



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

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Director  
Office of School Innovation  
5N EB Mezzanine  
Telephone: (518)473-8852  
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June 30, 2014

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

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

Dear Chancellor Fariña:

On behalf of the New York State Education Department (NYSED), thank you for your participation in our recent School Innovation Fund grant competition. I am pleased to inform you that your district's proposal for MS 322 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](http://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](mailto: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

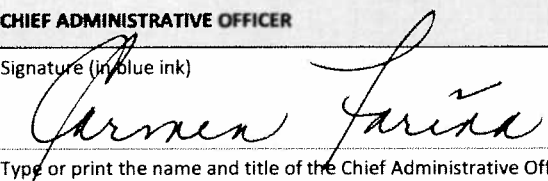
**New York State Education Department  
School Innovation Fund Grant – Round 3 (TA-15)  
Application Cover Sheet**


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 MS 322		Beds Code 310600010322	
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): Need to pick 1 of 2 and 1 of 6 of these boxes		<input checked="" type="checkbox"/> LEA with one Lead Partner <input type="checkbox"/> LEA with Partner Consortium	
SCHOOL DESIGN TYPE (Check One)			
College Pathways <input type="checkbox"/>	Community-Oriented <input checked="" type="checkbox"/>	Arts / Cultural Ed <input type="checkbox"/>	CTE <input type="checkbox"/>
Virtual/Blnd/Online <input type="checkbox"/>		Network-Affiliated <input type="checkbox"/>	

## Certification and Approval

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

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

**RECEIVED**  
FEB 28 2014  
CONTRACT ADMINISTRATION  


## 06M322 MS 322

2014 SIF 3 Application Cover Page

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### Page 1

Select District (LEA) Name:

NYC GEOG DIST # 6 - MANHATTAN

Select School Name:

310600010322 COMMUNITY HEALTH ACAD OF THE HEIGHTS

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:

380

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
Application Cover Sheet (with original signature in <u>blue ink</u> )	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative District-level Plan <b>and</b> 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: <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Preliminary draft Memorandum of Understanding(s) (with Lead Partner <b>or</b> Partner Consortium)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>M/WBE Documents Package (containing original signatures)</b> <input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver		
Type of Form	Full Participation	Request Partial Waiver    Request Total Waiver
M/WBE Cover Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
M/WBE 100 Utilization Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/> N/A
M/WBE 102 Notice of Intent to Participate	<input checked="" type="checkbox"/>	<input type="checkbox"/> N/A
EEO 100 Staffing Plan and Instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
M/WBE 105 Contractor's Good Faith Efforts	N/A	<input type="checkbox"/> <input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/> <input type="checkbox"/>
<b>SED Comments:</b> 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](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](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.<sup>1</sup> 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

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<sup>1</sup> 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"> <li>• 2012-13 Quality Review rating of Underdeveloped</li> <li>• 2012-13 Progress Report rating of D or F</li> <li>• Schools at the 10<sup>th</sup> percentile or below of the 2012-13 Progress Report</li> <li>• 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)</li> <li>• Schools in their third year of existence (that did not have a formal Quality Review in 2012-13)</li> <li>• All schools that have not had a review since 2009-10 (that do not qualify for a Peer Review)</li> <li>• 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.</li> </ul> <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"> <li>• 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.</li> <li>• 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.</li> </ul>	<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"> <li>• 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.</li> <li>• Scores are based on comparing results from each school to a citywide benchmark and to a group of about 40 other schools.</li> </ul> <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 9<sup>th</sup> 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),<sup>1</sup> 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

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<sup>1</sup> 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.<sup>2</sup> 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.

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<sup>2</sup> 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.<sup>3</sup> 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

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<sup>3</sup> 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.<sup>4</sup> 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 21<sup>st</sup> 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

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<sup>4</sup> 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:

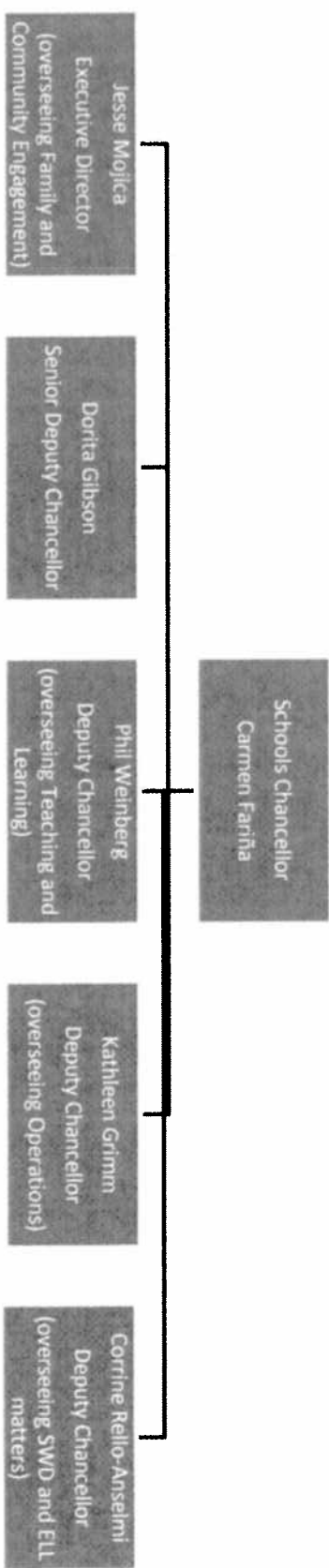
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

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of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation  
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

**A. General Transfers**

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

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

**B. Hardship Transfers**

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

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

**C. Voluntary Teacher Exchange**

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

**D. Staffing New or Redesigned Schools<sup>9</sup>**

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

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



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

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

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

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

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

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

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

## **ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES**

### **A. Restriction on Union Activities**

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

### **B. Time for Union Representatives**

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

a. In the elementary schools, four additional preparation periods.

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

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

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

## **2. SBM / SDM Teams**

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

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

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

## **3. Staff Development**

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

## **4. Waivers**

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

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

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

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

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

## **B. School-Based Options**

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

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

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

**C. School Allocations**

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

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

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

**D. Students' Grades**

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

**E. Lesson Plan Format**

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

**F. Joint Efforts**

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

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

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

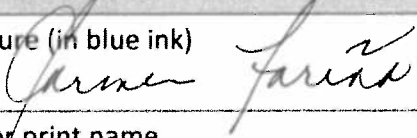
**G. Professional Support for New Teachers**

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

**Attachment A**  
**Assurance of Joint Commitment and Collaboration Form**

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

LEA Name: NYCDOE  
 School Name: 06M322 The Renaissance/MS322 Leadership Academy


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

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

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

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

District Parent Representative

  
Alim S. Gafar

2/24/14

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

### **The Renaissance/MS 322 Leadership Academy (06M322)**

#### **Partner Information**

##### **Children's Aid Society**

The Children's Aid Society helps children in poverty to succeed and thrive. CAS provides technology and career readiness training to enable students to improve their economic status and lead more fulfilling lives.

Children's Aid Society will provide program staff, professional development and support in the areas of Attendance Improvement (CAS Success Mentor Initiative), Guidance and mentoring (CAS Advocate Counselor) and case management. These services will enhance existing staff and services to ensure for success of every student beyond the school day and engage the student and their families in life of the community via services to support their health, well-being and overall physical and mental health.

##### **The Center for Educational Innovation – Public Education Association**

The mission of CEI-PEA is threefold:

1. Assist public schools in New York City and other communities in improving the quality of public education. Our professional experience and expertise help schools to create more productive environments in which students thrive academically, socially and emotionally. With our support, schools develop better leadership, better teaching and better systems of accountability.
2. Based upon our work with individual schools, advocate for policies and practices that will lead to successful schools.
3. Provide information to the public about the importance of quality public education and the means of achieving it.

CEI-PEA will provide curriculum support, facilitating CCLS aligned curriculum mapping, material selection and course work development in each content area. Content specialists will facilitate teacher team meetings, summer institutes and afterschool sessions where this work will take place. CEI will provide leadership development in the form of ongoing supervisory support, mentoring of both Principal and Assistant Principals.

#### **Enrollment Summary**

In Middle School 322, students with disabilities comprise 18% of the school's population, on par with the average middle school in the district. English Language Learners comprise 40% of the school's population, 4 percentage points higher than the average middle school in the district. The average incoming proficiency (4<sup>th</sup> grade ELA/math) of the school's students is 2.7, which is on par with the average middle school in the district.

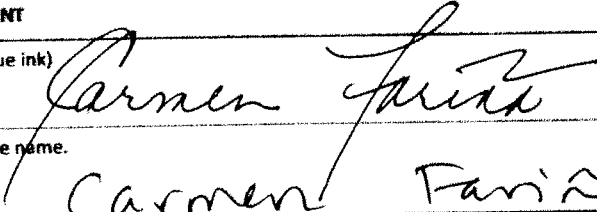
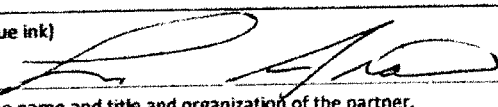
ORIGINAL

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

06M322

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.

<b>SUPERINTENDENT</b>	
Signature (in blue ink)	Date
	2/25/14
Type or print the name.	
Carmen Fariña	
<b>EXTERNAL PARTNER</b>	
Signature (in blue ink)	Date
	January 7, 2014
Type or print the name and title and organization of the partner.	
Louis K. Aiani, Director of CFN Operations, CEI-PEA	
<b>EXTERNAL PARTNER</b>	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner.	
<b>EXTERNAL PARTNER</b>	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner.	

**MEMORANDUM OF UNDERSTANDING  
BETWEEN THE CENTER FOR EDUCATIONAL INNOVATION - PUBLIC EDUCATION ASSOCIATION  
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 THE CENTER FOR EDUCATIONAL INNOVATION - PUBLIC EDUCATION ASSOCIATION ("CEI-PEA") 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 CEI-PEA provides services to Middle School 322, 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 CEI-PEA**

The mission of CEI-PEA is threefold:

1. Assist public schools in New York City and other communities in improving the quality of public education. Our professional experience and expertise help schools to create more productive environments in which students thrive academically, socially and emotionally. With our support, schools develop better leadership, better teaching and better systems of accountability.
2. Based upon our work with individual schools, advocate for policies and practices that will lead to successful schools.
3. Provide information to the public about the importance of quality public education and the means of achieving it.

In the event that the Middle School 322 is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), CEI-PEA 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.

CEI-PEA will tailor existing products and services for implementation in Middle School 322. These products and services include:

CEI-PEA will provide curriculum support, facilitating CCLS aligned curriculum mapping, material selection and course work development in each content area. Content specialists will facilitate teacher team meetings, summer institutes and afterschool sessions where this work will take place. CEI will provide leadership development in the form of ongoing supervisory support, mentoring of both Principal and Assistant Principals.

**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 CEI-PEA 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 Middle School 322
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, **and** a final service agreement is negotiated between CEI-PEA 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.

THE CENTER FOR EDUCATIONAL INNOVATION - PUBLIC EDUCATION ASSOCIATION

---

Signature

Title

Date

**NYCDOE**

---

Signature

Title

Date

**MEMORANDUM OF UNDERSTANDING  
BETWEEN CHILDREN'S AID SOCIETY  
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 CHILDREN'S AID SOCIETY ("CAS") 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 CAS provides services to Middle School 322, 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 CAS**

The Children's Aid Society helps children in poverty to succeed and thrive. CAS provides technology and career readiness training to enable students to improve their economic status and lead more fulfilling lives.

In the event that the Middle School 322 is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), CAS 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.

CAS will tailor existing products and services for implementation in Middle School 322. These products and services include:

Children's Aid Society will provide program staff, professional development and support in the areas of Attendance Improvement (CAS Success Mentor Initiative), Guidance and mentoring (CAS Advocate Counselor) and case management. These services will enhance existing staff and services to ensure for success of every student beyond the school day and engage the student and their families in life of the community via services to support their health, well being and overall physical and mental health.

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 CAS 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 Middle School 322
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, **and** a final service agreement is negotiated between CAS 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.

CHILDREN'S AID SOCIETY

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Signature	Title	Date
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NYCDOE

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Signature	Title	Date
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## School Innovation Fund (SIF) Application

<b>School Name:</b>	The Renaissance/MS 322 Leadership Academy
<b>DBN:</b>	06M322
<b>Network:</b>	532

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

### A School Overview

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

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

The Renaissance/MS 322 Leadership Academy at MS 322 ("Renaissance/MS 322") will partner with the Center for Educational Innovation – Public Education Association (CEI-PEA) and the Children's Aid Society (CAS) to transform into a community-oriented high school that integrates academics, health and social services, youth and community development and family and community engagement. Becoming a community-oriented school is critical for Renaissance/MS 322 to meet the complex and multi-layered needs of its students and community. The school is located in the Washington Heights section of Manhattan, which has a high poverty rate and large immigrant community. While our school aims to be a place "Where today's students become tomorrows leaders," we faced a period of low performance and became designated a "Priority School." Our school community took on the challenge of turning around and we have shown steady progress over the past three years. In the NYC Progress Reports, which give schools a letter grade for their ability to generate student progress, overall student achievement and learning environment, Renaissance/MS 322 moved from an overall grade of "C" in 2010-11 to a "B" in 2011-12 and an "A" in 2012-13. Our overall performance is accelerating upward and we look at this SIF grant as an opportunity to make a new set of transformations that can help ensure long-term and continued improvement.

Research shows that community-oriented schools lead to improved and sustained student achievement and attendance, stronger and more involved families, and healthier communities.<sup>1</sup> The community-oriented school approach that Renaissance/MS 322 is proposing here is not new. In fact, it is based on more than a century of efforts to use “whole child” approaches to education and youth development in which the physical, social, emotional and academic needs become the shared responsibility of schools, community organizations and families. Research shows that when schools become the center of such a nexus of support, children are better able to develop along multiple, interconnected domains.<sup>2</sup> Community-oriented schools remove the artificial separation between the classroom and “real world” by coordinating community and school resources with school-based services. As a result, academic performance increases as do outcomes for the entire community.<sup>3</sup>

**VISION** – By the end of the three-year School Improvement Fund (SIF) grant period, Renaissance/MS 322 will be a community-oriented school where educators, families and community partners join together to meet the physical, social, emotional and academic needs of students.

**MISSION** – Renaissance/MS 322 will provide students with a vibrant learning environment and community of support that empowers them to achieve academic success and grow into healthy, caring and productive young adults.

### **SIF GOALS**

By the end of the three-year School Improvement Fund (SIF) grant period, Renaissance/MS 322 will:

- **Goal 1 – Increase academic outcomes for all students** as measured on local and state assessments. Increases will be evident both by grade level (annual outcomes) and by cohorts (student performance over time), thus demonstrating the school’s ability to accelerate learning for individual students and raise the overall academic achievement of the student community. We will focus on needs of subgroups, including our ELL population, new arrivals, SIFE and SWD communities.
- **Goal 2 – Improve overall school quality** as evidenced through the following evaluation tools: New York City Progress Reports, School Quality Reviews, New York City Learning Environment Surveys, and ratings data from the Annual Professional Performance Reviews for the school leader and teachers. Our partnership with Children’s Aid Society will help us achieve this goal by providing wrap around services to our students and their families.
- **Goal 3 – Establish rigorous, coherent and engaging curricula and data-informed instructional practices that meet the needs of a variety of learners.** Evidence will include reviews of curriculum maps for alignment with Common Core Learning Standards (CCLS), implementation of collaborative planning through Professional Learning Communities (PLCs) and outcomes from teacher observation protocols (i.e. Danielson Framework) that cover the domains of planning and preparation, classroom environment, instruction and

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<sup>1</sup> Bireda, S. (2009). A look at community schools. Washington, DC: Center for American Progress. Retrieved from [http://www.americanprogress.org/issues/2009/10/community\\_schools.html](http://www.americanprogress.org/issues/2009/10/community_schools.html)

Blank, M., Melaville, A., & Shah, B. P. (2003). Making the difference: Research and practice in community schools. Washington, DC: Coalition for Community Schools. Retrieved from <http://www.communityschools.org/CCSFullReport.pdf>

<sup>2</sup> Blank, M., & Berg, A. (2006). All together now. Washington, DC: Coalition for Community Schools. Retrieved from <http://www.ascd.org/ASCD/pdf/sharingresponsibility.pdf>

<sup>3</sup> Blank, M., Berg, A., & Melaville, A. (2006). Community-based learning. Washington, DC: Coalition for Community Schools.

professional responsibilities. We will also review for evidence of multiple points of entry on curriculum maps for all students, including ELLs and SWDs.

- 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-BASED DESIGN**

In a 2009 study of “community schools” across the United States, Saba Bireda explains that community-oriented schools bridge the gap between community services and academics to provide students with health care, academic enrichment, mental and behavioral services and other youth development activities. She also finds that the forms of “community schools” vary significantly across the nation but successful community-oriented schools follow five principles of action, which are listed below with the core strategies that Renaissance/MS 322 will use to enact these principles.

### **Principles of Action for Community Schools**

1. Strong academic program at its center.

*Strategies to enact principle 1:*

- Align curriculum with the Common Core Learning Standards
- Establish a common definition of “quality teaching” that informs professional practice.
- Establish Professional Learning Communities (PLCs) to improve instructional practices.
- Build Data Cultures to improve learning for all students.

2. Educators are on board and trained to collaborate effectively.

*Strategies to enact principle 2:*

- Form PLCs (see above) to collaborate across grade levels and subject areas
- Establish an Advisory Committee among teachers, school leaders, community partners and parents to guide implementation of the SIF plan.

3. On-site coordination.

*Strategies to enact principle 3:*

- Partner organizations, CEI-PEA and CAS, will provide on-site coordination for all services.

4. Community involvement in planning and development.

*Strategies to enact principle 4:*

- Conduct a community needs assessment to guide the SIF plan implementation
- Establish an Advisory Committee among teachers, school leaders, community partners and parents to guide implementation of the SIF plan.

5. Consistent and quality evaluations.

- Use NYC DOE Quality Reviews and quarterly reviews by CEI-PEA to assess progress towards meeting the SIF plan goals.

- Advisory Committee to review these reports, identify areas of challenge and make appropriate course corrections.

## **KEY PARTNERSHIPS**

Renaissance/MS 322 will partner with two organizations to support our school improvement plan: The Center for Educational Innovation – Public Education Association (CEI-PEA) and the Children’s Aid Society (CAS). Specifically:

- **The Center for Educational Innovation – Public Education Association (CEI-PEA)** is a nonprofit education organization located in New York City and will serve as the lead partner for the Renaissance/MS 322 SIF grant program.
- **Children’s Aid Society (CAS)** has worked with MS 322 (the school in which Renaissance/MS 322 is housed) for over 20 years to bring community support to the school community. CAS will leverage its current offering of services and programs to help Renaissance/MS 322 become a true “community” school. Services include out-of-school time programs, health services, and family engagement.

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

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

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

See Attachment B

### **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).**

## **OVERVIEW OF STUDENTS**

Located in the Washington Heights section of Manhattan, Renaissance/MS 322 serves 392 students in grades 6 through 8, 96% of whom are eligible for free or reduced lunch. The majority of our students (95%) are Hispanic. Our English language learner (ELL) community includes 283 students formerly ELL with 48% of our students currently ELL. Approximately 11% of our students are SIFE (students with interrupted education) and 17% of our students required individualized education plans (IEPs), strategic interventions and curriculum interventions in the form of multiple points of entry to ensure mastery of grade level content.

## **STUDENT NEEDS**

While Renaissance/MS 322 has showed significant improvement in accelerating student learning over the past three years, we continue to face a challenge that requires an innovative community-oriented approach: our large English language learner (ELL) community lags far behind its peers. It is for this reason that we are applying for a SIF grant to help initiate a new and reinvigorated community engagement program. Data presented here is compiled from the New York City school portal, which includes the school's Progress Reports, Learning Environment Survey Reports, Quality Review Reports, and current register and attendance data.

- Last year, less than 10% of Renaissance/MS 322 students scored at levels 3 or 4 on the 6-8 NYS assessments in ELA and math (with the lowest being 1.7% in 6<sup>th</sup> grade ELA).
- The school has an overall attendance rate of 93.3% to date but a significant portion of students (27.3%) have chronic absenteeism (less than 90% attendance).

**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.**

## **2012-2013 SCHOOL PERFORMANCE**

In June 2013, New York City conducted a Quality Review of Renaissance/MS 322. The school was identified as “Proficient” and “Well Developed” in most categories and the reviewer found many improvements taking place as well as a number of areas in need of improvement.

### **What the School Does Well**

Language taken directly from the 2013 Quality Review:

- The principal along with her three assistant principals are diligent in their efforts to support teachers in building capacity around effective teaching practices as defined by Danielson's Framework for Teaching. Formal observations, two for each tenured staff, and three for each non-tenured staff, presently numbering 12, use a prescribed plan of action that allows for the recording of all relevant information for the pre-observation through the post-observation process. Teachers are responsible for ensuring that their lessons incorporate Common Core Learning Standards, and address the identified needs of their students by referencing data sources in planning and grouping for their lesson. Additionally, the requirement to include pre-planned questions provides evidence that teachers are accountable for challenging and involving their students in higher order thinking and meaningful discussion. Ongoing focused formalized cycles of informal observations, although only a “snapshot” of classroom teaching, culminates with written feedback that includes both observed practices, comments and recommendations, thus memorializing the visit and allowing for continuous monitoring and responding to teaching, such as “You have raised the level of questioning.” Well thought out professional development is an outgrowth of teacher observations and includes a myriad of activities. On-site consultants from Teachers' College address literacy across the content areas, and a math consultant works with content area teachers to redesign the curriculum into units with accompanying assessments aligned to learning targets. Teachers also engage in professional discussions and the use of formal texts such as *Overcoming Textbook Fatigue* and *It's All About Engagement* focuses on relevant topics to improve practices and student learning. New teachers in particular receive a tremendous amount of



ongoing assistance and participate in focused after-school meetings. Mid-year creations of a personal “The First Four Months” journey line served as a self-reflection of their work and progress, and provided additional guidance for the principal’s focus with this group.

- The school’s challenge of space as it shares the building with two other schools manifests itself via assignment of students to three floors, the basement, and the second and fifth floors. To address this issue, the principal wisely budgets for three assistant principals so that there is adequate supervision of student behavior and instruction. Part-time coaches in literacy and math, both of whom also teach regularly scheduled classes, provide instructional support for teacher teams that meet minimally by grade and content area two to three times each week. Thus, there is effective sharing of common foci, pedagogy, assessments, and coherence between what is expected, planned, and taught, and accountability by all teachers as they work together to improve student outcomes. During a team meeting, while teachers of English language arts (ELA) from grades 6 used a rubric to notice gaps in student performance across the grade, teachers from grade 7 refined literature circle assessment tools that students will use to show mastery. Grade 8 staff actively engaged in discussing how RAFT, (Role, Audience, Format, Topic), should and could be used to assess students’ performance task in a literature study unit. Partnerships further the school’s efforts to address the unique needs of the student population. Children’s Aid Society collaboratively plans enrichment activities for students and workshops for parents, I-Zone, in its first year of implementation, successfully involves students in blended learning activities aligned with personal goals, via an I-Learn platform, thus preparing them for the world of technology, college, and career. The school’s Pencil partner, Pearson, provides books for students and professional reading material for staff, thus enhancing the resources for all. Scheduling reflects a keen eye to students’ needs and addresses one of the principal’s goals relative to flexible scheduling to match students to suitable teachers and programming. With a burgeoning English language learner (ELL) population at 41%, 6% of whom are also identified as students with disabilities (SWD), the school’s programming is such that students receive targeted instruction in English language arts in fluid, suitable groupings. Using a one-year grant allocation the principal formed a ‘Dual Language’ class where students receive instruction in both Spanish and English. A dedicated block programming for grade-level English language arts classes enables students to be reprogrammed into smaller groupings of about eight students taking into account their learning and language acquisition needs. Students needing intense English as a second language support or special education modifications receive targeted, well-matched instruction, by certified teachers. Groups remain fluid, and teachers and administrators are reporting growth in student writing.
- Even though the schools data indicates a high mobility rate, 15% new admits and 12% discharges, year-to-date, the school maintains a 94% rate of attendance, as students find the school welcoming and rewarding. Members of the student advisory council proudly wear their tee shirts identifying them as leaders and role models for their peers. They proudly speak to how they help diffuse situations, help others learn “how to behave,” and record a weekly Monday Morning News that all students watch for a reminder of upcoming events and important information. A ‘Standard Operating Procedures’ manual effectively provides all students with specific guidelines of expectations around organizing their work and navigating the school’s programs. Students are conversant in getting needed help, as the first option is to “figure it out yourself,” option two is to ask a partner, and option 3 is to ask a teacher. Teachers are well versed in anti-bullying protocols and provided with tools to

address student needs, and to support students socially and emotionally. They facilitate advisories held each morning from 8:10 to 8:45 that provide quality time for students to get additional help as well as to settle down or read quietly. Additionally, the Italian teacher spoke proudly of her connection to her students, who leave grade 8 passing Checkpoint A and receive high school credit, setting them up to be able to strive for an Advanced Regents' diploma. One student, about to graduate, reflected on her three years in the school and spoke of her personal growth and the school helping her to recognize the importance of doing well as a stepping-stone to her future, which includes attending college. Outreach efforts to parents make for an inclusive environment. The Children's Aid Society provides support for parents, and a school sponsored 'Family Learning Workshop' allowed parents to learn along side their children who then receive a computer for at-home use through the Computers for Youth "Take it Home" program.

### **What the School Needs to Improve**

- The school's commitment to providing students with standards-aligned curricula is evident in unit planning following the Understanding by Design protocol. English language arts lessons across grades are explicit in making connections and teachers write lessons based on unit plans. For instance, relative to historical fiction, a lesson required students to create a poem that revealed aspects of a character from the book *Number the Stars*. The teacher referenced both a reading standard, analyzing lines of dialogue to reveal aspects of a character, and a writing standard, writing informative/explanatory texts to examine a topic and convey ideas, through analysis of relevant content. Embedded in the lesson are evidences of guided practice and independent work, and across the school there is an emphasis on incorporating tasks that address needs of English language learners and students with disabilities. However, this is not evident in all classes. For a math lesson on making a frequency table and using the line plot to find the mean and range, there was one independent practice performance task for all students. Math lessons reference standards, but teachers stated that the curriculum depends a great deal on the Ready workbook for planning, leaving them to develop a fully aligned curriculum and pacing calendar. Social studies and science are also well planned, but in many cases are based on the State content standards or reference document based questions, and do not yet fully incorporate Common Core Learning Standards, thus missing out on engaging students in required tasks.
- The school is fully immersed in the workshop model through which teachers plan and execute their lessons. Although lessons currently include an objective, it does not always include a clear statement of what students will be responsible for doing at the end of the lesson. Consequently, this lack of clarity of referencing the specific task or activity to show mastery precludes students from having clear expectations. Modeling, guided practice, and independent and/or group work are included elements, and teachers create activities to determine mastery and engage students. Self-contained special education students proudly articulate their learning about longitude and latitude, and show evidence of mastery via a 'Battleship' type game where they place markers on identified map points. Students in English language arts were up and about enthusiastically completing a concept mapping activity. However, while questioning and discussion has been a focal point of cycled observations, and teachers make concerted efforts to engage students via turn-and-talk, this practice is not yet extended out so that there is adequate sharing out. Most often, teachers ask one or perhaps two students to respond, minimizing the use of this strategy for in-depth conversations, and involving students in higher order thinking.

- Teachers plan lessons that culminate in tasks so students can show an understanding and mastery of the concept. During the delivery of lessons teachers often stop and ask students to respond to questions, and use the turn-and-talk protocol to involve all students in brief conversations. However, teachers consistently only called upon one or two students to share out what they said, thus limiting the use of this strategy to check for understanding of a greater number of students. Rubrics were also noted as attached to student work, and students spoke of their use of rubrics to help them get a high grade and self-edit their work. Yet, a rubric for a social studies essay writing assignment provided for a score of five and was different from that used in English language arts classes, consequently missing out on aligning assessments across content areas. Additionally, good use of common planning enables teachers to work collaboratively in teams reviewing student work against a prescribed protocol, identifying gaps in students' learning, and planning next steps. The grade 6 team was deeply engrossed in norming a piece of student work from the historical fiction unit, noting both content and conventions issues, while referencing the rubric, thus providing for suggestions as to modifying the rubric for future assignments. Grade 7 teachers were adeptly reviewing protocols for literature circles, and grade 8 teachers were discussing the use of RAFT to guide students' writing, a tool that they shared with their grade 7 colleagues. However, discussions around the use of this tool are still in the planning stage and not all teachers were sufficiently knowledgeable with the protocol to incorporate it as an assessment tool, thus hindering assessing students across content areas and grades with a common tool.

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

### **SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

Renaissance/MS 322 plans to formalize its grade-level and subject teaming among teachers through the development of Professional Learning Communities (PLCs) among teachers. School leaders will take the implementation of the Danielson Framework to the next level by performing regular classroom observations and holding conferences with teachers (separate from the required APPR observations), reviewing student performance data to identify trends, issues and challenges, among other aspects of instructional leadership. Some specific improvements we anticipate from this restructuring:

- By conducting regular teacher observations using the Danielson Framework, school leaders will be able to provide more thorough and in-depth feedback to help guide instructional practices.
- High performing teachers will be trained as PLC Coaches through the Center for Educational Innovation – Public Education Association (CEI-PEA) PLC Coach Certification Program which is offered jointly with New York University's Metro Learning Communities. This program prepares PLC Coaches to use clear protocols for PLC meetings that guide the teachers through collaborative inquiry processes and result in actionable steps.

### **CURRICULUM DEVELOPMENT AND SUPPORT**

In order to address the gaps in curriculum and instructional practices, Renaissance/MS 322 plans to implement a rigorous professional development program that utilizes in-school coaches and TEQ professional development services. TEQ uses a professional development model that keeps teachers in the classroom through online and blended PD instruction/workshops. Through TEQ,

teachers learn to create data-driven environments that support and bolster each student's learning style, work with other teachers to review and plan lessons based on Universal Design for Learning principles, integrate research-based design principles and solutions into curriculum, and understand and leverage technology to create dynamic learning experiences. CEI-PEA will provide in-school coaches to help teachers translate this training into their classrooms. Some specific improvements we anticipate from this professional development work include:

- Curriculum that is aligned with CCLS with tasks and activities that challenge students and meet them where they are at in the learning process (i.e. differentiated instruction).
- Improved teacher questioning strategies to deepen the rigor of learning and allow students to develop their own capacity for continual inquiry.
- Curriculum that is aligned across grade levels and subject areas and can be measured through common benchmark/formative assessments.

## **TEACHER PRACTICES AND DECISIONS**

### **Authentic Implementation of the Danielson Framework**

Renaissance/MS 322 will adopt the Danielson Framework for Teaching as its guiding definition of "quality teaching." The Danielson Framework is a research-based approach to assessing and supporting professional practice among teachers. It covers four domains of teaching—planning and preparation, classroom environment, instruction and professional responsibilities—and informs a portion of each teacher's Annual Professional Performance Review (APPR). While the school has used Danielson in the past, they have not created an active common understanding of how Danielson defines quality teaching nor have they used the tools of the Framework to help teachers better understand and improve their practices. Through the PLCs, teachers will engage teachers in an inquiry process about the Danielson Framework (discussing the four domains and related elements to come to common definitions of what "quality" looks like in teaching). The school leaders will also review rubrics and data collection tools used for rigorous observations based on the Danielson Framework. Then, after each classroom observation, the school leader who performs the observation will debrief with the teacher to review findings and identify specific resources and action steps that the teacher can take in order to address areas of weakness.

### **Nancy Love Data Use Approach**

The PLC structure will also allow teachers to engage in collaborative data-driven decision making processes. The PLCs will implement the Nancy Love Data Use approach to build data cultures at their schools. The approach is based on the research-based methodologies and materials documented in Nancy Love's book *The Data Coach's Guide to Improving Learning for All Students* (Corwin Press, 2008) and includes the following steps and tasks, all guided by specific protocols:

#### Step 1 – Building the Foundation

Task 1 – Launch the Data Team

Task 2 – Reflect on Our School

Task 3 – Raise Awareness of Cultural Proficiency

Task 4 – Commit to Shared Values, Standards and Vision

#### Step 2 – Identifying a Student-Learning Problem

Task 5 – Build Data Literacy  
 Task 6 – Drill Down into Aggregate-Level Analysis  
 Task 7 – Drill Down into Disaggregate-Level Analysis  
 Task 8 – Drill Down into Strand-Level Analysis  
 Task 9 – Drill Down into Item-Level Analysis  
 Task 10 – Examine Student Work  
 Task 11 – Drill Down into Formative Assessments and other Local Student-Learning Data Sources  
 Task 12 – Identify a Student-Learning Problem and Goal

### Step 3 – Verifying Causes

Task 13 – Conduct Cause-and-Effect Analysis  
 Task 14 – Verify Causes through Research and Local Data

### Step 4 – Generating Solutions

Task 15 – Build Your Logic Model  
 Task 16 – Refine Outcomes and Strategies  
 Task 17 – Develop a Monitoring Plan

### Step 5 – Implementing, Monitoring & Achieving Results

Task 18 – Take Action and Monitor Results  
 Task 19 – Celebrate Success and Renew Collaborative Inquiry

Some specific improvements we anticipate from the authentic implementation of the Danielson Framework and implementation of the Nancy Love Data Use model with PLCs include:

- Teachers will have specific feedback with actionable next steps as a result of the more authentic implementation of the Danielson Framework. School leaders will be able to follow up more frequently with teachers about their feedback to help ensure that changes are being made and are effective.
- The Nancy Love data use process will give teachers specific protocols and practices for using data to drive instructional practices. The PLC coaches will be trained in effective use of the protocols.

## **STUDENT SOCIAL AND EMOTIONAL DEVELOPMENT HEALTH**

Renaissance/MS 322 has a long-standing partnership with Children’s Aid Society (CAS), which has provided out-of-school time programs, health services, and family engagement to students and the community. Through a SIF grant, the school will be able to hire two CAS team members, an Advocate Counselor to provide overall case management for at-risk students, and a case worker to launch a “Success Mentor Initiative” and improve attendance through increased outreach. The new CAS and school staff will provide the following support to our students:

### **Advocate Counselor**

- Provide ongoing, weekly case management
- Facilitate bi-weekly sessions
- Work collaboratively with each student to create and follow Pathways to success plan

- Link students and make referrals to external and internal services in the areas of: education; high school awareness; leadership development; and support services
- Monitor student's progress towards achieving benchmarks
- Work cooperatively with school personnel, family members and the MS322 team to advance students' goals
- Conduct student intakes
- Participate in student conferences
- Co-lead orientations and other special events as planned.

#### **Success Mentor Initiative Case Worker**

- Manage case load of 10 to 15 students with a goal of decreasing chronic absenteeism
- Lead team to address chronic absenteeism throughout the school
- Ensure at-risk students and their families receive wrap-around services
- Articulate with teacher teams to increase student achievement
- Develop and monitor individual student improvement plans
- Articulate with new arrivals and their families
- Participate on RTI/PPT team.

#### **FAMILY AND COMMUNITY ENGAGEMENT**

The heart of Renaissance/MS 322's SIF proposal is to become a community-oriented school where the physical, social, emotional and academic needs of students become the shared responsibility of our school, community organizations and families. Renaissance/MS 322 will work with CEI-PEA and CAS to conduct a community needs assessment at the outset of the grant program. Leadership will then host a series of open house events where we share the findings of the needs assessment, facilitate group discussions of the findings and then conduct follow-up surveys to identify the most desired programs and services by parents and community members. We will form an Advisory Committee composed of representatives from CEI-PEA, CAS, faculty, school leadership, students, parents and community leaders who will meet quarterly with the School Leadership Team to review progress of the School Improvement Plan and identify areas of improvement for community engagement. Please see Section C for more details on how the Advisory Committee will operate.

Some specific improvements we anticipate from this community collaboration work include:

- Decrease in chronic absenteeism
- Increases in student achievement.

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

Renaissance/MS 322 is building on the momentum of our recent improvements and feel we can address all of these needs simultaneously. However, we are prioritizing the needs as follows:

1. Establish Family-School-CBO Advisory Committee in spring 2014 in order to plan for full launch of the "Success Mentor Initiative" by fall 2014.

2. Establish Professional Learning Communities at all grade levels and in all subject areas. Present PLC plan in spring 2014, establish PLC groupings by June 2014, provide PLC coach training for lead teachers by June 2014, conduct August in-service through PLCs, have regular PLC weekly meetings in operation by end of October 2014.
3. Authentic implementation of Danielson Framework. Train Academy Leaders in Danielson during spring 2014, re-launch the Danielson approach with PLCs during August in-service, begin conducting observations and conferences in September 2014.

### C. School Model and Rationale

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

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

By the end of the three-year School Improvement Fund (SIF) grant period, Renaissance/MS 322 will:

- **Goal 1 – Increase academic outcomes for all students** as measured on local and state assessments. Increases will be evident both by grade level (annual outcomes) and by cohorts (student performance over time), thus demonstrating the school's ability to accelerate learning for individual students and raise the overall academic achievement of the student community. We will focus on needs of subgroups, including our ELL population, new arrivals, SIFE and SWD communities.
- **Goal 2 – Improve overall school quality** as evidenced through the following evaluation tools: New York City Progress Reports, School Quality Reviews, New York City Learning Environment Surveys, and ratings data from the Annual Professional Performance Reviews for the school leader and teachers. Our partnership with Children's Aid Society will help us achieve this goal by providing wrap around services to our students and their families.
- **Goal 3 – Establish rigorous, coherent and engaging curricula and data-informed instructional practices that meet the needs of a variety of learners.** Evidence will include reviews of curriculum maps for alignment with Common Core Learning Standards (CCLS), implementation of collaborative planning through Professional Learning Communities (PLCs) and outcomes from teacher observation protocols (i.e. Danielson Framework) that cover the domains of planning and preparation, classroom environment, instruction and professional responsibilities. We will also review for evidence of multiple points of entry on curriculum maps for all students, including ELLs and SWDs.

### APPROACH: BECOME A COMMUNITY-ORIENTED SCHOOL

In a 2009 study of "community schools" across the United States, Saba Bireda explains that community-oriented schools bridge the gap between community services and academics to

provide students with health care, academic enrichment, mental and behavioral services and other youth development activities. In a review of recent evaluations of these schools, Bireda finds that “schools that integrate student services and a high-quality educational experience have a positive effect on students and their families in a variety of areas including student achievement, school attendance, and parent involvement.”<sup>4</sup> She also finds that the forms of “community schools” vary significantly across the nation but successful community-oriented schools follow five principles of action:

1. **Strong academic program at its center.** A teacher of record will provide additional core instruction to all students during extended-day programming. Out-of-school time and all extracurricular programming will “wrap around” (complement) the school’s central academic mission via the expanded partnership with Children’s Aid Society.
2. **Educators are on board and trained to collaborate effectively.** Principals, teachers and other staff must be trained and willing to collaborate with outside organizations in order to maximize learning. Training and professional development will improve the use of teacher team time, agendas and models for teacher effectiveness as well as improve use of data, curriculum maps, lesson planning and student grouping.
3. **On-site coordination.** Partnering nonprofits or agencies should dedicate an onsite employee as a resource coordinator who serves as contact point for the school, organization, students, parents and other community members. Children’s Aid Society will improve coordination and casework to at-risk students and their families.
4. **Community involvement in planning and development.** Parents, school staff, community members and other stakeholders should play an integral role in determining the services that are most in need at a community schools. This helps ensure that the services are actually utilized.
5. **Consistent and quality evaluations.** Both internal and external evaluations of the academic program and nonacademic services are critical to keeping community-oriented schools from becoming stuck in nonproductive partnerships.

In the section that follows, “Core Strategies,” we outline the approaches that Renaissance/MS 322 will take along with its partner organizations in order to put these five principles of action in place.

## **CORE STRATEGIES**

### **Academic Program**

As described in Section B of this proposal, students currently enrolled at Renaissance/MS 322 have significant academic needs. While the school is accelerating learning for its students (as reflected in its increasing “Student Progress” rating by the NYC DOE) the overall level of student achievement remains low. Last year, less than 10% of its students scored at levels 3 or 4 on the 6-8 NYS assessments in ELA and math (with the lowest being 1.7% in 6<sup>th</sup> grade ELA). Progress is important, but it is imperative for Renaissance/MS 322 to further accelerate learning for low-performing students and increase the overall performance of its student body. The school plans to partner with the Center for Educational Innovation – Public Education Association (CEI-PEA) to effect this turn-around of the academic program (see “Key Partnership

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<sup>4</sup> Bireda, S. (2009). A look at community schools. Washington, DC: Center for American Progress. Retrieved from [http://www.americanprogress.org/issues/2009/10/community\\_schools.html](http://www.americanprogress.org/issues/2009/10/community_schools.html). Note that Bireda cites the Coalition for Community Schools, “Community School Research Brief” (2009) in this claim of effectiveness.



Organizations,” below for more information on CEI-PEA). The main strategies that will be used include:

- **Align curriculum with the Common Core Learning Standards (CCLS).** Teachers will establish comprehensive and integrated curriculum maps that ensure alignment with the CCLS. They will work together in Professional Learning Communities (PLCs) to identify, develop and implement common benchmark assessments that can inform collaborative efforts to improve curriculum and instructional practices (see description of PLCs below).
- **SIOP Approach for English Learners.** The SIOP approach helps teachers across subject areas deliver content in strategic ways to make the subject matter concepts comprehensible while promoting the students’ English language development. SIOP was originally developed in the early 1990s strictly as an observation protocol to review teachers’ effectiveness in delivering sheltered instruction to English learners. Over the past 20 years, it has been re-designed to become a lesson planning and delivery system as well. Now, the SIOP protocol is composed of 30 features grouped into eight main components; each of the eight components includes a SIOP protocol (a rubric-based tool) to assess the efficacy of the lesson design and instructional delivery, which teachers can use to guide continual improvement of their teaching strategies.
- **Establish a common definition of “quality teaching” that informs professional practice.** Renaissance/MS 322 will adopt the Danielson Framework for Teaching as its guiding definition of “quality teaching.” The Danielson Framework is a research-based approach to assessing and supporting professional practice among teachers. It covers four domains of teaching—planning and preparation, classroom environment, instruction and professional responsibilities—and informs a portion of each teacher’s Annual Professional Performance Review (APPR).
- **Establish Professional Learning Communities (PLCs) to improve instructional practices.** Professional Learning Communities (PLCs) are groupings of educators who meet regularly to collectively improve student learning and achievement. PLCs engage in a continuous cycle of collaborative inquiry into student learning and classroom practices with the shared goal of improving professional practice. Renaissance/MS 322 will strengthen implementation of PLCs on grade level and within subject areas to use data to improve academic outcomes. The PLCs will be trained in the Nancy Love approach to using data, which is described below.
- **Build Data Cultures to improve learning for all students.** Renaissance/MS 322 will implement the Nancy Love Data Use approach to build data cultures within the school. The approach is based on the research-based methodologies and materials documented in Nancy Love’s book *The Data Coach’s Guide to Improving Learning for All Students* (Corwin Press, 2008). The core belief that guides the data use approach is that significant improvement in student learning and in closing achievement gaps is a moral responsibility and a real possibility in a relatively short amount of time—two to three years. Working in PLCs (see above), educators will deconstruct student learning problems and test out solutions through rigorous use of data and reflective dialogue through the five-step process described in Section C of this proposal.

### **Collaboration**

Renaissance/MS 322 will build a more collaborative culture both among faculty as well as between school personnel and our community partners. Faculty collaboration will be foster

through the Professional Learning Communities (PLCs) approach described above. PLCs will be formed on grade level and by subject area, they will meet weekly, and the focus of their work will be to look at student work and performance data together to identify trends and weaknesses so that they can help one another improve curriculum and instruction. Collaboration with our community partners will be formalized by establishing an Advisory Committee at the outset of the grant with representation from all community partners, faculty, school leaders, students and parents. The Advisory Committee will meet quarterly to review partnerships and ensure effective collaboration. Please see Section C for more details on how the Advisory Committee will operate.

### **On-Site Coordination**

Renaissance/MS 322 will partner with the Center for Educational Innovation-Public Education Association (CEI-PEA) and the Children's Aid Society (CAS) to establish the academic transformations and community partnerships necessary to achieve our mission as a community-oriented school. CEI-PEA will provide on-site coordination for the academic turnaround plan; services will be aligned with the school's existing contract in which CEI-PEA serves as the school's "Partnership Support Organization" (PSO) in order to ensure there is no duplication of services but the existing relationship is leveraged to mitigate costs. CAS will provide on-site coordination for the out-of-school time programs. As noted in "Key Partnership Organizations," below, CEI-PEA and CAS have a long and successful history of coordinating in-school and out-of-school time programs in New York City public schools. This will help ensure that the on-site coordinators are able to work together effectively.

### **Community Involvement**

Parent and community input is critical for ensuring that the school truly meets the needs of both students and the community. Renaissance/MS 322 will work with CEI-PEA and CAS to conduct a community needs assessment at the outset of the grant program. Leadership will then host a series of open house events where we share the findings of the needs assessment, facilitate group discussions of the findings and then conduct follow-up surveys to identify the most desired programs and services by parents and community members. We will form an Advisory Committee composed of representatives from CEI-PEA, CAS, faculty, school leadership, students, parents and community leaders who will meet quarterly with the School Leadership Team to review progress of the School Improvement Plan and identify areas of improvement for community engagement. Please see Section C for more details on how the Advisory Committee will operate.

### **Evaluations**

The New York City Department of Education conducts regular Quality Reviews of all public schools. In these reviews, they assess all aspects of the school, including the academic program and parent engagement. These Quality Reviews will serve as external evaluations of progress for the SIF program, including the quality of the school's efforts to transform into a "community-oriented" school. The Advisory Committee that meets quarterly with the School Leadership Team (SLT) will be responsible for reviewing ongoing progress. CEI-PEA will issue a quarterly Quality Report that mirrors the NYC DOE report as the basis for the Advisory Committee and SLT's evaluation. The goal of these quarterly reviews of the SIF efforts will be to identify areas

of challenge and make appropriate course corrections including reassignment of resources, as necessary.

### **KEY PARTNERSHIPS**

Renaissance/MS 322 will partner with two organizations to support our school improvement plan: The Center for Educational Innovation – Public Education Association (CEI-PEA) and the Children’s Aid Society (CAS). Specifically:

- **The Center for Educational Innovation – Public Education Association** (CEI-PEA) is a nonprofit education organization located in New York City and will serve as the lead partner for the Renaissance/MS 322 SIF grant program.
- **Children’s Aid Society** (CAS) has worked with MS 322 (the school in which Renaissance/MS 322 is housed) for over 20 years to bring community support to the school community. CAS will leverage its current offering of services and programs to help Renaissance/MS 322 become a true “community” school. Services include out-of-school time programs, health services, and family engagement.

**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.**

Since being identified as a Priority School, the stakeholders of Renaissance/MS 322 have become highly engaged in the process of turning around the school. We agree that it is necessary to accelerate growth to reinvigorate our commitment to being a “community school.” Our long-standing partnership with Children’s Aid Society provides the foundation for this proposed SIF plan and all stakeholders—teachers, parents, staff and partner organizations—are excited by this opportunity.

The specific SIF planning process began with a conversation between our CEI-PEA network leader; our principal, Erica Zigelman; and our data manager, David Keck. In a series of meetings, the school’s cabinet and other groups went through the process of generating and clustering ideas. We requested input from the Children’s Aid Society Community School Director, Migdalia Cortes-Torres, which she later presented to the planners in person and in writing. A chart including all of these ideas was the centerpiece of discussions with the full staff at Faculty Conference and with the School Leadership Team (which includes PA and UFT representatives). A plan of action was then prepared by Mr. Keck and presented to administrators for amendment and approval before the formal application was prepared.

### **D. School Leadership**

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

**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.**

The following characteristic and core competencies of the school principal needed to meet the needs of the school thus producing dramatic gains in student achievement:<sup>5</sup>

**Driving for Results** – This group of competencies reflects the school leader's strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies include achievement, initiative and persistence, monitoring and directedness and planning ahead

**Influencing for Results** – This group of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. The school leader cannot accomplish change alone, but instead must rely on the work of others. Competencies include impact and influence, team leadership and developing others

**Problem Solving Cluster** – This group of competencies is concerned with leader's thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. Competencies include analytical and conceptual thinking.

**Showing Confidence to Lead** – This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during school reform. The competency is self-confidence.

- 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.**

Erica Zigelman is the founding principal, of The Renaissance Leadership Academy (MS 322) located in Washington Heights, New York City. She has served as the principal instructional leader for the past nine years. Her school was opened as part of the small school reform in New York City as part of Chancellor Klein's Children First Reform. A graduate of the Leadership Academy for Aspiring Principals (Cohort #2), she was selected by then Region 10 Superintendent, Gale Reeves to lead this small, redesign school. Additionally, Ms. Zigelman is a 2007-2008 Cahn Ally (To then Shimon Waronker, former principal of JHS 22x), a 2010-2011 Cahn Fellow For Distinguished Principals and a 3 year LEAP Lead Mentor Principal. This school year (2013-2014) Ms. Zigelman was selected to mentor an aspiring from The NYC Leadership Academy. She is also one of four lead mentors for the Leadership Academy assisting to revise the curriculum for the new model being piloted this year in which she commences her 34<sup>th</sup> year with the NYC Department of Education.

Ms. Zigelman was also selected by former Director for Leadership Programs at the Department of Education; Dr. Anthony Conelli to serve on a panel of principals nationwide at The Wallace

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<sup>5</sup> *School Turnaround Leaders: Competencies for Success, School Turnaround Collection from Public Impact*

Foundation and document effective, research-based leadership practices identified by the foundation. Her video may be seen at <http://www.wallacefoundation.org/view-latest-news/events-and-presentations/Pages/VIDEO-Great-School-Leaders-in-Action.aspx>

Furthermore, Ms. Zigelman has been quoted in Kappan Magazine; Effective Principals in Action, page 30 (May 2013) as well as being interviewed for Principal Leadership Magazine; Leading Schools Through Major Change pp. 30 -33 (October 2013) [http://www.nassp.org/Content/158/PL\\_oct13\\_syed.pdf](http://www.nassp.org/Content/158/PL_oct13_syed.pdf)

Ms. Zigelman is passionate about teaching and learning and dedicated to the progress of the City's most challenging communities. Erica Zigelman is well respected for her knowledge and expertise in adolescent youth development, adult learning and instructional programming.

- 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.**

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.**

The current leadership Team has worked diligently to address the achievement gap and issues of a high need priority school. Principal and her team continue to lead with high expectations and a "Can Do" attitude. Principal and her team have made tremendous progress in the implementation of the mission, bringing The Renaissance Leadership Academy/MS322 to "A" status according to the 2013-14 Progress Report. The leadership team, including data specialist, SLT and UFT chair, continue to work to meet the needs of every child and their family. This SIF application will address program and support gaps needed to ensure for the success of every child at 06M322.

#### **E. Instructional Staff**

The school must have the mechanisms in place to assign the instructional staff to the school that

have the strengths and capacity necessary to meet the needs of the school and its students. This section must contain the following elements:

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

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

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

CAS and CEI program enhancements funded by this project will fill obvious gaps in school staffing and programming. Currently, improvement plans are in place for the small percentage of staff not meeting expectations. Individual professional development plans are developed for teachers in need of additional support. Mentors are provided for all new teachers and teachers in need of improvement. Action plans are developed and monitored by the principal and assistant principals, discussed in leadership cabinet meetings, and each teacher is assigned a coach. Weekly meetings for new teachers are conducted and led by the principal. Approximately 95% of the staff were evaluated as effective or highly effective in 2013 and continue to collaborate to improve the overall performance of students.

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

Renaissance/MS 322 will hire an Advocate Counselor as well as a "Success Mentor Initiative" Case Manager to provide the following support to our students:

**Advocate Counselor**

- Provide ongoing, weekly case management
- Facilitate bi-weekly sessions
- Work collaboratively with each student to create and follow Pathways to success plan
- Link students and make referrals to external and internal services in the areas of: education; high school awareness; leadership development; and support services
- Monitor student's progress towards achieving benchmarks
- Work cooperatively with school personnel, family members and the MS322 team to advance students' goals
- Conduct student intakes
- Participate in student conferences

- Co-lead orientations and other special events as planned.

#### **Success Mentor Initiative Case Worker**

- Manage case load of 10 to 15 students with a goal of decreasing chronic absenteeism
- Lead team to address chronic absenteeism throughout the school
- Ensure at-risk students and their families receive wrap-around services
- Articulate with teacher teams to increase student achievement
- Develop and monitor individual student improvement plans
- Articulate with new arrivals and their families
- Participate on RTI/PPT team.

#### **NYC DOE Bilingual Guidance Counselor**

- Support teachers in their work with students in English and Spanish
- Focus on reducing disciplinary referrals and suspension rates
- Facilitate access to community resources
- Teach conflict resolution and peer mediation in English and Spanish
- Meet with new arrivals and their families to facilitate and expedite admission, school schedule development and educational planning
- Help parents support students' educational process.

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

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

Renaissance/MS 322 is in a hard-to-staff district. Research indicates that candidates should express an explicit desire to work in this environment and in the school. If candidates choose this school, there is a much better chance that they will be successful and want to stay on. Typically, Renaissance/MS 322 interviews and hires staff through a four-phase system:

1. Committee reviews resumes and selects for an interview
2. Panel Interviews

3. Selected candidate then has a simulated in school lesson or situation (depending on title interviewed)
4. Selected candidate will then shadow within the school.



## **F. Partnerships**

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

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

- 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.**

### **Center for Educational Innovation – Public Education Association**

The Center for Educational Innovation – Public Education Association (CEI-PEA) is a nonprofit education organization located in New York City and will serve as the lead partner for the Renaissance/MS 322 SIF grant program. CEI-PEA has been a recognized leader in advancing meaningful reforms in public education for more than three decades. Since, 2007, CEI-PEA has served as a Partnership Support Organization (PSO) to New York City public schools. As a PSO, the organization provides comprehensive support services to 190 public schools that serve more than 120,000 students. Renaissance/MS 322 selected CEI-PEA as its PSO and currently benefits from a field team of educational experts who work directly in our school to help our teachers improve instruction and our school leaders run the school more effectively.

### **Children's Aid Society**

In 1992, The Children's Aid Society joined in an unprecedented partnership with the New York City Board of Education, Community School District Six and other community-based partners to

open the Salomé Ureña Middle Academies as a full-service community school. In 2004 the school was divided into 3 schools, including the Renaissance/MS 322 Leadership Academy. Children's Aid still provides full services and programs to all of the resident academies, including: After School, Saturday, Holiday and Summer Programs; Medical, Dental (including orthodontics), Mental Health and Preventive Services; Emergency Relief through the New York Times Neediest Fund; Parent, Family and Community Engagement and Development opportunities (such as Family Resource Room, Vocational and Educational trainings, Adult Education, Advocacy and Leadership opportunities). CAS will work with Renaissance/MS 322 to build upon this legacy of community involvement to make the school a vibrant "community school" that meets the needs of its current community.

- 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.**

Please see 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.**

A detailed scope of services will be provided by each external partner with specific interim benchmarks and surveys to evaluate impact on student outcomes and teacher development.

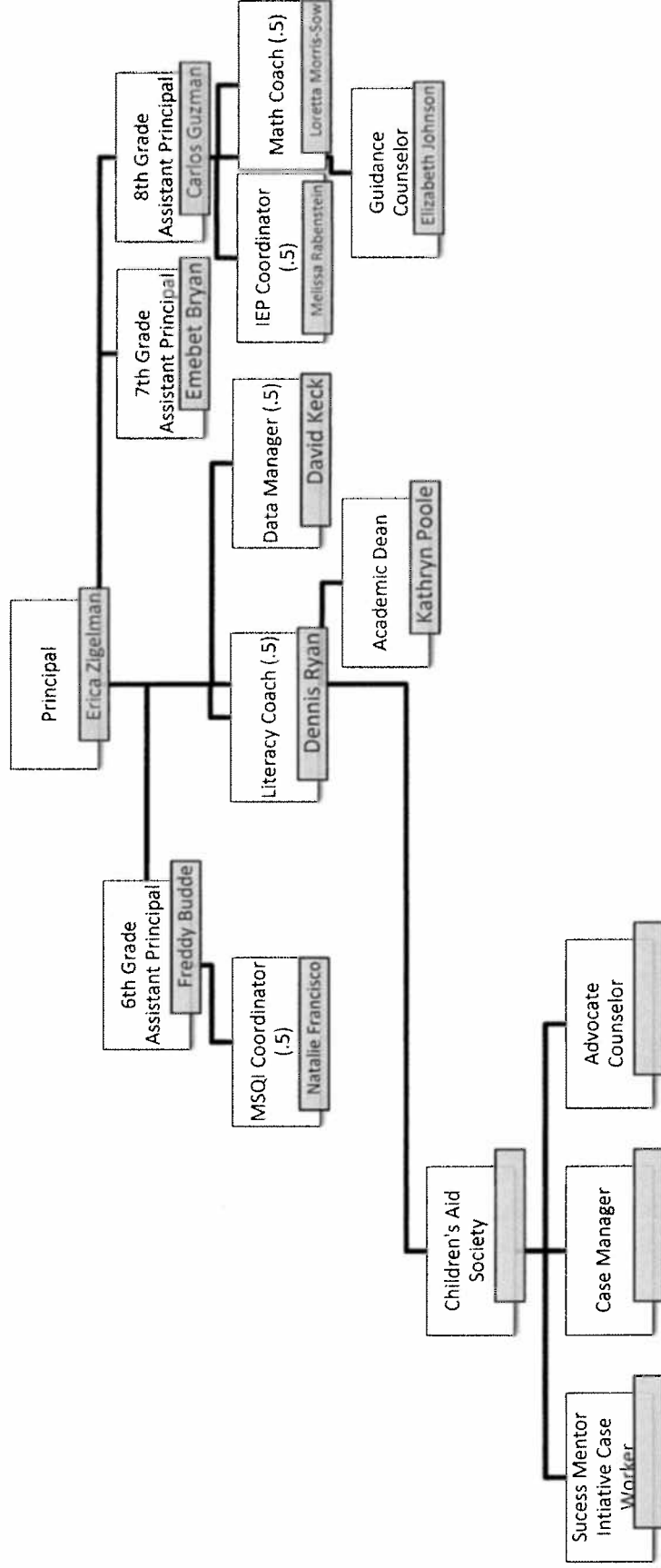
#### **G. Organizational Plan**

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

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

Following is an organizational chart that depicts the organization of the school, including the proposed new positions to help establish our community-oriented school design.

# Organizational Chart



**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.).**

- Cabinet meetings, weekly
  - Review SDE assessment data
  - Review local assessment data
- Extended cabinet meeting with coaches
  - Review curriculum maps with teacher created assessments, unit tests as well as quarterly and progress monitoring data
- SLT Meetings bi-weekly
- Twice a week, ELA team meeting
  - Review ELA data by grade and class, intervention data, as well as reading levels, writing samples using LASW protocols
- Once a week, all subject areas, grade level meetings
  - LASW protocols, classroom and grade level data reviewed, teacher created assessment results shared and curriculum maps adjusted
- Faculty meetings, monthly
- New teacher PD weekly

**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.<sup>6</sup> 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%.

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<sup>6</sup> 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.

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*.

*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*.

In the fall of 2014, to support shifting teacher practice, Renaissance/MS 322 will implement an enhanced system of teacher evaluation and development. This will allow us to understand and

support teachers' growth in a more nuanced, differentiated way. This change is critical because high-quality teaching is the most powerful tool for helping students reach higher standards.

The simultaneous transition to a new set of standards (CCLS) and a new system of teacher evaluation and development will require ongoing professional development. Participation in network (CEI-PEA) and NYC DOE professional development will allow our teachers to develop expertise at different rates. Teachers will continue to receive both formal and informal observations within the cycle of collaborative observation and feedback. Expectations will be set through training in the use of the Danielson Framework for Teaching to calibrate the lens with which administrators and teachers will observe teaching practices. Leadership will participate in trainings to understand the new system of teacher evaluation and development (including measures of student learning), leading to principal certification and accurate use of the Danielson Framework. Administrators will provide staff with opportunities to collaboratively develop personal professional growth plans, engage in activities that build a shared school-wide understanding of what effective teaching looks like (calibration), and chart growth in pedagogy in alignment with evidence of increased student outcomes.

**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.**

Activity	Timeline
Engage in activities that build a shared school-wide understanding of what effective teaching looks like in all content areas, working toward a smooth transition to a new system of teacher evaluation.	September 2014 to June 2015
Professional development focusing on providing teachers with specific academic and non-cognitive strategies to effectively teach the middle-level learner. The school will support the establishment of professional learning communities using an action research approach to engage in professional dialogue and hands-one implementation of classroom and intervention strategies to address diverse needs of their students. Inquiry teams in ELA and Math will also be supported through professional development on data-driven instructional planning.	September 2014 to June 2015
Implementation of a Response to Intervention team to address students' academic, linguistic, cultural, and behavioral needs by implementing research supported strategies that develop and maintain student success within the classroom.	September 2014 to June 2015
Professional development for staff via the school's Children First Network team on strengthening curriculum, use of data to set goals and instruction. Create the ELA curriculum and math tasks as well as SIOP and training in strategies for special education students.	September 2014 to June 2015
Grade-level PLC meetings to analyze student work and target a small group of students to accelerate their learning and subject area meetings for aligning instruction.	September 2014 to June 2015
Subject area meetings are scheduled to provide congruence and continuity of instruction across the grades.	September 2014 to June 2015
All instructional pedagogues will receive training in SIOP (Sheltered	September 2014

Instruction Observation Protocol®), a proven program that is evidence-based framework for improving the academic achievement of English language learners (ELLs). This training gives educators an in-depth understanding of the components of the SIOP® Model and strategies to implement it in their schools and classrooms.	to June 2015
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## H. Educational Plan

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

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

Renaissance/MS 322 has adopted Teachers College Reading and Writing Project, Engage NY and CMP3. All school staff has been trained and updated curriculum maps reflect this adoption. Additional work will focus on multiple points of entry for ELL and SWD subgroups.

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

Central to Renaissance/MS 322's commitment to preparing students for academic excellence is ensuring that all types of learners receive appropriate support to facilitate their progress. Based on an ongoing assessment of needs and resources, Renaissance/MS 322 will give all students access to advisory, Academic Intervention Services ("AIS")/academic enrichment. Renaissance/MS 322 will also expand the Response to Intervention Team ("RTI") responsible for creating policies and procedures for identifying and supporting students, ensuring that interventions are matched to student needs. The RTI team will work in connection with the grade-level PLCs to build best practices and select age and grade-aligned screening tools that are aligned to NYS and Common Core learning standards.

- iii. **Use of Time.** Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the

daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here:

<http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>

<http://intranet.nycboe.net/NR/rdonlyres/970DDA97-E393-433F-921B-39260BED7462/0/Acpolicypriorityelt.pdf>

The school year runs the traditional NYCDOE schedule of 180+ days per year. Each student at Renaissance/MS 322 is scheduled for the basic period 1 through 8, advisories are scheduled before period 1 and students are programmed for an extended day program based on specific student need. Additionally, at-risk student are programmed for summer school as per individual need.

<u>Period</u>	<u>Time</u>	<u>Activity</u>
<b>AM HR</b>	8:10 – 8:44	<b>Homeroom/S.K.I.</b>
	8:44 – 8:45	<b>(Advisory/Skill Intervention)</b>
<b>1</b>	8:45 - 9:28	<i>traveling</i>
	9:28 – 9:30	<b>Full Instruction</b>
<b>2</b>	9:30-10:12	<i>traveling</i>
	10:13-10:15	<b>Full Instruction</b>
<b>3</b>	10:15-10:57	<i>traveling</i>
	10:58 – 11:00	<b>Full Instruction</b>
<b>4</b>	11:00 – 11:42	<i>traveling</i>
	11:43-11:45	<b>Full Instruction</b>
<b>5</b>	11:45-12:27	<i>traveling</i>
	12:28-12:30	<b>Full Instruction</b>
<b>6</b>	12:30-1:12	<i>traveling</i>
	1:13-1:15	<b>MS 322 Lunch</b>
<b>7</b>	1:15- 1:57	<b>Period</b>
	1:58 -2:00	<i>traveling</i>
<b>8</b>	2:00-2:45	<b>Full Instruction</b>
	2:46 – 2:48	<i>traveling</i>
<b>PM Homeroom</b>	2:49 – 3:00	<b>Homeroom</b>
<b>Extended Day program</b>	3:00 to 5:00	<b>Academic support in the core subject areas (ELA, math, Science and Social Studies) and social emotional services focusing on the “whole child”</b>



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

As described earlier in this proposal, faculty will be trained in the Nancy Love Data Use approach to build data cultures at the school. The approach is based on the research-based methodologies and materials documented in Nancy Love's book *The Data Coach's Guide to Improving Learning for All Students* (Corwin Press, 2008) and takes teams through a five-step inquiry process that examines student work and data to develop action steps for improving teaching and learning.

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

Renaissance/MS 322 will review the various extracurricular activities currently offered and ensure that students participate in clubs, sports, and arts programs. Weekly town hall meetings will be held to reinforce a positive school culture and celebrate student successes. Also students' individual meetings with the Guidance Counselor for academic and counseling will ensure that we identify and meet all student needs—academic, social and emotional. Renaissance/MS 322 will work with CAS to provide students with a large number of activities beyond regular school hours. In addition, our partnership with CAS will serve to enrich and expand the instructional program

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

Renaissance/MS 322 will continue to build on our success in building a positive learning environment that celebrates academic and creative achievements among staff, students, and parents. Based on an ongoing assessment of needs and resources, the school community will plan to provide student and family orientations and meetings with staff to underscore the school's

mission and to discuss the responsibilities of each stakeholder for the success of each student. Parents will be encouraged to be part of the Renaissance/MS 322 community through involvement in Parent Teacher and Staff Association meetings, Monthly Parent Workshops, the School Leadership Team, and the Parent Advisory Council.

- vii. **Parent and Community Engagement.** Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge parent and community satisfaction. Programs and initiatives described should be aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>.
- Efforts will be made to bring everyone into a collective problem-solving approach to make the school an even better place for student learning.
  - Parents on the SLT will be actively engaged in planning for increased parent/family engagement.

#### **I. Training, Support, and Professional Development**

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

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

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

The SIF planning process began with a conversation between our CEI-PEA network leader; our principal, Erica Zigelman; and our data manager, David Keck. In a series of meetings, the school's cabinet and other groups went through the process of generating and clustering ideas. We requested input from the Children's Aid Society Community School Director, Migdalia Cortes-Torres, which she later presented to the planners in person and in writing. A chart including all of these ideas was the centerpiece of discussions with the full staff at Faculty Conference and with the School Leadership Team (which includes PA and UFT

representatives). A plan of action was then prepared by Mr. Keck and presented to administrators for amendment and approval before the formal application was prepared.

- 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.

Activity	Timeline
Engage in calibration activities that build a shared school-wide understanding of what effective teaching looks like in all content areas, working toward a smooth transition to a new system of teacher evaluation. Development of teacher portfolios representing pedagogical growth and development as well as artifacts that provide evidence of increased student outcomes.	September 2014 to June 2015
Professional development focusing on providing teachers with specific academic and non-cognitive strategies to effectively teach the middle-level learner. The school will support the establishment of professional learning communities using an action research approach to engage in professional dialogue and hands-one implementation of classroom and intervention strategies to address diverse needs of their students. Inquiry teams in ELA and Math will be supported in through professional development on data-driven instructional planning.	September 2014 to June 2015
Beginning with an intensive summer institute for all teachers, Renaissance/MS 322 will provide professional development and curriculum planning around core subjects aligned to the school's mission and vision for its staff. Renaissance/MS 322 will have PLCs structured to promote shared leadership among colleagues and to work collaboratively with administration to turn instructional goals and plans into action focused on improving and sustaining student outcomes.	September 2014 to June 2015
Renaissance/MS 322 will expand its support for individual teachers' professional growth by ensuring that frequent and targeted feedback is given after formal and informal observations consistent across all administrators. The school will have all teachers use a teacher effectiveness rubric as a guideline for self-assessment, and teachers will also consider best practices and have ongoing conversations related to observations.	September 2014 to June 2015

Renaissance/MS 322 plans to expand the teacher center with staff, professional literature, and resources to support the implementation, monitoring and evaluation of a standards-based curriculum. The teacher center will function in connection with the Library Media Center for the collaborative benefit of teachers and students.	Fall 2014
To address the diversity of learners in the school, the administrative team will create and maintain a school based RTI team that seeks to address students' academic, linguistic, cultural, and behavioral needs in a proactive manner. Response to intervention teams will identify and implement research-supported strategies that work to develop and maintain student success within the classroom. Implementation will contribute to more meaningful identification of learning and behavioral problems improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities.	Monthly workshops September 2014 to June 2015
In support of these new initiatives, Renaissance/MS 322 will implement: Normed daily structures for classroom instruction to ensure coherence of instructional delivery, assessment and progress monitoring; Weekly subject specific common planning time for teachers to meet in inquiry teams to review student work, disaggregate data and plan. Implement an advisory program in which each teacher will be responsible for data tracking and conferencing with an advisory group.	Weekly, September 2014 to June 2015

- 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.

	The results of professional development will be evaluated and modified as needed on a quarterly basis. The indicators detailed below will inform the evaluation
June-August	Leadership goals development Review of completion of formals and informal observations and development of action plans and improvement plans for the upcoming school year. Development benchmarks for progress monitoring Preparation of data analysis presentations
September-November	Cabinet minutes, teacher team meeting minutes, opening of school agenda building, breakout agendas and outcomes, RTI groupings, professional development planning in each content area, observation of implementation of: LASW protocols PLC protocols Inquiry Process for turnkey to teacher teams, Grade meetings

	Ability of APs in all systems to support staff including referral systems Use of curriculum mapping systems Use of electronic resources for enrichment and remediation
December-February	Midyear data driven goal attainment Reworking action plans Refining teacher improvement plans Evidence of teacher led professional development, monitoring , midyear reading and math assessment data review with teacher teams Midyear attendance data review with teacher teams Midyear review of formal and informal observations, development of improvement plans for each teacher in need.
March-June (4 months)	Final referrals for summer engagement Summer school planning for program continuity Assessment of student engagement, academic outcomes, student attendance Data analysis of <ul style="list-style-type: none"> <li>Reduction of behavioral referrals,</li> <li>Reduction of suspensions,</li> <li>Increased parent engagement,</li> <li>Passing rate of regents exams</li> <li>Passing rate of AP exams</li> </ul>

## **J. Communication and Stakeholder Involvement/Engagement**

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

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

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

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

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

At Renaissance/MS 322, we will keep the school community informed of the progress towards meeting the goals of our SIF plan through regular reports at monthly School Leadership Team meetings, monthly Parent Association meetings, newsletters and faculty meetings.

Note that the Principal has discussed the submission of this grant with the UFT, PA President, SLT and faculty.

## **K. Project Plan and Timeline**

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

measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIF plan. The project plan must contain each of the following elements:

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

See Attachment E

### Evidence of Partner Effectiveness Chart (Details)

<b>Lead Partner:</b> A Lead Partner should have experience and evidence of success in managing a school change process. For example, a Lead Partner may be a non-profit educational service organization such as a new small-school developer or charter management organization, institution of higher education, or community-based organization that provides direction and shared coordination, oversight, and overall development in the areas of district portfolio management, human capital development, site-based governance, site-based budgeting and financial services, facilities, instructional and non-instructional planning and implementation. At the school level, a Lead Partner has responsibility to coordinate all other supporting partner organizations that interface with the school.		
<b>Partner Organization Name and Contact Information</b>	<b>Schools in which the partner has managed/ supported in the last three years</b> (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)	<b>References / Contacts</b> (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)
CEI-PEA 28 West 44th Street, Suite 300 New York, NY 10036  Contact: Michael Kohlhausen 347.931.4896		
	1. 07x029	1. Meredith Gotlin, Principal, 07x029, (718) 292-3785, <a href="mailto:MGotlin@schools.nyc.gov">MGotlin@schools.nyc.gov</a>
	2. 09x011	2. Joan Kong, Principal, 09x011, (718) 681-7553, <a href="mailto:jkong@schools.nyc.gov">jkong@schools.nyc.gov</a>
	3. 09x204	3. Marcy Glattstein, Principal, 09x204, (718) 960-9520, <a href="mailto:MGlatts@schools.nyc.gov">MGlatts@schools.nyc.gov</a>
	4. 14k126	4. Marcos Bausch, Principal, 14k126 (718) 782-2527, <a href="mailto:Mbausch@schools.nyc.gov">Mbausch@schools.nyc.gov</a>
	5. 18k272	5. Dakota Keyes, Principal, 18k272, (718) 241-1300, <a href="mailto:DKeyes@schools.nyc.gov">DKeyes@schools.nyc.gov</a>
	6. 21k096	6. Erin Lynch, Principal, 21k096, (718) 236-1344, <a href="mailto:Elynch3@schools.nyc.gov">Elynch3@schools.nyc.gov</a>
	7. 22k193	7. Tami Flynn, Principal, 22k193 (718) 338-9011, <a href="mailto:TBackof@schools.nyc.gov">TBackof@schools.nyc.gov</a>
	8. 26q216	8. Reginald Landeau, Jr., Principal, 26q216 (718) 358-2005, <a href="mailto:rlandea@schools.nyc.gov">rlandea@schools.nyc.gov</a>
	9. 27Q053	9. Shawn Rux, Principal, 27Q053, (718) 471-6900, <a href="mailto:SRux@schools.nyc.gov">SRux@schools.nyc.gov</a>
	10. 31r004	10. Marc Harris, Principal, 31r004, (718) 984-1197, <a href="mailto:MHarris@schools.nyc.gov">MHarris@schools.nyc.gov</a>

See PDF for trend-summary evidence of the academic success of each school



<b>Partner Consortium:</b> A Partner Consortium, is a team consisting of two to three external partner organizations that work collectively with an “in-district” team to provide direction, coordination, oversight, and overall development in the areas of portfolio management, human capital development, site-based governance, site-based budgeting and financial services, facilities, instructional and non-instructional planning and implementation. Organizations that comprise the consortium must have a direct role in the implementation of this grant. At least one member of the Partner Consortium must have experience and evidence of success in managing a school change process.		
<b>Partner Organization Name and Contact Information</b>	<b>Schools in which the partner has managed/ supported in the last three years</b> (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partner’s fiscal performance)	<b>References / Contacts</b> (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)
Children’s Aid Society 105 East 22nd Street NY, NY 10010  Contact: Drema Brown 347.401.3109		
	1. 31R450	1. Aurelia Curtis, Principal, (718) 273-7380, <a href="mailto:Acurtis@schools.nyc.gov">Acurtis@schools.nyc.gov</a>
	2. 6m324	2. Janet Heller, Principal, (212) 923-4057, <a href="mailto:Jheller@schools.nyc.gov">Jheller@schools.nyc.gov</a>
	3. 6m152	3. Julia Pietri, Principal, (212) 567-5456, <a href="mailto:JPietri2@schools.nyc.gov">JPietri2@schools.nyc.gov</a>
	4. 6m005	4. Wanda Soto, Principal, (212) 567-8109, <a href="mailto:Wsoto2@schools.nyc.gov">Wsoto2@schools.nyc.gov</a>
	5. 4m050	5. Cynthia Rochez, Principal, (212) 860-5976, <a href="mailto:CRochez@schools.nyc.gov">CRochez@schools.nyc.gov</a>
	6. 6m008	6. Rafalla Landin, Principal, (212) 928-4364, <a href="mailto:RLandin@schools.nyc.gov">RLandin@schools.nyc.gov</a>
	7. 6m218	7. June Barnett, Principal, (212) 567-2322, <a href="mailto:JBarnett@schools.nyc.gov">JBarnett@schools.nyc.gov</a>
	8. 12x061	8. Patricia Quigley, Principal, (718) 542-7230, <a href="mailto:PQuigley@schools.nyc.gov">PQuigley@schools.nyc.gov</a>
	9. 12x286	9. Lorraine Chanon, Principal, (718) 860-2707, <a href="mailto:LChanon@schools.nyc.gov">LChanon@schools.nyc.gov</a>
	10. 12x050	10. Kimberly Nohavicka, Principal, (718) 542-2650, <a href="mailto:KNohavi@schools.nyc.gov">KNohavi@schools.nyc.gov</a>

## 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.

<b>SIF Redesign Framework Component:</b> School Leadership and Governance Structures and Functions
<b>Aligned with which School Goal (from School Overview section):</b>
<b>Key Strategies Used to Address this Component:</b>
1. School leaders will be equipped with instructional knowledge and skills to work with instructional staff to develop strategies which meet curricular and instructional goals.
2. Policies will be implemented that have a clear focus and that support the necessary changes to address the identified strengths and needs of all students
3. Provide regular, ongoing supervisory support to school administration

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)												
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. A distributed leadership approach will be implemented to support middle school improvement	CEI	\$12800	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Modeling instructional and management cabinet meetings	CEI	\$12800	x	x	x	x	x	x	x	x	x	x	x	x	x
3. All middle school improvement strategies and initiatives will be aligned and effectively guided by a middle school improvement team.	CEI	\$3200				x	x	x	x	x	x				
4. Build teacher leadership capacity	CEI	\$3200				x				x				x	
5. School leaders will be equipped with knowledge of organizational change to support middle school improvement strategies and initiatives.	CEI	\$8800	x	x	x	x	x	x	x	x	x	x	x	x	
6. Organizational structures to support	CEI	\$3200				x				x					



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<b>SIF Redesign Framework Component:</b> Curriculum and Instruction and Implementation of the CCLS
<b>Aligned with which School Goal (from School Overview section):</b>
<b>Key Strategies Used to Address this Component:</b>
1. Ensure full adoption of CCLS, focusing on institutional shifts
2. Realign curriculum maps to the new standards
3. Provide robust professional development in all curricula areas

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	(Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)												
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. Curriculum and instruction will be aligned to CCLS that include college- and career-readiness.	CEI	\$12000	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Curriculum and core content courses will be aligned vertically to ensure that students possess necessary prerequisite content knowledge for higher-level coursework and are aligned to the CCLS	CEI	\$8000		x	x	x	x	x	x	x	x	x	x		
3. Curriculum and core content courses will be aligned horizontally to ensure similar courses are aligned to the CCLS	CEI	\$4000			x			x					x		
4. Academic and workplace literacy skills, will be embedded across all content areas	CEI	\$4800		x		x		x		x			x		
5. Professional development	CEI	\$8800		x	x	x	x	x	x		x	x	x	x	x



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SIF Redesign Framework Component: Data-Driven Inquiry and the Use of Common Interim Assessment Data to Improve Student Achievement Aligned with which School Goal (from School Overview section):	
Key Strategies Used to Address this Component:	
1. Assessment systems will be implemented across all content areas to identify student needs, to monitor student progress, and to inform instruction.	
2. Formative assessments are embedded across all content areas and will be aligned with standards and summative assessments	
3. Continuous progress monitoring for student mastery across all content areas will be supported through formal and informal assessment measures	

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. Adoption of quarterly assessment protocols across all core subject areas	CEI	\$4800		X		X		X		X		X			X
2. Adoption of inquiry protocols by teacher teams for analyzing data	CEI	\$6000	X		X	X	X		X		X		X		X
3. Adoption of LASW protocols for analyzing student work	CEI	\$3200					X		X		X		X		
4. Multiple assessment strategies will be implemented across all content areas.	CEI	\$3200			X			X			X			X	
5. Relevant data will be routinely used by school staff and students to make decisions about student progress toward college and career goals	CEI	\$4800			X	X		X			X		X		X
6. Instructional staff members will be provided opportunities to collaboratively analyze student work	CEI	\$3200					X		X		X		X		





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**SIF Redesign Framework Component School Climate, Culture, and Discipline**

**Aligned with which School Goal (from School Overview section):** \_\_\_\_\_

**Key Strategies Used to Address this Component:**

1. Adoption whole school model to ensure for improved climate and culture
2. Adopt an attendance improvement/ drop-out prevention protocol
3. Refine and adoption a uniform discipline code, including referral and support

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.			Timeline (Mark box representing the 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. Knowledge of adolescent development, varied pedagogy for middle school students, and strategies for motivating and working effectively and empathetically with all students will be developed	CEI	\$4800				X	X		X	X		X	X		
2. Families will be engaged in providing all students with positive conditions for learning that address the whole child, including physical, social, and emotional needs	CEI	\$4800			X		X		X		X		X	X	
3. Health, physical education, and extra-curricular activities are provided to enhance student wellness	CEI	\$16000	X	X	X	X	X	X	X	X	X	X	X	X	
4. Supports and opportunities for	CEI	\$11200	X	X	X	X	X	X	X	X	X	X	X	X	





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**SIF Redesign Framework Component:** APPR of Teacher and Principals as per EL 3012c

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

**Key Strategies Used to Address this Component:**

1. Implement teacher effectiveness and professional development systems that recognize a teacher's need for deep content and pedagogical knowledge and skills and include a broad set of recruitment, induction, professional growth, and retention policies and practices
2. Adoption of Charlotte Danielson's Teacher Effectiveness Model for professional practice
3. Create systems for inter-visitation and opportunities for a peer support system

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)												
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. All teachers will continuously build their content knowledge and pedagogical and classroom management skills to meet the needs of all students	CEI	\$3200		x		x			x						
2. Teachers will develop the necessary skills and tools needed to analyze and interpret data to make instructional decisions and adjustments	CEI	\$3200			x			x				x			
3. Teachers' classroom management and instructional leadership skills will be developed and connected to school-wide expectations	CEI	\$2400		x		x					x				
4. Professional development opportunities are targeted and based on high-quality standards for staff development and adult learning	CEI	\$2400				x		x		x					



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<b>SIF Redesign Framework Component Use of Time throughout the School Day and After School to Improve Instructional and Enrichment Opportunities</b>	
<b>Aligned with which School Goal (from School Overview section):</b>	
<b>Key Strategies Used to Address this Component:</b>	
1. Adoption of full wrap around model, including before, during and after school	
2. Adoption a full service school model to engage strategic partners to meet the needs of student and families	
3. Implement a talent enrichment model, increasing clubs and advisories to expand opportunities for career investigation	

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.			(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. Family-focused supports, wraparound services, and outreach that engage family members in programs and services will be provided	CEI	\$16000	x	x	x	x	x	x	x	x	x	x	x	x	
2. Opportunities for student leadership in the classroom, school, and community will be provided	CEI	\$3200		x		x		x		x		x			
3. The interests, skills, and resources of multiple stakeholders within and outside the school will be engaged in middle school improvement strategies and initiatives	CEI	\$3200			x		x		x		x		x		
4. All appropriate stakeholders will be involved during critical planning and decision-making activities to foster buy-in and ownership for middle school improvement strategies and	CEI	\$3200			x	x			x					x	x



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<b>SIF Redesign Framework Component:</b> Meeting the Needs of Unique Student Populations
<b>Aligned with which School Goal (from School Overview section):</b>
<b>Key Strategies Used to Address this Component:</b>
1. Adopt a Response to Intervention (RTI) protocol to meet the of unique student needs
2. Adoption of best practices for ELLs, including SIOP
3. Ensure access for all learners through multiple point of entries in curriculum design and teaching practice

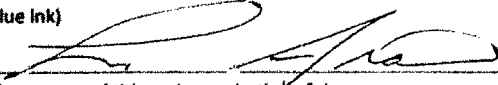
List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.			Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all 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. Curriculum and instruction will be adapted to middle school organizational structures to address the needs of all students.	CEI	\$3200			x	x	x					x			
2. Academic supports, extended learning opportunities, and content and credit recovery options will be provided to keep students on track for graduation	CEI	\$3200				x	x	x	x			x			
3. Multiple approaches for teaching and learning will be incorporated into instructional practices across all content areas.	CEI	\$4000			x		x	x	x	x	x				
4. Opportunities and academic supports will be provided to enable all students to succeed in rigorous courses designed for college- and career-	CEI	\$4000				x			x	x	x	x			



**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.

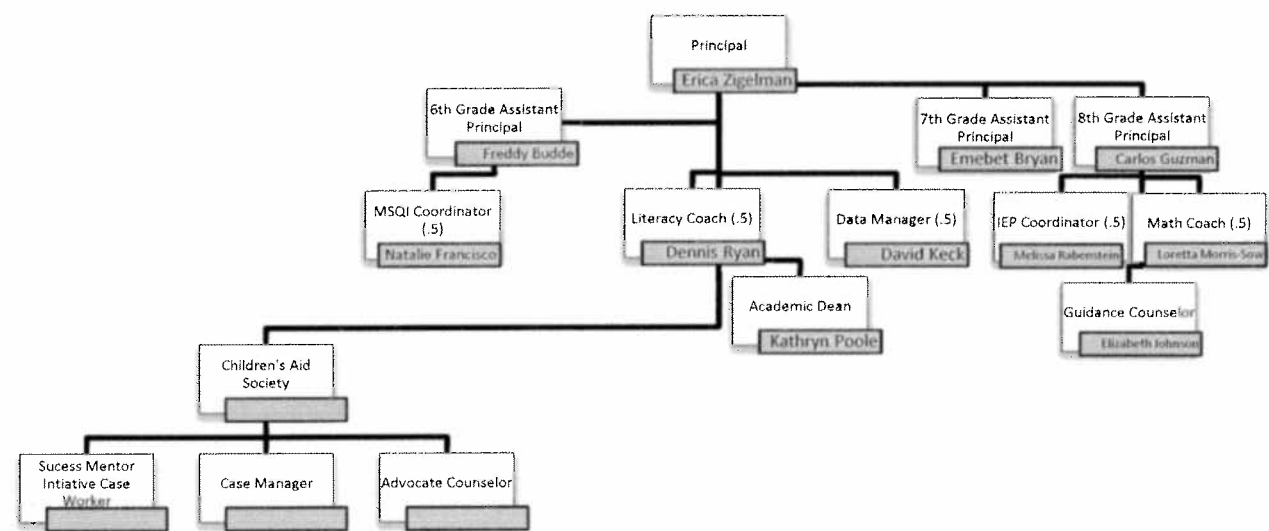
By signing below, the LEA and Lead Partner or Partner Consortium (team of two or three partners) agree to meeting the indicators and performance metrics identified in Attachment B: School-level Baseline Data and Target-Setting Chart and Attachment E: Project Plans, according to the responsibilities explicitly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

<b>SUPERINTENDENT</b>	
Signature (in blue ink)	Date
Type or print the name.	
<b>EXTERNAL PARTNER</b>	
Signature (in blue ink)	Date
	January 7, 2014
Type or print the name and title and organization of the partner.	
Louis K. Alani, Director of CFN Operations, CEI-PEA	
<b>EXTERNAL PARTNER</b>	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner.	
<b>EXTERNAL PARTNER</b>	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner.	



Attachment G Organizational Chart

The Renaissance/MS 322 Leadership Academy



Activity	Timeline
Engage in activities that build a shared school-wide understanding of what effective teaching looks like in all content areas, working toward a smooth transition to a new system of teacher evaluation.	September 2014 to June 2015
Professional development focusing on providing teachers with specific academic and non-cognitive strategies to effectively teach the middle-level learner. The school will support the establishment of professional learning communities using an action research approach to engage in professional dialogue and hands-one implementation of classroom and intervention strategies to address diverse needs of their students. Inquiry teams in ELA and Math will also be supported through professional development on data-driven instructional planning.	September 2014 to June 2015
Implementation of a Response to Intervention team to address students' academic, linguistic, cultural, and behavioral needs by implementing research supported strategies that develop and maintain student success within the classroom.	September 2014 to June 2015
Professional development for staff via the school's Children First Network team on strengthening curriculum, use of data to set goals and instruction. Create the ELA curriculum and math tasks as well as SIOP and training in strategies for special education students.	September 2014 to June 2015
Grade-level PLC meetings to analyze student work and target a small group of students to accelerate their learning and subject area meetings for aligning instruction.	September 2014 to June 2015
Subject area meetings are scheduled to provide congruence and continuity of instruction across the grades.	September 2014 to June 2015
All instructional pedagogues will receive training in SIOP (Sheltered Instruction Observation Protocol®), a proven program that is evidence-based framework for improving the academic achievement of English language learners (ELLs). This training gives educators an in-depth understanding of the components of the SIOP® Model and strategies to implement it in their schools and classrooms.	September 2014 to June 2015

<u>Period</u>	<u>Time</u>	<u>Activity</u>
<b>AM HR</b>	8:10 – 8:44	<b>Homeroom/S.K.I. (Advisory/Skill Intervention)</b>
	8:44 – 8:45	<i>traveling</i>
<b>1</b>	8:45 - 9:28	<b>Full Instruction</b>
	9:28 – 9:30	<i>traveling</i>
<b>2</b>	9:30-10:12	<b>Full Instruction</b>
	10:13-10:15	<i>traveling</i>
<b>3</b>	10:15-10:57	<b>Full Instruction</b>
	10:58 – 11:00	<i>traveling</i>
<b>4</b>	11:00 – 11:42	<b>Full Instruction</b>
	11:43-11:45	<i>traveling</i>
<b>5</b>	11:45-12:27	<b>Full Instruction</b>
	12:28-12:30	<i>traveling</i>
<b>6</b>	12:30-1:12	<b>MS 322 Lunch Period</b>
	1:13-1:15	<i>traveling</i>
<b>7</b>	1:15- 1:57	<b>Full Instruction</b>
	1:58 -2:00	<i>traveling</i>
<b>8</b>	2:00-2:45	<b>Full Instruction</b>
	2:46 – 2:48	<i>traveling</i>
<b>PM Homeroom</b>	2:49 – 3:00	<b>Homeroom</b>
<b>Extended Day program</b>	3:00 to 5:00	<b>Academic support in the core subject areas (ELA, math, Science and Social Studies) and social emotional services focusing on the “whole child”</b>

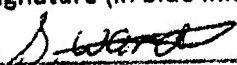
Activity	Timeline
Engage in calibration activities that build a shared school-wide understanding of what effective teaching looks like in all content areas, working toward a smooth transition to a new system of teacher evaluation. Development of teacher portfolios representing pedagogical growth and development as well as artifacts that provide evidence of increased student outcomes.	September 2014 to June 2015
Professional development focusing on providing teachers with specific academic and non-cognitive strategies to effectively teach the middle-level learner. The school will support the establishment of professional learning communities using an action research approach to engage in professional dialogue and hands-one implementation of classroom and intervention strategies to address diverse needs of their students. Inquiry teams in ELA and Math will be supported in through professional development on data-driven instructional planning.	September 2014 to June 2015
Beginning with an intensive summer institute for all teachers, Renaissance/MS 322 will provide professional development and curriculum planning around core subjects aligned to the school's mission and vision for its staff. Renaissance/MS 322 will have PLCs structured to promote shared leadership among colleagues and to work collaboratively with administration to turn instructional goals and plans into action focused on improving and sustaining student outcomes.	September 2014 to June 2015
Renaissance/MS 322 will expand its support for individual teachers' professional growth by ensuring that frequent and targeted feedback is given after formal and informal observations consistent across all administrators. The school will have all teachers use a teacher effectiveness rubric as a guideline for self-assessment, and teachers will also consider best practices and have ongoing conversations related to observations.	September 2014 to June 2015
Renaissance/MS 322 plans to expand the teacher center with staff, professional literature, and resources to support the implementation, monitoring and evaluation of a standards-based curriculum. The teacher center will function in connection with the Library Media Center for the collaborative benefit of teachers and students.	Fall 2014
To address the diversity of learners in the school, the administrative team will create and maintain a school based RTI team that seeks to address students' academic, linguistic, cultural, and behavioral needs in a proactive manner. Response to intervention teams will identify and implement research-supported strategies that work to develop and maintain student success within the classroom. Implementation will contribute to more meaningful identification of learning and behavioral problems improve instructional quality, provide all students with the best	Monthly workshops September 2014 to June 2015

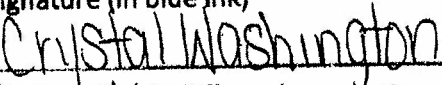
<p>opportunities to succeed in school, and assist with the identification of learning disabilities.</p>	
<p>In support of these new initiatives, Renaissance/MS 322 will implement: Normed daily structures for classroom instruction to ensure coherence of instructional delivery, assessment and progress monitoring; Weekly subject specific common planning time for teachers to meet in inquiry teams to review student work, disaggregate data and plan. Implement an advisory program in which each teacher will be responsible for data tracking and conferencing with an advisory group.</p>	<p>Weekly, September 2014 to June 2015</p>

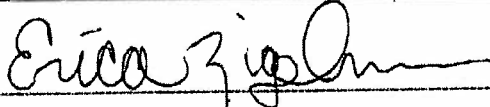
**Attachment A**  
**Assurance of Joint Commitment and Collaboration Form**

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

School Name: Middle School 322  
DBN: 06M322 Network: CFN 532

PARENT REPRESENTATIVE	
Signature (in blue ink) 	Date 1/29/2014
Type or print name SHAQUANA WARD	

CHAPTER LEADER (UFT)	
Signature (in blue ink) 	Date 1/29/2014
Type or print name Crystal Washington	

PRINCIPAL (CSA)	
Signature (in blue ink) 	Date 1/29/14
Type or print name Erica zigelman	

## 06M322 Middle School 322

### 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
<b>I. Leading Indicators</b>						
a. Number of minutes in the school year	Min	60390	60390	81030	81030	81030
b. Student participation in State ELA assessment	%	100	100	100	100	100
c. Student participation in State Math assessment	%	100	99	100	100	100
d. Drop-out rate	%	11	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	94%	92%	93%	94%	95%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	2%	9%	8%	5.5%	2%
h. Number of discipline referrals	Num	18%	25%	22%	20%	18%
i. Truancy rate	%	1%	3%	3%	3%	3%
j. Teacher attendance rate	%	96%	97%	97%	97%	97%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20	40	50	60	60
m. Hours of professional development to improve leadership and governance	Num	10	10	15	20	20
n. Hours of professional development in the	Num	10	10	15	20	20

implementation of high quality interim assessments and data-driven action						
<b>II. Academic Indicators</b>						
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	8	11 to 13	14 to 18	17 to 23
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*



## **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"> <li>• PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions)</li> <li>• PD to build a shared understanding of Danielson's <i>Framework for Teaching</i> and develop a shared picture of effective teaching</li> <li>• PD to understand the new system of teacher evaluation and development</li> <li>• PD to implement Response to Intervention (RtI)</li> <li>• PD for teachers working with English Language Learners</li> <li>• PD to implement Positive Behavioral Interventions and Supports (PBIS)</li> <li>• Observation and feedback to individual teachers</li> <li>• PD/mentoring to support new teachers</li> <li>• PD to implement CTE courses in which increased percentages of historically underserved students will enroll</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs</li> <li>• 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</li> </ul>
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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"> <li>• Regular meetings in which school leaders: <ul style="list-style-type: none"> <li>○ Review data and establish an instructional focus</li> <li>○ Evaluate curricular alignment with standards in all content areas</li> <li>○ Plan and adjust PD to support implementation of the school's curricula</li> <li>○ Plan and adjust PD to improve instruction</li> </ul> </li> <li>• Regular meetings in which team leaders develop facilitation, data analysis, and planning skills</li> <li>• PD specifically designed for teacher leaders, principals, and assistant principals, including PD provided to principals at network meetings</li> <li>• 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</li> <li>• Support for school leaders supporting teachers with the new teacher evaluation and development system</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• PD for principals/ instructional supervisors regarding the implementation of CTE courses in which increased percentages of historically underserved students will enroll</li> <li>• 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</li> <li>• 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</li> </ul>
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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.

**ERICA M. ZIGELMAN**



**SUMMARY OF QUALIFICATIONS**

- Background includes extensive practical experience and formal training in these key areas: ***administrative functions ... staff development ... mentoring ... workshops ... classroom observations ... evaluations ... strategic planning ... budgets ... grant writing ... program development and administration ... classroom and performing arts education ... student assessments ... standards-based curriculum ... conflict resolution ... parental interaction ... special event coordination ... extracurricular activities ... community involvement ... IBM computers ... Windows 2000, Microsoft Word, Excel, PowerPoint, Internet***
- Tenured Teacher within the New York City Public School System.
- Interact effectively with students of all cultural backgrounds and levels of education.
- Strong organizational and communication skills; work well under pressure; knowledge of Spanish.

**EDUCATIONAL BACKGROUND**

Iona College, New Rochelle, NY  
**Professional Diploma, School District Administration, 1/98**

Bank Street College of Education, NY, NY  
**Educational Leadership credits toward post-graduate work, 5/91**

New York University, NY, NY  
**Master of Arts in Interrelated Arts in Education, 10/81**  
**Bachelor of Science in Music Education, 5/79**

**CERTIFICATION**

Permanent New York State School District Administrator  
New York State Administrator and Supervisor  
Permanent New York State Performing Arts Dance: Classical Ballet  
Permanent New York State Orchestral Music  
Common Branches

**Recognitions:**

- May 2013; V 94 N8. *Phi Delta Kappan Magazine*. *Effective Principals in Action* by Jody D.Spiro; quoted on page 30.

- **June 25, 2012; THE WALLACE FOUNDATION: Exemplary Principals Meeting.**  
Selected as one of 17 principals nationwide to meet and provide documented examples of how I have embodied the 5 Leadership Practices identified practices by The Wallace Foundation in my school. <http://www.wallacefoundation.org/view-latest-news/events-and-presentations/Pages/VIDEO-Great-School-Leaders-in-Action.aspx>
- *Selected for 2010 Cohort Cahn Fellows For Distinguished Principals*
- *LEAP Lead Mentor Principal 2010 - 2013.*
- *Adjunct Professor, College of St. Rose 2011-2012. EDA 503 Curriculum Development and revision (Taught Cohorts 35 and 36).*
- *June 2008: Accepted into the Biltmore Who's Who of Professionals; A Nationally Recognized Organization.*

### **Additional Training:**

New York City Leadership Academy for Aspiring Principals, 7/04-6/05  
 Teachers College Reading and Writing Project (Lucy Caulkins), 1/04-6/04, 9/07-6/08  
 Accelerated Literacy Learning Summer Institute For Principals 7/06  
 Teacher's College Project: Harlem Educational Renaissance Secondary Literacy Institute, 9/03-1/04  
 America's Choice/NCEE, 8/03  
 Peer Coaching Course for Mentors, 9/02-6/03  
 UFT Teacher Center: Learning Focused Relationships: Consulting, Collaborating and Coach For Professional Excellence, 3/03  
 New Teacher Center at Santa Cruz, California: In Collaboration with the University of California at Santa Cruz and the Santa Cruz School District  
**Training Seminar in Mentoring and Teaching Profession Standards, March 3/03**  
**Conducted Turnkey Training Seminars for New Mentors at UFT Professional Development Center, March 21, 2003**

### **ADMINISTRATIVE INTERNSHIP**

- ✦ *South Orangetown Central School District* *December 1996 to June 1997*
- ✦ *Actively participated in all phases of administration at three elementary schools.*
- ✦ *Responsible for strategic planning, curriculum development and modification, grant writing, preparing and administering the district budget, implementation of policies and procedures, building supervision, facilities management, student discipline, conflict resolution, interaction with parents, community relations, and preparing various reports/documentation.*
- ✦ *Staff development duties included participating in the interview process, providing input into hiring decisions, formal observations (pre and post-conference), and assisting with performance evaluation.*
- ✦ ***Worked in direct collaboration with Dr. Sandra Kolk, Assistant Superintendent.***

- ✦ ***Assisted in presenting a district bond which was successfully passed.***

## **PROFESSIONAL EXPERIENCE**

NEW YORK CITY DEPARTMENT OF EDUCATION

September 1979 to Present

**Middle School 322: Principal** (6/01/05 to Present).

- *Recipient of a \$250,000.00 Twenty-First Century Grant for the 2013-14 school year (The grant will be automatically renewed for the 2014-2015 and 2015-2016 school year).*
  - *Recipient of a \$12,000.00 grant from IACE*
  - *Recipient of iZone/iLearn grant, 2011-2012, 2012-2013 and 2013-2014.*
  - *Recipient of CUNY Bilingual Initiative Grant 2011-2012*
  - *Recipient of OELL Grant for New Bilingual Programs*
  - *Member of City Middle School Advisory Committee: Sept. 2008-June 2009.*
  - *September 2008: New York City Progress Report: A. CSA Bonus for student achievement.*
  - *September 2008: Member of New York Academy of Public Education*
  - *June 2008: Accepted into the Biltmore Who's Who of Professionals; A Nationally Recognized Organization.*
  - *June 2008: Recipient of a CSA Principal's Performance Bonus for School Improvement And Exemplary Student Achievement (School Year 2006-2007).*
  - *Selected as a Cahn Alley Program For Distinguished Principals for the 2007-2008 school year.*
  - *June 2007: Recipient of a CSA Principal's Performance Bonus for School Improvement and Exemplary Student Achievement (School 2005-2006).*
  - *Member of iLead Instructional Technology Leadership Program for 21<sup>st</sup> Century Leaders*
  - *Two Time Recipient of a "Resolution A Technology Grant" from Councilman Miguel Martinez totaling over \$100,000.00*
- 
- ✦ *Accepted as members of the ELL Leadership Team in Collaboration with the Office of English Language Learners at Tweed.*
  - ✦ *Organized and Developed School Inquiry Team for the purposes of Looking at Student ELL Data and implementing new strategies for student success.*
  - ✦ *Awarded a LTE/SIFE Grant to Support English Language Learner Initiatives.*
  - ✦ *Awarded a "Tween To Teen" Grant to support Student Social and Emotional Growth.*
  - ✦ *Middle School 322 was noted (2007-2008) as a region 10 model school for science.*
  - ✦ *Conducted numerous Learning Walks for region 10 superintendents and other personnel.*
  - ✦ *Piloted asTTle; a formative assessment tool from New Zealand.*
  - ✦ *Hosted diplomats from New Zealand and conducted a learning walk focusing on asTTle in the learning environment. Spoke with Teachers on using the data to inform instruction.*
  - ✦ *Implemented Special Programs to Create a promote positive student behavior (Voices Against Violence, Peer Mediation and P.B.I.S.)*
  - ✦ *Promoted and Implemented School-Wide Study Groups as part of our Professional Development Program in collaboration with UFT Teacher Center Specialist.*
  - ✦ *Developed Professional Development Action Plan based on teacher needs assessment survey.*
  - ✦ *Used Formative and Summative Assessments to plan and group students based on instructional needs.*
  - ✦ *Conducted Professional Development for staff on "Using Data to Inform Instruction."*

- ✚ Developed Academic Intervention Plan in collaboration with the Academic Intervention Team.
- ✚ Implemented Academic Intervention Programs for student achievement (Read 180, AMP Reading Program, System 44, Math Skills Tutor, Agile Mind Math).
- ✚ Established Standards-Based School Curriculum Maps for each academic content area (English-Language Arts, Math, Social Studies and Science).
- ✚ Implemented Science (Earth Science, Living Environment and Integrated Algebra) Regents Program for identified 8<sup>th</sup> grade students (monolingual and bilingual).
- ✚ Implemented Accelerated Academic Honors Program for Gifted Students.
- ✚ Developed curriculum which includes Science Regents classes (Living Environment and Earth Science).
- ✚ Developed Science Lab manuals which align with our science curriculum.
- ✚ Developed a program to implement Course A and Integrated Algebra math Program which began in the Spring Semester for 7<sup>th</sup> graders
- ✚ Opened three dedicated science laboratories to provide our students hands-on activities lab activities.
- ✚ Established an administrative protocol for formal and informal observations which includes the pre-observation conference and post-observation conference.
- ✚ Facilitated Region 10 Middle School Think Tank Network (in collaboration with three Region 10 Local Instructional Superintendents). This Think Tank is establishing a protocol/template which will assist middle schools with alternate academic methodologies.
- ✚ Advertised, interviewed and hired staff in accordance with Article 18G (UFT Contract).
- ✚ Interviewed and hired Assistant Principals.
- ✚ Provided Summer Institute Professional Development for all teachers.
- ✚ Organized students into classes in accordance with all UFT Contract limitations.
- ✚ Composed School Educational Plan which was accepted by the New York State Department of Education.
- ✚ Awarded title School in Good Standing by the State Education Department.
- ✚ Composed School Brochure which advertises our school features to the community.
- ✚ Composed Staff Handbook which sets forth Clear Expectations for the teachers.
- ✚ Previewed, selected and ordered new textbooks which align with our standards-based curriculum.
- ✚ Established monthly bulletin board criteria for displaying student work.
- ✚ Implemented Principal's Book of the Month to promote a literate community throughout the school. Established committee to write and implement our School Language Allocation Policy.
- ✚ Awarded title First Amendment School by the First Amendment Center in Washington, D.C. (based on grant).
- ✚ Developed CEP (Comprehensive Education Plan) in collaboration with the School Leadership Team (SLT).
- ✚ Established School Parent-Teacher Association and planned Parent workshops based on Parent needs assessment survey.
- ✚ Established School Rituals and Routines for daily activities and school-wide discipline policies in collaboration with Educators for Social Responsibility.
- ✚ Established an After-School Program based on student needs.
- ✚ Established a Saturday Academy and Curriculum based on student need and state standards.
- ✚ Developed a School-Wide Uniform Policy (which includes a uniform for physical education) in collaboration with Parents Association.

(8/28/2004 to 6/1/2005)

- ✚ Responsible for supervising AM entry; assigning teachers to places for which provided for safe arrival of our students and a safe dismissal of our students.
- ✚ Organized a system for distributing SES materials to students and collecting the applications in an organized manner. Interviewed SES providers and selected a school based provider based on qualifications. Arranged after school classroom space for SES provider as well as snacks and a meeting place for Instructors and teachers.
- ✚ Provided professional development for teachers which was based on data gathered from a school-wide needs assessment survey.
- ✚ Provided Parent Workshops which ranged in topics from "Getting The Most out of Parent-Teacher Conferences" to, "Obtaining and Understanding Your Child's Princeton Review Data."
- ✚ Implemented a Professional Development Reform, "Jugyoukenkyuu," (Lesson Study) which was piloted with our seventh grade math teachers.
- ✚ Wrote two library grants (Library REACH Fund and Laura Bush Foundation) which the school was awarded.
- ✚ Organized committee to write the School Language Allocation Policy.
- ✚ Collaborated with the Principal to organize a team which would write our Comprehensive School Reform Grant (which the school was awarded).
- ✚ Arranged, planned and coordinated meetings with our CSR partner, Co-nect which provided for us a 3 year implementation timeline.
- ✚ Served on the School Leadership Team and assisted to write the Comprehensive Educational Plan.
- ✚ Coordinated a committee to write the School Restructuring Plan.
- ✚ Planned focused Learning Walks for the administrative team.
- ✚ Planned and coordinated New York City Leadership Academy Strand Visit.
- ✚ Planned and coordinated monthly Principal's Network Meeting hosted at MS 144.
- ✚ Attended all Region 2 Principal's Conferences and Monthly Principal's Network Meetings.

**New York City Leadership Academy Residency Switch: Jordan L. Mott JHS 22x** (3/04 to 6/04).

- ✚ Planned and implemented a school-wide uniform policy. This included meeting with vendors, meeting with Student Congress to select colors and styles for the uniform.
- ✚ Assisted in the implementation of new standards-based literacy curriculum. Collaborated with the administration to select and order materials for the curriculum.
- ✚ Conducted needs assessment survey which was used to inform our professional development.
- ✚ Supervised grades/floors for absent administrative members.
- ✚ Supervised students on retreat to Frost Valley.
- ✚ Attended all Region One Principal's Meetings.
- ✚ Coordinated graduation activities.

**Region 10 Literacy Coach** (9/03 to 6/04)

- ✚ Responsible for providing training, support and guidance to assist teachers of Literacy in the 5<sup>th</sup> and 6<sup>th</sup> grades in implementing new standards-based literacy curriculum.
- ✚ Provide differentiated support based on each teachers' specific requirements.
- ✚ Develop and support a culture of reflective practice among teachers.
- ✚ Specific duties included providing materials (lesson plans, teacher resources), modeling



lessons, conducting planning meetings with teachers to review information for instruction, assisting teachers to incorporate assessment into daily activities, classroom observations, pre and post conferences, providing feedback, holding professional/curriculum development meetings, conducting informal assessments, organizing opportunities for staff to participate in the peer coaching process, and maintaining required records and documentation.

- ✦ Co-teach to increase transfer of curriculum and foster system-wide capacity.
- ✦ Collaborated with Region 10 RIS (Regional Instructional Specialist) to produce, direct, edit and narrate a video for professional development purposes; this video will be used to facilitate ongoing learning experiences throughout Region 10 middle schools.
- ✦ Worked closely with LIS, principal, and Assistant Principal to assess teachers' needs and analyze statistical data to plan relevant professional development.
- ✦ Attend all required workshops to implement core curriculum initiatives which enable appropriate staff development; also attend all summer and after school professional development for coaches.
- ✦ Conducted a series of Town Hall Parent Workshops, fostering a greater sense of community and enabling parents to become integral part of their children's education.

#### **Full Time Mentor/Adjunct Professor (9/02 to 6/03)**

- ✦ A joint program with Community School District 7 (in collaboration with United Federation of Teachers Teacher Center) and Mercy College. Specific duties include:
- ✦ **Mentor:** Responsible for providing leadership for 8 first-year New York City Teaching Fellows.
- ✦ Work with fellows at five different schools, at both the elementary and middle school levels.
- ✦ Provide guidance in all aspects of teaching, particularly curriculum development, classroom management, and lesson planning and implementation.
- ✦ Other duties include observing and assessing classroom performance and teaching skills, conferring with fellows to review their performance, suggesting and providing resource materials, maintaining weekly logs, preparing monthly activity plans, and ensuring that the highest educational standards are maintained.
- ✦ **Adjunct Professor:** Responsible for teaching the graduate-level courses "Techniques of Classroom Environment" and "Literacy and the Love of Words: Reading the Written Word" at Mercy College.
- ✦ This involves lesson planning and implementation, developing and assigning projects, grading term papers advising students, and preparing final grades.
- ✦ **Participate in ongoing professional development through Teacher Center and Mercy College: completed training in Literacy Frameworks, DRA (Developmental Reading Assessment), ECLAS (Early Childhood Literacy Assessment System), Peer Mediation, Conflict Resolution, Literature Circle Workshops and Connie Kehoe Literacy Warehouse Workshops.**
- ✦ **Serve on the Teacher Center Site and Curriculum Mapping Committees.**

#### **District Project Arts Liaison / New York City Partnership For Arts In Education Co-Coordinator / Academy Coordinator of Performing Arts Activities / Dance Enrichment & Talent Teacher, PS 46 (9/94-6/02)**

- ✦ Effectively managed diversified teaching and administrative responsibilities.
- ✦ **Project Arts Liaison / Annenberg Grant Co-Coordinator:** Responsible for writing,

- obtaining and administering grants to promote performing arts within the district.
- ✚ Specific duties included budgeting and allocating all funds, developing and coordinating activities, supervising the proper implementation of programs, quality control, and ensuring that all activities were in compliance with program goals.
- ✚ **Coordinator / Teacher:** Coordinated all of the schools' performing arts activities.
- ✚ Developed festivals, cultural activities and other events which emphasized and promoted such ideas as ethnic diversity, heritage and culture.
- ✚ Taught dance to grades 3-5, working with students of various cultural backgrounds; duties included classroom management, lesson planning and implementation, preparing projects and authentic assessments, monitoring students' progress, supervising field trips, and daily interaction with parents.
- ✚ ***Developed and implemented a standards-based curriculum for grades 3-5.***
- ✚ ***Conducted seminars and provided mentoring for interns as part of the City Center Educational Outreach Program; also conducted staff development workshops at the district level, to train teachers to facilitate a more complete learning experience.***
- ✚ ***Participated on numerous School Council and School Board meetings to promote effective relations between faculty, parents and community members.***
- ✚ ***Developed several information bulletins and coordinated special theme days.***
- ✚ ***Attended Leadership Institute for Dance Educators.***

### TEACHING EXPERIENCE (1979-1994)

**Coordinator of Performing Arts Activities/Dance Talent Teacher,** CJHS 82 (5<sup>th</sup>-8<sup>th</sup> Grade)

**Dance Teacher,** JHS 145/Arturo Toscanini Junior High School

**Grade Classroom Teacher,** PS 86 (4<sup>th</sup> grade)

### **PROFESSIONAL ORGANIZATIONS**

- ✚ New York Academy Of Public Educators
- ✚ Lower Hudson Council of Administrative Women in Education
- ✚ Phi Delta Kappa
- ✚ Association for Supervision and Curriculum Development (ASCD)

Category	Primary SIF Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
<b>SIF: Middle School 322 (06M322)</b>							
		Subtotal Code 15	0	0	0	0	
		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	100,000	150,000	Title 1 funds will be repurposed to sustain this activity
Code 40	Curriculum	CEI/PEA will provide curriculum support, facilitating CCLS aligned curriculum mapping, material selection and course work development in each content area. Content specialists will facilitate teacher team meetings, summer institutes and afterschool sessions where this work will take place. CEI will provide leadership development in the form of ongoing supervisory support, mentoring of both Principal and Assistant Principals.	\$112,500	\$112,500	\$75,000	300,000	CEI's mission is to build capacity amongst its school based leaders. CEI supervisory support will provide leaders with the skills and support needed to create stronger self-sufficient school based collaborative leadership. Teacher leaders will be developed in each grade level as well as for each content area for the continuous development of CCLS aligned curriculum maps.
Code 40	Student Support	Children's Aid Society will provide program staff, professional development and support in the areas of Attendance Improvement(CAS Success Mentor Initiative), Guidance and mentoring (CAS Advocate Counselor) and case management. These services will enhance existing staff and services to ensure for success of every student beyond the school day and engage the student and their families in life of the community via services to support their health, well being and overall physical and mental health.	\$112,500	\$112,500	\$75,000	300,000	Alternative sources of funding will be identified and reallocated (Title I, Title III, and C4E). Additionally, Children's Aid Society will partner with Foundations Academy to secure grant funding to continue the extensive wrap-around program
		Subtotal Code 40	250,000	250,000	250,000	750,000	
		Subtotal Code 45	0	0	0	0	
Code 80	All	Employee fringes as calculated on ARRA-funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	0	0	0	\$0	
		Subtotal Code 80	0	0	0	0	
		Subtotal SIF	250,000	250,000	250,000	750,000	
<b>CENTRAL</b>							
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	265,878	265,878	290,048	821,803	
		Title 1 for Priority and Focus Schools	107,374	107,374	117,135	331,883	
		Other Title 1 allocations	171,408	171,408	186,990	529,805	
	Other sources of Income	TOTAL	794,659	794,659	844,173	2,433,491	

Middle School 322

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	250,000
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	\$ -
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 250,000
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ -
Employee Benefits	80	\$ -
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	\$ -
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 250,000
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ -
Employee Benefits	80	\$ -
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	\$ -
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 250,000
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ -
Employee Benefits	80	\$ -
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	\$ -
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 750,000
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ -
Employee Benefits	80	\$ -
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**  
Middle School 322

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
<b>06M322</b>	<b>SIF</b>			
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)		0	41.98	0
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)		0	43.93	0
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
				<b>0</b>
<b>Central</b>				
Subtotal - Code 15				0

**SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16**

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

Specific Position Title		FTE/Hours/Days	Rate of Pay	Project Salary
06M322	SIF			
Family Worker (DC37 Para E-Bank)		0.00	0	0
School Aide (E-Bank) (FTEs)		0.00	0	0
School Aide (E-Bank)		0	16.20	0
Ed. Para Bulk (Per Session) (rate per hour)		0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)		0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)		0	25.87	0
				0
Subtotal - Code 16				0

**PURCHASED SERVICES: Code 40**

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

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

06M322 SIF

685 - Educational Consultant	Children's Aid Society	100,000
686 - Professional Services Other		0
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis; CEI-PEA	150,000
		<b>250,000</b>


Subtotal - Code 40

250,000



**SUPPLIES AND MATERIALS:** Code 45

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

Object Code and Description of Item		Proposed Expenditure
<b>06M322</b>	<b>SIF</b>	
Computer and Printers under \$5,000 per unit		0
Educational Software		0
General and Instructional Supplies		0
Library Books		0
Supplemental Textbooks		0
		<b>0</b>
<b>Subtotal - Code 45</b>		<b>0</b>

**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		0
ARRA FRINGE - Other		0
ARRA FRINGE - CENTRAL		0
Subtotal - Code 80		0

**CALCULATION OF INDIRECT COST: Code 90**

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

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

[illegible]

N.Y.C. GRANT #

0

**PROJECT BUDGET SUMMARY**

Agency Name: NYC PUBLIC SCHOOLS

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

**CHIEF ADMINISTRATOR'S CERTIFICATION**

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

2/24/14

DATE

Ling Tan

SIGNATURE

Ling Tan, Director, Capital &amp; Reimbursable Finance

NAME/TITLE - CHIEF ADMINISTRATIVE OFFICER

FOR DEPARTMENT USE ONLY

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

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

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

**School Innovation Fund Round 3. RFP #TA-15**

**NAME OF APPLICANT:** NYC DEPARTMENT OF EDUCATION

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

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

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

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

**Typed or Printed Name of Authorized Representative of the Firm**

Mary Doyle

**Typed or Printed Title/Position of Authorized**

Executive Director, State Portfolio Planning

**Signature/Date**



2/21/14

## M/WBE Documents

### M/WBE Goal Calculation Worksheet

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

#### School Innovation Fund Round 3. RFP #TA-15

**Applicant Name:** NYC DEPARTMENT OF EDUCATION

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

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

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1	Total Budget		\$ 750,000
2	Professional Salaries	\$ -	
3	Support Staff Salaries	\$ -	
4	Fringe Benefits	\$ -	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ -
8	Line 1 minus Line 7		\$ 750,000
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		\$ 150,000

# 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
<b>NAME:</b> METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC  <b>ADDRESS:</b> 165 PARK ROW # 18A  <b>CITY, ST, ZIP:</b> New York NY, 10038  <b>PHONE/E-MAIL:</b> 212-608-0714 / lucy@lucywestpd.com  <b>FEDERAL ID No.</b> 043713795	NYS ESD Certified  MBE <input checked="" type="checkbox"/> WBE <input checked="" type="checkbox"/>	Metamorphosis "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.	Year 1 \$ 25,000 Year 2 \$ 25,000 Year 3 \$ 100,000 <b>TOTAL \$ 150,000</b>

PREPARED BY (Signature) \_\_\_\_\_ DATE 2-27-14

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

NAME AND TITLE OF PREPARER: Eduardo Contreras

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

DATE: February 27, 2014

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

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

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

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

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

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

  
Signature of Authorized Representative of Bidder/Applicant's Firm

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

Date: 2/21/14

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

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

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

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

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

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

**DESIGNATION:** \_\_\_\_\_ MBE Subcontractor ☒ 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:

\$

150,000

Date:

2/21/14

Signature of Authorized Representative of M/WBE Firm

Lucy West, President

Printed or Typed Name and Title of Authorized Representative

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

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

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

City, State, ZIP: New York, NY 10038 Project No: \_\_\_\_\_

Report includes:

☐ Work force to be utilized on this contract OR

☒ Applicant's total work force

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

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

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