



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

Director
Office of School Innovation
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June 30, 2014

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

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

Dear Chancellor Fariña:

On behalf of the New York State Education Department (NYSED), thank you for your participation in our recent School Innovation Fund grant competition. I am pleased to inform you that your district's proposal for PS 298 Dr. Betty Shabazz 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

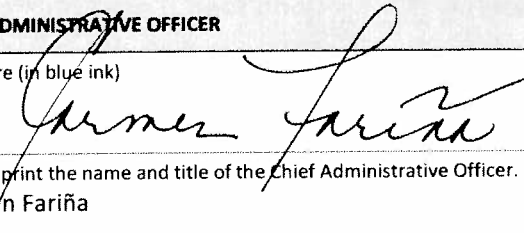
**New York State Education Department
School Innovation Fund Grant – Round 3 (TA-15)
Application Cover Sheet**

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. 298 Dr. Betty Shabazz			Beds Code 332300010298		
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

23K298 PS 298 Dr. Betty Shabazz

2014 SIF 3 Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST #23 - BROOKLYN

Select School Name:

332300010298 PS 298 DR BETTY SHABAZZ

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:

255

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

Arts and/or Cultural Education 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)

☒ Full Participation
 ☐ Request Partial Waiver
 ☐ Request Total Waiver

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

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

Reviewer: _____

Date: _____

A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

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

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

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

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

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

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School’s enrollment

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

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

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

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

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Expanded Learning Time Requirements

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

Student Participation

1. How should schools identify participating students?

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

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

2. Can students be required to participate in ELT?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

Options for Adding Time

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

10. Must schools reconfigure their schedules to implement ELT?

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Academic Instruction

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

15. Must schools award grades for ELT programs?

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

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

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

Teachers

17. Who may oversee ELT programs?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

18. Can teachers be required to participate in ELT?

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

19. Can ELT be used for teacher planning time?

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

Operations

20. How should Priority Schools fund ELT programs?

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

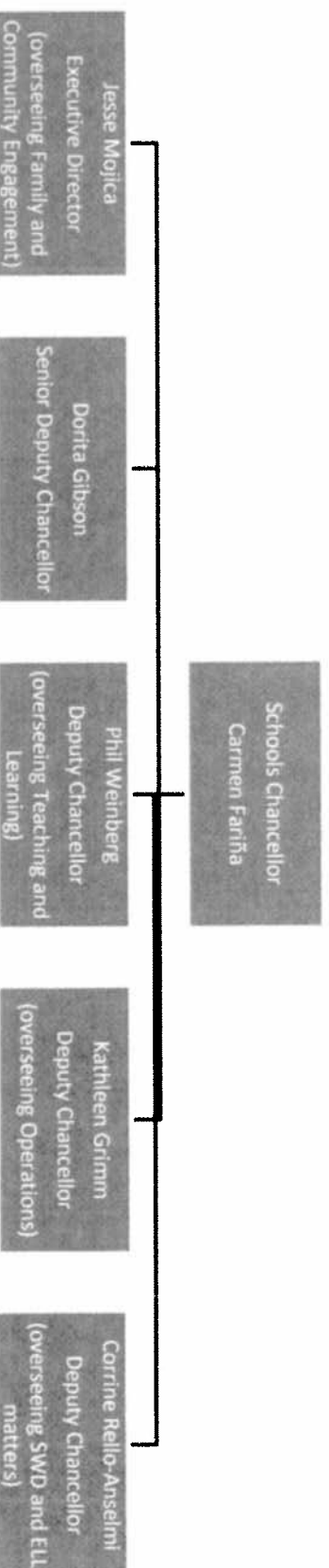
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

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

District-Level Leadership Organizational Chart



Section D: District trainings offered for Year One

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

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

AGREEMENT
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covering
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October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

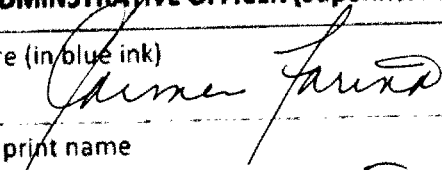
The Union and the Board agree that all teachers new to the New York City Public Schools are entitled to collegial support as soon as they commence service. The New

ORIGINAL

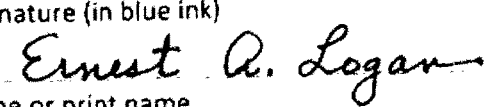
Attachment A
Assurance of Joint Commitment and Collaboration Form

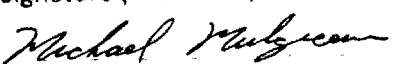
By signing this document, the Superintendent, Board of Education, and teachers' and principals' unions are acknowledging their joint commitment to implement the whole school redesign effort proposed in the application and to work collaboratively to sustain the positive changes that result from the SIF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

LEA Name: NYCDOE
School Name: 23K 298 Dr. Betty Shabazz

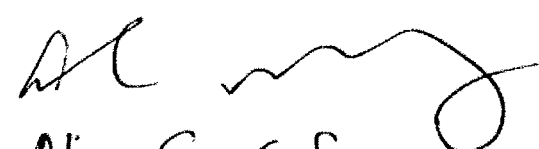
CHIEF ADMINISTRATIVE OFFICER (Superintendent)	
Signature (in blue ink) 	Date <u>2/25/14</u>
Type or print name <u>Carmen Fariña</u>	

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

Dr. Betty Shabazz (23K298)

Partner Information

Teaching Matters

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

Teaching Matters will provide support that directly responds to the need at the Dr. Betty Shabazz School for improved teacher performance and measurable student progress. Teaching Matters will provide 100 days of professional development during Year 1, 75 days of PD during Year 2, and 75 days of PD during Year 3.

Enrollment Information

In P.S. 298 Dr. Betty Shabazz, students with disabilities comprise 26% of the school's population, 3 percentage points higher than the average K-8 school in the district. English Language Learners comprise 6% of the school's population, 1 percentage point lower than the average K-8 school in the district.

Leadership Information

Prior to accepting the position of principal, Mr. Dill served as an assistant principal, professional developer/coach for an elementary school in Canarsie, Brooklyn. In his role he worked closely with the professional staff to design engaging units of study focused on fostering student critical thinking, collaboration, and inquiry. He also led teacher leadership teams' turn-keying information from the state and local level. He has worked as a community schools coordinator for two schools: The Ocean School and Linden Middle School in Queens, New York. During his tenure at both schools, Mr. Dill prioritized student academic and social development by working closely with faculty and staff to create warm, engaging, and robust learning environments. As a former classroom teacher, Mr. Dill has a deep appreciation for students' cognitive and social-emotional development and is eager to support our teachers as they collaborate with each other to prepare all students for college and career readiness. Additionally, having grown up in schools that embraced the fine arts, Mr. Dill is enthusiastic about the integration of fine arts across all content and curriculum.

Mr. Dill earned his Bachelors of Science degree at St. John's University. He went on to earn his Masters in Science Education from City College of New York—CUNY. Mr. Dill is a graduate of the NYC Leadership Academy—LEAP.

At P.S. /I.S. 298 we conduct frequent Professional Development sessions based on various Domains/Competencies of the Danielson Framework; we use ARIS Learns to support teacher growth and development as it relates to classroom instruction. The progress and effectiveness of

the professional Development are measured through documents collected from teacher observation reports and lesson plans. We analyze reports to see growth evidenced through teacher observations, as well as to identify ongoing areas in need of improvement. Our informal observations serve as a baseline to assess current level of understanding by the staff and to identify areas of focus for Professional Development Sessions.

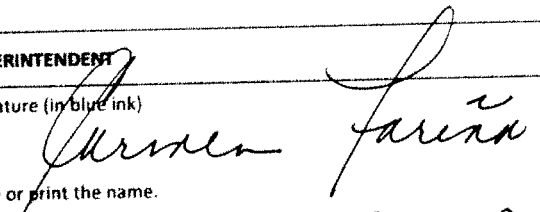
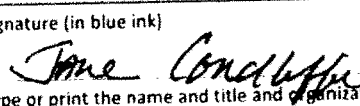
ORIGINAL

2312298

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

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

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

SUPERINTENDENT	
Signature (in blue ink) 	Date 2/25/14
Type or print the name. Carmen Fariña	
EXTERNAL PARTNER	
Signature (in blue ink) 	Date 2/4/14
Type or print the name and title and organization of the partner. Teaching Matters, Inc. Jane Condliffe, Deputy Director	
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

School Name: Louisville

DBN: 44-16

Network: 601

PRINCIPAL (CSA)	
Signature (in blue ink)	Date
Type or print name	

**MEMORANDUM OF UNDERSTANDING
BETWEEN TEACHING MATTERS
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 TEACHING MATTERS ("TEACHING MATTERS") 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 TEACHING MATTERS provides services to PS 298 Dr. Betty Shabazz, a Priority School as identified by NYSED, in order to jointly redesign and turnaround the school into a high performing, high quality organization.

3. **Projected Responsibilities for TEACHING MATTERS**

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

In the event that the PS 298 Dr. Betty Shabazz is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), TEACHING MATTERS agrees to negotiate in good faith and proceed in a timely manner to conclude a mutually acceptable service agreement, based on the Proposal Narrative submitted by the DOE as part of the grant application process.

TEACHING MATTERS will tailor existing products and services for implementation in PS 298 Dr. Betty Shabazz. These products and services include:

Teaching Matters will provide support that directly responds to the need at the Dr. Betty Shabazz School for improved teacher performance and measurable student progress. Teaching Matters will provide 100 days of professional development during Year 1, 75 days of PD during Year 2, and 75 days of PD during Year 3.

4. **Projected Responsibilities for NYCDOE**

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

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

Comply with all information and program evaluation requests of NYSED

Comply with all financial management and reporting requirements of NYSED

5. **Joint projected Responsibilities for TEACHING MATTERS and NYCDOE**

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

6. Terms of Termination

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

- Official announcement or notice of the cancellation of the Notice Inviting Applications;
- Receipt of written notice from the NYSED that it will not award a SIF grant to PS 298 Dr. Betty Shabazz
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, and a final service agreement is negotiated between TEACHING MATTERS and NYCDOE

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

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

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

TEACHING MATTERS

Signature	Title	Date
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NYCDOE

Signature	Title	Date
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School Innovation Fund (SIF) Application

School Name:	Dr. Betty Shabazz
DBN:	23K298
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
<p>The school must demonstrate a clear and organized synopsis of the major quality design elements of the school. In addition, the executive summary should be suitable in substance and grammar for sharing with the general public, including essential stakeholders such as families, students, and school-level educators. This executive summary may also be used by NYSED to share school plans with stakeholders statewide, other LEAs, and will be posted to the NYSED website.</p>	

- 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 Dr. Betty Shabazz School is committed to providing a quality interactive educational program for all children including ELL, special education and gifted students. As we strive for excellence, our highly trained staff, in collaboration with the parental community, will provide challenging experiences to meet the high performance standards that our school fosters. We actively seek to broaden our perceptions and understanding of a changing world in an effort to interact with and become active members in a diverse society.

Our school recognizes that teaching and learning must serve as a stringboard to improve student performance. With this in mind we have developed a professional development process which helps our teaching body enhance their teaching practices through inter-visitations, instructional conversations, and modeling activities that promotes self-directed learning for students. Our professional development approach also advocates the use of Differentiated resources geared to motivate the learner. Furthermore our school is powered by values bases system known as Citizenship, Pride and Respect (C.P.R.). These values are the cornerstones that help to develop character in our students as we strive to grow students to become masterful problem solvers and decision makers. C.P.R. reminds us that our role as educators is to model these values for our students by how we act and speak to each other and with them. With this in mind, our school has established the following goal towards meeting this vision/mission statement;

1. Improve the quality of teaching as measured by the Danielson Framework for Teaching.
 - a. Domain 3B- Questioning and Discussion

- b. Domain 1E- Designing Coherent Instruction
 - c. Domain 3C- Engaging Students in Learning
- 2. Develop a sound early literacy program by including the following core elements;
 - a. Strengthen teachers' capacity to teach reading
 - b. Develop teacher knowledge in the areas of Phonics, Phonemic Awareness, and Vocabulary Instruction
 - c. Develop a school wide system to monitor student progress and refine student instruction accordingly
- 3. Develop a school culture in which the school staff are;
 - a. culturally competent and adept at communicating with families
 - b. create opportunities to hear student voices, as appropriate to grade level.
 - c. establish a culture for learning that motivates students
 - d. will help students develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness.

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.

In order to achieve the vision/mission and goal stated above the following elements will be incorporated into our grant program;

Wilson Reading Program- The Wilson Reading System (WRS) is the flagship program of Wilson Language Training and the foundation of all other Wilson programs. Based on Orton-Gillingham principles, WRS is a highly-structured remedial program that directly teaches the structure of the language to students and adults who have been unable to learn with other teaching strategies, or who may require multisensory language instruction.

Early Literacy Program- Teaching Matters seeks to drive K-3 improvements in reading by helping teachers become highly effective practitioners who are capable of making informed instructional decisions by examining student work and interpreting student data; identifying corresponding instructional strategies for tackling learning challenges; and implementing those strategies with fidelity in the classroom. They will be the orchestrators of students' scholastic success in later grades by helping to build the necessary foundation: oral language skills, academic vocabulary, deep comprehension and writing skills. The *Teaching for Impact* model will contribute to the effort to raise early reading performance by scaffolding teachers so that they are armed with the best and most promising research-based strategies to teach early reading. For example, for many years it was commonly thought that students should exclusively read texts, assigned individually, on their own levels, with the hypothesis that they would progress at their own rate and eventually reach the finish line. In contrast, the Common Core Standards advocate for all students to read more rigorous texts that may seem considerably beyond their levels. Giving students cognitive access to those texts requires new ways of teaching, although most teachers have not been given adequate training in these new approaches, which incorporate "close reading" and mastering "academic vocabulary."

Extended Learning- Several methodologies will be used to support extended learning including an After School Program, Saturday Academy, and Block Scheduling thereby exposing student to increased time on task and additional learning opportunities.

PD Opportunities- Professional Development will be embedded into the school day through the use of Common Planning Time, Professional Learning Communities, and Modeling Lessons. Additionally, Team Teaching, Lesson Planning Clinics, Residency, and Intervisitations will be used to enhance teacher skills.

B. Assessing the Needs of the School Systems, Structures, Policies, and Students	
4 points	
The school must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs that are identified as the result of a systemic analysis process. The assessment of needs section must address each of the following elements:	

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

The Dr. Betty Shabazz school currently services 392 students with 95.3% of its students eligible for free or reduced lunch. The student population includes 15 ELL students (5.04%), 25 Least Restrictive Students (8.56%), and 29 Most Restrictive Students (9.93%). 24.66% of the student population is Latino, 72.95% are African American, 0.34%, 03.4% are Multi-Racial, and 03.4% are American Indian or Alaskan Native.

According to the New York State Education Department, the Dr. Betty Shabazz school has been identified as a Priority School in the areas of ELA and Mathematics. This is evident as the school has consistent 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 94. 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.

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	69	0	136	8	38	2
Spring 2012 Math	72	0	117	9	43	11
Spring 2013 ELA	110	0	50	0	9	2

Spring Math	2013	136	0	30	0	5	1
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Additionally, the NYC Progress Report indicates that only 4.9% scored at or above grade level on the ELA assessment and only 2.7% of the students scored at or above grade level on the mathematics assessment. The NYC Progress Report also indicates that only 11.9% of the early grade students made progress in ELA and only 7.8% of the early grade students made progress in Math. However, the lowest third population showed significant improvement as 77.9% of the lowest third population improved in ELA and 87.3% of the lowest third population showed improvement in math. Clearly this shows there is a great need to target early grade instruction, as its rate of progress is far lower than the rest of the school body. More significantly the lack of student progress in the early grades is netting poor assessment grades in the testing grades (grades 3-5). Subsequently, while the majority of students in the testing grades are showing progress, their progress is insufficient to perform at or above grade level. A deeper look at the data also shows that the students are struggling with the following skills;

- Reading Comprehension
- Phonics, Phonemic Awareness, and Vocabulary Instruction
- Writing Process

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 NYCODE's Quality Review the Betty Shabazz school does the following well;

- School culture is evolving into a learning community that centers on the different needs of students to support their academic and social emotional development.
- The school communicates high expectations for academic and personal growth to staff and families while developing supports to help them attain success, so that there is mutual accountability for student growth. (3.4)
- School leaders use a research-based rubric as a formative assessment tool with a clear focus on deepening adult learning in order to improve instructional practices. (4.1)

The Quality Review also noted that the Betty Shabazz school needs to improve in the following areas;

- Expand the instructional coherence across subject areas and grades through standards aligned curricula to deepen cognitive engagement and accelerate academic achievement for all learners. (1.1)
- Refine teaching practices and curricula to ensure consistent alignment with beliefs of how students learn best, so that lessons challenge and engage all students at their entry levels and result in improved learning outcomes. (1.2)
- Ensure that teacher assessment practices reflect the use of on-going checks and analysis of information on student learning so that adjustments to instructional practice are timely and increase mastery. (2.)

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

A review of the school's recent Quality Review shows the following;

School leadership Practices and Decisions- School leaders conduct classroom observations and meet with teachers to discuss their performance. The administration prioritizes visiting classrooms daily and engaging teachers in formative and formal classroom observations, which are aligned to the Danielson Teaching Framework. However, a closer review of the classroom observations shows that greater instructional support and follow up is needed in order to assure that teacher feedback truly effectuates change and helps improve student performance. Furthermore, an inventory of the current pedagogical skills of key stakeholders teaching early literacy shows that the school leadership needs a deeper understanding of what an effective early literacy curriculum entails. For example, a deeper look at the early literacy classrooms show their program lacks the following features; students write for a variety of purposes/audiences, writing is connected to all curricular areas, students are taught to plan and revise their work, and individual student's skill achievement is assessed and documented, reading comprehension strategies for specific purposes are planned for and explicitly taught, and students can articulate the characteristics of different texts.

Curriculum Development and Support- School created curriculum maps that align to State standards exist for each grade and subject area. These maps outline skill and content area development for all grade levels and set forth learning targets, embedded final tasks and incorporate identified instructional shifts. However, the curricula used by the school does not consistently articulate curriculum accessibility and scaffolds for all students, including English language learners (ELLs) and students with disabilities (SWDs).

Teacher Practices and Decisions- Most teachers make effective use of on-going checks, like, circulating from group to group listening and asking questions, as well as calling on various students to respond to questions and identify evidence in the text. Some teachers ask questions such as, "Does anyone disagree with that answer?" which help teachers to make on the spot instructional adjustments. However, in a few classes these strategies were not utilized. As a result, some students do not benefit from a teachable moment whereby information is presented in various ways making it more easily understood.

Student Social and Emotional Development Health; and/or Family and Community Engagement-

Twice a month the school schedules time for parent meetings framed as "Families as Learning Partners". Topics for these meetings include ARIS, the Common Core Learning Standards, the school's behavior management system and strategies to help them understand their child's Individualized Educational Plan (IEP). Every third Thursday of the month, parents meet with the principal for breakfast to engage in conversations about academic expectations, assessments, school events and a school performance check-in. Similarly, every fourth Friday of the month, parents go into classes to observe firsthand the progress of their students and to develop a familiarity with the school curricula. Support for family needs are also provided by the school's Parent Coordinator and 21st century program that provides counseling and social services.

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 develop a school culture of excellence. 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, 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 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.

C. School Model and Rationale

4 points

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

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

Rationale for Teaching for Impact specific to early grades:

The most recent test scores in New York State—the first aligned to the Common Core State Standards in English Language Arts (ELA) and Math —were released in August 2013 and show sharp declines in student performance in grades 3-8 for the 2012-13 school year. Statewide, only 31.1 percent of students in these grades met New York State's tougher new standards in English Language Arts, down from 55.1 percent in the previous year. Even more disturbing, only 16.1 percent of Black students and 17.7 percent of Hispanics in New York State scored proficient on the ELA exam compared to 39.9 percent of White students. Even in the context of the statewide drop, **only 4.9% of the students at the Dr. Betty Shabazz School are at or above grade level in ELA. Furthermore, NYC Progress Report data for the same period reveals that only 11.9% of the early grade students made progress in ELA.** We know that even students who are proficient or show partial mastery in the fourth grade often do not develop the vocabulary,

comprehension, and academic language skills it takes to succeed in later grades and to stay on the path to college and/or careers.

Despite the fact that this drop in test scores was predicted, the results are alarming, and there is now even greater urgency to help students tackle more challenging reading at an earlier age. Indeed, even long-time teachers find themselves in the position of being “new teachers” all over again, searching for better instructional strategies to meet these higher goals. Making matters even more urgent, a new and higher bar has been set by the recently adopted Common Core State Standards. These nationally consistent measures for college and career readiness are creating a staircase of increasing skill expectations for student proficiency unfamiliar to many teachers and bringing greater rigor to classrooms.

Clearly there is a glaring necessity to address the alarming ELA deficits at the Dr. Betty Shabazz School by focusing on the needs in the early grades. With this in mind the Dr. Betty Shabazz School will implement Teaching Matters’ *Teaching for Impact Literacy Program* to intervene in these problems where they begin-- in the early grade classrooms.

The *Teaching for Impact* program reflects a depth of knowledge of the school-wide and teacher capacity problems that need solving in order to boost student achievement. The model combines several critical research elements that support teacher effectiveness. Fullan (2010) indicates that effective teacher development programs are: collaborative, embedded, sustained, intensive, data driven and content specific. Further, research validates the importance of collective accountability and capacity.

Teacher development that truly impacts student outcomes requires educators to set goals and solve problems collaboratively using data, evidence, feedback and reflection. *Teaching for Impact* will create and support professional learning communities (PLCs) that shift the conversation from “I teach” to “we teach.” By utilizing this program, teachers and principals will have what they need to hold each other accountable by fostering a common set of high expectations and shared analyses of students’ assessments and written work. By implementing this program, we will create the conditions – shared goals for student performance, distributed leadership – under which teachers can see themselves as instructional leaders and deepen their practice.

This program improves school culture by creating second-tier instructional/teacher leaders to sustain and improve classroom practice and increase student proficiency. Ongoing interaction with school leadership creates shared accountability with the ultimate goal of strengthening student results. Schools demonstrating collaboration, leadership and student success are more likely to get to results – and also retain their effective teachers over time.

► **Key Program Design Elements:** *Teaching for Impact* Model

Over the course of three years, PS 298 will implement all components of the *Teaching for Impact* model of support.

- 1) **Intake and orientation process:** This initial phase consists of a needs assessment and program orientation to identify if the school has the enabling environment necessary for success. Teaching Matters will determine whether our school has the following: (a) enough teachers with potential to become leaders; (b) informed, responsive school leadership; (c) common, cohesive curricula aligned to the Common Core and assessments; (d) school has

made efforts to form teacher teams; (e) student discipline does not interfere with academic instruction; and (f) infrastructure that enables teacher effectiveness (e.g., technology, budget for key resources). The results of the needs assessment will determine our starting point.

- 2) **Establishment of *Instructional Foundations* or inquiry teams in a core content area:** The first year focuses on intensive guidance on *Instructional Foundations with an emphasis on content and pedagogy related to early reading instruction, recognizing that implementation of any curriculum requires teachers expertise in research-based practices that give them the flexibility they require to meet the needs of all their students. An additional focus of the Instructional Foundations component will be Common Assessments and Data Tracking* to enable the school to identify and/or develop common assessments, and to implement an appropriate instructional Data Tracking system that promotes teacher collaboration and student learning.
 - 3) **Establishment of inquiry teams:** Teaching Matters' coaches work with grade level teams – mentoring first year teacher leaders. The Principal will receive specialized coaching focused on supporting the literacy program, maximizing the PLCs and creating action plans for sustaining them.
 - 4) **Sustained professional learning and implementation of school-wide action plans:** A third year responds to noted progress gaps of previous cohorts, co-develops PLC expansion/action plans with principals and potentially extends to the work to teacher leaders in other content areas. Ultimately, teams of teacher leaders sustain the work going forward in the school.
- 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 grant writing team reviewed NYSED data, the NYC Progress report, the NYC Quality Review, ECLAS data, ARIS data, and Advance data to determine how to best help close the performance gap at the Dr. Betty Shabazz School. A review of the data identified the following needs;

Reading Comprehension- Students require reading comprehension strategies and vocabulary instruction.

Phonics and Phonemic Awareness- ECLAS data shows that students are struggling with some of their letter sound- correspondences as well as multi-syllabic words, prefixes, suffixes, and root words. Additionally, reading fluency is another area of need.

Writing Process- Students are struggling with writing for a variety of purposes/audiences and the writing process.

School Culture- The Quality review shows the school has developed several promising practices (e.g. curriculum mapping, lesson plans aligned to the Common Core curriculum). However, in many instances best practices are not seen throughout the school. For example, curriculum maps developed by the schools are not widely used by school teachers.

Teacher Effectiveness- A review of teacher lesson plans and delivery of instruction shows that teachers are not well versed with the Danielson Framework for Teaching. For example, lesson

plans do not show evidence of questions that engage students in learning, rigorous instruction, and coherent curriculum.

During this time, data findings were reviewed with the School Leadership Team (SLT), cabinet, and Parent Teacher Association (PTA). At the first joint SLT, cabinet, and PTA meeting data findings and a comprehensive needs assessment was shared. A follow up meeting convened a week later during which the SLT, PTA, and cabinet members provided feedback and recommendations for the grant program. After these needs were identified our school reached out to various partners, reviewed program offerings, shared program possibilities with our SLT/PTA/cabinet, and collaboratively concluded that we would contract Teaching Matters to address our Literacy, School Culture, and Teacher Effectiveness needs. Teaching Matters 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 then shared with all stakeholders including SLT), United Federation of Teachers (UFT) Chapter Leader, and PTA during which stakeholders were given another opportunity to provide further feedback to our grant plan .

D. School Leadership

8 points

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

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

Prior to accepting the position of principal, Mr. Dill served as an assistant principal, professional developer/coach for an elementary school in Canarsie, Brooklyn. In his role he worked closely with the professional staff to design engaging units of study focused on fostering student critical thinking, collaboration, and inquiry. He also led teacher leadership teams' turn-keying information from the state and local level. He has worked as a community schools coordinator for two schools: The Ocean School and Linden Middle School in Queens, New York. During his tenure at both schools, Mr. Dill prioritized student academic and social development by working closely with faculty and staff to create warm, engaging, and robust learning environments.

As a former classroom teacher, Mr. Dill has a deep appreciation for students' cognitive and social-emotional development and is eager to support our teachers as they collaborate with each other to prepare all students for college and career readiness. Additionally, having grown up in schools that embraced the fine arts, Mr. Dill is enthusiastic about the integration of fine arts across all content and curriculum.

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

date resume and track record of success in leading the improvement of low-performing schools.

Mr. Dill earned his Bachelors of Science degree at St. John's University. He went on to earn his Masters in Science Education from City College of New York—CUNY. Mr. Dill is a graduate of the NYC Leadership Academy—LEAP.

At P.S. /I.S. 298 we conduct frequent Professional Development sessions based on various Domains/Competencies of the Danielson Framework; we use ARIS Learns to support teacher growth and development as it relates to classroom instruction. The progress and effectiveness of the professional Development are measured through documents collected from teacher observation reports and lesson plans. We analyze reports to see growth evidenced through teacher observations, as well as to identify ongoing areas in need of improvement. Our informal observations serve as a baseline to assess current level of understanding by the staff and to identify areas of focus for Professional Development Sessions.

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

The Assistant Principal has extensive experience in providing professional development with the New York State and Common Core Learning Standards. (CCLS) She also is well versed with respect to the instructional shifts, provide meaningful feedback to teachers, and is a detailed oriented person with excellent follow through with a wide variety of administrative tasks.

With this in mind, the Assistant Principal's overall duty is to support the implementation of the 2013-14 School Comprehensive Education Plan (SCEP) related to program implementation, at the request and guidance of the Principal. This includes the design and implementation of program-related training and professional development in the Common Core Learning Standards, and overseeing teacher and student performance and progress. The AP also conducts all compliance matters related to attendance, safety, and observations, including data collection and verification activities. In as much, the foremost qualifications of an effective AP are one that communicates a clear vision and expectations of the principal SCEP. This can be accomplished through modeling, immediate feedback, professional development and conferences. The AP also oversees our afterschool program, Saturday Academy, conducts outreach to our parents, and provides professional development for our parents.

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

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

The Dr. Betty Shabazz School is developing units of study in each learning discipline with a focus on the CCLS standards, as well as strengthening the instruction in the classrooms through rigorous instruction and differentiation. Our SLT Team has noted that our efforts should focus on the following; Improve the instruction in the classroom through the implementation of the CCLS units and develop a PBIS program that will support emotional and behavioral needs in our school.

The professional development activities and common planning time allows for the teachers to deepen their understanding of the CCLS standards and how to effectively implement them into the classroom instruction. Professional development is provided through our AP and our 5 lead teachers. SLT and cabinet members also help with the implementation through inquiry work, modeling lesson plans, and providing workshops.

During SLT and cabinet meetings teacher progress with implementing CCLS is discussed. Strategies for next steps have also been discussed. Currently we are implementing the ReadyGen reading program across all grades. The rationale was to provide a systemic, cohesive and comprehensive approach reading and reading readiness. Our focus is on developing units of study in the scope and sequence of the reading program to the alignment with the CCLS standards, as well as strengthening the instruction in the classrooms through rigorous instruction and differentiation. This program is appropriate because it scaffold instruction and set pacing according to individual students assessments. The literacy coach/professional developer will train, model and provide ongoing support using common planning time which will allow for teachers to deepen their understanding of the CCLS standards and how to effectively implement them into the ReadyGen program.

In order to ensure buy-in for these instructional activities time has been allocated to implement the following strategies;

- common planning time
- school day inter-visitations
- peer observations

Our anticipated barriers will involve providing adequate coverage for continuity which can be resolved by adding funding for additional teacher class coverage.

R. 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.**

The Dr. Betty Shabazz School currently has 34 teachers, 7 paraprofessionals, and 7 service providers, guidance, social worker, psychologist, speech therapist, SETTS, ESL, and occupational therapist. In grades Pre-K to 2 teachers are currently struggling with adapting to the expectations of the Common Core Standards and the core curriculum. For example, the early grades do not have a system for tracking student progress in the areas of early literacy. Subsequently, early literacy instruction is not differentiated to meet specific student needs. Additionally, early grade teachers do not have the background knowledge about Phonics, Phonemic Awareness, and Vocabulary Instruction. Teachers in the primary grades are also struggling with using the new common core standards, teaching reading with rigor, teaching students how to use the writing process, and analyzing student work to inform instructional adjustments.

Informal and formal observations reveals that teachers need to develop the following skills Questioning Skills, Gauging Student Knowledge Assessment, Checks for Understanding (3D), Planning Coherent Lessons that include rigorous activities that are aligned to standards. Teachers struggle with creating multiple entry points as noted in UDL. In order to best implement the start-up model, the school will need to hire a Wilson trainer 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. At this time the school is fully staffed with teachers who are licensed within their teaching area.

- 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.**

As noted earlier in the grant our early literacy teachers needs to develop effective teaching strategies for teaching literacy. Similarly, our primary grade teachers also need to develop effective strategies for teaching literacy so that students will perform at or above grade level and will be prepared to meet the challenge of post-secondary school and future career pathways. To this end we expect our teachers to develop a comprehensive skill set including;

Effective Questioning Strategies- This will involve the teacher creating a genuine discussion among students stepping aside when appropriate.

Developing Lesson Plans that support Coherent Instruction- Teachers will develop lesson plans that are seamlessly aligned to the Common Core Standards, Learning Objective, activities, and a formative assessment. Teachers will also be expected to develop lesson plans that use instructional maps that are mapped to prior learning, use a variety of resources aligned to student learning styles, and include the use of thoughtfully planned learning groups.

Engaging Students in Learning- Teachers will be expected to develop lesson plans that generate student enthusiasm, encourage higher order thinking skills, and invite students to explain their thinking.

Strengthen teachers' capacity to teach reading- In order to address the on-going performance gap in literacy teachers must become well with Phonics, Phonemic Awareness, and Vocabulary Instruction. They must also develop teaching strategies that help students with reading comprehension and the writing process.

In order to meet these instructional expectations, Teaching Matters will provide training, coaching, mentoring, and on-site support to the Dr. Betty Shabazz School. Additionally the AP will help teachers develop their teaching practices through Danielson Framework training, as well as informal and formal feedback. In addition, the AP will provide instructional support by ensuring transition in scheduling, implementation, and accountability. Lead teachers will also be made available to model lesson plans, support inquiry work, as well as lesson plan development.

A part time 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. The duties will include leading staff development, developing curriculum, sharing best practices, inquiry work, co-teaching, creating a laboratory classroom and/or model lesson, curriculum to national core standards and city standards, serving as a mentor to teachers, and/or facilitating lesson study. The leadership team will identify a point person to turnkey, model and provide professional development for the Wilson program.

Other team members will support our school wide efforts including the Guidance Counselor, Social Workers, and Parent Leaders. The Guidance Counselor and Social Workers will work collaboratively to support students' social and emotional needs. The guidance counselor is also well versed with programming schools and will assist the school with adjusting the schedule to support common planning time as well as increase learning time. Parent Leaders will be instrumental in supporting a culture of excellence through parent workshops, advocating school improvements, and a culture of clear expectations.

- 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.**

Through the use of the UFT collective bargaining agreement we select from a pool of potential hires through an interview process. We look for competent, capable, compatible and committed individuals.

v. Hiring and Selection Process

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

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

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

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

In the needs section it was noted that the Dr. Betty Shabazz School is struggling with its early literacy program, how literacy is being taught in the primary grades, and how teachers deliver instruction in the classroom. In looking for a partner, our school was looking for a partner who is well versed with what a sound early literacy program should encompass, has the mechanisms to

help pedagogues teach effectively as measured by the Danielson Framework for teaching, and can model exemplar lessons plans. Teaching Matters was selected to partner with the Dr. Betty Shabazz School because of its nonprofit mission to develop and retain great teachers, and measurably increase their ability to give students in urban public schools an excellent education directly aligns with the needs of the school.

The organization is dedicated to increasing teacher effectiveness, one of the most critical factors in student success. The services Teaching Matters offers transforms how educators work together at urban public schools, helping the most effective teachers develop the skills they need to lead their peers and drive school-wide improvement. An additional reason for partnership includes Teaching Matters' 20 years of experience and familiarity with the unique needs of our large urban school district. Central to their model of support is partnering with school leadership to create a work environment that equips teachers to succeed in the classroom.

Teaching Matters has been an educational partner for hundreds of schools throughout New York City, improving their ability to prepare students with the core academic and critical thinking skills that are now embodied in the Common Core. Their approach emphasizes developing teachers through rigorous curricula, common assessments, content specific coaching and teacher teams. As previously discussed in-depth in Section C, Teaching Matters' *Teaching for Impact* offers an approach to support that directly responds to the need at the Dr. Betty Shabazz School for improved teacher performance and measurable student progress.

Teaching Matters' service model is informed by a distinguished group of advisors which include: Linda Darling-Hammond (former and founding member), Kim Marshall (well known, educational consultant), Josh Thomases (NYC DoE), Beth Lief (Petrie Foundation) and Alan Lesgold (Dean of the School of Education at the University of Pittsburgh) who continue to provide thought leadership into the development of their work and knowledge agenda. An independent researcher validated their approach, and found that the pairing of an excellent curriculum with coaching and teamwork produced success. In schools with populations of greater than 80% poverty rates, students who were taught by teachers in the Teaching Matters program achieved statistically significant and meaningful increases in writing performance and critical thinking skills.

Finally, in addition to the instructional support Teaching Matters offers to schools throughout New York City, the organization is now leading a network of 25 schools citywide providing them with an in-depth knowledge of the numerous and sometimes competing constraints on school leaders. This knowledge informs the ability of its coaches to better target the support to the instructional needs of schools.

- 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.**

The following professional plan includes objectives and SMART goals that serve as benchmarks for the yearlong work. This plan is approved by the principal at the outset and is revisited throughout the course of our work so that modifications and concerns can be addressed while the work is in progress. Specific areas of the plan may include the following support services, the objective that the service address, the schedule for the PD plan.

Best Practices in Teaching and Learning Support Areas Met by Teaching for Impact	Objective/Anticipated Outcome based on specific need of the school	Schedule for implementing PD Plan including benchmarks	Formative modifications to PD Plan based on interim results
Teacher development in ELA in early grades for all student populations	Students will demonstrate improvement in Oral Language, Reading and Writing Skills as evidenced in the school's integrated assessment system.	The PD Plan calls for establishing benchmarks for student growth in all three areas of focus that will be assessed a minimum of three times per year. In addition Teaching Matters is onsite up to two days per week working with classroom teachers on early literacy either in teams or in classrooms.	There will be a formal check in with the principal and other appropriate school staff after each coaching cycle to discuss modifications to the plan based on assessment data.
Supporting new and/or struggling teachers and coaching and/or mentoring support for teachers	Teachers will demonstrate improvements in pedagogy that will result in student improvement ; teacher practice will advance in Danielson ratings (MOTP)	Teaching Matters will be available to teachers for up to two days per week. Together, coach and teacher will identify a component of the Teaching Framework where improvement is needed. We will track progress overtime using ADVANCE feedback and data.	Teacher improvement in pedagogy will be monitored throughout and additional support will be provided to teachers in need of mentoring.
Teacher development in interventions to support struggling and/or advanced students	Teachers will be able to identify students needing Academic Intervention	The PD plan will include training for teachers on Wilson Foundations and/ or	Teaching Matters will report on success of interventions during formal check in

		other school identified RTI programs.	sessions. May suggest modification to strategy and/or school schedule to accommodate the needs of students and their participation in RTI programs
Teacher development on progress monitoring of their students and tiered interventions to improve student outcomes	Teachers will be able make effective instructional decisions using the data illuminating student progress.	The PD plan will include professional development in data action, looking at student work (LASW) and implementation planning.	Teaching Matters will report on student progress, success of interventions and next steps during formal check in sessions. May suggest modifications to accommodate student need and participation in RTI programs
Teacher development of effective planning including being part of professional learning communities, collaborative planning, team planning, walkthroughs, instructional rounds, etc.	Teachers will demonstrate improvement in their participation in professional learning communities and the associated activities of these communities	PD plan includes participation in weekly team meetings that include planning, protocols for walkthroughs and instructional rounds	The original set up of team meetings may change based on success of team leaders.
Teacher development in the Common Core State Standards	Teachers will demonstrate deep understanding of the CCLS for early literacy as evidenced in lesson and units plans.	The PD plan includes onsite and offsite support through workshops on CCLS conducted by Teaching Matters early literacy experts	If teachers/students struggle continue to struggle to meet the CCLS., teams may take part in walkthroughs and debrief sessions with struggling teachers
Teacher development in assessments –screening, diagnostic, progress and end of year.	Teachers will effectively use common assessments to drive instruction for diagnostic and formative purposes that will result in improvements in student performance.	The PD Plan focuses on familiarizing teachers with assessment purposes and implementation practices.	If assessments are not being fully or appropriately employed, Teaching Matters will provide additional mentoring.

	Teacher practice in assessment will advance in Danielson ratings (MOTP)		
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G. Organizational Plan	8 points
The school must provide a sound plan for how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders. The organizational plan must contain the following elements:	

- i. **Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting.**
See attachment
- 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 meets with his Assistant Principal a minimum of twice a day. In the morning the principal discusses upcoming deadlines, classroom observations, upcoming professional development, any open school incidents, and parent/safety concerns. In the afternoon, a review of school activities occur and any open issues are discussed as well. If applicable, action items and next steps for the following day are discussed as well.

All core issues are shared with the School Leadership Team and cabinet act who help with the 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 critical decisions the principal provides the SLT with data including test scores, attendance, promotion in doubt data, school occurrence reports, safety data, and other pertinent forms of data. 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. SLT and cabinet meeting decisions are shared with staff at faculty meetings, grade meetings, through memos, as well as e-mails. Grade Leaders both conduct frequent Professional Development and update other teacher on the grade level regarding school decisions.

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

results of pre-observation conferences, classroom observations, and post-observation conferences.

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

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

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

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

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

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

During the Summer of 2013 at the Betty Shabazz School, the Measures of Student Learning (MOSL) committee met and determined which local assessments would be used to assess the effectiveness of teachers. The MOSL committee selected the local assessment measures. After the MOSL committee convened key stakeholders attended training in support of the APPR and the systems used to support the annual teacher assessment. During the fall, the Assistant Principal and Literacy Coach introduced how the MOSL system should be used including norming around rubrics, scoring the assessments, analyzing student work, and using data to inform instruction.

At the same time teachers were introduced to the new evaluation requirements during the fall. After this was done the Principal and Assistant Principal offered professional learning communities to its staff and faculty based on need assessments provided by inquiry and feedback. Each week the staff meets in teacher groups, inquiry groups, lead teacher teams, cabinet gatherings, and faculty conferences to obtain, disseminate and turn-key information on a state and local level. Decisions are made using a share decision making/ collaborative approach. This professional development supports the development of teacher effectiveness in our school. A calendar of professional development follows next. We plan to follow similar a structures for the 2014-2015 academic school year. Additionally, under the guidance of our partner we will be able to offer more PD, coaching, and on-site support with the goal of improving teacher effectiveness

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.

Below is an outline of the Professional Learning Community and Collaborative Inquiry Team Leaders by grade level. Collaborative Inquiry occurs during the grade level meetings and CIT shares occur even 4th Thursday of every month. Also, please see attached Observation Schedule for informal and formal observations.

Professional Learning Communities

Collaborative Inquiry Team Leaders

Pre K	Ms. Rigby**
K	Ms. Carol McDonald
1 st	Ms. Utika Chemont
2 nd	Ms. Doris Anderson
3 rd	Ms. Renee Barnes
4 th	Ms. Patricia Liberman**
5 th	Ms. Winnie Pierre**
8 th	Ms. Ronald McMillian**
Spec Ed	Ms. Elizabeth Taylor**
Cluster	Ms. Allison Megherian

**LEAD TEACHERS

H. Educational Plan

8 points

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

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

The following curriculum materials will be used in support of the SIF Grant

Ready Gen- 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.

Wilson Reading- The Wilson Reading System (WRS) is the flagship program of Wilson Language Training and the foundation of all other Wilson programs. Based on Orton-Gillingham principles, WRS is a highly-structured remedial program that directly teaches the structure of the language to students and adults who have been unable to learn with other teaching strategies, or who may require multisensory language instruction. This step-by-step program gives teachers the tools and confidence they need to work with even the most challenged reader—and their confidence and expertise grows exponentially by attending classes, achieving certification, and taking advantage of Wilson Academy’s extensive online resources and support.

Additionally Curriculum Maps and Unit Plans will be used as part of our curriculum. Curriculum mapping is a process for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for each subject area and grade level. The completed curriculum map then becomes a tool that helps teachers keep track of what has been taught and plan what will be taught.

Creating and working with curriculum maps is a 7-step process involving:

Phase 1: Data collection.

Phase 2: A review of all maps by all teachers.

Phase 3: Small mixed group reviews, in which groups of five to eight diverse faculty members share individual findings

Phase 4: Large group comparisons, in which all faculty members gather to examine the findings of the smaller groups.

Phase 5: Identification of immediate revision points and creation of a timetable for resolution.

Phase 6: Identification of points requiring additional research and planning, and a timetable for resolution of those points.

Phase 7: Planning for the next review cycle

- 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.).

Below is a framework for the instructional strategies to be used for early grade literacy.

Content	Student Literacy Challenges Addressed or Averted	Key Teaching Strategy	Anticipated Outcomes/ Relevant CCLS
<ul style="list-style-type: none"> ● Oral Language <ul style="list-style-type: none"> ○ Phonological Awareness/Phonics ○ Concepts About Print ○ Alphabetic Knowledge ○ Writing ○ Embedded Assessment (Screening, Diagnostic, Progress Monitoring) 	<p>receptive and expressive vocabularies (K-3)</p> <p>ordering sentences and events (K & 1)</p> <p>tracking print from left to right (K)</p> <p>recognizing and/or producing rhymes (K)</p> <p>blending initial, medial, and end sounds in CVC words (K, 1)</p> <p>adding or substituting sounds (K,1)</p> <p>discerning long from short vowels (1)</p> <p>isolating initial, medial, and end sounds in single syllable words (1)</p> <p>reading grade-level sight words (K-2)</p>	<ul style="list-style-type: none"> ● Interactive Writing (Kindergarten & Beginning of Gr. 1, small group after) ● Oral Blending and Segmentation Warm Ups ● Interactive Read aloud ● Shared reading ● Wilson Foundations ● Shared Writing/Wall Stories ● Choral Reading ● Storytelling ● Readers Theatre ● Cultural Characters (retelling) 	<p>RF 1, 2, 3</p>

<ul style="list-style-type: none"> ● Reading (K-3) <ul style="list-style-type: none"> ○ Phonics ○ Sight Words ○ Vocabulary ○ Fluency ○ Comprehension ○ Embedded Assessment (Screening, Diagnostic, Progress Monitoring) 	<p>automaticity of sight words (K-2)</p> <p>application of phonics while reading (K-3)</p> <p>Reads aloud disfluently (K-3)</p> <p>retelling narrative text (K-3)</p> <p>retelling informational text (K-3)</p> <p>discerning central ideas of heard text</p> <p>discerning central ideas of read text (K-3)</p> <p>asking and answering questions related to heard or read text (K-3)</p> <p>summarizing key details and ideas of heard and/or read text (K-3)</p> <p>reading aloud grade level text fluently and accurately (K-3)</p> <p>comprehending grade level text (K-3)</p> <p>applying grade level phonics when decoding words (K-3)</p> <p>producing complete</p>	<ul style="list-style-type: none"> ● Guided Literacy (Jan Richardson [guided reading, guided phonics & guided writing]) ● Interactive Read Aloud with embedded comprehension and vocabulary strategies that can be used when doing independent reading: Text Structure, PAVE, List-Group-Label, retelling [SIWBS, chalk talk], sketch to stretch, Directed Listening and Thinking Activity (DLTA), GIST(summary writing), Concept Sort, Generating Questions Using Question Words (Question Web), Frayer Model, character trait charting, thinking aloud, semantic gradients, context clues, Beck's Text Talk, Text Annotation, Predict-o-Gram, Inquiry-Chart, Double Entry Notebook (Gr. 3), Narrative [with subplot] and Expository Maps, coding text ● Independent Reading w structures (use of discussion and writing) for thinking about the reading and teacher response to the reading and writing about the reading, coding text 	<p>RF 2, 3, 4</p> <p>RL2</p> <p>RI2</p> <p>RL1, RI1, SL2</p> <p>RL1, RI1, RL2, RI2</p> <p>RL1, RI1, RL2, RI2</p>
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	sentences orally that are appropriate for the level and task (K-3)		RF4 RL1, RL2, RI1, RI2
<ul style="list-style-type: none"> ● Writing (K-3) <ul style="list-style-type: none"> ○ Handwriting ○ Phonics ○ Usage ○ Spelling ○ Vocabulary ○ Fluency ○ Comprehension ○ Embedded Assessment (Screening, Diagnostic, Progress Monitoring) 	<p>forming letters correctly (K,1)</p> <p>applying phonics while writing (K-2)</p> <p>writing fluently and accurately appropriate for the grade (K-3)</p> <p>sequencing ideas in written text appropriate for the grade (K-3)</p> <p>supporting point of view with reasons (Gr. 3)</p> <p>introducing an idea/topic in writing appropriate for the grade (K-3)</p> <p>developing idea/topic in writing appropriate for the grade (K-3)</p> <p>concluding idea/topic in writing appropriate for the grade (K-3)</p> <p>using digital tools to produce writing (K-3)</p> <p>organizing writing that is appropriate for</p>	<ul style="list-style-type: none"> ● Guided Literacy (Jan Richardson [guided reading, guided phonics & guided writing]) ● Writing in Response to Text (Narrative writing map, expository writing map, opinion writing map, sentence frames, writing essay test protocol, ● Independent Writing w structures for thinking about the writing and teacher response to the writing ● Teacher response to student writing 	

	the task (3) demonstrating command of English language conventions (usage & grammar) appropriate for grade level and task (K-3)		
<p><u>Leadership/Governance</u></p> <ul style="list-style-type: none"> ● Classroom structures <ul style="list-style-type: none"> ○ Teacher Role(s) ○ Distribution of Time ○ RTI practices (such as Reading Recovery after school/embedded pd/observation.) ● Professional Development structures <ul style="list-style-type: none"> ○ Collaborative Structures - this is where the differentiation takes place/more sophisticated teachers will take this further. This is a coaching issue - for Teaching M coach or teacher leader/coach - calls for assessing the level and needs of team. ○ lab classrooms (for observation) ○ Professional Resources 			

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

year. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here:

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

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

The following methodologies will be used to support expanded learning time; Double periods, block scheduling, After school programs, and a Saturday academy. A sample schedule is provided as an attachment.

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

The Dr. Betty Shabazz school will supports its teachers with the use of data though its data coach and Assistant Principal who will train teachers how to use the Measures of Student Learning (MOSL) and the advance portal. Additionally, the Children First Network will train the Dr. Betty Shabazz School how to effectively use a number data tools to guide instruction including ARIS, Advance, Schol Net, and data from the annual ELA and Math tests administered by the NYSED. The Children First Network will also provide on-site support and share best practices for using data. This will help support the school's recent transition to the use of MOSL and Advance. Additionally Teaching Matters will support this transition as well. A description of the recent changes follows in the next paragraph.

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 amid year assessment will be administered to track student progress followed by an end of year assessment.

Below is a proposed scope and sequence for data- driven instruction/inquiry work

1. Assessment calendar is created, identifying all common assessments that will be used throughout the year to drive instructional decision making.
2. Teacher teams with the guidance of administration and the Teaching Matters Coach will meet on a weekly basis in the structure of a professional learning community (PLC). These PLCs will be structured in cycles of work as follows: data analysis of common assessment, goal setting based on data, implementation of instructional strategies and evaluation of goals based on data.

3. Teaching Matters will provide teacher teams with a toolkit of protocols used to analyze data and set goals based on instructional and learning gaps.
- Below is a sample data-analysis protocol:



Great teachers.
Bright futures.

Looking at Multiple-Choice Item Data Protocol

This is a protocol for looking at multiple-choice item data to identify areas of student need in any content area.

1. Sort the test items by the percentage of students who answered each item correctly.
2. Decide on the thresholds to divide the items into three color-coded categories, based on percent correct: e.g., Red for below 60%, Yellow for 60 – 80%, and Green for over 80% correct.
3. Look for trends among the standards associated with the questions marked Red. (use optional chart below for analyzing items by % correct vs. standard and looking for patterns)
4. Select up to five items for investigation, either because their standards fit a pattern or a low percent correct.

For each of the selected items, complete steps 5 – 7:

5. List the content, skills, and vocabulary a student would need to answer the item correctly on the *Multiple Choice Item Deconstruction Chart* below.
6. Look at the distractor patterns for the selected item.

Once the information for each item has been recorded in the chart, complete the worksheet:

7. Record inferences about why students may have gotten these items wrong on the provided worksheet.
8. Look for patterns that run across the selected items.

Optional chart for separating questions by % correct and standard or strand in order to look for patterns - list item numbers in appropriate boxes (add columns as needed, and decide ranges for red, yellow, green):

% correct	Standard or Strand 1	Standard or Strand 2	Standard or Strand 3
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<i>Example: Items that 80-100% of students answered correctly</i>			

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

Afterschool Enrichment programs will be conducted, focused on the interest of participating students, to continue to build a productive school environment that supports the social/emotional needs of the students. Students will be selected using the following criteria;

- Students who scored a level 1 or 2 on the 2103 ELA or Math assessment will be targeted for additional supports.
- Students who scored a low level 3 will also be targeted for support.
- Students with behavioral challenges will be targeted for participation to encourage them to engage in a proactive activity to build their social skills.

Enrichment programs will be monitored by the principal and assistant principal. Programs will include After School, Saturday Academy, small group tutorials, as well as a lunch and learn. We will also offer enrichment programs including dance, arts, and a sports program.

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

The Betty Shabazz school uses a Behavior Value system which includes the following components;

Citizenship- Students work cooperatively in the class, are engaged in shared decision making, peer mediation, and conflict resolution.

Pride- Students demonstrate sense of worth for the school culture and environment, and participate in school sponsored activities.

Respect- Respect is demonstrated through their use of language, behavior, and how they treat other

All students are given passports and receive a Citizenship, Pride, Respect (CPR) stamp indicating they have met the goals noted above. If they receive a sufficient number of CPR stamps they can purchase an items from the CPR store. CPR rewards include lunch with the principal, visiting the game room, trips, and special prizes. This system has improved attendance, increased school participation, a reduction in suspension, as well as a reduction in behavioral challenges. This program targets both general and special education students and has been successful with both populations.

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

The following activities/strategies are used in support of Parent and Community Engagement;

- Each month the school has a PTA meeting.
- On the third Thursday of the month the school hosts breakfast with the principal
- The first week of each a Family as Learning Partner event is held during which families have the opportunity to visit their child's classroom and engage in their child's learning.
- The school also has a monthly newsletter and uses School Messenger to communicate with families. School Messenger provides weekly reminders about school activities, news and information, as well as school functions.

I. Training, Support, and Professional Development

4 points

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

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

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

During the past few weeks, the school grant writing team reviewed NYSED data, the NYC Progress report, the NYC Quality Review, ECLAS data, ARIS data, and Advance data to determine how to best help close the performance gap at the Dr. Betty Shabazz School. A review of the data identified the following needs;

Reading Comprehension, Phonics and Phonemic Awareness, Writing Process, School Culture, and Teacher Effectiveness.

Data findings were reviewed with the School Leadership Team (SLT), cabinet, and Parent Teacher Association (PTA). At the first joint SLT, cabinet, and PTA meeting data findings and a comprehensive needs assessment was shared. A follow up meeting convened a week later during which the SLT, PTA, and cabinet members provided feedback and recommendations for the grant program. After these needs were identified our school reached out to various partners, reviewed program offerings, shared program possibilities with our SLT/PTA/cabinet, and collaboratively concluded that we would contract Teaching Matters to address our Literacy, School Culture, and Teacher Effectiveness needs. Teaching Matters 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 then shared with all stakeholders including SLT), United Federation of Teachers (UFT) Chapter Leader, and PTA during which stakeholders were given another opportunity to provide further feedback to our grant plan .

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.

Service Task	Timeline/ Staff Responsible /Targeted Participants	Desired Outcomes	Method for Analyzing Outcomes and Reporting
<p>Needs Assessment: During initial phase, school leaders are fully engaged in assessment and planning. In order to engage schools as partners, our content specialist works with schools to identify a set of core priorities at the start of planning. All findings that are presented, and professional development plans that are developed, are aimed at addressing these core priorities. Educators successfully engage in a thoughtful and active process to both guide and evaluate professional practices.</p>	<p>Late August/Early September, Content Specialist and Project Lead/ School leaders</p>		<p>This process is both data- and inquiry-based, and promotes independent thinking, deep investigation, meaningful discourse, and intelligent practices.</p> <p>Onsite assessment – including the collection and/or analysis of student data and baseline work samples – to determine opportunities for support, curricular and student outcome priorities, existing resources (including professional development), and teacher needs</p> <ul style="list-style-type: none"> • Analysis of existing curriculum maps <p>Synthesis of all findings into a summary of professional development needs</p>

			and an effective professional development plan
<p><u>(Onsite Coaching)</u></p> <p>Literacy is widely acknowledged as one of the most difficult subjects to teach and learn. Providing effective instruction with focus on early grades. The difficulty for students in this area of instruction is challenging for a number of reasons including:</p> <ul style="list-style-type: none"> • A significant number of new and inexperienced teachers, with a greater likelihood of shortages occurring in low-income communities which have higher levels of educational need. • Uneven professional development, leaving teachers with varied classroom experience and levels of expertise without deep instructional understandings and strategies. • Differentiated student learning needs that include a range of cognitive abilities, learning styles and interests that must all be addressed within one classroom. 	<p>September – June organized in cycles based on literacy curriculum /Content Specialist /Classroom teachers in teams and individually</p>	<p>Improved reading and writing</p>	<p>The PD plan developed at the outset includes Benchmarks for coaching. The Teaching Matters Coach will have a formal discussion with the principal and others at the school to determine what is working and which aspects of the initial plan requires modifications and plans to address them.</p>

<ul style="list-style-type: none"> • Lack of classroom resources to motivate and fully engage students, offer unique opportunities to develop and demonstrate their emerging reading and writing skills, and monitor their progress. <p>Our professional development programming short-circuits these phenomena by providing literacy teachers with an onsite experience that strengthens best instructional practices and creates vibrant professional learning communities. Most importantly, onsite coaching takes place over time and richly impacts student achievement by addressing instructional planning, implementation and follow-up.</p> <p>Under the guidance of an expert Content Specialist, teachers engage in regularly scheduled activities that support strong pedagogical practices and improved student achievement.</p>			
Assessment: Teaching Matters gives participating schools a	Formally two times per year – interim in Winter	Improvement in professional growth among teachers and	Final report which includes data gleaned from

<p>final report that summarizes the professional development goals that have been set for teachers along with achievement outcomes. Outcomes include classroom and aggregate literacy grades and ELA data. Student work samples are also gathered during the final assessment process. These multiple sources of information are processed in order to make broad and recommendations for ongoing professional development, and recommendations for student performance growth – which effectively build teacher capacity.</p> <p>Final assessment activities are aimed at continuous improvement on progress and long-term literacy achievement. A report is submitted that outlines:</p> <ul style="list-style-type: none"> • Professional development goal sets (for both individual teachers and more broadly) • Progress with individual teachers • Progress with teacher teams • Aggregate test 	<p>and final report at the end of the school year. In addition, there is a scheduled meeting with the principal and identified school staff each cycle to evaluate success/.Teaching Matters content specialist ELA teachers</p>	<p>measurable improvements reading and writing using measures available in selected curriculum</p>	<p>interim testing data and improvements in pedagogy that will result in student improvement ; teacher practice will advance in Danielson ratings</p>
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<p>data</p> <ul style="list-style-type: none"> • Student work samples. <p>This content is synthesized from the initial assessment, mid-year (or mid-professional development program) activities, as well as final evaluations. Schools can therefore determine baseline performance benchmarks, and examine both ranges and trends in literacy performance. The final assessment report will be extremely valuable to schools for setting goals for the following school year (and for future years).</p>			
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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.

Teaching Matters gives participating schools a final report that summarizes the professional development goals that have been set for teachers along with achievement outcomes. Outcomes include classroom and aggregate literacy grades and ELA data. Student work samples are also gathered during the final assessment process. These multiple sources of information are processed in order to make broad and recommendations for ongoing professional development, and recommendations for student performance growth – which effectively build teacher capacity.

Final assessment activities are aimed at continuous improvement on progress and long-term literacy achievement. A report is submitted that outlines:

- Professional development goal sets (for both individual teachers and more broadly)
- Progress with individual teachers
- Progress with teacher teams
- Aggregate test data
- Student work samples.

This content is synthesized from the initial assessment, mid-year (or mid-professional development program) activities, as well as final evaluations. Schools can therefore determine baseline performance benchmarks, and examine both ranges and trends in literacy performance. The final assessment report will be extremely valuable to schools for setting goals for the following school year (and for future years).

J. Communication and Stakeholder Involvement/Engagement

4 points

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

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

As noted earlier in the grant a monthly newsletter is used to communicate with parents about the SIF. Additionally, monthly parent meetings will be held to communicate about the SIF grant and School Messenger will also be used to update parents about the SIF grant. At the same time monthly faculty conferences, weekly grade meetings, the School Leadership Team meeting, and the cabinet meetings will be used to update key stakeholders about the SIF grant. This forum will also be used to solicit feedback from key stakeholders and refine the grant as needed.

K. Project Plan and Timeline

4 points

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

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.

In summary and as described in Section A, below are the goals and strategies for P.S. 298's SIF plan. The project plan with timelines and deliverables is attached separately as Attachment E.

Goals	Strategies
Improve the quality of teaching as measured by the Danielson Framework for Teaching.	<ol style="list-style-type: none"> 1. Offer Professional Development showcasing the Danielson Framework for Teaching. 2. Coaches model lesson planning 3. Coaches team teach with participating teachers 4. Teachers participate in lesson planning clinics
Develop a sound early literacy program by including the	<ol style="list-style-type: none"> 1. Intake and orientation process: This initial phase consists of a needs assessment and program

following core elements; strengthen teachers' capacity to teach reading, develop teacher knowledge in the areas of Phonics, Phonemic Awareness, and Vocabulary Instruction, and develop a school wide system to monitor student progress and refine student instruction accordingly	<p>orientation to identify if the school has the enabling environment necessary for success.</p> <ol style="list-style-type: none"> 2. Establishment of Instructional Foundations or inquiry teams in a core content area 3. Establishment of inquiry teams: Teaching Matters' coaches work with grade level teams – mentoring first year teacher leaders. 4. Sustained professional learning and implementation of school-wide action plans: A third year responds to noted progress gaps of previous cohorts, co-develops PLC expansion/action plans with principals and potentially extends to the work to teacher leaders in other content areas.
Develop a school culture in which the school staff are; culturally competent and adept at communicating with families, create opportunities to hear student voices, as appropriate to grade level, establish a culture for learning that motivates students, and will help students develop the skill of using evidence to support arguments in discussion	<ol style="list-style-type: none"> 1. Team Building Workshops in which school capacity to help students with social emotional issues are developed. 2. Afterschool Enrichment programs will be conducted, focused on the interest of participating students, to continue to build a productive school environment that supports the social/emotional needs of the students. 3. Students with behavioral challenges will be targeted for participation to encourage them to engage in a proactive activity to build their social skills.

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
Teaching Matters 475 Riverside Drive, Suite 1270 New York, NY 10115 (212) 870-3505	Teaching Matters' mission is to develop and retain great teachers, and measurably increase their ability to give students in urban public schools an excellent education.	Jane Condliffe, Deputy Director Jennifer Murtha, Director of Educational Services

www.teachingmatters.org	Teaching Matters is dedicated to increasing teacher effectiveness, one of the most critical factors in student success. Our services transform how educators work together at urban public schools, helping the most effective teachers develop the skills they need to lead their peers and drive school-wide improvement. We also partner with school leadership to create a work environment that equips teachers to succeed in the classroom.	Project Director to be identified
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OR Partner Consortium (team of two to three)		
Partner Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
•		
•		
•		

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

•		
•		

Evidence of Partner Effectiveness Chart (Details)

<p>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.</p>		
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)
Jane Condliffe, Deputy Director Jennifer Murtha, Director of Educational Services Project Director to be identified	South Bronx Preparatory: A College Board School	Ellen Reddon Flanagan, eflanag2@schools.nyc.gov
	Global Neighborhood Secondary School	Luis Genao, lgenao3@schools.nyc.gov
	West Bronx Academy for the Future	Wilper Morales, wmorale2@schools.nyc.gov
	I.S. 096 Seth Low	Denise Sandra Levinsky, dlevins@schools.nyc.gov
	M.S. 250 West Side Collaborative Middle School	Jeanne Rotunda, JRotund@schools.nyc.gov
	Jonas Bronck Academy	Brenda Gonzalez, bgonzalez@ms228.org
	GLOBAL TECHNOLOGY PREPARATORY	Chrystina Russell/David Baiz, mrbaiz@globaltechprep.org
	J.H.S. 220 John J. Pershing	Loretta Witek, Lwitek@schools.nyc.gov
	J.H.S. 062 Ditmas	Barry Kevorkian, BKevork@schools.nyc.gov
	I.S. 227 Louis Armstrong	William Fahey, wfahey@schools.nyc.gov

Partner Consortium: A Partner Consortium, is a team consisting of two to three external partner organizations that work collectively with an “in-district” team to provide direction, coordination, oversight, and overall development in the areas of portfolio management, human capital development, site-based governance, site-based budgeting and financial services, facilities, instructional and non-instructional planning and implementation. Organizations that comprise the consortium must have a direct role in the implementation of this grant. At least one member of the Partner Consortium must have experience and evidence of success in managing a school change process.

Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school and trend- summary evidence of partner's fiscal performance)	References / Contacts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school and trend- summary evidence of partners fiscal performance)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
	1.	1.
	2.	2.
	3.	3.
	4.	4.

Partner Organization Name and Contact Information	5.	5.	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)
	6.	6.	
	7.	7.	
	8.	8.	
	9.	9.	
	10.	10.	
	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)		
	1.	1.	
	2.	2.	
	3.	3.	
	4.	4.	
5.	5.		
6.	6.		
7.	7.		
8.	8.		
9.	9.		
10.	10.		

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.

[illegible]

Indicators of Success	early evidence of meeting project outcomes. These will be reported on in all progress reports.
June-August	Schedule for common planning meetings is completed.
September-November	Teacher leader selection process is established, communicated and supported. Teacher leaders are selected and trained. Specific schedule for regular collaborative meetings between school leaders and teacher leaders is established and operational. Grade level ELA collaborative teams are functioning, co-led by a Teaching Matters coach and a school-based teacher leader.
December-February	Grade level ELA collaborative teams are led by a school-based coach and supported by a Teaching Matters coach.
March-June (4 months)	

SIF Redesign Framework Component: Components 2 – Curriculum and Instruction and Implementation of Common Core Learning Standards Aligned with which School Goal (from School Overview section): _	
Key Strategies Used to Address this Component:	
1. Selecting and adopting cohesive Common Core-aligned curriculum	
2. Ensuring deep understanding of Common Core instructional shifts and strategies	
3. Ensuring that teachers know content matched with best instructional practice	

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B)	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget)	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

5. Deepening understanding and practice: ASSESSMENT	Teaching Matters Coach and school-based literacy coach								X	X	X	X	X	X	X	X
6. Deepening understanding and practice: ALIGNMENT TO THE TEACHING FRAMEWORK	Teaching Matters Coach and school-based literacy coach							X	X	X						
Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.															
June-August																
September-November	Teachers will be familiar with all components of the selected curriculum. Teachers will have fully implemented one unit of study. Teachers will teach key curriculum program content effectively in the classroom as defined in the Danielson Framework for Teaching. Lesson plans and executed lessons incorporate appropriate strategies related to oral language, comprehension, written language, etc. Teachers will select appropriate set of assessments for screening and monitoring progress of students. Teachers will be able to effectively administer an interpret assessment for screening and monitoring progress.															
December-February	Student work reflects strong understanding of content. Teachers will apply key reading and writing pedagogical strategies in their classrooms, meeting the needs of all students. Student work illustrates achievement of key learning targets associated with oral language, comprehension, written language, etc. Teachers will recognize the link between pedagogical strategies specified in the Teaching Framework and their daily classroom ELA instruction.															

March-June (4 months)	See above	
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SIF Redesign Framework Component: Components 3 – Data-Driven Inquiry and the Use of Common Interim Assessment Data to Improve Student Achievement														
Aligned with which School Goal (from School Overview section): _														
Key Strategies Used to Address this Component:														
1. Establish an assessment model and strategies that track performance and inform instruction.														
2.Prepare teacher leaders and APs to guide regular data action for instructional decision making with teams.														
3. Provide teachers with an understanding of characteristics , purpose, outcomes and protocols for effective data analysis.														
List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)											
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015
1.Establish an assessment calendar	Teaching Matters & Coach school leaders				X									

[illegible]

of Success	
June-August	
September-November	Based on screening measures, an effective classroom action plan indicating ways to overcome relevant instructional and learning gaps. Improved student performance in strategy addressed as evidenced in student work and assessment results.
December-February	Based on progress measures, an effective classroom action plan indicating ways to overcome relevant instructional and learning gaps. Improved student performance in strategy addressed as evidenced in student work and assessment results.
March-June (4 months)	Based on progress measures, an effective classroom action plan indicating ways to overcome relevant instructional and learning gaps. Improved student performance in strategy addressed as evidenced in student work and assessment results.

SIF Redesign Framework Component: <u>Component 4 – School Climate, Culture, Discipline</u>														
Aligned	with	which	School	Goal	(from	School	Overview	section):						
Key Strategies Used to Address this Component:														
1. Establish a culture of student learning through engaging instructional practices.														
2.														
3.														
List specific actions to be used as part of the key strategies listed above. Include	Lead Responsible (specify partner or		Cost Associated with Action		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

performance metrics (from Attachment B) each action is intended to impact.	LEA)	(align to Budget Summary Chart)																		
1. Identify instructional practices that encourage student engagement	Teaching Matters coach with school based coach and related teachers	X	X																	
2. Effectively implement instructional strategies aligned to curriculum that encourage student engagement	Teaching Matters coach with school based coach and related teachers																			
3.																				
4.																				
5.																				
6.																				
Quarterly	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide																			

Indicators of Success	early evidence of meeting project outcomes. These will be reported on in all progress reports.
June-August	Curriculum is selected and materials made available to school
September-November	Teachers and supporting staff understand key instructional strategies that drive student engagement
December-February	Teachers effectively implementing instructional strategies to drive student engagement Student discipline issues decreasing from previous months
March-June (4 months)	Teachers effectively engaging all students in learning Students are engaged in coherent, rigorous instruction and discipline issues are at a minimum

SIF Redesign Framework Component: <u>Component 5 – APPR of Teacher and Principals as per EL 3012c</u>					Overview	section):
Aligned	with	which	School	Goal	(from	School
Key Strategies Used to Address this Component:						
1. Ensuring understanding of the Danielson Framework as description of effective instruction						
2. Selecting teacher growth goals using the Danielson Framework and collaboratively working with teachers						
3. Enhancing teacher pedagogy based on specific goals of teachers						

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

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: _____

DBN: _____

Network: _____

PARENT REPRESENTATIVE

Signature (in blue ink)

Date

Type or print name

CHAPTER LEADER (UFT)

Signature (in blue ink)

Date

Type or print name

PRINCIPAL (CSA)

Signature (in blue ink)


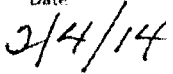
Date

Type or print name

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

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

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

SUPERINTENDENT	
Signature (in blue ink)	Date
Type or print the name.	
EXTERNAL PARTNER	
Signature (in blue ink) 	Date 
Type or print the name and title and organization of the partner Teaching Matters, Inc. Jane Condliffe, Deputy Director	
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.	

Daily--Schedule

Monday-Friday

Extended Day Schedule Mon-Weds. 8:00a.m. - 8:37a.m.

Mon- Thurs. Schedule 8:40a.m. - 3:00 p.m.

****Friday – School Day Schedule 8:00 a.m. – 2:20 p.m.**

Period	Start	End	
Breakfast	7:45	8:35	
Ext. Day	8:00	8:37 ½	M/W ELA remediation Tu/Math
1	8:40	9:25	ReadyGen
2	9:25	10:10	ReadyGen
3	10:10	10:55	GoMath
4	10:55	11:45	GoMath
5	11:45	12:35	LUNCH
6	12:35	1:25	Writing
7	1:25	2:15	Social Studies or Science
8	2:15	3:00	Fine Arts
Dismissal	3:00		
ELT	3:00	5:00	Afterschool Academic Support

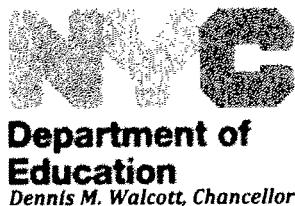
Lunch Schedule

4th Period 10:55 – 11:45 - 50 min.

(Grades (K-3)

5th Period 11:45 – 12:35 - 50 min.

(Grades 4, 5, 8)



**THE DR. BETTY SHABAZZ ELEMENTARY & PREPARATORY
SCHOOL FOR THE PERFORMING ARTS**

J. Jonathan Dill, Principal

Shawna N. Myles, Assistant Principal
P.S./I.S. 298

85 Watkins Street Brooklyn, New York 11212

☎ Direct: 718.495.7793 ☎ Fax: 718.566.8770 E-mail: 23K298@schools.nyc.gov

2013 -2014 Schedule of Formal Observations

Formal Observations:

Mr. Dill – Dr. Aduroja

Ms. Barnes

Ms. Dillard

Ms. Connor

Ms. Sumpter

Ms. Rodgers

Ms. McMillian

Ms. Anderson

Ms. Megherian

Ms. Taylor

Ms. Sacher

Ms. Myles – Ms. Habersham

Ms. Ricketts

Ms. Chemont

Ms. Pierre

Ms. Liberman

Ms. Henry – Wright

Ms. DeHart

Mr. Cipkin

Mr. Aiello

Ms. Hooks

Ms. McDonald

Week of October 6, 2013

Week of October 13, 2013

Week of October 20, 2013

Week of October 27, 2013

Week of November 3, 2013

Week of November 10, 2013

Week of November 17, 2013

Week of November 24, 2013

Schedule of 2013 – 2014 Informal Observations

Mr. Dill & Ms. Myles

**October – Ms. McMillian, Ms. Hooks, Dr. Aduroja, Ms. Connor, Ms. Dillard,
Ms. Taylor, Ms. Chemont, Ms. Liberman, Ms. Pierre, Ms. Anderson,
Ms. Barnes**

December – Ms. Sumpter, Ms. Henry – Wright, Ms. DeHart, & Ms. McDonald

January – Ms. Habersham, Mr. Aiello, & Ms. Megherian

February – Ms. Ricketts

March – Ms. Rodgers & Mr. Cipkin

Mr. Dill

October – Ms. Sacher

**December – Ms. Barnes, Ms. Dillard, Ms. Connor, Ms. Liberman, Ms. Taylor,
Mr. Cipkin, Ms. Ricketts, & Ms. McMillian**

January – Ms. Hooks, Ms. Sumpter, Ms. Henry – Wright, & Ms. DeHart

February – Dr. Aduroja, Mr. Aiello, Ms. Anderson, & Ms. Megherian

**March – Ms. Habersham, Ms. Chemont, Ms. Pierre, Ms. McDonald, &
Ms. Rodgers**

Ms. Myles

November – Ms. Sacher

December – Dr. Aduroja, Mr. Aiello, Ms. Anderson, & Ms. Megherian

**January – Ms. Barnes, Ms. Dillard, Ms. Connor, Ms. Taylor, Ms. Liberman,
Mr. Cipkin, Ms. Ricketts, & Ms. McMillian**

**February – Ms. Habersham, Ms. Chemont, Ms. Pierre, Ms. McDonald, &
Ms. Rodgers**

March – Ms. Hooks, Ms. Sumpter, Ms. Henry – Wright, & Ms. DeHart



**Department of
Education**
Dennis M. Walcott, Chancellor

**THE DR. BETTY SHABAZZ ELEMENTARY & PREPARATORY
SCHOOL FOR THE PERFORMING ARTS**

J. Jonathan Dill, Principal

Shawna N. Myles, Assistant Principal

P.S./I.S. 298

85 Watkins Street Brooklyn, New York 11212

☎ Direct: 718.495.7793 ☎ Fax: 718.566.8770 E-mail: 23K298@schools.nyc.gov

October 8, 2013

Dear _____:

Congratulations! Your application for Student Government was received. After a review of your application, you have been approved as a candidate for the position of _____ for the 2013 – 2014 Student Government Association.

Please report to room 327 (Data Room) at 1:30 p.m. on Tuesday, October 8, 2013 for a mandatory election meeting. Please show this letter to your teacher so that she/he will excuse you from class. Please be aware that you are responsible for any work missed during your attendance at this meeting.

Please ensure you bring a pen/pencil and a notebook with you to this meeting so that you may record any necessary information.

Please be on time.

Sincerely yours,

**Shawna N. Myles
Assistant Principal**

Approved: _____

J. Jonathan Dill, Principal

Citizenship Pride Respect

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

Service Task	Timeline/ Staff Responsible /Targeted Participants	Desired Outcomes	Method for Analyzing Outcomes and Reporting
Needs Assessment: During initial phase, school leaders are fully engaged in assessment and planning. In order to engage schools as partners, our content specialist works with schools to identify a set of core priorities at the start of planning. All findings that are presented, and professional development plans that are developed, are aimed at addressing these core priorities. Educators successfully engage in a thoughtful and active process to both guide and evaluate professional practices.	Late August/Early September, Content Specialist and Project Lead/ School leaders		This process is both data- and inquiry-based, and promotes independent thinking, deep investigation, meaningful discourse, and intelligent practices. Onsite assessment – including the collection and/or analysis of student data and baseline work samples – to determine opportunities for support, curricular and student outcome priorities, existing resources (including professional development), and teacher

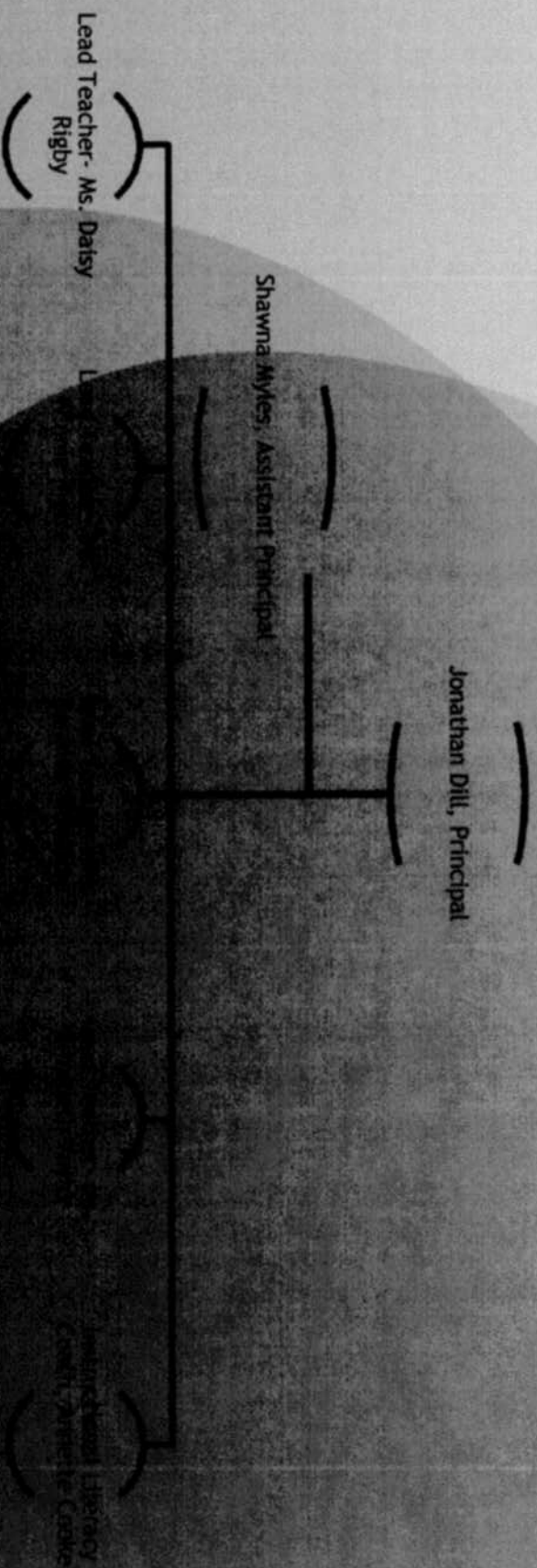
			<p>needs</p> <ul style="list-style-type: none"> • Analysis of existing curriculum maps <p>Synthesis of all findings into a summary of professional development needs and an effective professional development plan</p>
<p><u>(Onsite Coaching)</u></p> <p>Literacy is widely acknowledged as one of the most difficult subjects to teach and learn. Providing effective instruction with focus on early grades. The difficulty for students in this area of instruction is challenging for a number of reasons including:</p> <ul style="list-style-type: none"> • A significant number of new and inexperienced teachers, with a greater likelihood of shortages occurring in low-income communities which have higher levels of educational need. • Uneven professional development, leaving teachers with varied classroom experience and levels of expertise without deep instructional understandings and 	<p>September – June organized in cycles based on literacy curriculum /Content Specialist /Classroom teachers in teams and individually</p>	<p>Improved reading and writing</p>	<p>The PD plan developed at the outset includes Benchmarks for coaching. The Teaching Matters Coach will have a formal discussion with the principal and others at the school to determine what is working and which aspects of the initial plan requires modifications and plans to address them.</p>

Specialist, teachers engage in regularly scheduled activities that support strong pedagogical practices and improved student achievement.			
<p>Assessment: Teaching Matters gives participating schools a final report that summarizes the professional development goals that have been set for teachers along with achievement outcomes. Outcomes include classroom and aggregate literacy grades and ELA data. Student work samples are also gathered during the final assessment process. These multiple sources of information are processed in order to make broad and recommendations for ongoing professional development, and recommendations for student performance growth – which effectively build teacher capacity.</p> <p>Final assessment activities are aimed at continuous improvement on progress and long-term literacy achievement. A report is submitted that outlines:</p> <ul style="list-style-type: none"> • Professional development 	Formally two times per year – interim in Winter and final report at the end of the school year. In addition, there is a scheduled meeting with the principal and identified school staff each cycle to evaluate success/.Teaching Matters content specialist ELA teachers	Improvement in professional growth among teachers and measurable improvements reading and writing using measures available in selected curriculum	Final report which includes data gleaned from interim testing data and improvements in pedagogy that will result in student improvement ; teacher practice will advance in Danielson ratings

<p>strategies.</p> <ul style="list-style-type: none"> • Differentiated student learning needs that include a range of cognitive abilities, learning styles and interests that must all be addressed within one classroom. • Lack of classroom resources to motivate and fully engage students, offer unique opportunities to develop and demonstrate their emerging reading and writing skills, and monitor their progress. <p>Our professional development programming short-circuits these phenomena by providing literacy teachers with an onsite experience that strengthens best instructional practices and creates vibrant professional learning communities. Most importantly, onsite coaching takes place over time and richly impacts student achievement by addressing instructional planning, implementation and follow-up.</p> <p>Under the guidance of an expert Content</p>			
--	--	--	--

<p>goal sets (for both individual teachers and more broadly)</p> <ul style="list-style-type: none"> • Progress with individual teachers • Progress with teacher teams • Aggregate test data • Student work samples. <p>This content is synthesized from the initial assessment, mid-year (or mid-professional development program) activities, as well as final evaluations. Schools can therefore determine baseline performance benchmarks, and examine both ranges and trends in literacy performance. The final assessment report will be extremely valuable to schools for setting goals for the following school year (and for future years).</p>			
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THE Dr. Betty Shabazz Elementary & Preparatory School for the Performing Arts Organization Chart



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
Teaching Matters 475 Riverside Drive, Suite 1270 New York, NY 10115 (212) 870-3505 www.teachingmatters.org	<p>Teaching Matters' mission is to develop and retain great teachers, and measurably increase their ability to give students in urban public schools an excellent education.</p> <p>Teaching Matters is dedicated to increasing teacher effectiveness, one of the most critical factors in student success. Our services transform how educators work together at urban public schools, helping the most effective teachers develop the skills they need to lead their peers and drive school-wide improvement. We also partner with school leadership to create a work environment that equips teachers to succeed in the classroom.</p>	<p>Jane Condliffe, Deputy Director Jennifer Murtha, Director of Educational Services Project Director to be identified</p>

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
•		
•		
•		
•		
•		

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.

Key Strategies Used to Address this Component:

1. Establish the structures and conditions that support collaboration through distributed leadership
- 2.
- 3.

[illegible]

[illegible]

Indicators of Success	early evidence of meeting project outcomes. These will be reported on in all progress reports.	
June-August	Schedule for common planning meetings is completed.	
September-November	Teacher leader selection process is established, communicated and supported. Teacher leaders are selected and trained. Specific schedule for regular collaborative meetings between school leaders and teacher leaders is established and operational.	
	Grade level ELA collaborative teams are functioning, co-led by a Teaching Matters coach and a school-based teacher leader.	
December-February	Grade level ELA collaborative teams are led by a school-based coach and supported by a Teaching Matters coach.	
March-June (4 months)		

SIF Redesign Framework Component: Components 2 – Curriculum and Instruction and Implementation of Common Core Learning Standards
Aligned with which School Goal (from School Overview section): –

Key Strategies Used to Address this Component:

1. Selecting and adopting cohesive Common Core-aligned curriculum
2. Ensuring deep understanding of Common Core instructional shifts and strategies
3. Ensuring that teachers know content matched with best instructional practice

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B)			Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)											
	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget	JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015

each action is intended to impact.	Summary Chart)												
1. Unpacking the Common Core Standards	Teaching Matters Coach and school-based literacy coach					X	X						
2. Unpacking the selected curriculum	Teaching Matters Coach and school-based literacy coach					X	X						
3. Deepening understanding and practice: CONTENT	Teaching Matters Coach and school-based literacy coach						X	X	X	X	X	X	X
4. Deepening understanding and practice: PEDAGOGY	Teaching Matters Coach and school-based literacy coach						X	X	X	X	X	X	X

[illegible]

[illegible]

of Success		
June-August		
September-November	Based on screening measures, an effective classroom action plan indicating ways to overcome relevant instructional and learning gaps. Improved student performance in strategy addressed as evidenced in student work and assessment results.	
December-February	Based on progress measures, an effective classroom action plan indicating ways to overcome relevant instructional and learning gaps. Improved student performance in strategy addressed as evidenced in student work and assessment results.	
March-June (4 months)	Based on progress measures, an effective classroom action plan indicating ways to overcome relevant instructional and learning gaps. Improved student performance in strategy addressed as evidenced in student work and assessment results.	

SIF Redesign Framework Component: Component 4 – School Climate, Culture, Discipline
Aligned with which School Goal (from School Overview section):

Key Strategies Used to Address this Component:

1. Establish a culture of student learning through engaging instructional practices.
- 2.
- 3.

List specific actions to be used as part of the key strategies listed above. Include			Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)											
	Lead Responsible (specify partner or	Cost Associated with Action	JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015

[illegible]

[illegible]

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	N/A																		
September-November	Teachers and supporting staff understand components of Danielson Framework as description of effective teaching																		
December-February	Instruction is improved across the school based on the Danielson Framework																		
March-June (4 months)	Teachers more effective in teaching and evidenced increase in student learning.																		
SIF Redesign Framework Component: <u>Component 6- Use of Time Throughout the School Day and After School to Improve Instructional and Enrichment Opportunities</u> Aligned with which School Goal (from School Overview section):																			
Key Strategies Used to Address this Component:																			
1. Establish the structures and conditions that support collaboration through distributed leadership																			
2. Establish the structures and conditions that support targeted intervention services for struggling students																			
3. Establish instructional schedule that maximizes student learning																			
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	

[illegible]

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	School schedule is created and includes time for teacher collaboration and student intervention services																		
September-November	Teachers use scheduled time weekly to collaborate toward instructional improvement and increased student learning.																		
December-February	Teachers use scheduled time weekly to collaborate toward instructional improvement and increased student learning.																		
March-June (4 months)	Teachers use scheduled time weekly to collaborate toward instructional improvement and increased student learning.																		
SIF Redesign Framework Component: <u>Component 7 – Meeting the Needs of Unique Student Populations</u>																			
Aligned with which School Goal (from School Overview section):																			
Key Strategies Used to Address this Component:																			
1. Identifying targeted interventions for underperforming students																			
2. Deepening teacher content and pedagogy as it relates to struggling students																			
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			

[illegible]

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: P.S. 298
DBN: 23K298 Network: 611

PARENT REPRESENTATIVE

Signature (in blue ink)

Date

Type or print name

CHAPTER LEADER (UFT)

Signature (in blue ink)

Date

Type or print name

PRINCIPAL (CSA)

Signature (in blue ink)

Date

Type or print name

23K298 PS 298 Dr. Betty Shabazz

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%	88%	89%	90%	91%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	1%	7%	6%	5%	4%
h. Number of discipline referrals	Num	12%	33%	30%	25%	20%
i. Truancy rate	%	1%	7%	7%	7%	6%
j. Teacher attendance rate	%	96%	97%	97%	98%	98%
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	180	360	450	540
m. Hours of professional development to improve leadership and governance	Num	10	25	50	70	70
n. Hours of professional development in the	Num	10	20	40	50	60

implementation of high quality interim assessments and data-driven action						
II. Academic Indicators						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	5	10	14	18
d. Students scoring "proficient" or higher on Math assessment	%	30	3	8	12	16
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.

I. Hours of professional development to improve teacher performance

This may include the following types of professional development activities:

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

J. Jonathan Dill

ADMINISTRATIVE EXPERIENCE

Principal

P.S. 298 CSD 23 Brooklyn, NY

I provide leadership for the professional staff of a Junior High School in the development, implementation, and evaluation of a comprehensive educational initiative and to administer this initiative for the progress and advancement of students.

Knowledge of *Common Core*, budgets and MOSL assessments (Teacher Effectiveness).

Assistant Principal

P.S. 279 CSD 18 Region 6 Brooklyn, NY

I assist in providing leadership for the professional staff of an elementary school in the development, implementation, and evaluation of a comprehensive educational initiative and to administer this initiative for the progress and advancement of students.

Knowledge of *Performance Series* and *ARIS* and *ACUITY* assessments.

Literacy Coach

P.S. 279 CSD 18 Region 6 Brooklyn, NY

I organized literacy leadership teams that reviewed assessment data and developed literacy plans. I also attended meetings and professional development sessions at the district and state level, and turn-keyed information and ideas for curriculum revision for my school colleagues. I modeled best practices to drive instruction to advance students progress in reading.

Administrative Intern

P.S. 221, CSD 26 Little Neck, NY

Learned curriculum mapping and Teachers College reading/writing creative approaches that best meets the academic and developmental needs of students in *Balanced Literacy*.

Supervision of special programs (FEMA) promoting strategies to improve outcomes in basic skills and developed enrichment programs. Scheduling of teachers' non-teaching duties.

Community School Coordinator

P.S. 197, CSD 27 Far Rockaway, NY

Identified and involved community organizations, agencies, and volunteers to promote the development of the school as a focal point of the community.

Planned and implemented professional development for teachers and other staff members based on existing and emerging needs.

Developed and promoted parental involvement in every aspect of the community school program.

Provided ongoing communication between the program and the State Education Department.

ADDITIONAL PROFESSIONAL ACTIVITIES

New York City Leadership Academy (LEAP)

Focus on performance indicators and current standards for leaders.

Community School District 26 LEAD Teacher

Provide teacher workshops in *Balanced Literacy*, *Month-By-Month Phonics* and *Making Big Words*. Develop themes that promote cooperative learning. Attend all district workshops and turn key information to faculty. Curriculum mapping for grades 3-5.

Teachers College Columbia University

The Reading and Writing Project

Participated and implemented the teaching style of Lucy McCormick Calkins and Patricia M. Cunningham literacy initiatives.

Mathematics Institute for K-12 Educators

Region 3 Department of Education NYC

Became familiar with the Everyday Mathematics, and Impact Math. Examined unit structures, lesson design and strategies for skill development. Analyzed how the content is presented and developed the management strategies needed for success.

COMMITTEE AFFILIATIONS

P.S. 279 Safety Committee

P.S. 279 Parent/Teacher Association

P.S. 279 School Leadership Team (SLT)

TEACHING EXPERIENCE

P.S. 221, CSD 26 Grades 1, 5

P.S. 40, CSD 85 Grades 5, 6

P.S. 197, CSD 27 Grade 3

M.S. 192, CSD 29 Grades 6, 8

Provided differentiated instruction and curriculum to meet the needs of students in a variety of areas; special emphasis placed on higher order thinking and data driven instruction.

EDUCATION

St. John's University, Jamaica, New York, Internship Program in School Administration and Supervision, 2003.

CUNY at Brooklyn College, Brooklyn, New York, 24 credits in Administration and Supervision, 2002.

CUNY at City College, New York, New York, MA in Education, 1998.

St. John's University, Jamaica, New York, BS in Education, 1988.

CERTIFICATIONS

New York State Permanent Certification SAS.

New York State Permanent Certification K-6.

J. Jonathan Dill

New York City License, Permanent, Common Branches.

Category	Primary SIF Activity	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
SIF: P.S. 298 Dr. Betty Shabazz (23K298)							
Code 15	Instruction	F status teacher (per diem) Develop a sound early literacy program by: a. Strengthening teachers' capacity to teach reading b. Developing teacher knowledge in the areas of Phonics, Phonemic Awareness, and Vocabulary Instruction c. Developing a school wide system to monitor student progress and refine student instruction accordingly. Deliverable: Each year of the grant will fund 60 days for a F-Status teacher well versed with the Wilson program.	\$18,400	\$18,400	\$18,400	\$55,200	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 teachers 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. 18 teachers will receive 20 hours of per session funding in support of doing inquiry work to develop a sound early literacy program by: a. Strengthening teachers' capacity to teach reading b. Developing teacher knowledge in the areas of Phonics, Phonemic Awareness, and Vocabulary Instruction	\$15,000	\$15,000	\$15,000	\$45,000	The school will provide funding from other sources to continue this program.
Code 15	Data Driven Instruction/Inquiry (DDI)	Hourly Per Session. 1 supervisor will receive 20 hours of per session funding in support of doing inquiry work to develop a sound early literacy program by: a. Strengthen teachers' capacity to teach reading b. Develop teacher knowledge in the areas of Phonics, Phonemic Awareness, and Vocabulary Instruction	\$1,000	\$1,000	\$1,000	\$3,000	The school will provide funding from other sources to continue this program.
Code 15	School Climate and Discipline	Hourly Per Session. 36 teachers will receive 10 hours of training and support in the areas of School Climate and Discipline to improve the quality of teaching as measured by the Danielson Framework for Teaching.	\$15,000	\$15,000	\$15,000	\$45,000	Workshops will continue using other funds.
Code 15	School Climate and Discipline	Hourly Per Session. 1 supervisor will provide 20 hours of training and support in the areas of School Climate and Discipline to improve the quality of teaching as measured by the Danielson Framework for Teaching.	\$1,000	\$1,000	\$1,000	\$3,000	Workshops will continue using other funds.
Code 15	Parent and Community Engagement	Hourly Per Session. 1 teacher will provide 100 hours of parent workshops. Topics will include literacy night, school culture, etc. to improve the quality of teaching as measured by the Danielson Framework for Teaching. Training will help develop a sound early literacy program by: a. Strengthening teachers' capacity to teach reading b. Developing teacher knowledge in the areas of Phonics, Phonemic Awareness, and Vocabulary Instruction c. Developing a school wide system to monitor student progress and refine student instruction accordingly 3. Develop a school culture in which the school staff: a. are culturally competent and adept at communicating with families b. create opportunities to hear student voices, as appropriate to grade level. c. establish a culture for learning that motivates students d. help students develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness.	\$5,000	\$5,000	\$5,000	\$15,000	Workshops will continue using other funds.
Code 15	Teacher Evaluation (APPR) Implementation	Hourly Per Session. 24 teachers will receive 20 hours of training on the Danielson Framework for teaching to improve the quality of teaching as measured by the Danielson Framework for Teaching.	\$0	\$20,000	\$20,000	\$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 15	Extended Learning Time (ELT)	Hourly Per Session. Year 1- 10 teachers run a 30 hour after school fall program and a 30 hour after school spring program as well as a 22.5 hour Saturday program in the fall and spring. Year 2&3-10 teachers run a 30 hour after school fall program and a 30 hour after school spring program as well as a 32 hour Saturday program in the fall and spring. Program will help develop a sound early literacy program by: a. Strengthening teachers' capacity to teach reading b. Developing teacher knowledge in the areas of Phonics, Phonemic Awareness, and Vocabulary Instruction c. Developing a school wide system to monitor student progress and refine student instruction accordingly	\$44,000	\$52,000	\$52,000	\$148,000	After School and Saturday programs will continue using other funds

Code 15	Extended Learning Time (ELT)	Hourly Per Session: A supervisor will be funded to supervise 63 hours of the program. Program will help develop a sound early literacy program by: a. Strengthening teachers' capacity to teach reading b. Developing teacher knowledge in the areas of Phonics, Phonemic Awareness, and Vocabulary Instruction c. Developing a school wide system to monitor student progress and refine student instruction accordingly	\$2,790	\$2,661	\$2,661	\$8,112	After School and Saturday programs will continue using other funds
		Subtotal Code 15	102,190	130,061	130,061	362,313	
		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. Teaching matters will provide 100 days of professional development during Year 1, 75 days of PD during Year 2, and 75 days of PD during Year 3 to improve the quality of teaching as measured by the Danielson Framework for Teaching. The professional development will help develop the early literacy program by: a. Strengthening teachers' capacity to teach reading b. Developing teacher knowledge in the areas of Phonics, Phonemic Awareness, and Vocabulary Instruction c. Developing a school wide system to monitor student progress and refine student instruction accordingly 3. Developing a school culture in which the school staff: a. are culturally competent and adept at communicating with families b. create opportunities to hear student voices, as appropriate to grade level c. establish a culture for learning that motivates students d. help students develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness.	15,000	25,000	35,000	\$75,000	Title 1 funds will be repurposed to sustain this activity
Code 40	Curriculum		\$105,000	\$65,000	\$55,000	\$225,000	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	120,000	90,000	90,000	300,000	
Code 45	Student Support	Wilson materials will be purchased to support the Early Literacy program. Goal: Develop a sound early literacy program by: a. Strengthening teachers' capacity to teach reading b. Developing teacher knowledge in the areas of Phonics, Phonemic Awareness, and Vocabulary Instruction	\$20,000	\$20,000	\$20,000	\$60,000	The school will not need to purchase additional materials to continue the Wilson reading program. If replacement materials are needed the school will purchase it with other funds.
		Subtotal Code 45	20,000	20,000	20,000	60,000	
Code 80	All	Employee fringes as calculated on ARRA funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	7,809	9,939	9,939	\$27,686	
		Subtotal Code 80	7,809	9,939	9,939	27,686	
		Subtotal SIF	249,999	250,000	250,000	749,999	
CENTRAL							
Code 15							
Code 16							
Code 40							
Code 45							
Code 80							
		Subtotal Central	249,999	250,000	250,000	749,999	
		TOTAL SIF	467,092	463,370	507,074	1,437,535	
		Non-Core Instruction Tax Levy	80,006	79,369	86,854	246,229	
		Title 1 for Priority and Focus Schools	192,037	190,506	208,474	591,017	
		Other Title 1 allocations	989,133	983,244	1,652,402	3,024,780	
	Other sources of income	TOTAL					

P.S. 298 Dr. Betty Shabazz

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	130,061
Support Staff Salaries	16	-
Purchased Services	40	90,000
Supplies and Materials	45	20,000
Travel Expenses	46	-
Employee Benefits	80	9,939
Indirect Cost (IC)	90	-
BOCES Service	49	-
Minor Remodeling	30	-
Equipment	20	-
Total		\$ 250,000

Year 1 Implementation Period (June 1, 2014 - June 30, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 102,190
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 120,000
Supplies and Materials	45	\$ 20,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 7,809
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	\$ 130,061
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 90,000
Supplies and Materials	45	\$ 20,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 9,939
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	\$ 130,061
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 90,000
Supplies and Materials	45	\$ 20,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 9,939
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 250,000

Total Project Period (June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	\$ 362,313
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 300,000
Supplies and Materials	45	\$ 60,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 27,686
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 749,999



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

PROPOSED BUDGET

FOR THE OPERATION OF A

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

BASIC PROJECT INFORMATION											
N.Y.C. GRANT #			N.Y.C. DOCUMENT #				PROJECT #				
AGENCY CODE			3 0 5 1 0 0 0 1 0 0 5 1								
Federal /State Program			SCHOOL INNOVATION FUND. Round 3 P.S. 298 Dr. Betty Shabazz								
Contact Person			EDUARDO CONTRERAS								
Agency Name			New York City Department of Education								
Mailing Address			52 Chambers Street, Room 213								
			New York, N.Y. 10007								
Telephone #			212-374-0520				Manhattan				
			County								
Project Operation Dates From JUN 1 2014 To JUN 30 2015											

BUDGET TOTAL

\$249,999

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

[illegible]

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
<div data-bbox="120 279 310 331">23K298</div> <div data-bbox="310 279 906 331">SIF</div>			
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	0	16.20	0
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
			0
Subtotal - Code 16			0

PURCHASED SERVICES: Code 40

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

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

23K298	SIF		
685 - Educational Consultant			0
686 - Professional Services Other			0
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis, Teaching Matters		120,000
			120,000

Subtotal - Code 40

120,000

SUPPLIES AND MATERIALS: Code 45

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

[illegible]

TRAVEL EXPENSES: Code 46

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

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

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80

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

Item		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Welfare Benefits		
Annuity		
Sabbaticals		
ARRA FRINGE - SIF		7,809
ARRA FRINGE - Other		0
ARRA FRINGE - CENTRAL		0
Subtotal - Code 80		7,809

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

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

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	
Tracking/Contract #:													

Project												
Funding	<u>JUN</u>	<u>1</u>	<u>2014</u>		<u>JUN</u>	<u>30</u>	<u>2015</u>					
Dates												

FROM TO

Program Office	
Approval	

Fiscal Year	Amount Budgeted	First Payment
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____

_____	\$ _____
Voucher #	First Payment

Finance Office Approval	_____
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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)

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Applicant Name: NYC DEPARTMENT OF EDUCATION

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

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

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1	Total Budget		\$ 749,999
2	Professional Salaries	\$ 362,313	
3	Support Staff Salaries	\$ -	
4	Fringe Benefits	\$ 27,686	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ 389,999
8	Line 1 minus Line 7		\$ 360,000
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		\$ 72,000

M/WBE UTILIZATION PLAN

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

Bidder/Applicant's Name: NYC DEPARTMENT OF EDUCATION

Telephone/Email: (212) 374-0520

Address: Chambers St.

Federal ID No.: 13-6400434

City, State, Zip: New York, NY 10007

RFP No: RFP Number: TA-15

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of
NAME: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC ADDRESS: 165 PARK ROW # 18A CITY, ST, ZIP: New York NY, 10038 PHONE/E-MAIL: 212-608-0714 / lucy@lucywestpd.com	NYS ESD Certified MBE <input checked="" type="checkbox"/> WBE <input checked="" type="checkbox"/>	Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.	Year 1 \$ 15,000 Year 2 \$ 25,000 Year 3 \$ 35,000 TOTAL \$ 75,000

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

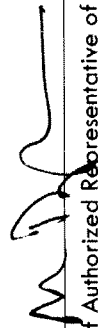
M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE

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



Mary Doyle, Executive Director State Portfolio Policy

Signature of Authorized Representative of Bidder/Applicant's Firm

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

Date: 2/21/14

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

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

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

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

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

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

DESIGNATION: MBE Subcontractor ☒ WBE Subcontractor MBE Supplier WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

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

(M/WBE)

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

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

The estimated dollar amount of the agreement:

\$

75,000

Date:

2/21/14

Signature of Authorized Representative of M/WBE Firm

Lucy West, President

Printed or Typed Name and Title of Authorized Representative

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

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

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

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

Report includes:

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

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

Race/Ethnicity - report employees in only one category																			
Hispanic or Latino		Male										Female							
		White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran		
EEO - Job Categories		Total Work Force																	
Executive/Senior Level Officials and Managers																			
First/Mid-Level Officials and Managers				1															
Professionals				1															
Technicians																			
Sales Workers																			
Administrative Support Workers																			
Craft Workers																			
Operatives																			
Laborers and Helpers																			
Service Workers																			
TOTAL				2														19	2

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

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