs of MS224 at this time in our development.

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

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

Ms. Welch-David's selection was based upon her experience with and understanding of the importance of the cognitive, emotional and social development of students. Throughout her career as an educator, Ms. Welch-David has demonstrated the leadership and pedagogical skills required to make her a strong school leader. She is talented, driven, passionate, and hardworking. Ms. Welch-David's ability to work well with parents has helped to create a strong positive culture at M.S. 224. She has demonstrated the ability to handle academic, social, and emotional challenges faced by students at her school, and has made a positive impact in her school through the provision of high impact professional development, allowing teachers to implement instructional strategies, which gauge the interest of students. In 2011 Ms. Welch-David inherited MS 224x with a letter grade of D on the New York City Progress report. In June 2011, MS 224x had 365 recorded incidents in OORS. In two short years, her strategic decision making and organizational decisions moved the school to a letter Grade of A on the 2013 New York City Progress Report. In addition, the school moved from pre-persistently dangerous in 2011 to a school in good standing under the requirements of the Office of Youth Development. MS 224 was also cited for 5 years prior to Ms. David's tenure by the New York State Education Department for noncompliance of IEP regulations. In one year the school was and continues to be in good standing. Ms. Welch-David has proven herself to be a leader capable of implementing change by fostering a life-long commitment to education for all students. Through challenging, high-interest, inquiry-based curriculum, students learn about exciting professions such as urban planning, engineering, and design technology.

By developing critical thinking skills in the areas of mathematics, science, writing and reading, Ms. Welch-David has helped to build a small educational environment where students receive skills leading to college and career readiness. Ms. Welch-David envisions prosperous futures for all students as professionals dedicated to rebuilding the community.

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

Ms. Sojourner Welch-David has served as principal of MS 224 since May 2011. Prior to this, Ms. Welch-David served as Senior Assistant Principal at M.S. 302, helping to oversee three assistant principals and five deans. Ms. Sojourner Welch-David helped to set school goals, make policy decisions, allocate budgetary resources, and make curriculum decisions. Ms. Welch-David was the creator and supervisor of the Law & Social/Civil Responsibility Academy, was the supervisor of the Thurgood Marshall Mock Trial Competition and established and monitored a college and career readiness internship program. From 1996-1999, prior to her service at M.S. 302, Ms. Welch-David served as a teacher of English and of Social Studies at M.S. 52, and helped to reinforce the cognitive, emotional and social development of students as Dean/Crisis Mediator from 1999-2001. Ms. David was chosen to lead this school after four extensive interviews with the network, superintendent (2X), and the school leadership team. The goal of all stakeholders was to find a principal that had many successful years as an administrator, and was a part of school reform and transformation.

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

The primary needs of the school are to improve instruction by supporting and developing teachers. Teachers must have effective lessons with a direct connection to academic achievement and student engagement to have the desired impact on student progress. Walkthroughs have provided evidence that indicate a need for academic rigor, accountable talk and standards-based instructional practice. The focus of the SIF Implementation Plan will be on professional growth, in which teachers' knowledge of students, subject matter and instructional methods and strategies is connected to instructional planning.

Assistant Principals Larry Thornton and Richard Cole will help to implement the MS 224 SIF Implementation Plan. Their responsibilities at MS 224 are as follows:

- Supervising ELA/Social Studies
- Supervising Math/Science
- Supervising the Special Education department
- Supervising Art & Physical Education.
- Conducting formal and informal observation
- Participation in weekly cabinet meetings to discuss instruction

- Manage and coordinate related services
- Modeling for teachers best practices
- Providing feedback for teacher practice
- Logging observations into the Advance system.

Through the leadership of the school principal and assistant principals, all members of the professional learning community at M.S. 224 will engage in conversations and training opportunities and take personal responsibility for commitment to their continuous growth and enrichment. We will utilize the professional teaching standards to guide and develop instructional practice that moves us towards excellence. Teachers and administration will participate in the planning of professional development and professional goals by working collegially within the learning community.

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

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

Assistant Principals Larry Thornton and Richard Cole will be a major part of this SIF grant. They will provide the support partners will need in implementing their programs in the classrooms. This support will be centered on scheduling of teachers and classes, as well as helping the teachers implement the best practices gained as result of their participation in the SIF grant. This model creates systems to ensure sustainability for the SIF grant when the partners are no longer providing services. The AP's will support the sustainability of the grant as a regular portion of their administrative duties. In addition, our Parent Coordinator, Grace Johnson will provide the communication between the parents and the partners, in order to ensure full understanding by the parent of the program, and full participation by the students. The guidance counselors Stacy Kendall and Miosotis Reilly will also work with the partners in sustaining the work with the teachers and students, around the socio-emotional component of the grant. They will work with the partners in identifying students that will benefit from additional services under the SIF grant. In addition, the MS 224X guidance counselors will have gained new skills, knowledge and strategies to support students, parents and teachers sustain the work.

The MS 224 school administration and leadership team will conduct an informational session for teachers during the faculty conference to discuss the goals, objectives and desired outcomes of the SIF grant. The SIF partners, Counseling in Schools, Custom Computer and ReLearning Curve will attend to introduce the partner representative(s) and answer questions about the work they will engage in with the MS 224 community during the instructional day; providing counseling for students and families, model effective practices to engage positively with students, professional development opportunities and the opportunity to join a Personal Learning Community. In addition, the school administration and parent coordinator will host a parent informational session during the monthly parent coordinator meetings. Parents will be introduced to the SIF grant, learn about the goals, objectives, identified student and teacher needs and what the program will look like during their child's instructional day. Parent will also learn about the extended day components that will take place before school, afterschool, holiday institutes and Saturdays. The school leadership team, who is made up of the Principal, UFT representative, parents and coaches will continue to play a key role in the implementation of the SIF grant as they helped to determine its focus.

The current supporting leadership profile has proficient qualities that enable teachers to be a part of the mission and shared vision of the school. Continued use of PLC's focused on the social emotional needs of students and improved teacher practice will foster continual progress towards collaboration and instructional cohesiveness.

E. Instructional Staff

8 points

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

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

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

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

Each of the twenty six classrooms is currently staffed with teachers having the appropriate license to meet the academic needs of the student population. A school dean, guidance counselor and school social worker support the social-emotional needs of the students.

Additional classroom supports of one full time guidance counselor through Counseling in Schools and Instructional Technology Specialists from Custom Computer will be provided to ensure that intervention is consistent each day and that small group instruction is constant. Thus, in terms of quantity we will increase the number of teachers in each classroom based upon the needs of the student population (ELL, SWD's.).

There are opportunities for our current staff to improve in instructional techniques and strategies. There are twenty six teachers who are engaged in improving their teacher practice utilizing the Charlotte Danielson Framework for teaching which consists of four Domains; planning and preparation, Classroom Environment, Instruction and Professional Responsibilities. Analyzing the New York City DOE's online teacher observation warehouse system-ADVANCE, the system reports indicate that teacher observation results are positively improving along the continuum of ineffective, developing, effective and highly effective. The core competencies reflect best practices the teaching and learning. Further, the norming of the Frameworks common language fosters a cycle process of support and self-reflection of teacher practices. Our school will include in the schedule academic instructional intervention, and support for our students.

The specific licensure is outlined in the table below:

Number of Teachers	License	Placement
13	Subject Specific	Grades 6,7,8
2	Instructional Coaches	Grade 6,7,8
2	Bilingual	Grades 6,7,8
6	Special Education	Grades 6,7,8
3	Arts/Tech/ Dance	Cluster

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

All instructional staff is expected to be dedicated to incorporating effective instructional techniques and approaches that are conveyed by administration and provided support with through instructional support staff and professional development. Instructional support staff will guide teachers to effectively use instructional strategies, such as inquiry, group discussion, and discovery, within the framework of workshop model. Through use of Counselors in schools and CITE techniques, staff will establish and maintains standards of student behavior needed to emphasize social, emotional, and academic growth in a strong and safe school community. MS 224 will transform its current model by incorporating a team teaching approach in every classroom.

The school guidance counselor, dean, social worker, and special educations teachers are equipped with some of the core competencies needed that were gained through training in a variety of intervention strategies and techniques to support students such as; applied behavioral analysis, cognitive behavior therapy, behavior intervention plan, functional behavioral assessment, positive behavior intervention support and Life Space Crisis Intervention to support students' social-emotion well-being to improve student outcomes.

The core staff is provided with clear goals and expectations for their position in terms of meeting the needs of the whole child.

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

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

At MS 224, we strive to hire, and retain the most effective teachers in our classrooms. Teachers who show leadership promise are given added responsibility as lead teacher, coordinator of special school-wide or grade level initiatives, are sent to citywide professional development to build their leadership skills and are informed of aspiring leaders programs offered by the New York City Department of Education.

The Danielson Framework allows the administrative team to provide the framework necessary to provide struggling teacher with supports to improve their practice and grow professionally. In cases where teacher practice or philosophical thinking differs, teachers are given the opportunity

Our recruitment process will entail a thorough interview process and observation of teacher practice to ensure that every child has an effective teacher in front of them. Our interview process begins with a panel interview of teaching candidates conducted by the Administrative team, and hiring committee members. All candidates are required to present a lesson plan, unit plan and to have a demo lesson with local schools hosting summer school or with the current student population. Interview questions will be structured to gain knowledge and insight into the level of expertise of candidates. We will retain and continue to develop our senior teachers to increase their marketability as the school phase out continues. We will also select promising new teachers and mid-career teachers who are innovative and believe in our core goals.

Teachers are given an opportunity to transfer to other schools during the New York City Department of Education open hire process or exit out of the teaching profession in New York City.

F. Partnerships	6 points
<p>The school must be able to establish effective partnerships* for areas where the school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Partner Organization (EPO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. Schools are encouraged to have a few targeted and purposeful partnerships with a shared goal of college and career readiness, rather than a large variety of disconnected partner groups/services with multiple goals. For partnerships selected to support the implementation of the SIF plan, the school must provide a response to each of the following elements:</p> <p>*Organizations comprising a Partner Consortium have a direct role in the implementation of this SIF grant and work collectively as a team of two or three external partners with a DOE team to provide direction, coordination, oversight, and overall development in the areas of portfolio management, human capital development, site-based governance, site-based budgeting and financial services, facilities, instructional and non-instructional planning and implementation. A Lead Partner may be a non-profit educational service organization such as a new small-school developer or charter management organization, institution of higher education, or community-based organization which also provides direction, coordination, oversight, etc. as well as coordinates all supporting partner organizations that interface with the school.</p>	

- i. **Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the school's improvement plan under SIF. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the school's model.**

The key to the future success of MS 224 will be the collaboration of the existing and new partnerships. To implement a Community-Oriented SIF Model, we have selected to implement the grant through a Partner Consortium consisting of external partners, Counseling in Schools, and Custom Computer Specialists, and ReLearning Curve, working with our DOE team made of up Network 401 staff and our MS224 SIF team. Our SIF Partnership Consortium will collaboratively in order to provide educational resources and build capacity within our learning community for educating the whole child. The partnerships will provide the school community with the essential tools needed in order to help meet the needs of the lower/higher achieving children and those at risk of not meeting the CCLS. The presence of partnerships will ensure the continuity of the school's goals, which are improving student achievement through increasing teacher effectiveness and student engagement.

Counseling in Schools

MS 224 has chosen to partner with the organization Counseling in Schools in order to a) improve student behavior that interferes with learning; b) improve teacher-student relationships; and c) increase a sense of empathy and respect across the school community. Counseling in Schools will support MS 224 through the provision of services to both students and staff.

Individual and/or Family Counseling: Sessions with students (and families) will be provided to address the needs of students who are consistently unable to adhere to classroom and/or school community norms. Students will be identified by administration and teacher referrals. The counseling support provided will be provided in both a pull-out and push-in modality. Teachers who rely on excusing students from the classroom environment when they are unable to comply with behavior expectations will be the same teachers who are receiving the individual teacher training (see below). In this manner, the outcome of the student/ teacher relationship and the relationship of the student to the classroom community will fully support student engagement and student academic progress.

Professional Development Services: In support of our work with students, Counseling in Schools staff will provide professional development designed to build the capacity of individual teachers, small teacher cohorts, administrators and large staff groups to work individually and as a whole to build an effective learning community at MS 224. A strong emphasis will be placed on building empathy for students while simultaneously understanding personal responses to student behaviors and needs. Individual teacher training will be provided through the integration of a counselor into the classroom during pre-arranged class periods. A partnership between the teacher and counselor develops in a manner that fosters the development of a social/emotional lens for the teacher which s/he can carry with them in all of their work. A group of teachers that is identified by the administration will work with a trainer for a 6 week cycle. Altogether Counseling in Schools will provide 6 cycles of professional development of 6 weeks each.

Custom Computer Specialists

MS 224 has also selected Custom Computer Specialists to address their goal of improving student achievement by strengthening teachers instructional skills and increasing students' cognitive engagement in learning.

Students' learning differences can prevent them from achieving success in a traditional classroom environment. Technology gives students not only a choice, but a chance. It has the potential to level the playing field and allow students to overcome challenges in reading, organization, processing speed, and other road blocks for successful learning. Technology can provide opportunities for learning that is both self-paced and self-directed, furthering students' cognitive engagement in school. The instructional technology strategies, tools, resources and skills also provide students with opportunities to learn how to communicate and collaborate with their peers, thus promoting positive social engagement.

Custom Computer Specialist will provide support for both curriculum and technology integration into instruction. Alignment of Common Core and State Standards will be a foundational

component. The professional development provided by Custom Computer Specialists will enable teachers to create rich, data-driven instructional environments that support and strengthen each student's unique learning style. Teachers will learn to review and plan lessons based on Universal Design for Learning (UDL) principles. They will learn how to integrate research-based design principles and solutions across the curriculum and foster the creation of dynamic learning spaces.

Professional development is a critical element in systemic reform and in enabling teacher and student success. Custom Computers' professional development program will fully engage teachers and students in authentic learning experiences emphasizing collaboration, creativity, and innovation. Custom Computer Specialists will work with a core team of teachers focused on learning differentiated technology-based strategies designed to meet student needs across multiple disciplines. They will implement a three-year professional development program for leadership, teachers, and students at I.S. 224 aligned to Common Core State Standards and 21st Century skills. The technology professional development plan will provide engaging and powerful learning experiences and content, as well as resources and assessments that measure student achievement in complete, authentic, and meaningful ways. Technology-based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to make improvements.

In order to see systemic improvement in student learning and professional learning, Custom Computers will employ a methodology of engagement, collaboration, creation, application, coaching, and reflection. Professional learning will be intensive, ongoing, focused on the classroom and occur during the school day. Custom Computers' coaching model provides personalized professional development plan designed to increase teacher effectiveness and target individual goals. Their PD model will include both theory and practice of how to effectively integrate technology into daily classroom instruction. Teachers will develop interactive lessons, filled with dynamic digital content customized to the specific needs of our students. Our goal is to promote effective teachers who are able to create lessons that engage students, focusing attention to the lesson, rather than the technology.

By the end of the third year of the SIF, MS 224 will have a sustainable educational technology model in which they will continue to grow through their own in-house PD. Each year in-house capacity will be built through turnkey training. At the end of year one, the core team will begin synthesizing what they have learned into PD for the other teachers. By the end of year two, teachers and students will begin integrating the identified components of the PD program into their curriculum through collaborative PD delivered by the core team and newly identified Turnkey Group.

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

See attached Evidence of Partner Effectiveness Chart (Attachment C).

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

MS 224 will work with an external evaluation consultant, ReLearning Curve (aka Design & Development Resources) to ensure that each of the partners are not only meeting the requirements in their contract, but that the addition of partnership services are having an impact on the school and students as intended. MS 224 leadership will convene an initial planning meeting with ReLearning Curve and partner staff in order to clearly delineate each partner's implementation outcomes (i.e., the services and activities that will be delivered to specified stakeholder according to a specific timeframe) and link them to the short- and long-term outcomes of the SIF grant (i.e., teacher effectiveness, student achievement, student engagement). This will allow MS 224 to determine if the services are having an intended effect. Once the implementation benchmarks are set, ReLearning Curve will help us to identify what measures and data collection processes need to be in place to ensure that the benchmarks can be assessed. ReLearning Curve will assist in the development of any instruments that are needed to collect implementation data and will coordinate data collection. This may include surveys of teachers, families, and students to assess their participation in and satisfaction with the services provided by the partners. Once they data are collected ReLearning Curve will assist in the analysis, so that they can be reviewed by the SIF implementation team and school leadership. Implementation data will be reviewed quarterly.

The data review will target whether services were provided as proposed. Throughout the course of the year the MS 224 administration and key staff will reflect on the information that is collected, discuss them with their external partners, and make program modifications accordingly. If the program is not meeting implementation benchmarks then the MS 224 administrators will identify the challenges and work with partners to address them.

At the end of the year, the MS 224 leadership, external partners and ReLearning Curve will meet to review the results of end-of-year data, including survey and assessment results to determine the success of the professional development and counseling programs. This year-end meeting will also be used to prepare for the next year.

G. Organizational Plan

8 points

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

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

(See Organization Chart attached as well)

The following is a summary listing of the MS 224 School Organization, inclusive of the Administrative cabinet, teacher assignments and an overview of the quality of services rendered

to effectively support students in their academic studies as well as development of their social-emotional wellbeing.

The school organization consist of the Administrative Cabinet who is composed of the three school administrators, Ms. Sojourner Welch-David, Principal, Mr. Larry Thornton, AP and Richard Cole, AP., (1) Dean, (1) Guidance Counselor, (1) School Social Worker, five 6th grade classes, two of which are general education, one ICT, one self-contained and one ELL class. The 7th grade also has five classes that include two general education classes, one ICT class, one self-contained class and one (1) ELL class. The 8th grade has a total of four (4) classes, two (2) General Education classes, one Self-Contain and one ELL class.

In our cluster, we have three (3) science teachers, one for each grade six, seven & eight. There is one (1) art teacher, one (1) gym teacher and one (1) technology teacher. The support staff includes one IEP teacher, one Resource Room teacher, one ELA lead teacher and one Dean. There are five related service providers, two Speech teachers, two Counselors and one Occupational Therapist.

Common Planning

All content subject teachers (ELA, Math, & Science) meet weekly to discuss individual as well as whole class student performance, best pedagogy practices and strategies to enhance students' academic success and analysis of student data to help teachers plan lessons that will meet the needs of students.

Afterschool Test Prep & 37 ½ Extended Session

Teachers provide additional instructional support in ELA & Math two days per week in the afternoon from 3pm-4:30pm and three days per week before school hours on Monday, Tuesday & Wednesday from 7:43am-8:20am. The Math and ELA Special Education teachers also provides instructional support for approximately 12 to 15 level one self-contained students who have illustrated in their academic performance and from student data, that potentially they can achieve level two on the State Exam with the extra help. Sessions are held twice per week from 3pm-4:30pm. The Resource Room teacher meets once a week with 12 to 15 6th graders whose academic performance and student data indicate that they will benefit greatly from the extra remedial help.

ELA Curriculum Planning

The group consists of the all content teachers in the ELA Department, and they meet twice a week to discuss curriculum planning, units of study, lesson plans and student assessment. Teachers meeting together to discuss these important topics promotes coherence among the entire department such as sharing of best practices and it enables teachers to discuss students' strengths and weaknesses which the team can use to alter their instructional planning.

The Special Education Department

The special education team is composed of the Asst. Principal, IEP Teacher, All Related Service Staff (Guidance, Speech, OT, PT, Hearing Impaired) and the School Psychologist. The team meets monthly to discuss and update Annual Reviews and Triennial Reports, At-risk students, student progress and opportunities to mainstream and decertify students.

Computer Technology / Literacy

The role of the technology literacy in MS224 is to provide for students a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information. The information literate student determines the nature and extent of the information needed and accesses needed information effectively and efficiently. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system. He or she, individually or as a member of a group, uses information effectively to accomplish a specific purpose and understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally.

Art for Change Program

Mr. Johnson, the 8th grade ELL teacher is using art to help ELL students develop self-expression, self-esteem, increase their sense of individual efficacy and sense of belonging. Mr. Johnson believes that the students he serves face many challenges, but they are not helpless victims. He feels that they are resilient, resourceful, creative and searching for a venue to create change. He is certain that through the Arts for Change Program, students are able to highlight their artistic Abilities, and at the same time develop excellent personal, academic and leadership skills.

The Incentive Committee

The committee includes the following staff members: Ms. Compton (Monolingual Speech & Language Therapist), Ms. Reilly (Monolingual Guidance Counselor), Ms. Comacho (Bilingual Guidance Counselor), Ms. Funicello –(Special Education Teacher), Mr. Bentov (ICT Special Education Teacher), Ms. Persaud –(Science Teacher) and Ms. Narfi (School Aide). The Incentive Committee was formed in October 2013 to primarily incentivize the students here at MS 224 to excel academically and behave exemplarily. The team's vision was to create and implement a program that would motivate students to be successful within these areas, as well as other areas of concern (i.e., attendance, uniform, extended morning). So far our vision has been extremely triumphant from October & November's Movie Night Special to December's Medieval Times trip and Holiday Cheer Event. The month of February is truly an exciting month for our school, as we are currently in the process of launching our David Dollars program and opening our very first School Store. The exclusive David Dollars will be given to the 224 staff to distribute to those students who exemplify exactly what the David Dollars stands for.... **Dedicated And Vigilant In Deed!** The dollars will be exchanged for prizes on a point system in the 224 Bodega, our school store as per the student's request.

It is our hope that this new program will be a success, cresting excitement and enthusiasm in our students, so much that they will be inspired to excel and achieve excellence. We are aware that going forward this project will require a great deal of dedication and consistency from the 224 staff and students. However, we embrace the challenges, which lie ahead and believe that our drive and determination to change the school culture in a positive way will make this venture victorious.

Boys & Girls Mentoring Group

Mr. Thornton (Assistant Principal) & Ms. Kendall (Guidance Counselor) established the mentoring program to provide much needed mentoring for At-Risk middle school students who exhibit extreme difficulties adjusting to the rigors of their academic responsibilities and mental & social-emotional development. Group members are sworn to abide by written rules and regulations that will enhance their mental & social-emotional growth development. Members also make periodic visits to various private and non-profit organizations, educational institutions and many other public facilities & special events that will broaden their experience and exposure.

IS 139 Campus Building Council

MS 224 is part of the IS 139 Building Council that also consists of the principals of MS 343 (Academy of Applied Mathematics and Technology), and HS 334 (International Community High School). The Council's goal is to make our entire campus a safe, welcoming and academically rigorous environment where all students thrive socially, emotionally, and academically. The Council will meet a minimum of once per month to ensure that we focus on issues that impact the entire campus. Such issues include, but are not limited to: school safety, custodial services, use of space, coordination of schedules, building a positive campus culture, exploring opportunities for collaboration on grants that benefit all students and families, outlining responsibilities of shared staff, exploring opportunities for shared teacher training, organizing collaborative school events, and drafting and communicating clear protocols revolved around safety and school culture. We are committed to partnering collegially to ensure the academic and emotional well-being and success of each student on the building campus.

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

This cabinet meets weekly to analyze and discuss school wide data such as interim assessments, core curriculum weekly unit assessments and data from New York State exams, relating to student performance and teacher effectiveness. The Administrative Cabinet relays pertinent information to the Instructional Coaches as well as Grade Leaders in weekly meetings to be disseminated to the rest of the teaching staff. Conversely, teachers are able to discuss issues at the grade level, in teacher teams, and send information that is pertinent to administration via grade leaders, coaches or directly.

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

The NYCDOE implemented *Advance*, a new system of teacher evaluation and development in school year 2013-14. *Advance* was designed to provide teachers with actionable feedback and targeted support to improve their practice, with the goal of improved student outcomes to ensure all students graduate college and career ready. The Measures of Teacher Practice (MOTP)

component of *Advance* counts for 60% of a teacher's evaluation. In this component, teachers receive ratings and feedback on classroom observations and teaching artifacts based on a teaching practice rubric, Danielson's *Framework for Teaching*. Teachers may also choose to submit teaching artifacts to inform their evaluation rating. For teachers of students in grades 3-12, student feedback also informs teachers' ratings under MOTP.¹ The Measures of Student Learning (MOSL) components of *Advance* is worth 40% of a teacher's overall evaluation rating – the State Measures component is worth 20% and the Local Measures component is worth 20%.

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

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

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

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.

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

At MS 224, the Danielson Framework is utilized as the tool to improve teacher effectiveness in four domains, 1. Planning and Preparation, 2. Classroom Environment, 3. Instruction and 4. Professional Responsibilities.

In order to monitor teacher effectiveness and provide teachers with meaningful feedback that will propel them to grow, we will initiate a series of informal observations to be conducted by all administrative team members on a frequent basis. At a minimum, each classroom will receive 2 informal classroom visits per week. The cycle for the informal observations will allow for a classroom visit and feedback given in writing identifying the area of focus; a strength, (glow) and one area of further development (grow). This information will be provided to teachers within 24-48 hours to assure that teachers have time to receive the feedback, process the information and change their practice prior to the next visit. All teachers will receive informal and formal observations based on their MOSL selection of option A or option B. Administrators will carry a minimum caseload of seven teachers. Teachers will be visited during a variety of times to capture snapshots of instruction during the various content areas.

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

A sample weekly observation schedule is noted below for one Administrator

	Monday	Tuesday	Wednesday	Thursday	Friday
Week A	Teacher A Teacher B Teacher C Teacher D	Teacher E Teacher F Teacher G	Teacher A Teacher B Teacher C Teacher D	Teacher E Teacher F Teacher G	Follow up Visits per data collected Pre Observations Post Observations
Week B	Teacher G Teacher F Teacher C Teacher A	Teacher B Teacher E Teacher D	Follow Up visits per data collected Pre Observations Post Observations	Teacher D Teacher B Teacher A	Teacher F Teacher G Teacher E Teacher C

H. Educational Plan**8 points**

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

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

MS224 has selected the DOE recommended Expeditionary Learning for grades 6-8 for our English Language Arts curriculum. Hewed tightly to the Common Core's instructional shifts, it includes a balance of rigorous fiction and non-fiction texts, builds students' academic vocabulary and knowledge across content areas, and engages students in using evidence from texts to make oral and written arguments.

The Mathematics Department is using Connected Math 3 which is strongly aligned to the instructional shifts required by the Common Core standards. It focuses deeply on a narrower set of key topics for each grade, clearly connects students' learning across grade levels, and ensures students have the opportunity to both practice skills and apply their thinking to real-world problems.

We will continue the use of FOSS materials for science instruction as well as Omni Learn science consultants. Our existing textbook based Social Studies curriculum will be amended to incorporate the common core shifts, using the NYCDOE SS pacing charts.

- ii. **Instruction.**

Instructional experiences will be planned so that interdisciplinary concepts and core ideas address the needs of students with various levels of reading proficiency and prior school experience through differentiation, planned questioning that goes along the continuum of Webb's *Depth of Knowledge Levels* (Webb, 2002), and assessed frequently in order to determine students, grades, and sub group performance and needs. Students will monitor and assess their thinking, in the context of thinking of others, so craft techniques and related questions for close reading will support students in attaining independence and teach students to ask the questions and the focus of teachers will be on observing and analyzing student reading behaviors. Custom will work with 224 to ensure that instructional technology is integrated into the curriculum to facilitate the differentiation of instruction, and to address various needs of all students. Through the Coaching PD model, Custom will work with teachers to use technology to address interdisciplinary concepts, and to support students' varying levels of reading proficiency, and proficiency in other subject areas. The differentiation, which

educational technology can help foster, will allow for educators to plan questioning that follow's Webb's 4 Depth of Knowledge Levels, aiding in the process of having students move towards higher order thinking skills, and facilitating the ability to formatively and summatively assess the students' learning. Additionally, through Custom's continued coaching and mentoring with the teachers, this integration of educational technology into the learning process will strengthen the ability for students' to reflect metacognitively, and will also encourage the continued self-assessment of the students as they engage in the reading process. This, in turn, will allow the teachers to more effectively observe and analyze the students' reading behaviors.

iii. **Use of Time.**

MS 224 will provide guidance to all teaching staff on the arrangements for administering the extended day program. Classroom teachers will have structured timeframes for instruction within their programs that include expectations for lesson structure, multiple entry points for the diverse learners, scaffolded activities, standards addressed, skill focus and a variety of formative assessment models. School leaders will conduct frequent observations to ensure time is used to maximize improved student outcomes. School leaders will implement a policy with specific criteria learned through training from Counseling in Schools, weekly for staff to refer "at risk" students for Academic Intervention Services (AIS). Time and focus during weekly teacher team meetings will be dedicated to specific timeframes for each step of the referral process, including the production of BIP's.

The school will be operational for 180 instructional days, for 8 periods each day allocated to core instruction. The schedule will be organized so that teachers are encouraged to work together cross-circularly, reflective of a butterfly effect of class partnerships in order to support departmentalization. The schedule is supportive of common planning, and articulation periods for each class partnership in order for teachers to establish explicit evidence of success that allows the school to hold itself to a meaningful standard of accountability.

Counseling in Schools will assign a full time counselor to provide group and individual counseling to MS 224 students and families. Counseling in Schools will provide 3 family counseling services per day. Counseling in Schools staff will engage in professional development sessions 2 hours per month designed to build the capacity of individual teachers, teacher cohorts, administrators and large staff groups to work individually and as a whole to build an effective learning community at the MS 224. In-class professional development will be provided consisting of individual teacher training through the integration of counselor in the classroom during pre-arranged class periods. A partnership between the teacher and counselor will develop in a manner that fosters the development of a social/emotional lens for the teacher, which s/he can carry with them in all of their work. A group of 4 teachers identified by the administration will work with a trainer for a 6-week cycle. A total of 6 cycles of 6 weeks each will occur throughout the year. The Counseling in Schools guidance counselor will utilize their remaining hours in the day to provide immediate guidance support to students who are having difficulty in their daily routines and work with the School Intervention Team (SIT team) to support students.

After school, Saturday, and Winter/Spring Break Academies will provide a structured system of extra help to assist students in completing accelerated programs of study with high levels of academic and technical content. In addition, extended day will be achieved through Academies to meet the needs of students. Beginning in the fall of 2013 and running through the end of the school year we will provide additional support about testing strategies.

Sample Class Schedule:

CLASS 601 HR ROOM 338 HOMEROOM TEACHER Ms. Liria

TIME			8:20-9:02	9:04-9:44	9:46-10:26	10:27-11:12	11:14-11:59	12:04-12:50	12:52-1:38
DAY	HR TEACHER	HR	1	2	3	4	5	6	7
MONDAY		HR	MA	MA	PE	PE	L	HUM	HUM
	ROOM								
TUESDAY		HR	AIS	HUM	HUM	HUM	L	MA	SC
	ROOM		338						
WEDNESDAY		HR	AIS	WR	SC	L	MA	MA	HUM
	ROOM		338	318					
THURSDAY		HR	HUM	HUM	HUM	L	SC	MA	AIS
	ROOM								336
FRIDAY		HR	MA	MA	AIS	L	SC	ART	HUM
	ROOM				336			338	

Subject Area	Afterschool		Saturday		Recess Christmas break, Winter Break, Easter Break	
Reading ELA	Enrichment 2hr 3xweek	Intervention 2hr 3xweek	Enrichment 4hrs	Intervention 4hrs	Enrichment 4hrs 3xweek	Intervention 4hrs 3xweek
Writing ELA	Enrichment 2hr 3xweek	Intervention 2hr x 3 week	Enrichment 4hrs	Intervention 4hrs	Enrichment	Intervention
ESL	Enrichment 2hr 3xweek	Intervention 2hr x 3 week	Enrichment 4hrs	Intervention 4hrs	Enrichment	Intervention
Math	Enrichment 2hr 3x week	Intervention 2hr 3xweeks	Enrichment 4hrs	Intervention 4hrs	Enrichment	Intervention
Project Based Content Based	Enrichment 2hr 3xweek		Enrichment 4hr		Enrichment	

iv. **Data-Driven Instruction/Inquiry (DDI).**

The cycle of teaching and learning is one in which all members of the school -- **Know** (Desired Results), **Do** (Acceptable Evidence), **So** (Plan Learning Experiences). The expectations for teaching and learning will be continue to be clear, consistent, and tightly aligned to the goals of the Common Core. Formative assessments are conducted daily during instruction through a variety of methods such as exit slips, thumbs up and down, conferencing. Summative assessments will be conducted approximately every six weeks. At the culmination of each unit of study each student completes a Performance Based Assessment focused on the essential ideas of the unit of study in ELA and/or Social Studies and a Performance Task in Mathematics and Science that incorporates both multiple-choice and constructed responses. Students will also gain exposure to New York State formatted assessments at a minimum of 3x per year, in order to give classroom teachers, students, parents and administration real-time data on current student needs and strengths. Furthermore, both formative and summative assessments are conducted in order to determine students' performance levels and progress towards learning standards.

In addition, students' level of engagement will be assessed daily during instruction, during student and teacher conferencing, peer group work, project work and class discussions.

Inquiry teams members made up of teachers and coaches utilize the cycle of inquiry model developed by the Southern Maine partnership when meeting regularly to determine student progress, effectiveness of instruction, and school progress toward goals. Based upon clear evidence and multiple and frequent benchmarks students will receive differentiated instruction to ensure success.

v. **Student Support.**

MS 224X is located in an economically disadvantaged area of New York City. The students deal with many and various emotional difficulties that interfere with their learning. For this reason, MS224 has selected the Community-Oriented SIF model to help improve student achievement. The school has put in place various support services to help address students' academic, socio-emotional, and physical needs. The SIF grant will be used to continue building these vital services.

The Morris Heights Health Center will continue to conduct a school-based program, Changing the Odds, that helps students to relate to others, stand up to bias, and think critically about the big issues of the day. This program is integrated within their science instructional period.

Counseling in Schools will be included as a SIF partner. They will provide much needed individual and family counseling to students' who were identified as needing support. They will also offer professional development to teachers throughout the school, to help foster a harmonious classroom climate, and improve students' social skills. By addressing the issues that interfere with learning, the counselors will help students to improve their academic progress. MS224 will continue to implement the Respect for All Program to establish a positive school culture. The program will be supported with school-wide and classroom initiatives, and theme-based weeks. Monthly informational assemblies will support these initiatives.

The Montefiore Hospital will operate a School Health Clinic within the building beginning in March 2014. It will be staffed by a Nurse Practitioner and provide support for students suffering with asthma and diabetes.

Academically, struggling students will be identified through formal assessments in both Reading and Math that will be conducted on a monthly basis. The I-Ready (Reading and Math) Program will be used to assist these students attain on-grade-level standing. The CITE (Center for Integrated Teacher Enrichment Partnership) will offer additional assistance for students needing additional academic supports, as well as teacher supports.

The Assistant Principal will monitor the coordination and implementation of these support programs.

vi. **School Climate and Discipline.**

Attention to the safety and school culture needs in MS 224 will ensure the safety of all of our children. Through the use of SIF funds, we will collaborate with Counseling in Schools and the related service providers such as the speech, guidance counselor, social worker and Dean in the school, to foster a shared vision of respect, a non-confrontational approach to conflict.

The team's efforts will lead to improved campus-wide behavior and safety, in the lunchroom, recreational spaces, shared spaces, in the hallways, and throughout the building by enforcing a

consistent presence and expectation, and with their teachers. We educate the “whole child” – we teach not only academics but also social emotional skills to help students become confident members of society. By June of 2016, all students will decrease behavioral occurrences by 95%. Tier II and III occurrences will be tracked and monitored appropriately. Consequently, safety and school culture will increase in scope from year to year, once the students begin to make better and independent decisions about their behavior and decision making.

vii. **Parent and Community Engagement.**

To improve parent and community engagement we will take actionable steps such as:

- The daily family counseling program through SIF partner Counseling in Schools
- Family Technology Night facilitated by SIF partner Custom Computer Specialists
- SIF partner and community forum to share specialized program and initiatives to support the social-emotional and academic needs of all students
- The Parent Coordinator will survey parents on specific items related to progress report delivery, support, and resources. This information will be given to administration to allow for explicit feedback to parents.
- Parent afterschool program focused on parenting techniques and Technology Safe tips and resources facilitated by Counseling in Schools, Custom Computer Specialist; and based on the data collected from an interest inventory survey given to parents.
- Meet and Greets- will provide an opportunity for parents to meet the SIF partners in conjunction with time for parents to meet with staff and fellow parents to discuss curriculum and homework ideas.
- Parent Retreats will be hosted to provide parents and staff professional development to bridge the home-school connection.
- School Administration will assess parent Interest Inventory each quarter of the academic year with SIF partners to ensure a variety of desired workshops/resources are available.
- Community updates will be given via Newsletters, phone messenger logs, fliers, and emails.
- Parent information about school and parent related programs, meetings and other activities would be available in multiple languages as needed to ensure parents have an understanding of all services and information available.
- Translation services will be provided for all parent meetings through use of translators

I. Training, Support, and Professional Development

4 points

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

The training, support, and professional development plan to be described in this section should be job-embedded, school-specific, and linked to student instructional and support data, as well as teacher observation and interim benchmark data. For the purposes of this grant, job-embedded professional development is defined as professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded training, support, and

professional development can take many forms; including but not limited to classroom coaching, structured common planning time, meeting with mentors, consultation with external partners or outside experts, observations of classroom practice.

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

School Administration, Instructional Coaches, SLT, Grade Leaders and Staff were allowed opportunities to provide input and feedback throughout the development of this plan.

The professional development outlined below is specific to the overarching goals of the grant and provides a comprehensive plan for our lead partner Counseling in Schools and our supporting partner Custom computer Specialists. (See PD plan attachment)

Professional Development will be offered minimally at least once a week tailored to teacher needs. PD will initially be more frequent as teachers begin become oriented with the curriculum. PD delivered by teachers will increase as the year progresses and will culminate in a surge of offerings at years end to address the new city wide expectations and curriculum planning. In order to accomplish real change in a learning paradigm in the classroom, the teacher needs to be allowed sufficient time and practice to become comfortable with a new teaching methodology. For technologically based PD, there will be initial training for 2-3 days depending on content chosen. Then an instructional coach is assigned to the school and does in-classroom coaching and mentoring with each teacher several times throughout the year. In addition, there are virtual training sessions on data analysis and grade level planning.

In evaluating the impact of professional development activities, we will assess effectiveness using feedback from observation cycles, student inquiry, and data from formative and summative assessments. PD focus will be assessed every six weeks to examine trends and patterns of areas evidenced and areas that may need more development.

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

For Section I. Training, Support and Professional Development

iii. Year One Professional Development Plan

PD Activity	Implement ation Period	Target Audience	Organizati on/ Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported

Classroom Push-in Professional Development: Teacher Observations and Coaching	September 2014-June 2015: Over Six 6 week cycles, 4 teachers per cycle 2 times per week	Teachers	Counseling in Schools	Development of teacher/faculty skills and expertise in the areas of behavior intervention techniques and increase student/teacher collaboration as it relates to student leadership development	Classrooms will become more responsive to students and effective teaching environments. Student referrals to the Dean from classroom teachers will decrease. Students' time on task will increase.
Weekly Small group Professional Development meetings	September 2014-June 2015	Teachers, Administrators, School support staff	Counseling in Schools	Development of school staff skills in areas regarding emotional intelligence and its role in child development. A strong emphasis is placed on building empathy for students while simultaneously understanding personal responses to student behaviors and needs.	Learning Environment Survey will show improvement in Safety and Respect Domains as well as Academic Expectations, and Communication
Engage Meeting	June 2014	Leadership	Custom Computer Specialists, Inc.	Develop a project plan for Year One PD program	Project plan will include delivery milestones. Leadership will agree to milestone completions. Weekly status reports will be utilized as a communication tool.
Multiple Whole Group Baseline PD engagements	July 2014 – October 2014	Core Team	Custom Computer Specialists, Inc.	Educators will be able to integrate educational technology covered in PD into current	Comparison of pre and post assessments will be utilized as the primary measure

				curriculum	of success. Observation data will be documented by Coach and reported in weekly status. Data will be analyzed for program adjustment and realignment, if needed.
Multiple Coaching PD engagements	September 2014 – May 2015	Core Team	Custom Computer Specialists, Inc.	<p>Various desired measurable outcomes based on each coaching session (Educators will leverage technology to support all students' academic, and social-emotional development;</p> <p>Educators will be able to create a collaborative and open environment, where teachers, students, parents, and community can all communicate and collaborate;</p> <p>Educators will be able to create technology infused lessons and curriculum aligned with Danielson's Framework, as well as Common Core and State Standards)</p>	<p>Comparison of pre and post assessments will be utilized as the primary measure of success. Individual observation data will be documented and data will be analyzed to determine additional coaching support.</p>
Multiple Whole Group	January 2015 –	Core Team	Custom Computer	Educators will be able to apply the	Comparison of pre and post

Follow-up PD engagements	May 2015		Specialists, Inc.	skills they have learned to synthesize new material, integrating the technology covered in PD, fostering a differentiated classroom	assessments will be utilized as the primary measure of success. Observation data will be documented by Coach and reported in final program assessment.
Reflection and Evaluation	November 2014 February 2015 Final - June 2015	Leadership	Custom Computer Specialists, Inc.	Reflection of and evaluation to determine success of program	Final program status report will include documentation and analysis to show systemic reform enabling teacher and student success.

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

MS 224 will work with an external evaluation consultant, ReLearning Curve (aka Design & Development Resources), to regularly evaluate the effects of professional development and supportive services provided through the SIF grant. In August/September MS 224 leadership and SIF team will convene a planning meeting with ReLearning Curve staff and partner staff in order to clearly delineate the implementation outcomes for the SIF grant. This includes reviewing and modifying professional development goals – the numbers of teachers involved in each of the professional development components (Custom Computer Specialists, Counseling in Schools, etc.) the frequency of their participation, the content of the training; and their satisfaction with the training. Similar targets will be set for the supportive student and family services being provided by Counseling in Schools and Custom Computer Specialists. This will include the numbers of students and families involved in counseling activities, the duration of their involvement, the content and frequency of enrichment activities/academies provided by Custom Computer Specialists; the numbers of students and families (if applicable) involved in these activities and their satisfaction with them. Implementation data such as described above will be reviewed quarterly by MS224 leadership and SIF team. Throughout the course of the year the MS 224 administration and key staff will reflect on the information that is collected, discuss them with their external partners, and make program modifications accordingly.

ReLearning Curve will provide a framework for MS224 to link the implementation outcomes to the short- and long-term goals of the SIF grant (i.e., teacher effectiveness, student achievement, student engagement). This will allow MS 224 to ultimately determine if the services are having an intended effect. ReLearning Curve will identify school-level data currently exist that can be used to measure desired outcomes (e.g., School Environment Surveys, student assessment results, teacher evaluation results, etc.). They will identify data collection processes that need to be in place to ensure that the benchmarks and outcomes can be assessed, and will assist in the development of any instruments that are needed to collect data and will coordinate data collection. This may include surveys of teachers, families, and students to assess their participation in and satisfaction with the services provided by the partners.

Once the data are collected ReLearning Curve will assist in the analysis, so that they can be reviewed by the SIF implementation team and school leadership. Implementation data will be reviewed quarterly. Outcome data will be reviewed annually or bi-annually as available. At the end of the year, the MS 224 leadership and external partners will meet with to review the results of end-of-year data, including survey and assessment results to determine the success of the professional development and counseling programs. This year-end meeting will also be used to prepare for the next year.

J. Communication and Stakeholder Involvement/Engagement

4 points

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

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

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

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

Committee (CPAC), the NYCDOE parent leadership body. By doing so, the NYCDOE sought to ensure that consultation and collaboration took place at the school-level in addition to the district-level.

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

At MS 224, stakeholders play an active role in the academic education and character development of MS224 students. We are committed to forming partnerships with parents, nonprofit community based organizations, district 7, network 401, and high schools to ensure that we keep them informed while seeking opportunities to incite their active support of MS 224 mission and its students.

In an effort to ensure all stakeholder groups are informed of the SIF grant progress information will be disseminated through monthly Parent Association meetings held in the schools library or auditorium. Parents who attend workshops or volunteer will also receive updates during their sessions. In addition, the school administration will be available to share SIF grant updates during parent-teacher-conferences and share their thought on parent surveys. Communicating with stakeholders will also include: phone calls, letters, emails, surveys, bulletins, and meetings.

An in-depth analysis of current and past school level data will be conducted by the school leadership team inclusive of the school level administration, teachers, parents, support-staff, and community board members and shared with stakeholders. The teams will present the findings and develop a set of non-negotiable principles. The principles will be drawn from theory, research, and professional knowledge related to the education of ELLs, and students identified as at-risk.

K. Project Plan and Timeline

4 points

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

- 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.**

By June 2015, every teacher will receive verbal and written feedback via informal and formal observations, using checklists shared with the school community to ensure teachers are held

accountable for incorporating all the skills developed within professional development activities into their instructional delivery (SCEP, 2013-2015). School leaders will use the observational process to ensure teachers are held accountable for incorporating all the skills developed within professional development activities into their instructional delivery. (QR, 2011-2012)

With the support of the Network, school leaders should provide professional development aimed at enabling teachers to use more sophisticated and challenging questioning strategies that challenge students and expect them to give more elaborate and sophisticated answers, thus enabling them to play a more active role in their own learning. Professional development will be differentiated based upon data from informal observations, teacher interest, and student population. A variety of resources will be used to provide development to teachers including network specialist, ARIS Learn, and private vendor sources as needed. (QR, 2011-2012)

STUDENT ACHIEVEMENT

All students are capable of making gains in their current achievement levels. By June of 2014, 100% of the tested population will meet Adequate Yearly Progress (AYP) as measured by the NCLB federal mandate.

We believe that the supports we provide to cultivate and enforce teacher effectiveness will directly impact students achievement. Our Professional Development will be differentiated for teachers based on data from observations, instructional rounds, student population sub groups and NYS ELA and Math state testing. We will use the formative and summative data to drive instructional decisions to individualize teacher supports, tailor enrichment programs and provide a home-school connection.

SOCIAL EMOTIONAL GROWTH

By June 2014, the PS 64 behavior policy, with the assistance of our Positive Behavior Intervention System (PBIS) Team, will be modified to incorporate tracking data from the individual student in-house occurrence reports to assist with disciplinary decisions evidenced by a 50% reduction of incidents in transitional areas.

07X224 IS 224

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators						
a. Number of minutes in the school year	Min	60390	60390	60390	60390	60390
b. Student participation in State ELA assessment	%	100	96	100	100	100
c. Student participation in State Math assessment	%	100	97	100	100	100
d. Drop-out rate	%	11	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	94%	88%	89%	90%	91%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	2%	12%	10%	8%	6%
h. Number of discipline referrals	Num	18%	44	39	35	31
i. Truancy rate	%	1%	8%	8%	8%	7%
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	1120	1500	1600	1700
m. Hours of professional development to improve leadership and governance	Num	10	260	360	370	380
n. Hours of professional development in the	Num	10	90	100	110	120

implementation of high quality interim assessments and data-driven action						
II. Academic Indicators						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	5	8 to 11	11 to 17	14 to 23
d. Students scoring "proficient" or higher on Math assessment	%	30	4	7 to 10	10 to 16	13 to 22
e. 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

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

Evidence of Partner Effectiveness Chart (Details)

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

OR Partner Consortium (team of two to three)		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
<p>Counseling In Schools</p> <p>Kevin Dahill-Fuchel Executive Director 212-663-3036</p> <ul style="list-style-type: none"> • Comprehensive counseling services and professional development 	<p>Counseling in Schools ("CIS") provides counseling services to children, families and teachers in local school and community settings. CIS professionals help children deal with emotional and social issues, including abuse, homelessness, bullying, violence, disruptions in class, and dropping out of school. Besides helping to turn around these children's lives, all the other children in their school benefit from a calmer, better learning environment. CIS also works with teachers, helping them prevent burn out, as well as with school administrators trying to transform failing schools. In addition to its regular programs, CIS is there in time of crisis with school based crisis response services, as it provided to children impacted by Hurricane Sandy as well as to those affected by the earthquake in Haiti.</p> <p>CIS is staffed with over 100 mental health professionals and helps thousands of children each year. CIS works primarily in New York City public schools and homeless shelters. Most of the children supported by CIS programs come from lower income families.</p>	<p>Jeanne Clair, Deputy Executive Director</p>

<ul style="list-style-type: none"> Custom Computer Specialists, Inc. <p>Cynthia Getz Senior Manager 631-630-1277</p>	<p>Custom Computer Specialists, Inc. (Custom) is an ARRA approved vendor and has been providing professional development services to the K-12 community for over twenty years. In addition, we're excited to be a partner with NYSCATE, delivering professional development on their behalf to K-12 teachers and administrators throughout New York State in support of 21st Century learning concepts and results.</p> <p>Custom subscribes to the philosophy that 21st Century classrooms require 21st Century teachers. We map our professional development to Common Core standards and encourage educators to transform their classrooms and teaching approaches by developing their own 21st Century skills – skills that will best help capture student interest and curiosity through technology literacy, curriculum integration, collaboration, global awareness and digital citizenship. Our successful delivery model is assessment driven and project-based, leveraging teacher specific curriculum and available classroom and cloud based instructional technologies.</p>	<p>Adam Schneider Instructional Technology Manager</p> <p>JP Nel Director (Executive Sponsor)</p>
<ul style="list-style-type: none"> 		

Supporting Partners (Optional)

Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
<p>Design & Development Resources for Education and the Arts (dba ReLearning Curve) 540 President Street, 3rd Floor Brooklyn, NY 11215 www.relearningcurve.org Jody@relearningcurve.org</p> <ul style="list-style-type: none"> 	<p>ReLearning Curve is a nonprofit research organization dedicated to strengthening educational institutions so they can provide effective and sustainable programs of substantial benefit to the public. For the past 15 years ReLearning Curve has provided data and evaluation support to schools so they can better measure the impact of their NYS state and federally funded educational initiatives</p>	<p>Josephine Imbimbo Executive Director</p> <p>Evaluation Capacity Consultant</p>

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the Partner Consortium must have experience and evidence of success in managing a school change process.		
Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partner's fiscal performance)	References / Contacts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Counseling In Schools Kevin Dahill-Fuchel Executive Director 212-663-3036 Comprehensive counseling services and professional development	1. Automotive High School (14K610)	1. Caterina Laforgiola, Principal – Claforgola@schools.nyc.gov – 718-218-9301; Alexis Penzell, Cluster 5 (New Visions) – apenzell@newvisions.org – 212-645-5110
	2. Washington Irving High School (02M460)	2. Sarah Hernandez, Principal – Shernan4@schools.nyc.gov – 212-674-5000; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – Ksuttell@schools.nyc.gov – 212-374-0835
	3. Granville T. Woods Middle School 584 (16K584)	3. Gillean Hargrove – Ghargro@schools.nyc.gov – 718-604-1380; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – Ksuttell@schools.nyc.gov – 212-374-0835
	4. The Heritage School (04M680)	4. Dyanand Sugrim, Principal – Dsugrim2@schools.nyc.gov – 212-828-2858; Serge St. Leger, Senior Director Of Youth Development Partnerships – Sstleger@schools.nyc.gov – 212-374-7534
	5.	5.
	6.	6.
	7.	7.

	8.		8.
	9.		9.
	10.		10.
Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)	
Custom Computer Specialists, Inc. Cynthia Getz Senior Manager 631-630-1277	1. Queens Office of Instructional Technology, servicing various NYCDOE schools located in Queens, participating in Title II D Grant.	1. Winnie Bracco, Office of Talent, Labor and Innovation - wbracco@schools.nyc.gov , 718 642 5743	
	2. Division of Non Public Schools, servicing Title I students in NYC non-public schools	2. Michael Stoff, Division of Non Public Schools - MStoff@schools.nyc.gov , 718 935 4875	
	3. Fordham University	3. Catherine D Dillon, Fordham University - ddillon@fordham.edu , 718 817 0544	
	4. PS 52	4. Linda Pough, PS 52 - LPough@schools.nyc.gov , 718 528 2238	
	5. PS 152	5. Enid Maldonado, PS 152 - emaldon3@schools.nyc.gov , 718 429 3141	
	6. PS 7	6. Barbara Tartamella, PS 7 - btartam@schools.nyc.gov , 718 647 3600	
	7. PS 14	7. Michael Swirsky, PS 14 Corona - MSwirsky@schools.nyc.gov , 718 642 5893	
	8. High School for Community Leadership	8. Carlos Borrero, High School for Community Leadership (Q328) - cborrero@nychscl.org , 718 558 9801	

	9. Infinity Institute	9. Treniere Dobson, Infinity Institute, Jersey City Public Schools - tdobson@jcboe.org , 201 915 6000
	10. NYSATE	10. Amy Perry-DelCorvo, NYSATE - aperry@nysate.org , 518 786 3981
Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.

PD Activity	Implementation Period	Target Audience	Organization/ Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Classroom Push-in Professional Development: Teacher Observations and Coaching	September 2014-June 2015: Over Six 6 week cycles, 4 teachers per cycle 2 times per week	Teachers	Counseling in Schools	Development of teacher/faculty skills and expertise in the areas of behavior intervention techniques and increase student/teacher collaboration as it relates to student leadership development	Classrooms will become more responsive to students and effective teaching environments. Student referrals to the Dean from classroom teachers will decrease. Students' time on task will increase.
Weekly Small group Professional Development meetings	September 2014-June 2015	Teachers, Administrators, School support staff	Counseling in Schools	Development of school staff skills in areas regarding emotional intelligence and its role in child development. A strong emphasis is placed on building empathy for students while simultaneously understanding personal responses to student behaviors and needs.	Learning Environment Survey will show improvement in Safety and Respect Domains as well as Academic Expectations, and Communication
Engage Meeting	June 2014	Leadership	Custom Computer Specialists, Inc.	Develop a project plan for Year One PD program	Project plan will include delivery milestones. Leadership will agree to milestone completions. Weekly status reports will be utilized as a communication tool.

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

For Section I. Training, Support and Professional Development

iii. Year One Professional Development Plan

Multiple Whole Group Baseline PD engagements	July 2014 – October 2014	Core Team	Custom Computer Specialists, Inc.	Educators will be able to integrate educational technology covered in PD into current curriculum	Comparison of pre and post assessments will be utilized as the primary measure of success. Observation data will be documented by Coach and reported in weekly status. Data will be analyzed for program adjustment and realignment, if needed.
Multiple Coaching PD engagements	September 2014 – May 2015	Core Team	Custom Computer Specialists, Inc.	<p>Various desired measurable outcomes based on each coaching session (Educators will leverage technology to support all students' academic, and social-emotional development;</p> <p>Educators will be able to create a collaborative and open environment, where teachers, students, parents, and community can all communicate and collaborate;</p> <p>Educators will be able to create technology infused lessons and curriculum aligned with Danielson's</p>	Comparison of pre and post assessments will be utilized as the primary measure of success. Individual observation data will be documented and data will be analyzed to determine additional coaching support.

				Framework, as well as Common Core and State Standards)	
Multiple Whole Group Follow-up PD engagements	January 2015 – May 2015	Core Team	Custom Computer Specialists, Inc.	Educators will be able to apply the skills they have learned to synthesize new material, integrating the technology covered in PD, fostering a differentiated classroom	Comparison of pre and post assessments will be utilized as the primary measure of success. Observation data will be documented by Coach and reported in final program assessment.
Reflection and Evaluation	November 2014 February 2015 Final - June 2015	Leadership	Custom Computer Specialists, Inc.	Reflection of and evaluation to determine success of program	Final program status report will include documentation and analysis to show systemic reform enabling teacher and student success.

- i. 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.

A sample weekly observation schedule is noted below for one Administrator

	Monday	Tuesday	Wednesday	Thursday	Friday
Week A	Teacher A Teacher B Teacher C Teacher D	Teacher E Teacher F Teacher G	Teacher A Teacher B Teacher C Teacher D	Teacher E Teacher F Teacher G	Follow up Visits per data collected Pre Observations Post Observations
Week B	Teacher G Teacher F Teacher C Teacher A	Teacher B Teacher E Teacher D	Follow Up visits per data collected Pre Observations Post Observations	Teacher D Teacher B Teacher A	Teacher F Teacher G Teacher E Teacher C

	attend workshops and receive in-class instructional support	In Schools Custom Computer Specialists	96,000													
9.	Common planning time and team meetings to plan instruction	MS224	In-kind services	X			X		X		X		X		X	X
10.	Provide afterschool parent training, counseling and educational workshops	Custom Computer Specialists Counseling In Schools	96,000 91,363				X	X	X	X	X	X	X	X	X	X
Quarterly Indicators of Success		Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.														
June-August		<ul style="list-style-type: none">Hours of professional development to improve teacher performanceHours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment resultsStudent Performance on assessments in ELA and Math (baseline)Number of discipline referrals (baseline)Student daily attendance (baseline)Number of parents attending training to support students (baseline)Observations of teachers rated effective and highly effective (baseline)														
September-November		<ul style="list-style-type: none">Hours of professional development to improve teacher performanceHours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment resultsNumber of discipline referralsNumber of students receiving counselingStudent Performance on assessments in ELA and MathStudent daily attendanceNumber of parents attending training to support studentsObservations of teachers rated effective and highly effective														
December-February		<ul style="list-style-type: none">Hours of professional development to improve teacher performanceHours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment resultsNumber of discipline referralsNumber of students receiving counselingStudent Performance on assessments in ELA and MathStudent daily attendanceNumber of parents attending training to support studentsObservations of teachers rated effective and highly effective														
March-June (4 months)		<ul style="list-style-type: none">Hours of professional development to improve teacher performanceHours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment resultsNumber of discipline referralsNumber of students receiving counselingStudent Performance on assessments in ELA and MathStudent daily attendanceNumber of parents attending training to support studentsObservations of teachers rated effective and highly effective														

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

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

SIF Redesign Framework Component:

1. School Leadership and Governance Structures and Functions

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

- 1) By June, 2017, all classroom teachers will effectively use instructional data to plan lessons, promote meaningful and engaging activities for students, and assess student progress as measured by a 30% increase in students scoring at level 3 or above on the New York State ELA and Math assessment.

Key Strategies Used to Address this Component:

1. Common Planning, Teacher Team Meetings and Professional Development opportunities
2. Formal and informal observations
3. Data driven actions

[illegible]

5. Administrators plan follow-up actions based upon review of findings.	MS224	In-kind				X		X		X		X		X	
Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.														
June-August	<ul style="list-style-type: none"> • Observations of teachers rated effective and highly effective • Hours of professional development to improve teacher performance • Hours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment results • Student assessment data 														
September-November	<ul style="list-style-type: none"> • Observations of teachers rated effective and highly effective • Hours of professional development to improve teacher performance • Hours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment results • Student assessment data 														
December-February	<ul style="list-style-type: none"> • Observations of teachers rated effective and highly effective • Hours of professional development to improve teacher performance • Hours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment results • Student assessment data 														
March-June (4 months)	<ul style="list-style-type: none"> • Observations of teachers rated effective and highly effective • Hours of professional development to improve teacher performance • Hours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment results • Student assessment data 														

SIF Redesign Framework Component:

(2) Curriculum and Instruction (and Implementation of the CCLS)

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

- 1) By June, 2017, all classroom teachers will effectively use instructional data to plan lessons, promote meaningful and engaging activities for students, and assess student progress as measured by a 30% increase in students scoring at level 3 or above on the New York State ELA and Math assessment.

Key Strategies Used to Address this Component:

1. Common Planning, Teacher Team Meetings and Professional Development opportunities
2. Formal and informal observations
3. Data driven actions

List specific actions to be	Timeline (Mark box representing the <u>specific</u> month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)
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used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. Teachers participate in common planning and teacher team meetings	MS224	In-kind services	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Teachers attend PD workshops and receive in-class PD sessions to design rigorous, engaging instructional activities	Custom Computer Specialists	96,000	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Teachers participate in collaborative inquiry to review student assessment data	MS224	In-kind service	X		X		X		X		X		X		X
4. Teachers develop differentiated instructional activities based on assessment data	MS224	In-kind service	X		X	X	X	X	X	X	X	X	X	X	X
5. Teachers and administrators review assessment and observation data to assess effectiveness of instruction	MS224 ReLearning Curve	15,000			X	X	X	X	X	X	X	X	X	X	X
Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.														
June-August	<ul style="list-style-type: none">• Observations of teachers rated effective and highly effective• Hours of professional development to improve teacher performance• Hours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment results														

e inquiry sessions															
4. Conduct teacher observation	MS224	In-kind services	X		X		X		X		X		X		X
5. Review teacher observation data	MS224	In-kind services	X			X		X		X		X		X	X
Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.														
June-August	<ul style="list-style-type: none"> • Observation of teachers rated effective and highly effective • Hours of professional development to improve teacher performance • Hours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment results • Student Performance on assessments in ELA and Math 														
September-November	<ul style="list-style-type: none"> • Observation of teachers rated effective and highly effective • Hours of professional development to improve teacher performance • Hours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment results • Student Performance on assessments in ELA and Math 														
December-February	<ul style="list-style-type: none"> • Observation of teachers rated effective and highly effective • Hours of professional development to improve teacher performance • Hours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment results • Student Performance on assessments in ELA and Math 														
March-June (4 months)	<ul style="list-style-type: none"> • Observation of teachers rated effective and highly effective • Hours of professional development to improve teacher performance • Hours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment results • Student Performance on assessments in ELA and Math 														

SIF Redesign Framework Component: 4) School Climate, Culture, and Discipline Aligned with which School Goal (from School Overview section): By June 2017, students will demonstrate increases in social and emotional engagement as evidence by a 5% decrease in OORS incidents related to bullying or bias behavior	
Key Strategies Used to Address this Component:	
1. Teacher professional development focusing on empathy for students and understanding personal responses to student behaviors and needs	
2. Individual and family counseling for students	
3. Student participation in Respect for All	
List specific actions to be used as part of	Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)

	e inquiry sessions	4. Conduct teacher observation	5. Review teacher observation data	Quarterly indicators of Success	Identify leading, academic, and/or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.
		MS224 In-kind services X	MS224 In-kind services X	June-August	<ul style="list-style-type: none"> • Observation of teachers rated effective and highly effective • Hours of professional development to improve teacher performance • Hours of professional development in the implementation of high quality interim assessments • and data driven action based on the assessment results • Student Performance on assessments in ELA and Math
				September-November	<ul style="list-style-type: none"> • Observation of teachers rated effective and highly effective • Hours of professional development to improve teacher performance • Hours of professional development in the implementation of high quality interim assessments • and data driven action based on the assessment results • Student Performance on assessments in ELA and Math
				December-February	<ul style="list-style-type: none"> • Observation of teachers rated effective and highly effective • Hours of professional development to improve teacher performance • Hours of professional development in the implementation of high quality interim assessments • and data driven action based on the assessment results • Student Performance on assessments in ELA and Math
				March-June (4 months)	<ul style="list-style-type: none"> • Observation of teachers rated effective and highly effective • Hours of professional development to improve teacher performance • Hours of professional development in the implementation of high quality interim assessments • and data driven action based on the assessment results • Student Performance on assessments in ELA and Math

SIF Redesign Framework Component: 4) School Climate, Culture, and Discipline Aligned with which School Goal (from School Overview section): By June 2017, students will demonstrate increases in social and emotional engagement as evidence by a 5% decrease in OORS incidents related to bullying or bias behavior Key Strategies Used to Address this Component:	List specific actions to be used as part of
1. Teacher professional development focusing on empathy for students and understanding personal responses to student behaviors and needs 2. Individual and family counseling for students 3. Student participation in Respect for All	Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)

Key Strategies Used to Address this Component:

1. Common Planning, Teacher Team Meetings and Professional Development opportunities
2. Formal and informal observations
3. Data driven actions

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.			Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)													
	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015	
1. Coaches facilitate common planning and teacher team meetings	MS224	In-kind services	X	X	X	X	X	X	X	X	X	X	X	X	X	
2. PD providers conduct workshops and in-class sessions to design rigorous, engaging instructional activities	Custom Computer Specialists	96,000	X	X	X	X	X	X	X	X	X	X	X	X	X	
3. Administrators conduct informal & formal teacher observations	MS224	In-kind services	X		X		X		X		X		X		X	
4. Administrators review teacher observation data and student assessment data	MS224 ReLearning Curve	15,000		X	X	X	X	X	X	X	X	X	X	X	X	
5. Administrators plan follow-up actions based upon review of findings.	MS224	In-kind services		X	X	X	X	X	X	X	X	X	X	X	X	
Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.															
June-August	<ul style="list-style-type: none">Observations of teachers rated effective and highly effective (baseline)Hours of professional development to improve teacher performanceHours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment resultsStudent assessment data (baseline)															
September-	<ul style="list-style-type: none">Observations of teachers rated effective and highly effective															

5.	Teachers & administrators attend workshops and receive in-class instructional support	Counseling in Schools	91,363	X		X		X		X		X		X	
		Custom Computer Specialists	96,000												
6.	Common planning time and team meetings to plan instruction	MS224	In-kind services	X			X		X		X		X		X
7.	Afterschool parent training, counseling and educational workshops	MS224	12,000	X			X	X	X	X	X	X	X	X	X
		Custom Computer Specialists	96,000												
		Counseling in Schools	91,363												
Quarterly Indicators of Success		Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.													
June-August		<ul style="list-style-type: none"> Hours of professional development to improve teacher performance Hours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment results Student Performance on assessments in ELA and Math (baseline) Number of discipline referrals (baseline) Student daily attendance (baseline) Number of parents attending training to support students (baseline) 													
September-November		<ul style="list-style-type: none"> Hours of professional development to improve teacher performance Hours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment results Number of discipline referrals Number of students receiving counseling Student Performance on assessments in ELA and Math Student daily attendance Number of parents attending training to support students 													
December-February		<ul style="list-style-type: none"> Hours of professional development to improve teacher performance Hours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment results Number of discipline referrals Number of students receiving counseling Student Performance on assessments in ELA and Math Student daily attendance Number of parents attending training to support students 													
March-June (4 months)		<ul style="list-style-type: none"> Hours of professional development to improve teacher performance Hours of professional development in the implementation of high quality interim assessments and data driven action based on the assessment results Number of discipline referrals Number of students receiving counseling Student Performance on assessments in ELA and Math Student daily attendance Number of parents attending training to support students 													



The Science School for Exploration and Discovery

Middle School 224

345 Brook Avenue, Bronx, NY 10454

School Phone No. (718) 665-9804

School Fax No. (718) 665-0078



Mrs. Sojourner Welch-David, Principal

Mr. Richard Cole, Assistant Principal

Mr. Larry Thornton, Assistant Principal

School Organization Sheet (2013-2014)

Official Homeroom Assignments

Cl. 601 RM. **338** (HUM) Ms. Liriano

Cl. 602 RM. **336** (Math) Ms. Scott

Cl. 603 RM. **339** (ICT) Ms. Estrella / Cummings

Cl. 604 RM. **335** (SC) Mr. Lopez

Cl. 677 (BIL) **318** Ms. Yemmer

Cl. 701 RM. **334** (HUM) Ms. Lynn

Cl. 702 RM. **332** (Math) Ms. Smith

Cl. 703 RM. **328** (ICT) Ms. Banks/ Mr. Bentov

Cl. 704 RM **331** (SC) Ms. Funicello

Cl. 777 RM. **309** (BIL) Ms. Stewart

Cl. 801 RM. **312** (HUM) Ms. C. Joseph

Cl. 802 RM. **316** (Math) Ms. Rupchin

Cl. 804 RM. **311** (SC) Ms. Gonzalez

Cl. 877 RM. **317** (BIL) Mr. Johnson

Cluster

Science

6th grade Mr. Brown (**RM. 337**)

7th grade Ms. Persaud (**RM. 320**)

8th grade Mr. Shane (**RM. 310**)

ART

Mr. McLean

Technology

Ms. Stoessel (**RM 330**)

Dance/Gym

Ms. Yemmer(**162**)/ Mr. Cortazzo (**gym**)

Support Staff

Mr. Lopez (RM 120)

Ms. Reid (RM120)

Ms. Banks

Mr. Quiles

Related Service Providers

Ms. Kendall

Ms. Reilly

Ms. Compton

Paraprofessional

Ms. Santiago

Ms. Mitchell

Office Staff

Ms. Sanders (secretary)

Ms. G. Johnson (parent coordinator)

School Aides

Ms. Caro

Mr. Jimenez

Ms. Veras



Sojourner Welch-David

Objective

To obtain a managerial position in the NYC Department of Education

Experience

May 2011-Current Middle School 224 Bronx, NY

Principal

- Supervision all staff and personnel in the building
- Directing all operations of the school and building
- Conducting and signing off of all evaluative paperwork for staff members
- Collaborating with parents, community partners, and fellow principals
- Allocation of school funds

2001- May 2011 Middle School 302 Bronx, NY

Senior Assistant Principal (12 month)

- Assuming all of the roles and responsibilities when principal is not in the building.
- Overseeing of three assistant principals and five deans.
- Supervisor of English Language Arts and Bilingual Education
- Supervision of the secretaries/school aides, and oversee all functions of the main office.
- Overseeing of all after school programs
- Creator and Supervisor of the Law & Social/Civil Responsibility Academy teachers and students gds. 6-8
- Work with current principal on Galaxy, FAMIS, and Impress
- Attend principal conferences in principals absence
- Supervise teacher attendance, coverage assignment, and all testing
- Supervise the complete operation of summer school
- Member of the PPC committee
- Monitor all three academies in the building
- Oversee building operations along with the principal
- Sit in on all disciplinary meetings of staff
- Supervise all high school and college interns
- Monitor all high school application procedures
- Supervise the Thurgood Marshall Mock Trial Competition
- Supervisor of testing coordinator
- Conduct formal and informal observations
- Member of the School Council between New Charter School and Middle School 302

1999-2001 Middle School 52 Bronx, NY

Dean/ Crisis Mediator

- Dealt with all problems and incidents with students
- Writing all incident and accident paper work
- Conducting all pre-suspension and suspension hearings
- In charge of all EIC and incident/accident reporting

1996-1999 Middle School 52 Bronx, NY

Teacher of English and Social Studies

- Teaching English and Social Studies to seventh and eighth grade students
- Taught curriculum and following several pacing charts
- Developing lesson plans, exams, and portfolios

Education

1988-1990 **Southern University** Baton Rouge, LA
No degree obtained

1992-1994 **Delaware State University** Delaware, DE
Bachelor of Arts in English

1995-1997 **New York University** New York, NY
Master of Art in Journalism and Broad Casting

1998-2000 **Pace University** White Plains, NY
Master of Science in Supervision and Administration

2012-current **Concordia University** Chicago, IL.
Doctoral Student of Education in School Leadership

**Additional
Assignments**

- School Programmer
- Testing Coordinator from

References/

Additional Information

- Supplied upon request
- Satisfactory rated (17 years); excellent attendance: Never a disciplinary letter in file

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: The Science School for Exploration & Discovery
DBN: 07X224 Network: 401

PARENT REPRESENTATIVE

Signature (in blue ink)

Date

2/6/14


Type or print name


Joseph Pizarro

CHAPTER LEADER (UFT)

Signature (in blue ink)

Date

2/6/14


Type or print name

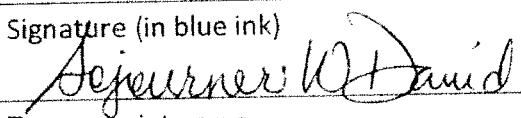
Rashad J. Brown

PRINCIPAL (CSA)

Signature (in blue ink)

Date

2/6/14


Type or print name

Sejourner W. David

07X224

ATTACHMENT B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit		District Average	Baseline Data	Target for 2014-2015	Target for 2015-2016	Target for 2016-2017
I. Leading Indicators							
a. Number of minutes in the school year	min		60390	75600	75600	75600	75600
b. Student participation in State ELA assessment	%		100	100%	100%	100%	100%
c. Student participation in State Math assessment	%		100	100%	100%	100%	100%
d. Drop-out rate	%		11	n/a	n/a	n/a	n/a
e. Student average daily attendance	%		94%	90%	92%	93%	95%
f. Student completion of advanced coursework			40	n/a	n/a	n/a	n/a
g. Suspension rate	%		2%	7%	5%	3%	1%
h. Number of discipline referrals	num		18%	120	100	90	80
i. Truancy rate	%		1%	1.5%	1%	0.5%	0.2%
j. Teacher attendance rate	%		96%	85%	90%	91%	92%
k. Teachers rated as "effective" and "highly effective"	%		N/A	4%	10%	20%	45%
l. Hours of professional development to improve teacher performance	num		20	200	230	240	250
m. Hours of professional development to improve leadership and governance	num		10	100	130	140	150
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		10	200	230	250	260
II. Academic Indicators							
A. ELA performance index	PI		N/A				

B. Math performance index	PI		N/A				
C. Student scoring "proficient" or higher on ELA assessment	%		26	4.0%	10%	17%	28%
D. Students scoring "proficient" or higher on Math assessment	%		30	3.7%	9%	19%	29%
E. 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	
G. Students receiving Regents diploma with advanced designation	%		17	n/a	n/a	n/a	
H. High school graduation rate	%		65	n/a	n/a	n/a	
I. Ninth graders being retained	%		21	n/a	n/a	n/a	
J. High school graduates accepted into two or four year colleges	%		47	n/a	n/a	n/a	
III. School Designed Specific Indicators					180 per year		
A. Student/Family Counseling				0	180 per year	180 per year	180 per year
B. Parent Participation and workshops				40	70	100	165

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

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

I. Leading Indicators

a. Number of minutes in the school year

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

b. Student participation in State ELA assessment

K-8; from State Report Card Accountability table.

c. Student participation in State Math assessment

K-8. from State Report Card Accountability table.

d. Drop-out rate

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

e. Student average daily attendance

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

f. Student completion of advanced coursework

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

g. Suspension rate

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

h. Number of discipline referrals

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

i. Truancy rate

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

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

j. Teacher attendance rate

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

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

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

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

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

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

l. Hours of professional development to improve teacher performance

This may include the following types of professional development activities:

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

m. Hours of professional development to improve leadership and governance

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

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

II. Academic Indicators

- q. **ELA performance index**
Does not yet exist for 2012-13 and therefore cannot be used to create targets for the future, which will be based on a new exam
- r. **Math performance index**
Does not yet exist for 2012-13 and therefore cannot be used to create targets for the future, which will be based on a new exam
- s. **Student scoring "proficient" or higher on ELA assessment**
2012-13 data used as baseline due to change in exam
- t. **Students scoring "proficient" or higher on Math assessment**
2012-13 data used as baseline due to change in exam.
- u. **Average SAT score**
Averaged between three subjects.
- v. **Students taking PSAT**
All students are required to take the PSAT.
- w. **Students receiving Regents diploma with advanced designation**
Advanced regents rate from NYSED; 2008, 4-year August cohort.
- x. **High school graduation rate**
Graduation rate from NYSED; 2008, 4-year August cohort.
- y. **Ninth graders being retained**
100% minus percent earning 10+ credits in year 1 from 2011-12
- z. **High school graduates accepted into two or four year colleges**
College enrollment rate from 2011-12.

Category	Primary SIF Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
SIF: P.S./I.S. 224 (07X224)							
Code 15	Instruction	HOURLY PER SESSION - Supervisors will be in charge of all per session activities after school. These activities will include after school test prep, after school professional development, and afterschool teacher training. Administrators will also be required to conduct many of these meetings with the teachers around the use of technology and looking at the socio emotional well being of the at risk student in and outside of the classroom	\$8,000	\$8,000	\$8,000	\$24,000	The use of TL funding will be used to supplement the per session activities for the supervisors. There are enough funds to sustain the SIF grant, once it expires.
Code 15	Instruction	HOURLY PER SESSION Teachers will be given per session as per the UFT contract, for all work related to this grant. This work will include after school professional development with the vendors. It will also include direct instruction with the students, as it pertains to the goals and objectives that are set forth by the vendors in this grant.	\$12,000	\$12,000	\$12,000	\$36,000	The use of TL funding will be used to supplement the per session activities for the supervisors. There are enough funds to sustain the SIF grant, once it expires. In addition, priority school funding will be used to supplement this per session activity.
		Subtotal Code 15	20,000	20,000	20,000	60,000	
		Subtotal Code 16	\$0	\$0	\$0	\$0	
Code 40	Teacher Training Metamorphosis	Metamorphosis "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.	25,000	25,000	90,000	\$140,000	Title 1 funds will be repurposed to sustain this activity
Code 40	Student Support	Counseling in Schools. 90% of the targeted students will attend individually, group a/o family counseling at least with 90% attendance rate. Reduction in recidivism of counseling students by 20% monthly. Improvement of students attendance by 2%. At least 20% of program participants will engage in student centered meeting with school staff. Incidents requiring student removal from the classroom will decrease by 20% by June 2015. Daily attendance will improve by 2% by June 2015.	\$91,363	\$91,363	\$51,363	\$234,089	This program will be continued using priority school and Title 1 SWP funding that will continue to provide this service for our students. Services will also be turnedkey to the related services providers, who will continue the work of dealing with the social emotional student, and how the school can make them feel that they are in a safe environment of learning and emotional well being.
Code 40	Instruction	Custom Computers. Educators will be able to integrate educational technology covered in PD into content curriculum. Educators will be able to apply the skills they have learned to synthesize new materials, integrating the technology covered in PD, fostering a differentiated classroom. Educators will leverage technology to support all students' and social-emotional development. Educators will be able to create a collaborative and open environment, where teachers, students, parents, and community can all communicate and collaborate. Educators will be able to create technology lessons and curriculum aligned to Danielson Framework, as well as Common Core and State Standards.	\$71,000	\$71,000	\$46,000	\$188,000	A Train the trainer model will be implemented in order to build whole school capacity in integrating instructional technology across content areas. The technology teacher along with the school Dean will build their capacity for supporting and leading the instructional technology work embedded during the life of the SIF grant. They will provide instructional technology support for students, teachers and parents.
Code 40	Data-Driven Instruction/Inquiry (DDI)	ReLearning Curve is a nonprofit research organization dedicated to strengthening educational institutions so they can provide effective and sustainable programs of substantial benefit to the public. For the past 15 years ReLearning Curve has provided data and evaluation support to schools so they can better measure the impact of their NYS state and federally funded educational initiatives.	\$15,000	\$15,000	\$15,000	\$45,000	Funding from priority school, and Title I will be used to continue this service. In addition, teachers and administrators will turn key the use of data in biweekly data meetings. Looking at data will be a part of the schools mission and vision. Students will also be involved in looking at their own data and creating academic action plans in conjunction with the teachers in all of the subject area
Code 40	Parent and Community Engagement	Counseling in Schools. Materials will be given to parents, such as teaching magazines around education and the common core. They will also receive correspondences around their child's progress, using software and/or paper documents. PD will be provided for parents after school to understand the socio-emotional needs of their child.	\$2,004	\$2,000	\$2,000	\$6,004	The use of TL funding will be used to supplement the per session activities for the supervisors. There are enough funds to sustain the SIF grant, once it expires. In addition, priority school funding for parents will be used to supplement this per session activity.
		Subtotal Code 40	204,367	204,363	204,363	613,093	

Code 45	Instruction	To enhance both vendors whom will be providing services for the students and teachers, computers for the classrooms will be purchased to enhance instruction, by providing teachers with best practices around technology and instruction. By the end of this grant 100% of the teachers will be using technology as part of their instruction. In addition, technology will be used for the social emotional piece, as a resource for students to use to cope with emotions via journal and reflective writing.	\$20,000	\$20,000	\$20,000	\$60,000	The use of TL funding will be used to supplement the per session activities for the supervisors. There are enough funds to sustain the SIF grant, once it expires. In addition, priority school funding will be used to supplement this per session activity.
Code 45	Student Support	Materials for test prep, socio emotional needs will be provided for the students. In addition, the use of Apple APP's will be purchased to enhance the technology with homework and classroom instruction. Other materials will include reflection journals and school supplies	\$4,105	\$4,109	\$4,109	\$12,323	The use of TL funding will be used to supplement the per session activities for the supervisors. There are enough funds to sustain the SIF grant, once it expires. In addition, priority school funding will be used to supplement this per session activity.
		Subtotal Code 45	24,105	24,109	24,109	72,323	
Code 80	All	Employee fringes as calculated on ARRA funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day	1,528	1,528	1,528	\$4,584	
		Subtotal Code 80	1,528	1,528	1,528	4,584	
		Subtotal SIF	250,000	250,000	250,000	750,000	
CENTRAL							
Code 15							
Code 16							
Code 40							
Code 45							
Code 80							
		Subtotal Central	0	0	0	0	
		TOTAL SIF	250,000	250,000	250,000	750,000	
		Non Core Instruction Tax Levy	244,664	244,664	266,906	756,234	
		Title I for Priority and Focus Schools	82,482	82,482	89,980	254,944	
		Other Title I allocations	174,610	174,610	190,483	539,702	
		TOTAL	751,756	751,756	797,370	2,300,881	
	Other sources of income						

P.S./I.S. 224

Attachment D - Budget Summary Chart

Agency Code	305100010051
Agency Name	New York City Department of Education

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

Year 1 Implementation Period (June 1, 2014 - June 30, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 20,000
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 204,367
Supplies and Materials	45	\$ 24,105
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 1,528
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 250,000

Year 2 Implementation Period (July 1, 2015 - June 30, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 20,000
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 204,363
Supplies and Materials	45	\$ 24,109
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 1,528
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 250,000

Year 3 Implementation Period (July 1, 2016 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 20,000
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 204,363
Supplies and Materials	45	\$ 24,109
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 1,528
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 250,000

Total Project Period (June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 60,000
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 613,093
Supplies and Materials	45	\$ 72,323
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 4,584
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 750,000



The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Educational Finance and Management Serv
Bureau of Federally Aided Programs – Room 542 EB
Albany, New York 12234

PROPOSED BUDGET

FOR THE OPERATION OF A

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

BASIC PROJECT INFORMATION											
N.Y.C. GRANT #			N.Y.C. DOCUMENT #				PROJECT #				
AGENCY CODE			3 0 5 1 0 0 0 1 0 0 5 1								
Federal /State Program			SCHOOL INNOVATION FUND. Round 3 P.S./I.S. 224								
Contact Person			EDUARDO CONTRERAS								
Agency Name			New York City Department of Education								
Mailing Address			52 Chambers Street, Room 213								
			New York, N.Y. 10007								
Telephone #			212-374-0520				Manhattan				
			County								
Project Operation Dates From JUN 1 2014 To JUN 30 2015											

BUDGET TOTAL

\$250,000

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

Specific Position Title		FTE/Hours/Days	Rate of Pay	Project Salary
07X224	SIF			
Teacher		0.00	0	0
Teacher (regular)		0.00	0	0
Lead Teacher		0.00	0	0
Coach (Math, Literacy, Special Ed)		0.00	0	0
Coach (Math, Literacy, Special Ed)		0.00	0	0
Guidance Counselor		0.00	0	0
Education Administrator		0.00	0	0
Social Worker		0.00	0	0
Teacher Per Session (rate per hour)		286	41.98	12,000
Teacher per session Trainee Rate (rate per hour)		0	19.12	0
Guidance Counselor Per Session		0	43.93	0
Supervisor Per Session (rate per hour)		182	43.93	8,000
Social Worker Per Session		0	45.13	0
F-Status Teacher per diem (rate per day)		0	306.67	0
Teacher Occasional Per Diem (rate per day)		0	154.97	0
				20,000
<div></div>				
<div>Central</div>				
Subtotal - Code 15			20,000	

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

[illegible]

PURCHASED SERVICES: Code 40

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

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

07X224	SIF	
685 - Educational Consultant	Counseling in Schools; ReLearning Curve; Custom Computers	162,363
686 - Professional Services Other	Counseling in Schools;	2,004
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis	40,000
		204,367

Subtotal - Code 40

204,367

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
07X224	SIF	
Computer and Printers under \$5,000 per unit		20,000
Educational Software		0
General and Instructional Supplies		4,105
Library Books		0
Supplemental Textbooks		0
		24,105
Subtotal - Code 45		24,105

TRAVEL EXPENSES: Code 46

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

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

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80

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

Item		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Welfare Benefits		
Annuity		
Sabbaticals		
ARRA FRINGE - SIF		1,528
ARRA FRINGE - Other		0
ARRA FRINGE - CENTRAL		0
Subtotal - Code 80		1,528

CALCULATION OF INDIRECT COST: Code 90

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

EQUIPMENT : Code 20

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

[illegible]

N.Y.C. GRANT #

0

PROJECT BUDGET SUMMARY

Agency Name: NYC PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	20,000
Non-Professional Salaries	16	0
Purchased Services	40	204,367
Supplies and Materials	45	24,105
Travel Expenses	46	0
Employee Benefits	80	1,528
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		250,000

FOR DEPARTMENT USE ONLY

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

CHIEF ADMINISTRATOR'S CERTIFICATION	
<i>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.</i>	
<u>2/24/14</u> DATE	<u>Ling Tan</u> SIGNATURE
Ling Tan, Director, Capital & Reimbursable Finance	
NAME/TITLE - CHIEF ADMINISTRATIVE OFFICER	

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

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

School Innovation Fund Round 3. RFP #TA-15

NAME OF APPLICANT: NYC DEPARTMENT OF EDUCATION

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

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

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

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

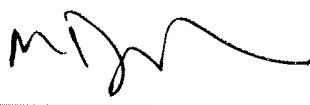
Typed or Printed Name of Authorized Representative of the Firm

Mary Doyle

Typed or Printed Title/Position of Authorized

Executive Director, State Portfolio Planning

Signature/Date

 2/21/14

M/WBE Documents

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

School Innovation Fund Round 3. RFP #TA-15

Applicant Name: NYC DEPARTMENT OF EDUCATION

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

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

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1	Total Budget		\$ 750,000
2	Professional Salaries	\$ 60,000	
3	Support Staff Salaries	\$ -	
4	Fringe Benefits	\$ 4,584	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ 64,584
8	Line 1 minus Line 7		\$ 685,416
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		\$ 137,083

M/WBE UTILIZATION PLAN

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

Bidder/Applicant's Name: NYC DEPARTMENT OF EDUCATION

Telephone/Email: (212) 374-0520

Address: Chambers St.

Federal ID No.: 13-6400434

City, State, Zip: New York, NY 10007

RFP No: RFP Number: TA-15

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of
NAME: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC ADDRESS: 165 PARK ROW # 18A CITY, ST, ZIP: New York NY, 10038 PHONE/E-MAIL: 212-608-0714 / lucy@lucywestpd.com FEDERAL ID No. 043713795	NYS ESD Certified MBE <input type="checkbox"/> WBE <input checked="" type="checkbox"/>	Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.	Year 1 \$ 25,000 Year 2 \$ 25,000 Year 3 \$ 90,000 TOTAL \$ 140,000

PREPARED BY (Signature) [Signature] DATE 2-27-14

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

NAME AND TITLE OF PREPARER: Eduardo Contreras

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

DATE: February 27, 2014

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

**M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE**

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

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

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

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



Mary Doyle, Executive Director State Portfolio Policy

Signature of Authorized Representative of Bidder/Applicant's Firm

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

Date:

2/21/14

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

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

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

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

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

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

DESIGNATION: _____ MBE Subcontractor ☒ WBE Subcontractor _____ MBE Supplier _____ WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development

(M/WBE)

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

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

The estimated dollar amount of the agreement:

\$

140,000

Date:

2/24/14

Signature of Authorized Representative of M/WBE Firm

Lucy West

Printed or Typed Name and Title of Authorized Representative

Lucy West, President

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

Applicant Name: Metamorphosis Teaching Learning Communities Inc. Telephone: 212-233-0419
 Address: 165 Park Row #189 Federal ID No.: 04-371-3795
 City, State, ZIP: New York, NY 10038 Project No: _____

Report includes:

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

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

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

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

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

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

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

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

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

Report includes:

☐ Work force to be utilized on this contract OR

☒ Applicant's total work force

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

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

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

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