



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

Director
Office of School Innovation
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June 30, 2014

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

RE: Award Notice: School Innovation Fund (SIF) Round 3– Grant #TA-15
Award Amount: \$749,998
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 PS 165 Ida Posner has met the preliminary standard for funding.

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

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

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

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

Sincerely,

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

Bill Clarke

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

ORIGINAL

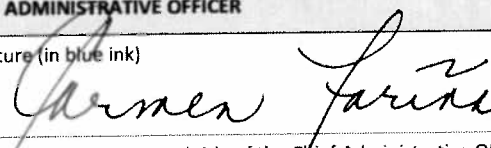
**New York State Education Department
School Innovation Fund Grant – Round 3 (TA-15)
Application Cover Sheet**

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

Applicant LEA (Name) New York City Department of Education			County New York		
Legal School Name for the Priority School Identified in this Application P.S. 165 Ida Posner			Beds Code 332300010165		
Chief Administrative Officer (Last Name, First Name, Dr./Mr./Ms.) Fariña, Carmen, Mrs.					
Title Chancellor	Telephone (212) 374-0200	Fax Number (212) 374-5588	E-mail Address CGFarina@schools.nyc.gov		
Address (Street, City, Zip Code) 52 Chambers Street, New York, NY 10007					
Application Type (Check one):		<input checked="" type="checkbox"/> LEA with one Lead Partner		<input type="checkbox"/> LEA with Partner Consortium	
SCHOOL DESIGN TYPE (Check One)					
College Pathways <input checked="" type="checkbox"/>	Community-Oriented <input type="checkbox"/>	Arts / Cultural Ed <input type="checkbox"/>	CTE <input type="checkbox"/>	Virtual/Blnd/Online <input type="checkbox"/>	Network-Affiliated <input type="checkbox"/>

Certification and Approval

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

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

RECEIVED

FEB 28 2014

CONTRACT ADMINISTRATION

NB

23K165 PS 165 Ida Posner

2014 SIF 3 Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST #23 - BROOKLYN

Select School Name:

332300010165 PS 165 IDA POSNER

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

K-8

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

434

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

Career and Technical Education (CTE) School Design

Submission Checklist

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

A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/am86.pdf

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

Educational partner selection from pre-qualified organizations is accomplished through the Multiple Task Award Contract (MTAC) procedure, which provides a stream-lined process for schools to follow, posted below. All RFPs are on the NYCDOE public website: <http://schools.nyc.gov/Offices/DCP/KeyDocuments/MTACPQS.htm>

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

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

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

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

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School's enrollment

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

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

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

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

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Expanded Learning Time Requirements

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

Student Participation

1. How should schools identify participating students?

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

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

2. Can students be required to participate in ELT?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

Options for Adding Time

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

10. Must schools reconfigure their schedules to implement ELT?

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Academic Instruction

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

15. Must schools award grades for ELT programs?

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

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

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

Teachers

17. Who may oversee ELT programs?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

18. Can teachers be required to participate in ELT?

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

19. Can ELT be used for teacher planning time?

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

Operations

20. How should Priority Schools fund ELT programs?

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

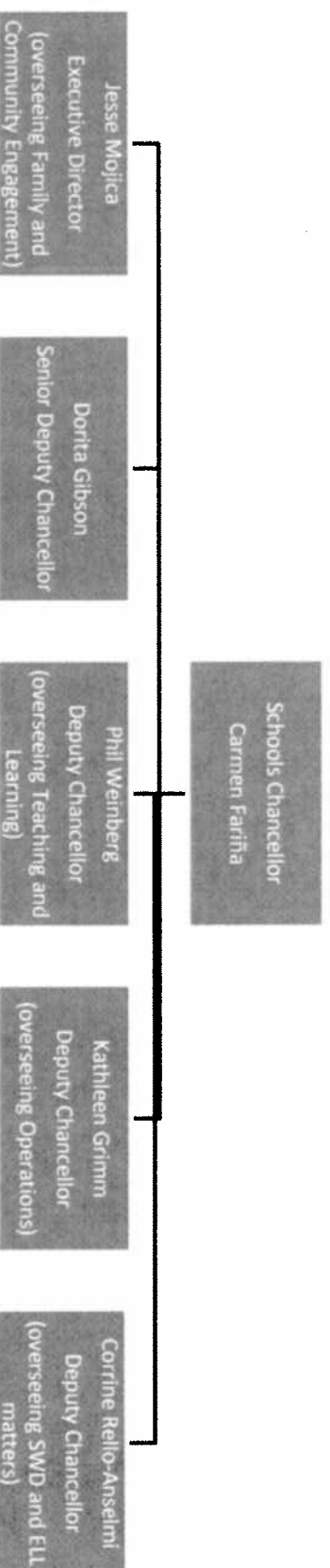
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

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

District-Level Leadership Organizational Chart



Section D: District trainings offered for Year One

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

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

AGREEMENT

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covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

⁹ The rights of teachers to staff the New Programs in District 79 are set forth in Appendix 1, paragraph 2.

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

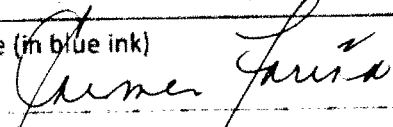
The Union and the Board agree that all teachers new to the New York City Public Schools are entitled to collegial support as soon as they commence service. The New

ORIGINAL

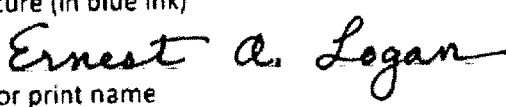
Attachment A
Assurance of Joint Commitment and Collaboration Form

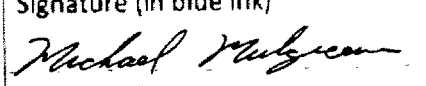
By signing this document, the Superintendent, Board of Education, and teachers' and principals' unions are acknowledging their joint commitment to implement the whole school redesign effort proposed in the application and to work collaboratively to sustain the positive changes that result from the SIF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

LEA Name: NYCDOE
School Name: 23K165 Ida Posner School

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

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

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

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

District Parent Representative


Alim S. Gafar

2/24/14

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

Ida Posner School (23K165)

Partner Information

Fordham University

Fordham University's Mathematics and Literacy Coaching Program draws from over 170 years of experience in education using scientifically based and time-tested methodologies, to provide a wide spectrum of coaching and support services.

Fordham coaches will work with teachers in ELA and Mathematics on an on-going basis during the school year to address achievement gaps at the school (low ELA/math scores and a large special education population that is struggling). The coaches will use the practice/reflection model of coaching support, providing multiple opportunities for teachers to engage in a dynamic dialogue.

Enrollment Summary

Fordham coaches will work with teachers in ELA and Mathematics on an on-going basis during the school year to address achievement gaps at the school (low ELA/math scores and a large special education population that is struggling). The coaches will use the practice/reflection model of coaching support, providing multiple opportunities for teachers to engage in a dynamic dialogue.

Leadership Information

Frances Ellers obtained her Reading Teacher and Supervisor License at Brooklyn College. Frances Ellers began her career as a elementary school teacher at PS 178K for 5 years. In this capacity she taught all the core subjects and participated in various after school programs including a district wide science program. She then worked at PS/IS 41 for 16 years. At PS/IS 41 Frances took on numerous roles including a Reading Lab teacher, a grade 8 teacher, staff developer, and an Assistant Principal. During her time at PS/IS 41 she prepared students for the accelerated grade 8 math program leading to a passing grade on the Algebra regents, offered staff development in the areas of literacy, math, family activities, Open Court reading program, data analysis, and lesson planning. Her workshops were so well received that she was asked to present at several district wide A.P Institutes.

In 2004 Frances Ellers became the principal of IDA POSNER SCHOOL. At the time the school was on the SINI list. Through hard work and effort the school was taken off the SINI list in 2006. Additionally, Frances was successful in winning numerous grants including iZone, Health and Fitness, 21st Century Grant, and the Learning Technology Grant. In addition, she started partnerships with Lincoln Center, Carnegie Hall, Brookdale Hospital, Mobile Response Team, Center for Arts and Education, the Leadership Program, and the Gardening program.

ORIGINAL

23K165

School Innovation Fund (SIF) – Round 3 Performance Agreement

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

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

SUPERINTENDENT	
Signature (in blue ink) <i>Carmen Fariña</i>	Date 2/25/14
Type or print the name. Carmen Fariña	
EXTERNAL PARTNER	
Signature (in blue ink) <i>Dr. Anita Vazquez Batisti</i>	Date Feb 6, 2014
Type or print the name and title and organization of the partner. Dr. Anita Vazquez Batisti, Associate Dean - Fordham University Grad. School Ed.	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner.	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner.	

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: Ida R Pasner

DBN: 23K 165

Network: CFN 616

PARENT REPRESENTATIVE

Signature (in blue ink) Bella Roberts

Date
2/6/14

Type or print name
Bella Roberts

CHAPTER LEADER (UFT)

Signature (in blue ink) Nivia E. Maldonado

Date
2/6/14

Type or print name
Nivia E. Maldonado

PRINCIPAL (CSA)

Signature (in blue ink) Fran Eilers

Date
2/6/14

Type or print name
Fran Eilers

2314165

**MEMORANDUM OF UNDERSTANDING
BETWEEN FORDHAM UNIVERSITY
AND
NEW YORK CITY DEPARTMENT OF EDUCATION**

1. **Parties.** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between FORDHAM UNIVERSITY ("FORDHAM") 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 FORDHAM provides services to PS. 165 Ida Posner, 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 FORDHAM**

Fordham University's Mathematics and Literacy Coaching Program draws from over 170 years of experience in education using scientifically based and time-tested methodologies, to provide a wide spectrum of coaching and support services.

In the event that the PS. 165 Ida Posner is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), FORDHAM 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.

FORDHAM will tailor existing products and services for implementation in PS. 165 Ida Posner. These products and services include:

Fordham coaches will work with teachers in ELA and Mathematics on an on-going basis during the school year to address achievement gaps at the school (low ELA/math scores and a large special education population that is struggling). The coaches will use the practice/reflection model of coaching support, providing multiple opportunities for teachers to engage in a dynamic dialogue.

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 FORDHAM 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 PS. 165 Ida Posner
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, **and** a final service agreement is negotiated between FORDHAM 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.

FORDHAM UNIVERSITY

Signature	Title	Date
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NYCDOE

Signature	Title	Date
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School Innovation Fund (SIF) Application

School Name:	Ida Posner School
DBN:	23K165
Network:	N611

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

A. School Overview

2 points

- 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 Ida Posner school will provide a positive data driven learning environment, based on the Common Core standards, that will inspire and challenge each student to achieve academic excellence in all subject areas to grow and respect for self and others and to become leaders, record breakers, and trend-setters. The school's instructional focus will attend to details, language, and perspective: posing and responding to text dependent questions; and analyzing connections and relationships to deepen comprehension.

To this end the following objectives have been developed to support the above vision/mission statement and instructional focus;

1. Improve the quality of teaching as measured by the Danielson Framework for Teaching. This will specifically target the following areas;
 - a. Domain 3B- Questioning and Discussion
 - b. Domain 1E- Designing Coherent Instruction
 - c. Domain 3C- Engaging Students in Learning
 - d. Domain 3D- Using Assessment in Instruction
2. By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam. . To this end a special emphasis will be placed on;
 - a. Write arguments to support claims with clear reasons and relevant evidence.

b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

3. By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam. To this end a special emphasis will be placed on make sense of problems and persevere in solving them, construct viable argument and critique and the reasoning of others.

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.**

Fordham University's Graduate school of Education, through the Center for Educational Partnerships will be a partner organization designated to provide on-site professional development (coaching model) for the teachers at IDA POSNER SCHOOL. Fordham coaches will work with teachers in ELA and Mathematics on an on-going basis during the school year to address achievement gaps at the school (low ELA/math scores and a large special education population that is struggling). More specifically, the coaches will provide workshops in Teacher Effectiveness, the Common Core ELA Classroom, and the Common Core Math Classroom. The college will also collaboratively develop rigorous curriculum with a focus on science, technology, engineering and mathematic (STEM) that will expose students to future career pathways. Additionally, the college will offer a "Kid College" program which will expose students to the wide variety of course options available at Fordham University.

At the same time, The Ida Posner School will use Success Maker and Ready Gen to support student's ELA and Math needs. Success Maker will be used for the upper grades in the following manner. At the beginning of the year, SuccessMaker will determine each student's appropriate initial placement. The instructional sequencer uses up-to-the-minute data collected as students move through the curriculum to present the most appropriate instruction for every learner. ReadyGen will be used with the younger grades. It is designed to engage students in multiple reads of complex texts through more structured whole-group and small-group activities. Students first read to get the gist of the text.

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

4 points

i. **Complete the School-level Baseline Data and Target-Setting Chart (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.**

The Ida Posner School currently services 538 students with 100% of its students eligible for free or reduced lunch. The student population includes 5% ELL students, 25% Special Education Students and is served by a staff of 50 teachers. 10% of the student population is Latino, 86% are African American, 2% are White, and 1% are American Indian or Alaskan Native.

According to the New York State Education Department, the Ida Posner School has been identified as a Priority School in the areas of ELA and Mathematics. This is evident as the school has consistently been unable to meet the combined ELA & Math PI target established by the NYS Education Department. For example, the 2011-2012 target was 121 and the school received a 108.5. Additionally, the chart below shows that the majority of students are scoring below

grade level in ELA and Mathematics. More significantly, the 2013 data shows even a greater number of students scoring below grade level. This recent data trend is partially attributed to challenges with transitioning to the Common Core standards. However, a closer look at the data suggests that students are struggling with the following Common Core Standards;

- Operations and Algebraic Thinking
- Number and Operations—Fractions
- Applying geometric concepts in modeling situations
- Making sense of problems
- Reason abstractly and quantitatively
- Constructing viable arguments and critique the reasoning of others
- Model with mathematics
- Measurement and Data
- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Year/Exam	Level 1 (not on track)	Level 1 (on track)	Level 2 (not on track)	Level 2 (on track)	Level 3	Level 4
Spring 2012- ELA	62	0	146	12	83	5
Spring 2012 Math	79	0	134	11	62	22
Spring 2013 ELA	147	0	88	2	20	7
Spring 2013 Math	184	0	64	0	14	5

Additionally, the NYC Progress Report indicates that only 8% scored at or above grade level on the ELA assessment and only 5.6% of the students scored at or above grade level on the mathematics assessment. The NYC Progress Report also indicates that only 22.6% of the early grade students made progress in ELA and only 21.8% of the early grade students made progress in Math. Clearly this shows there is a great need to target ELA instruction, as most of the students are scoring below grade level.

iii. Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), or

related outside education experts to determine its existing capacity, strengths, and needs.

According to the NYCDOE Quality Review the Ida Posner School strengths are as follows;

- School leaders and teachers observe classroom instruction and provide feedback on teaching using a research-based rubric to support professional growth and reflection and elevate practice.
- Teachers engage in inquiry and professional collaborations to promote school goals, the CCLS and instructional shifts, resulting in improved learning for adults and students.
- The school uses common assessments, rubrics and performance tasks to adjust instructional decisions at the team and classroom level and provide feedback on learning resulting in progress for students.

The Quality Review has also identified the following areas the school needs to work on which are as follows;

- Improve the work across grades and subjects to align curricula to the CCLS, emphasize the instructional shifts and higher order thinking, so that planning includes ways to engage all learners in higher thinking and rigorous performance tasks.
- Strengthen professional development, parent outreach, student services and social emotional learning, to result in a coherent approach that fosters student academic and personal behaviors aligned to college and career readiness.

Additionally, a recent Early Engagement review from the Superintendent suggested as follows;

- The administration, the School Leadership Team, and the Children First Network should orchestrate a set of systems (both operational and instructional) that are connected and viable towards the improvement of student achievement. Furthermore, the school should re-examine their grouping of students for RTI, Extended Day, Success Maker, etc. and assure that it is aligned to a differentiated curriculum with benchmarked assessments that can assist the Ida Posner School in moving students towards achieving the standards.
- The school leadership requires additional training so that the school can strengthen and align the school to its instructional goals and the expectations of the Common Core shifts.

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

According to NYCDOE Quality Review report and the Early Engagement report the following was noted;

School leadership Practices and Decisions- The principal and assistant principals conduct cycles of frequent observations so that each teacher experiences six informal and four formal observations. During informal observations, feedback is presented to teachers both verbally and in writing on a Classroom Visitation Tool template that includes low inference evidence that highlights strengths, growth areas and time-bound action steps. Evaluative ratings are given following a formal observation in a summary narrative. Follow-up visits within the next two to four weeks were scheduled on the template. At various points in the year, teachers set goals and reflect on their growth in light of the competencies for effective practice. Consequently, the

observation of classroom teaching, accompanied by research-based feedback is producing teacher growth along a developmental continuum.

Curriculum Development and Support- At least once weekly, during scheduled time in the school day or after school by choice, all teachers, pre-k-8, meet in teams to assess student performance on learning tasks, refine curriculum maps and units or lesson plans accordingly, through the process of looking at student work.

There is no standards-aligned requirement in the task prompt to supply key details or to integrate information from several texts within the grade-level complexity band to support a point of view in alignment with the CCLS. Some units refer to writing rubrics and incorporate more challenging tasks such as report writing in the first grade. While 2012-13 English language arts curriculum maps provided options for special education and English language learners, instructional supports and extensions for these students were more generic in some written units. Consequently, there is a lack of alignment with the rigor in the standards and a lack of detailed planning to engage diverse learners, which does not support the potential to close the achievement gap for all learners.

Teacher Practices and Decision- Teacher teams work collaboratively 1-2 times a week to assess data, student work, and lesson planning. Teams identify trends in item analysis, discuss using rubrics to improve writing, and deliver warm and cool feedback to each other about lessons.
Student Social and Emotional Development Health/Family and Community Engagement- According to a December 2013 review Student Social and Emotional Development Health/Family and Community Engagement is conducted as follows;

- There has been an increase in parent workshops that address instruction such as workshops on the CCLS and student learning expectations.
- Parents feel that the teachers are dedicated and committed to their profession. Teachers call and text parents to let them know about assignments, concerns, and weekly teaching. A parent stated, "Teachers take time to help parents understand how to improve a child's performance."
- Parents voiced that Principal Ellers works very hard for the children of the Ida Posner School.
- The school has developed a partnership with Lincoln Center Jazz.
- The school has a PBIS and Respect for All programs to help improve student behavior and accountability in the classroom.

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

As noted above the three school priorities is increasing teacher effectiveness, improving ELA results, and improving math results. These needs are being prioritized in the following manner;

- Key stakeholders will meet to assess current student performance trends, identify specific student strength and weaknesses, and tailor professional development offerings to close the noted performance gap.
- Professional Development will include workshops in ELA/Math/Teacher Effectiveness, on- site support, coaching, mentoring, team teaching opportunities, lesson development sessions, mentors who will model lesson plans, mentors who will help plan instruction with teachers.

- Our school will also offer extended learning opportunities in the form of After School Programs, Saturday Academy, Vacation Learning, on-line learning, and Literacy/Math standards through enrichment clubs.
- The school administration will also regularly meet with its School Leadership Meeting and its cabinet to gauge the progress of teachers and students and make adjustments accordingly.
- The school will work collaboratively with Fordham University and Pearson to develop/use a curriculum that is aligned to the Common Core standards, engages diverse learners, and will close the achievement gap for all learners.

C. School Model and Rationale

4 points

- Describe the rationale for the selected design framework, the research-based key design elements and other unique characteristics of the school's improvement design.**

The Ida Posner School selected the College Pathway framework as it recognizes that it must prepare its student for the rigors of college and career readiness. To this end PS the Ida Posner School is working with Fordham University, Pearson's Success Maker Program, and Pearson's Ready Gen Program.

Fordham University's Mathematics and Literacy Coaching Program draws from over 170 years of experience in education using scientifically based and time-tested methodologies, to provide a wide spectrum of coaching and support services. Their expert coaches use the practice/reflection model of coaching support, providing multiple opportunities for teachers to engage in a dynamic dialogue. Structured in 3 phases (*pre-planning*, *observation*, and *debriefing/feedback*), learning opportunities are maximized by developing critical reflection, which leads to growth in content knowledge and skills. Their work also draws deeply from the **Common Core State Standards** and successful professional evaluation models, including **Danielson's Domains and Levels of Competency**.

SuccessMaker is descended from the original curriculum designed by Suppes and has been proven effective in numerous studies. In a meta-analysis of studies on computer-based instruction, James Kulik commented on the effectiveness of the program: "Based on the evaluation findings, we can state with confidence that this program produces positive results. Based on more than 30 years of research, the courseware's foundations go back to work on intelligent tutoring led by Dr. Patrick Suppes at Stanford University in the mid-1960s. This research determined that it was possible to individualize technology-based instruction. In addition, the instruction is more effective when it includes standards-based content with dynamic ordering of concepts; presentation distributed by strands with reporting by level and learning objective; initial adaptive placement to find each student's appropriate learning levels by strand; and decision-making algorithms for judging mastery, assigning reviews, and tutorial intervention (Suppes & Zanotti, 1996).

ReadyGEN fully aligns to the Common Core State Standards and was built to fulfill the Publisher's Criteria. ReadyGEN is a comprehensive core curriculum of deliberately organized text sets and routines-based instruction that provides an appropriate balance of literary and informational texts as called for by the CCSS. Sets of topically-connected, authentic texts were chosen to help students build a rich knowledge base through a variety of genres.

ReadyGEN titles are meticulously placed based on the three-point text complexity approach - using quantitative, qualitative and reader task criteria - as outlined in the CCSS. Texts are leveled based on the Lexile range as well as other text features such as levels of meaning, structure, language conventions, and theme and knowledge demands. Lexiles and other measures will demonstrate a steady increase throughout the year to build a staircase of complexity. ReadyGEN provides opportunities for students to participate in rich evidence-based discourse about text. Students identify and extract evidence to support their claims and to make sound arguments.

ReadyGEN instructional routines ensure the development of close reading and citing text-based evidence in responding to texts both in the reading and writing process. The Sleuth component provides short, manageable pieces of authentic texts to guide students through close reading routines. Students then apply the close reading skills – citing text evidence, substantiating claims, and demonstrating comprehension through performance tasks – on longer, more complex texts.

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

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

- Operations and Algebraic Thinking
- Number and Operations—Fractions
- Applying geometric concepts in modeling situations
- Making sense of problems
- Reason abstractly and quantitatively
- Constructing viable arguments and critique the reasoning of others
- Model with mathematics
- Measurement and Data
- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

After these needs were identified our school reached out to various partners and concluded we would contract Teachers College to address our Literacy and Teacher Effectiveness needs and use Mercy College to address our Mathematic needs. Both Fordham University and Pearson will provide a series of workshops to targeted teachers, on-site support, lesson plan modeling,

mentoring, as well as team teaching. This in turn will help our school address the goals stated previously.

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

D. School Leadership

8 points

- 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.**

Frances Ellers obtained her Reading Teacher and Supervisor License at Brooklyn College. Frances Ellers began her career as a elementary school teacher at PS 178K for 5 years. In this capacity she taught all the core subjects and participated in various after school programs including a district wide science program. She then worked at PS/IS 41 for 16 years. At PS/IS 41 Frances took on numerous roles including a Reading Lab teacher, a grade 8 teacher, staff developer, and an Assistant Principal. During her time at PS/IS 41 she prepared students for the accelerated grade 8 math program leading to a passing grade on the Algebra regents, offered staff development in the areas of literacy, math, family activities, Open Court reading program, data analysis, and lesson planning. Her workshops were so well received that she was asked to present at several district wide A.P Institutes.

- 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.**

In 2004 Frances Ellers became the principal of IDA POSNER SCHOOL. At the time the school was on the SINI list. Through hard work and effort the school was taken off the SINI list in 2006. Additionally, Frances was successful in winning numerous grants including iZone, Health and Fitness, 21st Century Grant, and the Learning Technology Grant. In addition, she started partnerships with Lincoln Center, Carnegie Hall, Brookdale Hospital, Mobile Response Team, Center for Arts and Education, the Leadership Program, and the Gardening program.

- 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.**

Bernard St. Aubain has been an Assistant Principal for the past 10 years. During his tenure as an Assistant Principal he has supervised After School Programs, Saturday programs, the middle school grades, as well as the Special Education program. More specifically, he has planned/offered workshops for parents and teachers as well as workshops for other

administrators in the Principal Fellows Program. These workshops were well received by participants as evidenced by the workshop surveys and informal feedback. Additionally, Bernard models lesson plans, works collaboratively with teachers, and provides them timely feedback in support of teaching effectiveness. At the same time, the Assistant Principal has also taken on the role of Testing Coordinator as well as other critical organizational responsibilities. As an experienced

The Assistant Principal (AP) is responsible for the supervision of grades 4-7. The Assistant Principal is also responsible for Security, Guidance, Organization, Physical Education, and Special Education. Support for teachers include coaching, professional development, classroom management strategies, and curriculum assistance. In addition, supervision responsibilities include providing professional development for all teachers to develop their effectiveness as rated by the Advance System. The AP conducts classroom observations of teachers and uses these observations to identify teacher needs which in turn guides coaching and professional development opportunities for teachers provided at our school. Observations are followed up with an opportunity for the teacher to participate in self-reflection and further development of the teacher's craft.

Security duties include, but are not limited to supporting the Deans' Office staff in conducting investigations, representing the school's interest in Superintendent Suspension conferences, conducting school suspension conferences, and other duties that contribute to creating a safe environment for students, and faculty. Guidance duties include supporting the guidance counselor and the PPT team as well as parent conferences. Organization duties include overseeing the testing program, developing the testing schedule, and assure that testing modification requirements are met.

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.

The principal meets with her school leadership team on a monthly basis and her cabinet twice a month. During these meetings the following items are discussed;

- Professional Development Needs based on Data Trends
- Professional Development Needs based on observations
- Student Social, Emotional, and Educational Needs
- Parent Concerns

As principal, Frances is constantly monitoring the progress of her students and how her teachers deliver instruction. This review of student data and anecdotal data helps drive the school vision and mission. The vision and mission is supported through the following team;

The instructional team consists of 8 members that include the Assistant Principal, and 7 veteran teachers. The 7 veteran teachers include 2 Special Education teachers, one Science teacher, and 4 Common Branch teachers. Our team meets on a weekly basis to support the needs of the teachers. Nivia Maldonado a Common Branch Teacher provides ELA professional development within the school and serves as an ELA content trainer for the NYC Schools Testing Program. Eddie Jean a Common Branch Teacher provides Math professional development within the school and serves as a Math content trainer for the NYC Schools Testing Program. Additionally, Latoya Staley a common branch teachers serves in the role of data specialist. As the school data specialist she is responsible for disaggregating data at the school, grade, and class level and also provides professional development, guidance, and on-site support to teachers in the classroom. During school leadership meetings, the Data Specialist also provides specialized support to our instructional team as well as with information that is vital to all staff members. Inter-visitations are implemented to ensure that all staff members are infusing new strategies in classrooms. In addition to the instructional lead team, the staff meets on a weekly basis for inquiry learning.

E. Instructional Staff

8 points

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

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

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

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

There are currently 50 teachers at the Ida Posner School. The current school staff is highly motivated and consists of many staff members who are willing to take on leadership tasks within the school community. For example, our grade leaders run inquiry team meetings on a weekly basis. During the inquiry team meetings participating teachers collaboratively analyze student

work and recalibrate their curriculum/and lesson plans based on the student work. Additionally, the inquiry team plans/implements future grade wide assessments in order to determine if the curriculum adjustments were successful or not. At the same time, all teachers model lesson plans and provide feedback to each other using the Danielson Framework. Through this activity we have noticed that some of our teachers are struggling with engaging all of their students, questioning and discussion, and implementing Universal Design for Learning. However, despite these challenges we believe that with targeted professional development and on-site support our dedicated faculty will be able to implement the comprehensive set of strategies noted in the SIF.

Our school is also struggling with meeting college readiness standards in mathematics. This is evident as our yearly progress in mathematics is significantly less than the progress we have shown in ELA. With this in mind, the school administration reviewed how math instruction is being delivered in the early grades and noted that many of the early grade teachers do not use hands-on manipulatives, provide differentiated instruction need to reach all learners, and are not well versed with a wide variety of math teaching strategies.

Our school is also struggling with how literacy skills are being taught for our Special Needs students who comprise 23.5% of our student body as well as our ELL population who comprise 2.5% of our student population. Our Special Education and ELL students do not have foundational literacy skills. To this end our school has purchased the Wilson Reading program, which targets students who are missing the foundational literacy skills. Presently, we only have 2 teachers that are trained to use the Wilson Reading program. In order to build school capacity and use our Wilson Reading program more effectively, it is crucial that we train all of our Special Education and ESL teachers as well as a minimum of one teacher on each grade level thereby building local capacity within our school. With this in mind, in order to best implement the start-up model, our school will need to hire a math specialist who will provide small group instruction to students who are scoring below grade level. The math specialist will also provide professional development, lesson plan modeling, coaching, and articulation sessions. Deeper teacher support will be provided in a math lab stocked with manipulatives, hands on math materials, and other supporting materials. This will enable developing math teachers to see best math practices in action and enhance their teaching techniques. Additionally, a Wilson trainer is needed to help our teachers learn how to best implement foundational literacy skills. The Wilson trainer will provide professional development, lesson plan modeling, coaching, and articulation sessions. Finally, we will need to purchase additional computers to expand our Success Maker program for our middle school population.

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

Both the math and Wilson coach will serve as an instructional leader in content, dedicated to working collaboratively with colleagues to drive instructional improvement as an active developer, mentor and coach of other teachers. Their duties will include leading staff development, developing curriculum, sharing best practices, inquiry work, co-teaching, creating a laboratory classroom and/or model lessons, curriculum to national core standards and city standards, serving as a mentor to teachers, and/or facilitating lesson study.

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

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

F. Partnerships

6 points

- 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.

Fordham University’s Mathematics and Literacy Coaching Program draws from over 170 years of experience in education using scientifically based and time-tested methodologies, to provide a wide spectrum of coaching and support services. Fordham coaches will work with teachers in ELA and Mathematics on an **on-going** basis during the school year to address achievement gaps at the school (low ELA/math scores and a large special education population that is struggling). The coaches will use the practice/reflection model of coaching support, providing multiple opportunities for teachers to engage in a dynamic dialogue. The coaching model integrates 3 phases (*pre-planning*, *observation*, and *debriefing/feedback*), and draws deeply from the **Common Core State Standards** and successful professional evaluation models, including **Danielson’s Domains and Levels of Competency**. More specifically, the coaches will provide workshops in the following areas;

Teacher Effectiveness- Teacher effectiveness workshops will focus on the following topics;

- Lesson Plan Development
- Understanding Student Needs
- Teaching Special Needs Students
- Classroom Questioning Techniques
- Designing Coherent Instruction
- Engaging Students in Learning
- Using Assessment in Instruction
- Teaching Students from Multiple Entries

The Common Core ELA Classroom- The Common Core ELA Classroom workshops will focus

on the following topics;

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

The Common Core Math Classroom- The Common Core Math Classroom workshops will focus on the following topics;

- Operations and Algebraic Thinking
- Number and Operations—Fractions
- Applying geometric concepts in modeling situations
- Making sense of problems
- Reason abstractly and quantitatively
- Constructing viable arguments and critique the reasoning of others
- Model with mathematics
- Measurement and Data

In addition, the Ida Posner School will use Success Maker and Ready Gen to support student's ELA needs. Success Maker will be used for the upper grades in the following manner. At the beginning of the year, SuccessMaker will determine each student's appropriate initial placement. The instructional sequencer uses up-to-the-minute data collected as students move through the curriculum to present the most appropriate instruction for every learner. The program will present new activities and concepts or review activities that are most appropriate for each learner, based on his or her responses. Students will participate in individualized instructional sessions for 30 minutes daily.

The selected literacy curriculum addresses students with a wide variety of learning needs, especially striving readers. Each reading lesson is organized by learning concepts that include the following components:

- Focused Instruction—a brief animation or video that focuses on a specific objective;
- Check for Understanding—a quick review of the key points in the focused instruction;
- Interactive Practice—an engaging exercise that provides practice and meaningful feedback, and captures embedded assessment data;
- Text Reader—a presentation of a non-fiction or fiction passage of up to 500 words with associated graphics or video to support and assess comprehension

SuccessMaker Math includes the following math components;

- Data analysis; probability and discrete mathematics; geometry; measurement; and patterns, algebra, and functions. A variety of instructional activities are used to help students gain understanding of each of these essential math skills.

- **Speed Games.** These activities allow students to practice their basic math skills so that they may build automaticity to access math facts readily. Speed games cover basic math facts in addition, subtraction, multiplication, and division for the elementary grades. The middle school grades cover mental computation with 2- and 3-digit numerals and integer operations.
- **Step-by-Step Tutorials.** When a student struggles with a concept, the software presents a tutorial that provides step-by-step direction for an exercise similar to the skill objective in which the student is having difficulty.
- **Scaffolded Tutorials.** The curriculum also includes tutorials that help the student gain conceptual understanding. Scaffolded tutorials move the student from concrete activities to more abstract problem solving. The students are presented two problems that contain three steps that help to teach a concept.

ReadyGen is being used with the younger grades. It is designed to engage students in multiple reads of complex texts through more structured whole-group and small-group activities. Students first read to get the gist of the text. They then revisit the text to make deeper meaning through additional reads, small-group work, discussion, and writing. Each ReadyGen module includes “enduring understandings” and “essential questions” to guide teachers to the critical skills and knowledge students need to meet the demands of the Common Core standards.

In order to assure that both Ready Gen and Success Maker are used effectively in our school training, lesson planning, on-site support will be provided throughout the grant period. Workshop topics will include;

- Overview of the system
- Collaborative lesson planning
- Lesson modeling and teacher observation
- Teacher debrief
- Reflection on implementation
- Planning for the following day
- Lesson delivery and consultant observation
- Teacher debrief
- Reflection on implementation
- Additional instructional planning

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

See 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.**

In the beginning of the grant the following goals were established;

1. Improve the quality of teaching as measured by the Danielson Framework for Teaching. This will specifically target the following areas;
 - a. Domain 3B- Questioning and Discussion
 - b. Domain 1E- Designing Coherent Instruction
 - c. Domain 3C- Engaging Students in Learning

- d. Domain 3D- Using Assessment in Instruction
2. By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam. . To this end a special emphasis will be placed on;
 - a. Write arguments to support claims with clear reasons and relevant evidence.
 - b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
 3. By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state ELA exam. To this end a special emphasis will be placed on make sense of problems and persevere in solving them, construct viable argument and critique and the reasoning of others. Both the lead Fordham University and supporting Pearson understand that this is a collaborative partnership in which all parties must work tirelessly to achieve the stated goals. To this end the vendors have developed activities and benchmarks along the way to ensure that the stated objectives are met. (see below) Additionally, all partners will submit weekly reports and will monitor closely the progress of activities and will make appropriate course corrections is needed.

Measurable Goals	Responsible Partner/Activity Supporting Goal	Benchmark
Improve the quality of teaching as measured by the Danielson Framework for Teaching.	<u>Fordham University</u> Teacher Effectiveness Workshop Coach Support Model Lesson Plans	Lesson plans will show evidence of improvement on a monthly basis Teacher portfolios will show evidence of the Danielson Framework for Teaching
By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam	<u>Fordham University</u> The Common Core ELA Classroom Workshop Series Coach Support Model Lesson Plans	Interim Assessments and Advance Portal will show student progress Student Work will show student progress
By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state ELA exam.	<u>Fordham University</u> The Common Core Math Classroom Workshop Series Coach Support Model Lesson Plans	Interim Assessments and Advance Portal will show student progress Student Work will show student progress
By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam	<u>Pearson</u> Ready Gen Success Maker Workshops that integrate Ready Gen and Success Maker into the daily curriculum	Interim Assessment results Monthly Reports for Success Maker
By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state ELA exam.	<u>Pearson</u> Ready Gen Success Maker Workshops that integrate	Interim Assessment results Monthly Reports for Success Maker

	Ready Gen and Success Maker into the daily curriculum	
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G. Organizational Plan

8 points

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

See Attachment G

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

The principal is responsible for making sure that the needs of the school are met appropriately. In the event that the Principal is not available the Assistant Principal takes care of student needs as needed. The Instructional Leads also assist when multiple needs must be met. The principal in consultation with the SLT team members assures that Curriculum, Budgeting, and school administration needs are met.

The School Leadership Team and cabinet act as an advisory board that helps set the tone and decision-making process at our school. The School Leadership Team meets on a monthly basis to discuss the school's budget, needs, school data, school goals, as well as related action plans supporting the noted goals. In an effort to help the School Leadership Team with its decisions the principal provides the team with data including test scores, attendance, promotion in doubt data, school occurrence reports, safety data, and other pertinent forms of data. This data set is then used to formulate school goals, activities, and address any open issues.

The cabinet meets twice a month during which School Leader Team minutes are presented. This information is then used to formulate instructional plans, professional development for teachers and parents, and to prioritize the needs of the school.

The principal meets with her Assistant Principal a minimum of twice a day. In the morning the principal discusses classroom observations, effectiveness of school based professional development, any potential school incidents, parent concerns, safety concerns, and any other pertinent issues. This information is used to guide school priorities and items that require immediate follow up. In the afternoon, a review of school activities occur and updates on school priorities and any open issues is discussed. If applicable, action items and next steps for the following day are discussed as well.

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

The NYCDOE implemented *Advance*, a new system of teacher evaluation and development in school year 2013-14. *Advance* was designed to provide teachers with actionable feedback and targeted support to improve their practice, with the goal of improved student outcomes to ensure all students graduate college and career ready. The Measures of Teacher Practice (MOTP) component of *Advance* counts for 60% of a teacher's evaluation. In this component, teachers receive ratings and feedback on classroom observations and teaching artifacts based on a teaching practice rubric, Danielson's *Framework for Teaching*. Teachers may also choose to submit teaching artifacts to inform their evaluation rating. For teachers of students in grades 3-12, student feedback also informs teachers' ratings under MOTP.¹ The Measures of Student Learning (MOSL) components of *Advance* is worth 40% of a teacher's overall evaluation rating – the State Measures component is worth 20% and the Local Measures component is worth 20%.

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

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

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

Online resources: Finally, the NYCDOE created numerous guidance materials and resources to provide information to help schools and support staff meet critical *Advance* implementation

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

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*.

During the beginning of the 2013-2014 school year the principal gave an orientation on the requirements of the (Annual Professional Performance Review) APPR, provided with required forms needed for the APPR. After this occurred, the principal individually met with each teacher to review their observation choice, their videotaping choice, discuss their (Measure of Student Learning) MOSL, and asked the teachers their preferences for their professional development needs. The principal then worked with the Talent Coach to review the ratings system and ensured that rubrics are used consistently throughout the school. Starting in October informal observations feedback began with immediate verbal feedback to the staff member and written feedback was given as well. Formal observations are slated to begin in February after the Talent Coach meets with the school administration. Pre-observation conferences will be held using the template provided through the *Advance* system. This will be followed by an observation, post observation conference, and formal written feedback.

During the 2014-2015 school year the principal will provide an APPR orientation during which the instructional expectations of the APPR will be addressed. After the orientation occurs, the principal and Assistant Principal will meet with each teacher to review their observation choice, videotaping choice, discuss their MOSL, and inquire about the teachers' professional development needs. The Talent Coach will then work with the school administration to review the ratings system and ensure that rubrics are used systematically throughout the school. Informal observations will begin in October. Teachers will receive immediate verbal feedback and written feedback as well. Formal observations are slated to begin in February. Additional Pre-observation conferences as needed will be held using the template provided through the *Advance* system. This will be followed by an observation, post observation conference, and formal written feedback.

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

See attachment

H. Educational Plan

8 points

- 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>).

As noted previously a combination of Ready Gen and Success Maker will be used at our school. ReadyGEN fully aligns to the Common Core State Standards and was built to fulfill the

Publisher's Criteria. ReadyGEN is a comprehensive core curriculum of deliberately organized text sets and routines-based instruction that provides an appropriate balance of literary and informational texts as called for by the CCSS. Sets of topically-connected, authentic texts were chosen to help students build a rich knowledge base through a variety of genres. ReadyGEN provides research-based writing instruction designed to give students the strategies and confidence needed to achieve success as writers in the 21st century.

ReadyGEN's reciprocity between reading and writing promotes student thinking and understanding through citation of text based evidence. Students are taught to carefully analyze and synthesize sources, write to the sources, and defend claims through textual evidence. Students also have the opportunity to write in the three modes prescribed by the CCSS – argument/opinion, informative/explanatory, and narrative. ReadyGEN allows students many opportunities to use text to integrate knowledge, ideas, describe key details, and view text as a resource for answering questions and understanding multiple views. ReadyGEN instructional routines ensure the development of close reading and citing text-based evidence in responding to texts both in the reading and writing process. The Sleuth component provides short, manageable pieces of texts to help guide students through close reading routines. Students then apply the close reading skills – citing evidence, substantiating claims, and demonstrating comprehension through performance tasks – on longer, more complex texts.

| The Success Maker literacy program includes the following components:

- Focused Instruction—a brief animation or video that focuses on a specific objective;
- Check for Understanding—a quick review of the key points in the focused instruction;
- Interactive Practice—an engaging exercise that provides practice and meaningful feedback, and captures embedded assessment data;
- Text Reader—a presentation of a non-fiction or fiction passage of up to 500 words with associated graphics or video to support and assess comprehension

The SuccessMaker Math includes the following components;

- Data analysis; probability and discrete mathematics; geometry; measurement; and patterns, algebra, and functions. A variety of instructional activities are used to help students gain understanding of each of these essential math skills.
- Speed Games. These activities allow students to practice their basic math skills so that they may build automaticity to access math facts readily. Speed games cover basic math facts in addition, subtraction, multiplication, and division for the elementary grades. The middle school grades cover mental computation with 2- and 3-digit numerals and integer operations.
- Step-by-Step Tutorials. When a student struggles with a concept, the software presents a tutorial that provides step-by-step direction for an exercise similar to the skill objective in which the student is having difficulty.
- Scaffolded Tutorials. The curriculum also includes tutorials that help the student gain conceptual understanding. Scaffolded tutorials move the student from concrete activities to more abstract problem solving. The students are presented two problems that contain three steps that help to teach a concept.

- 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.).

ELA Shift	NYSED Instructional Strategy	SIF Instructional Alignment
Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.	The Ready Gen materials and SuccessMaker software will help our students meet these instructional shifts. Fordham Coaches will also provide teachers with training and on-site support with meeting this instructional shift.
Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities	Fordham Coaches will provide teachers with training and on-site support with meeting this instructional shift.
Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.	The Ready Gen materials and SuccessMaker program will help student work with grade appropriate materials and will provide them with individualized instruction
Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.	Teacher will be supported through the Wilson train and Fordham coaches with this instructional shift.
Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.	Fordham coaches will train teachers how to effectively use the writing process.
Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.	The Ready Gen materials and SuccessMaker software will help our students meet these instructional shifts.

Math Shift	NYSED Instructional Strategy	SIF Instructional Alignment
Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.	The math specialist will model how to effectively maximize your math instruction in the math lab, through workshops, and team teaching opportunities.
Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.	Math workshops provided by the Fordham coaches and math specialist will address this instructional shift. The Ready Gen materials and SuccessMaker software will also help

		our students meet these instructional shifts.
Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.	Math workshops provided by the Fordham coaches and math specialist will address this instructional shift. The Ready Gen materials and SuccessMaker software will also help our students meet these instructional shifts.
Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.	Math workshops and on-site support provided by the Fordham coaches and math specialist will address this instructional shift.
Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.	Math workshops and on-site support provided by the Fordham coaches and math specialist will address this instructional shift.
Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity	Math workshops and on-site support provided by the Fordham coaches and math specialist will address this instructional shift.

iii. **Use of Time.**

The chart below provides a list of activities that describes how our school supports extended learning time. These activities are custom designed to address a wide variety of needs including academics, social- emotional issues, creating a culture of college readiness, and the academic needs of our ELLs and Students with Disabilities. Through these programs our students have an opportunity to broaden their horizons, review academic skills in a small classroom setting, and have extended learning opportunities needed to master challenging and rigorous curriculum. Our staff has noted that students involved in one or more of these programs tend to show academic improvement as noted on informal, formative, and final assessments. With this in mind we will use grant funds to offer even more opportunities for extended learning as increased time on task is crucial to student success.

Description of Activity	Selection Criteria	Resources	Timeline
Wilson Program- The Wilson Reading program will be offered as a after school program to students in grades 2-8.	Students in Special Needs and ELL classes will prioritized. Students will be selected on the basis of Fountas & Pinnell results, running record data, MOSL data, report card data, NYSED	2 per-session teachers	November-May- twice a week

	<p>data. This data will be also be used to customize the extended learning program to meet the students' needs.</p> <p>The Wilson Reading Program will provide students with foundational skills and a small group-learning environment.</p>		
Extended Day-All students in Pre-K-8 scoring a Level 1 or 2 are targeted for ELA and Math services	Students will be selected on the basis of MOSL data, report card data, NYSED data. This data will be also be used to customize the extended learning program to meet the students' needs	All Teachers	September-June- 2 times a week
Count Me In-The Count Me In program targets students interested in Performing Arts High School and prepares them for the High School audition	Students must express interest in the art and complete an application.	Art Teacher and Carnegie Hall Staff member	October-November for grade 8 students, February-June for grade 6 and 7 students – once a week
Overage Program- An afterschool program that targets over-aged middle school students with job preparation skills and offer them the opportunity to go on college tours.	Students who are held back for 1-3 years	3 staff members	October-June- 3 times a week
Saturday Academy- All students in Pre-K-8 scoring a Level 1 or 2 are targeted for ELA and Math services	Students will be selected on the basis of MOSL data, report card data, NYSED data. This data will be also be used to customize the extended learning program to meet the students' needs	10 staff members	October-April
ELL Program-ELL students in the K-8 grades	Students who eligible for ESL services	2 staff members	October-April- 3 times a week

21st Century- targets grade 5- 8 students and provides enrichment during the week (including karate, drama, dance, and design) and academic support on the weekends.	All Grade 5-8 students	5 staff members	October-June- 5 times a week
Enriching the Arts-a Partnership with Lincoln Center in which artists visit our school and offer staff development, and our students grades 6-8 participate in a wide variety of art themed trips.	All students in grades 6-8 are eligible	5 staff members	Twice a month- October-June
Leadership Program- provides a program for students in grades 3-8, which helps student make wise choices. Activities include mediation, role playing, drama, and writing plays	All students in grades 3-8	8 staff members	November-May- Once a week

Our school is also actively encouraging student to participate in our ELT activities through notices, phone messenger, letters to parents, etc. Additionally, ELT activities were designed based on student feedback.

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

The Ida Posner School utilizes a number data tools to guide instruction including ARIS, Advance, School Net, and data from the annual ELA and Math tests administered by the NYSED. More specifically data is used as follows;

During the summer the MOSL Committee met to decide which local assessments will be used for the 2013-2014 school year. During the Fall the baseline assessment was administered. This data is being used to establish the current status of each student. After the assessment was administered and analyzed data meetings were held during common planning to help teachers plan next steps and adjust curriculum as needed. In the coming month a midyear assessment will be administered to track student progress followed by an end of year assessment. Updated student assessments will be used to monitor student progress and adjust curriculum as needed which includes grouping of students, additional supports, re-teaching complex content, and arranging inter-visitation so that developing teachers can observe/implement best teaching practices.

v. **Student Support.**

The following programs are used to assure a safe school culture and discipline;

1. Saturday Academy- (1 hour of ELA/ 1 hour of Math curriculum aligned to the Common Core Learning Standards and 1 hour of Success Maker on line, individualized computer blended program). Students scoring a level 1 or 2 in grades 3-8 are targeted for this program.
2. Extended Day- All students in Pre-K-8 scoring a Level 1 or 2 are targeted for ELA and Math services.
3. Success Maker Program for all students in grades 3-6 during the school day.
4. Response to Intervention for students in grades Kindergarten – 4 during the school day. The RTI teacher uses running record data to assess student fluency and determine which students are selected.
5. Wilson Program on Thursdays and Fridays for students in grades 3-8 target Special Needs and ELL students.
6. Title III Grant Afterschool Program three days a week for our ELL students
7. Aligning the Arts Curriculum across all content areas and to the Common Core Learning Standards

vi. **School Climate and Discipline.**

The following programs are used to assure a safe school culture and discipline;

1. All students participate in a weekly Respect for All Program designed by the Ida Posner School. The Respect for All program exposes students to lessons on the 6 pillars of character; Trustworthiness, Responsibility, Respect, Fairness, Sharing, Citizenship
2. Leadership Program- provides a program for students in grades 3-8, which helps student make wise choices. Activities include mediation, role-playing, drama, and writing plays.
3. Count Me In – The Count Me In program targets students interested in Performing Arts High School and prepares them for the High School audition
4. Enriching the Arts- involves a partnership with Lincoln Center in which artists visit our school and offer staff development, and our students' grades 6-8 participate in a wide variety of art themed trips.
5. Mobile Response Team (MRT)- The MRT supports the school based support team with helping families connect to outside resources.
6. School-wide Honor Roll System is used to promote pride and academics=
7. Positive Behavior Intervention System (PBIS)- is a behavior modification program that is used to reinforce positive behaviors. Students who successfully perform tasks earn coins. Tasks include perfect attendance, walking in the hallways, morning line up, lunch behavior, and PM dismissal. At the end of the month the class with the most coins on each floor earns a party.

vii. **Parent and Community Engagement.**

The Leadership Program will conduct a series of 6 sessions of a Book Club that helps engage parents in literacy and promote student and parent engagement. Parents will then read books that connect them to their children. Parents will then be able to discuss books that their children are currently reading and be able to coach them through difficult literacy moments. Through fun and interactive exercises surrounding the discussed book, parents will explore the many different ways to support their children in literacy and the Common Core Learning Standards.

I. Training, Support, and Professional Development**4 points**

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

During the past few weeks the school leadership team reviewed its ARIS data, Quality Review report, NYC Progress Report, and NYS data to determine how to best help close the performance gap at the Ida Posner School. A review of the data revealed the need to improve; literacy and math instruction and teacher effectiveness as observed by the Danielson framework. After the school leadership team completed their review, the school leadership surveyed each teacher to identify their professional development needs. Our school then held a faculty meeting to discuss the needs identified both by the SLT and schoolteachers to help formulate a plan of action. Following this meeting the Parent Teacher Association (PTA) was invited to participate in a meeting in which the noted school needs were discussed for the purposes of further feedback. Similarly, several parent meetings were held to give parents a chance to weigh in on our finding and provide recommendations as well.

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

- 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.**

Goal	What And Target Audience	When/by Whom	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Improve the quality of teaching as measured by the Danielson Framework for Teaching.	Workshop Series, Individualized Coaching, and on-site support for Teachers and Administrators	September- June, Fordham Coaches	Teacher Lesson Plans will demonstrate mastery at Domain 3B- Questioning and Discussion, Domain 1E-	Lesson plans will be analyzed using materials from the Advance site.

			Designing Coherent Instruction, Domain 3C-Engaging Students in Learning	
Improve the quality of teaching as measured by the Danielson Framework for Teaching.	School Intervisitations, Team Teaching, Inquiry Work, Lesson Planning Development for Teachers	September- June, School Administrators and Instructional Leads	Teacher Lesson Plans will demonstrate mastery at Domain 3B- Questioning and Discussion, Domain 1E- Designing Coherent Instruction, Domain 3C- Engaging Students in Learning	Lesson plans will be analyzed using materials from the Advance site.
By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam.	Wilson Training, Success Maker Training, Ready Gen Training for Teachers	September- June- Pearson Education and Wilson	5% increase in test scores	Pre and Post test results
By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam.	Workshop Series, Individualized Coaching, and on-site support for Teachers and Administrators	September- June, Fordham Coaches	5% increase in test scores	Pre and Post test results
By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	Success Maker Training, Ready Gen Training for Teachers	September- June- Pearson Education and Wilson	5% increase in test scores	Pre and Post test results

By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	Workshop Series, Individualized Coaching, and on-site support for Teachers and Administrators	September- June, Fordham Coaches	5% increase in test scores	Pre and Post test results
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- iii. Describe the schedule and plan to be implemented for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data.

Goal	How it will be Measured	Frequency
Improve the quality of teaching as measured by the Danielson Framework for Teaching.	Informal and formal observations will be used to measure teacher growth as noted on the Danielson Framework for Teaching. Teacher surveys will also be used to measure the impact of the training.	Informal Observations- Fall and Spring Formal Observations- Fall and Spring
By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam.	Several measures will be used to assess student growth; <ul style="list-style-type: none"> • Success Maker Data • Pre and Post test data in advance • Growth Data on the annual yearly exam. Teacher surveys will also be used to measure the impact of the training.	Success Maker Data- on-going Advance Data- twice a year NYSED Data- once a year
By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state ELA exam.		

J. Communication and Stakeholder Involvement/Engagement

4 points

- 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 Ida Posner School, parents will be updated about the grant program through the school newsletter, school memos, notices, parent meetings, and through the School Messenger system. Similarly, the SLT, PTA, and cabinet will be updated through their regular meetings, session notes, and via e-mail. Additionally, PTA Meetings, Executive Boards, and SLT Meetings will be held monthly to update all stakeholders regarding the status of the grant program. At these meetings stakeholders will have an opportunity to provide feedback at regularly scheduled meetings. Information will also be made available through our Parent Bulletin Board, a Parent Information Center, and our school web site. Additionally, our parent coordinator will communicate to parents about our grant program and will address any of their concerns. At the same time, the Assistant Principal will take on the role of Grant Director and will be available to address any feedback stakeholders may present.

K. Project Plan and Timeline

4 points

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

Goals	Responsible	TimeLine
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	Partner/Activity Supporting Goal	
Improve the quality of teaching as measured by the Danielson Framework for Teaching.	<u>Fordham University</u> Teacher Effectiveness Workshop Coach Support Model Lesson Plans	Teacher Effectiveness- 10 weeks in the Fall and 10 weeks in the spring Coach Support/Model Lesson Plans- on-going
By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam.	<u>Fordham University</u> The Common Core ELA Classroom Workshop Series Coach Support Model Lesson Plans	The Common Core ELA Classroom Workshop Series - 10 weeks in the Fall and 10 weeks in the spring Coach Support/Model Lesson Plans- on-going
By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	<u>Fordham University</u> The Common Core Math Classroom Workshop Series Coach Support Model Lesson Plans	The Common Core Math Classroom Workshop Series - 10 weeks in the Fall and 10 weeks in the spring Coach Support/Model Lesson Plans- on-going
By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam.	<u>Pearson</u> Ready Gen Success Maker Workshops that integrate Ready Gen and Success Maker into the daily curriculum	Workshops- 10 weeks in the Fall and 10 weeks in the spring Success Maker/Ready Gen- on-going
By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	<u>Pearson</u> Ready Gen Success Maker Workshops that integrate Ready Gen and Success Maker into the daily curriculum	Workshops- 10 weeks in the Fall and 10 weeks in the spring Success Maker/Ready Gen- on-going

Attachment C**Evidence of Partner Effectiveness Chart (Overview)**

Lead Partner		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
Fordham University – Graduate School of Education Center for Educational Partnerships Dr. Anita Vazquez Batisti Associate Dean abatisti@fordham.edu 212-636-7009	Graduate School of Education – Center for Educational Partnerships provides technical assistance and professional development to schools K-12 throughout New York city in the Core Curriculum areas of Math, ELA, Science also well as bilingual education and in leadership.	Dr. Anita Vazquez Batisti Associate Dean abatisti@fordham.edu

OR Partner Consortium (team of two to three)		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
•		
•		
•		

Supporting Partners (Optional)		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
•		
•		

•		

Attachment C

Evidence of Partner Effectiveness Chart (Details)

Lead Partner: A Lead Partner should have experience and evidence of success in managing a school change process. For example, a Lead Partner may be a non-profit educational service organization such as a new small-school developer or charter management organization, institution of higher education, or community-based organization that provides direction and shared coordination, oversight, and overall development in the areas of district portfolio management, human capital development, site-based governance, site-based budgeting and financial services, facilities, instructional and non-instructional planning and implementation. At the school level, a Lead Partner has responsibility to coordinate all other supporting partner organizations that interface with the school.			
Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)	References / Contacts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)	
Fordham University Graduate School of Education Center for Educational Partnerships Dr. Anita Vazquez Batisti Associate Dean abatisti@fordham.edu 212-636-7009	1. PS 203 K	1. Lisa Esposito, (lesposi3@schools.nyc.gov)	Principal
	2. PS 249 K	2. Elisa Brown, (ebrown4@schools.nyc.gov)	Principal
	3. PS 399 K	3. Marion Brown, (mbrown3@schools.nyc.gov)	Principal
	4. PS 397 K	4. Nancy Colon, (ncolon@schools.nyc.gov)	Principal
	5. PS 092 K	5. Diana Rahmaan, (drahmaa@schools.nyc.gov)	Principal
	6. PS/MS 071 X	6. Phyllis Calzolaio, (pcalza@schools.nyc.gov)	Principal
	7. PS 243 K	7. Karen Hambright, (Principal)(Khambri@schools.nyc.gov)	Hambright
	8. PS 217 K	8. Franca Conti (fconti@schools.nyc.gov)	
	9. JHS 210 Q	9. Rosalyn Manning (rmannin@schools.nyc.gov)	
	10. Bronxwood Prep Academy	10. Janet Gallardo,	Principal

		(jgallar@schools.nyc.gov)
11.	Rochdale Early Advantage Charter	11. Lena Richardson, Principal (lqr223@yahoo.com)
12.	School for Community Research & Learning	12. Jacqueline Boswell, Principal (jboswel@schools.nyc.gov)
13.	PS 009 X	13. Jacqueline Y. Bailey, Principal (jbailey5@schools.nyc.gov)
14.	PS 226 X	14. Gloria Darden, Principal (gdarden@schools.nyc.gov)
15.	Harriet Tubman Charter School	15. Felicia Yaber, Principal (Felicia.yaber@tubman.edisonlearning.com)
16.	MS 045 X	16. Anna Marie Giordano, Principal (agiorda3@schools.nyc.gov)
17.	Brooklyn Bridge Academy	17. Max Jean Paul, Principal (mjeanpa@schools.nyc.gov)

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

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

SIF Redesign Framework Component: _____ Curriculum and Instruction (and Implementation of the CCLS)				Overview		School	School section):
Aligned	with	which	Goal	(from			

[illegible]

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	Timeline (Mark box representing the <u>specific</u> month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)												
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. Review Danielson Domains	Fordham U.	\$5,000.	X	X	X	X									
2. APRR Goals	Fordham U.	\$3,000.	X	X	X	X									
3. Review CEP	Fordham U.	\$2,000.	X	X	X	X									
4. New Quality Review protocol	Fordham U.	\$3,000.	X	X	X	X									
5.															
6.															
Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.														

[illegible]

Attachment C**Evidence of Partner Effectiveness Chart (Overview)**

Lead Partner		
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Fordham University – Graduate School of Education Center for Educational Partnerships Dr. Anita Vazquez Batisti Associate Dean abatisti@fordham.edu 212-636-7009	Graduate School of Education – Center for Educational Partnerships provides technical assistance and professional development to schools K-12 throughout New York city in the Core Curriculum areas of Math, ELA, Science also well as bilingual education and in leadership.	Dr. Anita Vazquez Batisti Associate Dean abatisti@fordham.edu

OR Partner Consortium (team of two to three)		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
•		

Supporting Partners (Optional)		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
•		

Attachment C**Evidence of Partner Effectiveness Chart (Details)**

Lead Partner: A Lead Partner should have experience and evidence of success in managing a school change process. For example, a Lead Partner may be a non-profit educational service organization such as a new small-school developer or charter management organization, institution of higher education, or community-based organization that provides direction and shared coordination, oversight, and overall development in the areas of district portfolio management, human capital development, site-based governance, site-based budgeting and financial services, facilities, instructional and non-instructional planning and implementation. At the school level, a Lead Partner has responsibility to coordinate all other supporting partner organizations that interface with the school.

Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)	References / Contacts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Fordham University – Graduate School of Education Center for Educational Partnerships Dr. Anita Vazquez Batisti Associate Dean abatisti@fordham.edu 212-636-7009	1. PS 203 K	1. Lisa Esposito, Principal (lesposi3@schools.nyc.gov)
	2. PS 249 K	2. Elisa Brown, Principal (ebrown4@schools.nyc.gov)
	3. PS 399 K	3. Marion Brown, Principal (mbrown3@schools.nyc.gov)
	4. PS 397 K	4. Nancy Colon, Principal (ncolon@schools.nyc.gov)
	5. PS 092 K	5. Diana Rahmaan, Principal (drahmaa@schools.nyc.gov)
	6. PS/MS 071 X	6. Phyllis Calzolaio, Principal (pcalza@schools.nyc.gov)
	7. PS 243 K	7. Karen Hambright, Principal (Khambri@schools.nyc.gov)
	8. PS 217 K	8. Franca Conti (fconti@schools.nyc.gov)
	9. JHS 210 Q	9. Rosalyn Manning (rmannin@schools.nyc.gov)
	10. Bronxwood Prep Academy	10. Janet Gallardo, Principal (jgallar@schools.nyc.gov)

	11. Rochdale Early Advantage Charter	11. Lena Richardson, Principal (lqr223@yahoo.com)
	12. School for Community Research & Learning	12. Jacqueline Boswell, Principal (jboswel@schools.nyc.gov)
	13. PS 009 X	13. Jacqueline Y. Bailey, Principal (jbailey5@schools.nyc.gov)
	14. PS 226 X	14. Gloria Darden, Principal (gdarden@schools.nyc.gov)
	15. Harriet Tubman Charter School	15. Felicia Yaber, Principal (Felicia.yaber@tubman.edisonlearning.com)
	16. MS 045 X	16. Anna Marie Giordano, Principal (agiorda3@schools.nyc.gov)
	17. Brooklyn Bridge Academy	17. Max Jean Paul, Principal (mjeanpa@schools.nyc.gov)

ATTACHMENT E

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

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

SIF Redesign Framework Component: _____ Curriculum and Instruction (and Implementation of the CCLS)												
Aligned with which School Goal (from School Overview section): _____												
Key Strategies Used to Address this Component:												
1. Professional development for teachers at P165 K – (literacy and math)												
2. Share successful practices through collaboration and reflective practice												
3. Create a safe platform for addressing instructional problems & identifying solutions in a timely fashion												
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)	Timeline (Mark box representing the <u>specific month/s</u> 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

		Chart)																		

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

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

SIF Redesign Framework Component: Data-Driven Inquiry and the Use of Common Interim Assessment Data to Improve Student Achievement													
Aligned	with	which	School	Goal	(from	School	Overview	section):					
Key Strategies Used to Address this Component:													
1. Inquiry teams													
2. Student baseline data													
3. Student performance predictors													
List specific actions to be used as part of the key strategies listed above. Include	Lead Responsible (specify)		Cost Associated with		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

[illegible]

of Success		
June-August	Review of student data – baseline ELA & Math scores April 2014	
September-November	Student outcomes – number of students who write down correct answer	
December-February	Student responses to probing questions about lesson objective	
March-June (4 months)	Specific answers given by students	

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.

<p>SIF Redesign Framework Component: _____ Meeting the Needs of Unique Student Populations</p> <p>Aligned with which School Goal (from School Overview section): _____</p> <p>Key Strategies Used to Address this Component:</p> <p>1. Differentiated Instruction</p>

2. RTI – Response to Intervention

3.

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	Timeline (Mark box representing the <u>specific</u> month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)												
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. Review IEP's with teachers	Fordham U.	\$2,000.	X				X								
2. pre-planning	Fordham U.	\$5,000.	X	X											
3. orientation	Fordham U.	\$2,000.				X									
4. on-site coaching for teachers	Fordham U.	\$80,000.				X	X	X	X	X	X	X	X	X	X
5. debriefing/feedback		\$1,000.					X		X		X		X		X

ack																			
6.																			
Quarterly Indicators of Success	of	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.																	
June-August		Pre-planning Meetings																	
September-November		Review Danielson's Domains (FY 13-14) – Domains # 2 – classroom environment																	
December-February		Focus on additional Danielson's Domains and levels of Competency (FY 14-15)																	
March-June (4 months)	(4	Effective and highly effective Danielson's Domains – evidence of rigor																	

SIF Redesign Framework Component: _____ **School Leadership and Governance Structures and Functions**

Aligned	with	which	School	Goal	(from	School	Overview	section):
Key Strategies Used to Address this Component:								
1. Share successful practices through collaboration and reflective practice								
2. Teacher Effectiveness/ Danielson								

3. Quality Review Rubric

[illegible]

5.																			
6.																			
Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.																		
June-August	Pre-planning Meeting and Schedule. Review sessions for Principals																		
September-November	Monitor Principal's execution of Danielson's Domains and APPR goals																		
December-February																			
March-June (4 months)																			

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

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

SIF Redesign Framework Component: _____ Use of Time throughout the School Day and After School to Improve Instructional and Enrichment Opportunities									
Aligned	with	which	School	Goal	(from	School	Overview	section):	
Key Strategies Used to Address this Component:									

[illegible]

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

There are seven redesign framework components which need to be part of your Project Plan over the three-year grant period. Please complete the Project Plan for each component: (1) School Leadership and Governance Structures and Functions, (2) Curriculum and Instruction (and

Implementation of the CCLS), (3) Data-Driven Inquiry and the Use of Common Interim Assessment Data to Improve Student Achievement, (4) School Climate, Culture, and Discipline, (5) APPR of Teacher and Principals as per EL 3012c, (6) Use of Time throughout the School Day and After School to Improve Instructional and Enrichment Opportunities, and (7) Meeting the Needs of Unique Student Populations.

SIF Redesign Framework Component: _____ 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. APPR goals												
2.												
3.												
List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.			Lead Responsible (specify partner or LEA)		Cost Associated with Action (align to Budget Summary Chart)		Timeline (Mark box representing the <u>specific</u> months 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					

[illegible]

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

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

SIF Redesign Framework Component: _____ School Climate, Culture, and Discipline														
Aligned	with	which	School	Goal	(from	School	Overview	section):						
Key Strategies Used to Address this Component:														
1. Review School Environment Survey														
2.														
3.														
List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is			Timeline			(Mark box representing the <u>specific</u> month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)								
			Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary)	JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015

[illegible]

June-August	Pre-planning meeting conducted	
September-November	Review sessions for principals conducted	
December-February	Monitor ORRS reports	
March-June (4 months)	Monitor ORRS reports	

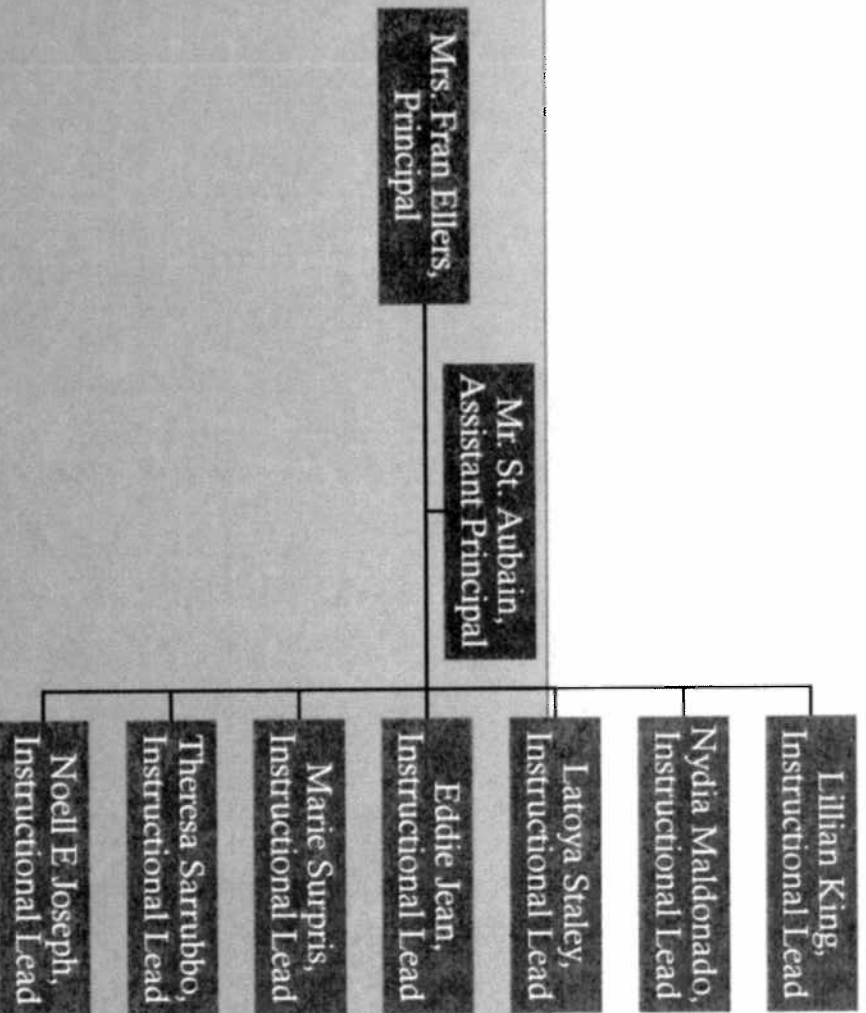
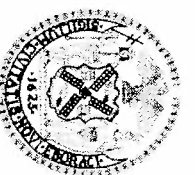
K. Project Plan and Timeline

8 points

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

Goals	Responsible Partner/Activity Supporting Goal	TimeLine
Improve the quality of teaching as measured by the Danielson Framework for Teaching.	<u>Fordham University</u> Teacher Effectiveness Workshop Coach Support Model Lesson Plans	Teacher Effectiveness- 10 weeks in the Fall and 10 weeks in the spring Coach Support/Model Lesson Plans- on-going
By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam.	<u>Fordham University</u> The Common Core ELA Classroom Workshop Series Coach Support Model Lesson Plans	The Common Core ELA Classroom Workshop Series - 10 weeks in the Fall and 10 weeks in the spring Coach Support/Model Lesson Plans- on-going
By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	<u>Fordham University</u> The Common Core Math Classroom Workshop Series Coach Support Model Lesson Plans	The Common Core Math Classroom Workshop Series - 10 weeks in the Fall and 10 weeks in the spring Coach Support/Model Lesson Plans- on-going
By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam.	<u>Pearson</u> Ready Gen Success Maker Workshops that integrate Ready Gen and Success Maker into the daily curriculum	Workshops- 10 weeks in the Fall and 10 weeks in the spring Success Maker/Ready Gen- on-going
By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	<u>Pearson</u> Ready Gen Success Maker Workshops that integrate Ready Gen and Success Maker into the daily curriculum	Workshops- 10 weeks in the Fall and 10 weeks in the spring Success Maker/Ready Gen- on-going

**PS/IS 165 THE IDA POSNER SCHOOL
ORGANIZATION CHART**



Implementation Period Chart

Goal	What And Target Audience	When/by Whom	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Improve the quality of teaching as measured by the Danielson Framework for Teaching.	Workshop Series, Individualized Coaching, and on-site support for Teachers and Administrators	September- June, Fordham Coaches	Teacher Lesson Plans will demonstrate mastery at Domain 3B- Questioning and Discussion, Domain 1E- Designing Coherent Instruction, Domain 3C- Engaging Students in Learning	Lesson plans will be analyzed using materials from the Advance site.
Improve the quality of teaching as measured by the Danielson Framework for Teaching.	School Intervisitations, Team Teaching, Inquiry Work, Lesson Planning Development for Teachers	September- June, School Administrators and Instructional Leads	Teacher Lesson Plans will demonstrate mastery at Domain 3B- Questioning and Discussion, Domain 1E- Designing Coherent Instruction, Domain 3C- Engaging Students in Learning	Lesson plans will be analyzed using materials from the Advance site.
By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam.	Wilson Training, Success Maker Training, Ready Gen Training for Teachers	September- June- Pearson Education and Wilson	5% increase in test scores	Pre and Post test results
By June 2014, the percentage of	Workshop Series, Individualized	September- June, Fordham	5% increase in test scores	Pre and Post test results

students proficient in ELA will increase by 5%, as measured by the NY state ELA exam.	Coaching, and on-site support for Teachers and Administrators	Coaches		
By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	Success Maker Training, Ready Gen Training for Teachers	September- June- Pearson Education and Wilson	5% increase in test scores	Pre and Post test results
By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	Workshop Series, Individualized Coaching, and on-site support for Teachers and Administrators	September- June, Fordham Coaches	5% increase in test scores	Pre and Post test results



PS/IS 165 THE IDA POSNER SCHOOL

76 Lott Avenue

718-495-7759

Brooklyn, NY 11212

FRAN ELLERS
PRINCIPAL

BERNARD ST. AUBAIN
ASSISTANT PRINCIPAL

2013/2014 Principal Observation Schedule

Teacher Name	September	October	November	December
Ms. Dornbush	Initial Planning	Informal		Informal
Ms. Cholmondeley	Initial Planning		Informal	Informal
Ms. Pierre-Louis	Initial Planning	Informal		Informal
Ms. Romeo-Lewis	Initial Planning		Informal	
Mr. Gray	Initial Planning			Informal
Ms. Richard	Initial Planning			Informal
Ms. Coddett	Initial Planning		Informal	Informal
Ms. Farmer	Initial Planning		Informal	
Ms. White	Initial Planning	Informal		Informal
Ms. Jackson	Initial Planning			Informal
Ms. Humphrey	Initial Planning		Informal	Informal
Ms. Fabien	Initial Planning	Informal		Informal
Ms. Garden	Initial Planning		Informal	
Ms. Evelyne	Initial Planning		Informal	
Ms. Modeste	Initial Planning	Informal		Informal
Ms. Ballesteros	Initial Planning	Informal		Informal
Mr. Constable	Initial Planning		Informal	
Ms. Cisse	Initial Planning	Informal	Informal	
Mr. Jean	Initial Planning		Informal	
Ms. Prescod	Initial Planning	Informal		
Ms. Huggins	Initial Planning		Informal	
Ms. Lyle	Initial Planning			
Ms. DeJoseph	Initial Planning			Informal
Ms. Walker	Initial Planning		Informal	
Ms. Johnson	Initial Planning			
Ms. Smith	Initial Planning			Informal
Mr. Hoffman	Initial Planning		Informal	
Ms. Sarrubbo	Initial Planning			Informal
Ms. Maldonado	Initial Planning	Informal		
Ms. Gabriel	Initial Planning			
Ms. Stanford	Initial Planning			Informal



PS/IS 165 THE IDA POSNER SCHOOL

76 Lott Avenue

718-495-7759

Brooklyn, NY 11212

FRAN ELLERS
PRINCIPAL

BERNARD ST. AUBAIN
ASSISTANT PRINCIPAL

Principal Observation Schedule 2013/2014 School Year

Teacher Name	January	February	March	April	May	June
Ms. Dornbush	Informal		Formal			
Ms. Cholmondeley			Informal	Formal		
Ms. Pierre-Louis		Inference	Formal			
Ms. Romeo-Lewis	Informal		Informal	Formal		
Mr. Gray				Formal		
Ms. Richard		Informal	Informal	Formal		
Ms. Coddett	Informal	Informal	Formal			
Ms. Farmer	Informal		Formal	Informal		
Ms. White		Informal	Formal			
Ms. Jackson			Formal			
Ms. Humphrey	Informal	Informal	Informal	Informal		
Ms. Fabien		Informal		Formal		
Ms. Garden	Informal			Formal		
Ms. Evelyne		Informal	Formal			
Ms. Modeste			Formal	Informal		
Ms. Ballesteros			Formal	Informal		
Mr. Constable		Informal	Formal			
Ms. Cisse	Formal			Informal		
Mr. Jean		Informal	Formal			
Ms. Prescod	Informal			Formal		
Ms. Huggins	Informal			Formal		
Ms. Lyle			Formal			
Ms. DeJoseph				Formal		
Ms. Walker	Informal		Formal			
Ms. Johnson				Formal		
Ms. Smith		Informal	Formal			
Mr. Hoffman	Informal			Formal		
Ms. Sarrubbo		Informal	Formal	Informal		
Ms. Maldonado	Informal		Formal			
Ms. Gabriel			Formal			
Ms. Stanford			Informal	Formal		

Sample Daily Schedule – Grade 2

<i>7:30-7:55 am Breakfast 8:00 am Morning Line up</i>		
<i>Period 1</i>	<i>8:05-8:49</i>	<i>Literacy Block</i>
<i>Period 2</i>	<i>8:49-9:33</i>	<i>Literacy Block</i>
<i>Period 3</i>	<i>9:33-10:17</i>	<i>Writing</i>
<i>Period 4</i>	<i>10:17- 11:01</i>	<i>Prep</i>
<i>Period 5</i>	<i>11:01-11:51</i>	<i>Lunch</i>
<i>Period 6</i>	<i>11:51-12:41</i>	<i>Math Block</i>
<i>Period 7</i>	<i>12:41-1:31</i>	<i>Math Block</i>
<i>Period 8</i>	<i>1:31-2:20</i>	<i>Social Studies or Science</i>
<i>ELT</i>	<i>2:20-3:10</i>	<i>Academic Support</i>
<i>ELT</i>	<i>3:10-3:20</i>	<i>Dismissal Procedures</i>

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: Ida R Posner

DBN: 23K 165

Network: CFN 616

PARENT REPRESENTATIVE	
Signature (in blue ink) <u>Bella Roberts</u>	Date <u>2/6/14</u>
Type or print name <u>Bella Roberts</u>	

CHAPTER LEADER (UFT)	
Signature (in blue ink) <u>Nivia E. Maldonado</u>	Date <u>2/6/14</u>
Type or print name <u>Nivia E. Maldonado</u>	

PRINCIPAL (CSA)	
Signature (in blue ink) <u>Fran Eilers</u>	Date <u>2/6/14</u>
Type or print name <u>Fran Eilers</u>	

23K165 PS. 165 Ida Posner

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators						
a. Number of minutes in the school year	Min	54900	54900	64000	65000	66000
b. Student participation in State ELA assessment	%	100	99	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%	89%	90%	91%	92%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	1%	4%	3%	2%	2%
h. Number of discipline referrals	Num	12%	16%	14%	12%	10%
i. Truancy rate	%	1%	6%	6%	6%	5%
j. Teacher attendance rate	%	96%	96%	96%	96%	96%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20	40	60	80	100
m. Hours of professional development to improve leadership and governance	Num	10	20	30	30	40
n. Hours of professional development in the	Num	10	10	30	30	40

implementation of high quality interim assessments and data-driven action						
II. Academic Indicators						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	8	11 to 13	14 to 18	17 to 23
d. Students scoring "proficient" or higher on Math assessment	%	30	5	8 to 11	11 to 17	14 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"> • PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions) • PD to build a shared understanding of Danielson's <i>Framework for Teaching</i> and develop a shared picture of effective teaching • PD to understand the new system of teacher evaluation and development • PD to implement Response to Intervention (RtI) • PD for teachers working with English Language Learners • PD to implement Positive Behavioral Interventions and Supports (PBIS) • Observation and feedback to individual teachers • PD/mentoring to support new teachers • PD to implement CTE courses in which increased percentages of historically underserved students will enroll 	<ul style="list-style-type: none"> • PD to implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which NYSED has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD to implement virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll • PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs • Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work
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Note: A large and well-regarded federal study of PD programs (Yoon et al., 2007) found that 14 hours was the minimum amount of time that yielded statistically significant impact on student outcomes; i.e., 14 hours of PD on a particular topic or coherent set of topics, as a coherent PD experience, rather than 14 disconnected one-hour workshops. More than 14 hours of professional development showed a positive and significant effect on student achievement—the three studies that involved the least professional development (5–14 hours total) showed no statistically significant effects on student achievement. Teachers who received substantial PD—an average of 49 hours among nine studies—boosted their students' achievement by about 21 percentile points.

m. Hours of professional development to improve leadership and governance

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

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

II. Academic Indicators

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

FRANCES R. ELLERS

OBJECTIVE

To obtain a supervisory position for the marking of ELA and Math Exams

EXPERIENCE

11/2004 – Present Public School 165 Brooklyn, NY
Principal

- Pre-Kindergarten through 8th grade

9/2000 – 9/2004 Public School 41 Brooklyn, NY
Assistant Principal

- Pre-Kindergarten through 8th grade

9/1987 – 9/2001 Public School 41 Brooklyn, NY
Reading Teacher/ Staff Developer

- Various grade levels
- Mentor

9/1982 – 9/1987 Public School 178 Brooklyn, NY
Classroom Teacher

- Grades 4 and 5
- Mentor

EDUCATION

2000 Brooklyn College Brooklyn, NY
 ■ Advanced Certificate in Administration and Supervision

1985 Brooklyn College Brooklyn, NY
 ■ Masters of Science - Reading

1982 Brooklyn College Brooklyn, NY
 ■ Bachelor of Arts

CERTIFICATIONS

New York City Principal's License – Day Elementary Schools
 New York City Principal's License – Junior High Schools
 New York State Certification of Supervision and Administration
 New York City Assistant Principal's License
 New York State Reading Teacher
 New York City Certified Teacher – K through 8

Category	Primary SIF Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
SIF: P.S. 165 Ida Posner (23K165)							
Code 15	Student Support	Hourly Per Session. 12 teachers will receive 10 hours of paid training in the first year. 7 hours of paid training in the 2nd year, and 5 hours of paid training in the 3rd year of the grant program. The training will center on using Success Maker with students, monitoring student progress, and aligning Success Maker materials to the Common Core Standards. By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam. By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	\$5,000	\$8,000	\$6,000	\$19,000	During the 3 year grant program, Lead Teachers will receive additional training. After the grant program ends, Lead Teachers will take the responsibility of training and re-training teacher as needed. It is also anticipated that the targeted teachers will also act as turnkey trainers after the grant program ends.
Code 15	Instruction	Hourly Per Session. During Year 1 of the grant 5 teachers will receive 20 hours of Ready Gen training and during Year 2 and Year 3 of the grant 10 teachers will receive 20 hours of Ready Gen training. By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam. 3. Goal: By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	\$5,000	\$10,000	\$10,000	\$25,000	During the 3 year grant program, Lead Teachers will receive additional training. After the grant program ends, Lead Teachers will take the responsibility of training and re-training teacher as needed. It is also anticipated that the targeted teachers will also act as turnkey trainers after the grant program ends.
Code 15	Instruction	F Status Teacher (per diem) well versed with the Wilson Reading program will work for a period of 58 days to train early grade teachers how to use the Wilson Reading program. By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam.	\$18,000	\$18,000	\$18,000	\$54,000	During the 3 year grant program, Lead Teachers will receive additional training. After the grant program ends, Lead Teachers will take the responsibility of training and re-training teacher as needed. It is also anticipated that the targeted teachers will also act as turnkey trainers after the grant program ends.
Code 15	Instruction	F Status Teacher (per diem) well versed with the Common Core Math standards will work for a period of 66 days to train early grade teachers how to use embed the Common Core Math standards into their daily lesson plans. By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	\$20,434	\$20,434	\$20,434	\$61,302	During the 3 year grant program, Lead Teachers will receive additional training. After the grant program ends, Lead Teachers will take the responsibility of training and re-training teacher as needed. It is also anticipated that the targeted teachers will also act as turnkey trainers after the grant program ends.
Code 15	Curriculum	Hourly Per Session. During Year 2 and Year 3 of the grant program the 5 Lead Teachers will develop lesson plans and materials that will serve as exemplars for the Danielson Framework. Each teacher will work approximately 50 hours each to improve the quality of teaching as measured by the Danielson Framework for Teaching.	\$0	\$10,500	\$9,500	\$20,000	The materials developed by Lead Teachers will continue to be used after the grant program ends.
Code 15	Curriculum	Hourly Per Session. During Year 2 and Year 3 of the grant program the a supervisor will develop lesson plans and materials that will serve as exemplars for the Danielson Framework. Each teacher will work approximately 15 hours each to improve the quality of teaching as measured by the Danielson Framework for Teaching.	\$0	\$1,216	\$1,061	\$2,277	The materials developed by Lead Teachers will continue to be used after the grant program ends.
Code 15	Teacher Evaluation (APPR) Implementation	Hourly Per Session. 10 teachers will receive 20 hours of training on the Danielson Framework for teaching improve the quality of teaching as measured by the Danielson Framework for Teaching.	\$8,400	\$8,400	\$8,400	\$25,200	During the 3 year grant program, Lead Teachers will receive additional training. After the grant program ends, Lead Teachers will take the responsibility of training and re-training teacher as needed. It is also anticipated that the targeted teachers will also act as turnkey trainers after the grant program ends.
Code 15	Data Driven Instruction/Inquiry (DDI)	Hourly Per Session. 20 teachers will work 20 hours in Inquiry Groups during year 1. 15 hours in year 2, and 10 hours in year 3 in support of understanding how data drives instruction. By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam. By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	\$16,800	\$12,600	\$8,400	\$37,800	Inquiry work will continue beyond the grant program using other funds.
Code 15	School Climate and Discipline	Hourly Per Session. 10 teachers will receive 2 hours of training and support in the areas of School Climate and Discipline. Improve the quality of teaching as measured by the Danielson Framework for Teaching.	\$500	\$500	\$500	\$1,500	Workshops will continue using other funds.

Code 15	Parent and Community Engagement	Hourly Per Session, 100 hours of parent workshops will be provided during year 1 of the grant, 150 hours of parent workshops will be provided during year 2 of the grant, and 200 hours of parent workshops will be provided during year 3 of the grant. Topics will include family literacy, family math and other pertinent topics. Workshops will help improve the quality of teaching as measured by the Danielson Framework for Teaching, by June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam and by June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam. Deliverable	\$4,000	\$6,000	\$8,000	\$18,000	Workshops will continue using other funds.
Code 15	Extended Learning Time (ELT)	Hourly Per Session for an After School Program and Saturday Academy will be offered each year of the grant program. Year 1 will fund 8 teachers in a 30 hour fall program, a 30 hour spring program, and a 30 hour Saturday academy. Year 2 will fund 8 teachers in a 30 hour fall program, a 30 hour spring program, and a 60 hour Saturday academy. Year 3 will fund 8 teachers in a 30 hour fall program, a 30 hour spring program, and a 90 hour Saturday academy. By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam. By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	\$30,000	\$40,000	\$50,000	\$120,000	Workshops will continue using other funds.
Code 15	Extended Learning Time (ELT)	Hourly Per Session for an After School Program and Saturday Academy will be offered each year of the grant program. Year 1 will fund 1 supervisor in a 30 hour fall program, a 30 hour spring program, and a 30 hour Saturday academy. Year 2 will fund 1 supervisor in a 30 hour fall program, a 30 hour spring program, and a 60 hour Saturday academy. Year 3 will fund 1 supervisor in a 30 hour fall program, a 30 hour spring program, and a 90 hour Saturday academy. By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam. By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	\$0	\$5,000	\$5,000	\$10,000	Workshops will continue using other funds.
Subtotal Code 15			108,134	140,630	145,295	394,079	
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.	15,000	20,000	35,000	\$70,000	Title 1 funds will be repurposed to sustain this activity
Code 40	Student Support	Pearson will train staff on Success Maker and Ready Gen. By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam. By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	\$20,000	\$15,000	\$5,000	\$40,000	During the 3 year grant program, Lead Teachers will receive additional training. After the grant program ends, Lead Teachers will take the responsibility of training and re-training teacher as needed. It is also anticipated that the targeted teachers will also act as turnkey trainers after the grant program ends.
Code 40	Instruction	Fordham University will provide training, coaching, modeling of lesson plans, and on site support to targeted teachers in the areas of ELA, Math, and the Danielson Framework for Teaching. Goal 1: Improve the quality of teaching as measured by the Danielson Framework for Teaching. Goal 2: By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam. Goal 3: By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	\$75,000	\$40,000	\$30,000	\$145,000	During the 3 year grant program, Lead Teachers will receive additional training. After the grant program ends, Lead Teachers will take the responsibility of training and re-training teacher as needed. It is also anticipated that the targeted teachers will also act as turnkey trainers after the grant program ends.
Subtotal Code 40			110,000	75,000	70,000	255,000	
Code 45	Curriculum	Success Maker software licenses will be purchased over a 3 year period to support the Middle School grades. By June 2014, the percentage of students proficient in ELA will increase by 5%, as measured by the NY state ELA exam. By June 2014, the percentage of students proficient in Math will increase by 5%, as measured by the NY state Math exam.	\$23,600	\$23,600	\$23,600	\$70,800	The software does not include any recurring costs. Additionally, the Lead Teachers will continue training and supporting teachers after the grant program ends.
Subtotal Code 45			23,600	23,600	23,600	70,800	
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	8,265	10,750	11,104	\$30,119	
Subtotal Code 80			8,265	10,750	11,104	30,119	

CENTRAL		Subtotal SIF	249,999	250,000	249,999	749,998
Code 15						
Code 16						
Code 40						
Code 45						
Code 80						
		Subtotal Central	0	0	0	0
		TOTAL SIF	249,999	250,000	249,999	749,998
Other sources of	Non Core Instruction Tax Levy					
Income	Title 1 for Priority and Focus Schools					
	Other Title 1 allocations					
	TOTAL		1,196,718	1,187,902	1,275,374	3,659,993

P.S. 165 Ida Posner

Attachment D - Budget Summary Chart

Agency Code	305100010051
Agency Name	New York City Department of Education

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

Year 1 Implementation Period (June 1, 2014 - June 30, 2015)		
Categories	Code	Costs
Professional Salaries	15 \$	108,134
Support Staff Salaries	16 \$	-
Purchased Services	40 \$	110,000
Supplies and Materials	45 \$	23,600
Travel Expenses	46 \$	-
Employee Benefits	80 \$	8,265
Indirect Cost (IC)	90 \$	-
BOCES Service	49 \$	-
Minor Remodeling	30 \$	-
Equipment	20 \$	-
Total	\$	249,999

Year 2 Implementation Period (July 1, 2015 - June 30, 2016)		
Categories	Code	Costs
Professional Salaries	15 \$	140,650
Support Staff Salaries	16 \$	-
Purchased Services	40 \$	75,000
Supplies and Materials	45 \$	23,600
Travel Expenses	46 \$	-
Employee Benefits	80 \$	10,750
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	145,295
Support Staff Salaries	16	-
Purchased Services	40	70,000
Supplies and Materials	45	23,600
Travel Expenses	46	-
Employee Benefits	80	11,104
Indirect Cost (IC)	90	-
BOCES Service	49	-
Minor Remodeling	30	-
Equipment	20	-
Total	\$	249,999

Total Project Period (June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15 \$	394,079
Support Staff Salaries	16 \$	-
Purchased Services	40 \$	255,000
Supplies and Materials	45 \$	70,800
Travel Expenses	46 \$	-
Employee Benefits	80 \$	30,119
Indirect Cost (IC)	90 \$	-
BOCES Service	49 \$	-
Minor Remodeling	30 \$	-
Equipment	20 \$	-
Total Project Budget	\$	749,998

BASIC PROJECT INFORMATION														
N.Y.C. GRANT #			N.Y.C. DOCUMENT #					PROJECT #						
AGENCY CODE			<div> <div>3</div> <div>0</div> <div>5</div> <div>1</div> <div>0</div> <div>0</div> <div>0</div> <div>1</div> <div>0</div> <div>0</div> <div>5</div> <div>1</div> </div>											
Federal /State Program			SCHOOL INNOVATION FUND. Round 3 P.S. 165 Ida Posner											
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 <u>JUN</u> <u>1</u> <u>2014</u> To <u>JUN</u> <u>30</u> <u>2015</u>														

BUDGET TOTAL	
\$249,999	

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
23K165			
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
---	----------------------

23K165	SIF
--------	-----

685 - Educational Consultant	Pearson	20,000
686 - Professional Services Other		0
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis, Fordham University	90,000
		110,000

Subtotal - Code 40

110,000

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
23K165	SIF	
Computer and Printers under \$5,000 per unit		0
Educational Software		23,600
General and Instructional Supplies		0
Library Books		0
Supplemental Textbooks		0
		23,600
Subtotal - Code 45		23,600

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		8,265
ARRA FRINGE - Other		0
ARRA FRINGE - CENTRAL		0
Subtotal - Code 80		8,265

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)	\$249,999
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

EQUIPMENT : Code 20

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

Description of Item	Proposed Quantity	Unit Cost	Proposed Expenditure
		Subtotal - Code 20	0

N.Y.C. GRANT #

0

PROJECT BUDGET SUMMARY

Agency Name: NYC PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	108,134
Non-Professional Salaries	16	0
Purchased Services	40	110,000
Supplies and Materials	45	23,600
Travel Expenses	46	0
Employee Benefits	80	8,265
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		249,999

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 for

SIGNATURE

Ling Tan, Director, Capital & 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
Project #:	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

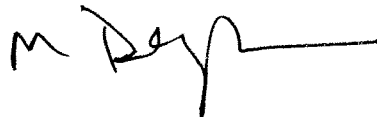
School Innovation Fund Round 3. RFP #TA-15

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		\$ 749,998
2	Professional Salaries	\$ 394,079	
3	Support Staff Salaries	\$ -	
4	Fringe Benefits	\$ 30,119	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3 ,4, 5, and 6		\$ 424,198
8	Line 1 minus Line 7		\$ 325,800
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		\$ 65,160

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

Address: Chambers St.

City, State, Zip: New York, NY 10007

Telephone/Email: (212) 374-0520

Federal ID No.: 13-6400434

RFP No: RFP Number: TA-15

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of
NAME: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC ADDRESS: 165 PARK ROW # 18A CITY, ST, ZIP: New York NY, 10038 PHONE/E-MAIL: 212-608-0714 / lucy@lucywestpd.com	NYS ESD Certified MBE <input type="checkbox"/> WBE <input checked="" type="checkbox"/>	Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.	Year 1 \$ 15,000 Year 2 \$ 20,000 Year 3 \$ 35,000 TOTAL \$ 70,000

FEDERAL ID No. 043713795

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 100


M/WBE SUBCONTRACTORS AND SUPPLIERS NOTICE OF INTENT TO PARTICIPATE

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

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

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

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


Signature of Authorized Representative of Bidder/Applicant's Firm

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

Date: 2/21/14

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

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

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

City, State, Zip Code: New York NY, 10038 E-mail: lucy@lucywestfpd.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/WBD)

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:

\$

70,000

Date:

2/21/18

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 Communities Inc.

Telephone:

Address:

145 Park Row #18A

Federal ID No.:

212-233-0419

City, State, ZIP:

New York, NY 10038

Project No.:

04-371-3795

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

PREPARED BY (Signature):

David Howell

DATE:

2/28/2014

NAME AND TITLE OF PREPARER:

David Howell, Operations Mgr.

TELEPHONE/EMAIL:

212-233-0419 david@lucyquestpd.com

EEO 100

(Print or type)