



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: \$749,994
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 School of Performing Arts 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

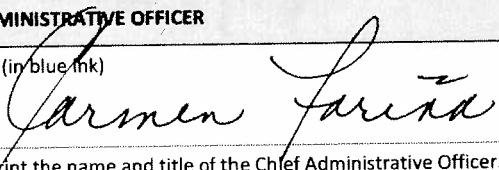
**New York State Education Department
School Innovation Fund Grant – Round 3 (TA-15)
Application Cover Sheet**

| 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 School of Performing Arts | | | Beds Code 321200010217 | | |
| 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 type="checkbox"/> LEA with one Lead Partner | | <input checked="" type="checkbox"/> LEA with Partner Consortium | |
| SCHOOL DESIGN TYPE (Check One) | | | | | |
| College Pathways <input type="checkbox"/> | Community-Oriented <input checked="" type="checkbox"/> | Arts / Cultural Ed <input type="checkbox"/> | CTE <input type="checkbox"/> | Virtual/Blnd/Online <input type="checkbox"/> | Network-Affiliated <input type="checkbox"/> |

Certification and Approval

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

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

RECEIVED

FEB 28 2014

CONTRACT ADMINISTRATION

NB

12X217 School of Performing Arts

2014 SIF 3 Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST #12 - BRONX

Select School Name:

321200010217 SCHOOL OF PERFORMING ARTS

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

6-8

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

346

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) | | | |
| <input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver | | | |
| Type of Form | Full Participation | Request Partial Waiver | Request Total Waiver |
| M/WBE Cover Letter | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M/WBE 100 Utilization Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | N/A |
| M/WBE 102 Notice of Intent to Participate | <input checked="" type="checkbox"/> | <input type="checkbox"/> | N/A |
| EEO 100 Staffing Plan and Instructions | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M/WBE 105 Contractor's Good Faith Efforts | N/A | <input type="checkbox"/> | <input type="checkbox"/> |
| M/WBE 101 Request for Waiver Form and Instructions | N/A | <input type="checkbox"/> | <input type="checkbox"/> |
| SED Comments: | | | |
| Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |
| Reviewer: _____ | | Date: _____ | |

A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/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> |

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| | <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:

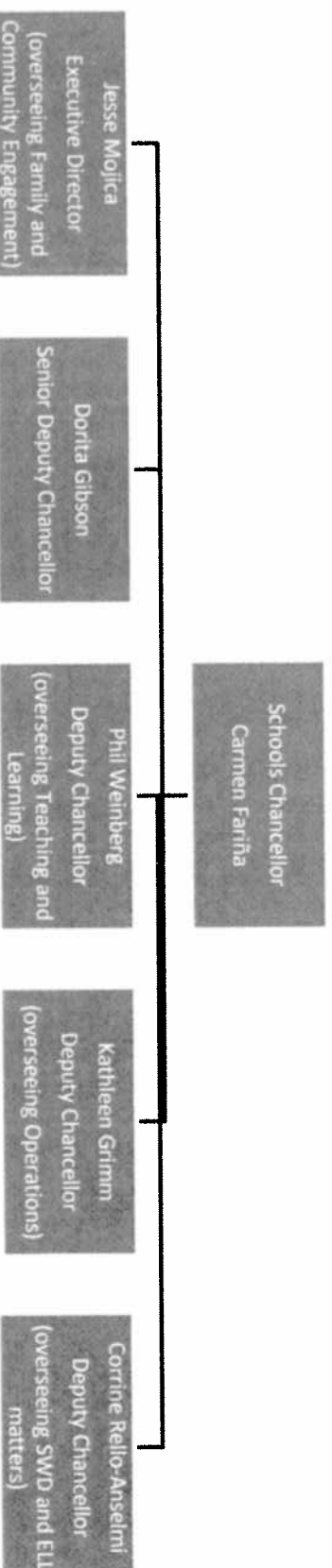
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

between

THE BOARD OF EDUCATION

of the

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of the

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and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

Attachment A
Assurance of Joint Commitment and Collaboration Form

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

LEA Name: NYC DOE
 School Name: 12X 217 I.S. 217 School of Performing Arts

CHIEF ADMINISTRATIVE OFFICER (Superintendent)

Signature (in blue ink)

Date

Type or print name

Carmen Fariña

2/25/14

Carmen Fariña

BOARD OF EDUCATION PRESIDENT

Signature (in blue ink)

Date

Type or print name

LOCAL ADMINISTRATORS UNION PRESIDENT

Signature (in blue ink)

Date

Type or print name

Ernest A. Logan

2/24/14

Ernest A. Logan

LOCAL TEACHERS UNION PRESIDENT

Signature (in blue ink)

Date

Type or print name

Michael Mulgrew

2/25/14

Michael Mulgrew

District Parent Representative

Alim S. Gafar

2/24/14

Alim S. Gafar

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

I.S. 217 School of Performing Arts (12X217)

Partner Information

Creative Connections

Creative Connections is an experienced provider of quality youth and school and business development services. Their staff has more than 20 years of experience working with students and schools as well as business professionals and corporations. The Connections Programs prepare students for the educational and career challenges of the 21st Century. All lessons address real-world challenges: from personal finance to creating a product to sell and calculating return on investment. Activities are incorporated into the school day or can fit seamlessly into any extended learning time models (such as afterschool, before school or lunchtime).

IS 217 will partner with one of the programs of Creative Connections: the Arts Connections (AC). This program introduces students to career paths through in-class college and career readiness programs and arts and crafts based after school clubs. Students can learn dance, acting, singing. School's 7th and 8th grade students currently participate in weekly dance classes with visiting artists.

Educators for Social Responsibility

Founded in 1982, ESR is a national leader in school reform and provides professional development, consultation, and educational resources to adults who teach young people in preschool through high school. ESR collaborates with district administrators, school leaders, and staff members to maximize their capacity to create engaging schools and classrooms. ESR's customized, integrated services support academic achievement, healthy social and emotional development, and postsecondary success.

ESR will provide professional services for school wide discipline and student support services and will lead a diagnostic process to strategically direct services where they are most needed. They are contracted to strengthen the overall school climate, enhance and improve school wide disciplinary systems and student support systems by reviewing, revising and adopting new or improved behavioral supports and interventions to maximize student success and academic, social and emotional development. Specific deliverables include a diagnostic phase followed by regular and ongoing implementation and coaching.

Overall ESR works directly with educators to implement systemic practices that create safe, caring, and equitable schools so that all young people succeed in school and life, and help shape a safe, democratic and just world.

Montefiore Medical Center

Montefiore's School Health Program provides comprehensive primary, preventative and continuing health care to a population of elementary, middle and high school students throughout the Bronx. Founded in 1983, MSHP is the largest and most comprehensive school-based health

program in the country and a major community outreach program for children living in the Bronx. Currently, MSHP provides a range of medical, mental health, reproductive and health promotion services to 27,000 students, who access these services more than 70,000 times per year. Included in MSHP's wide range of comprehensive primary care services are health maintenance examinations, immunizations, screening tests, first aid for injuries and emergencies, diagnosis and treatment of acute and chronic medical problems, as well as secondary and tertiary care referrals. The program has a particular interest in improved asthma care and adolescent health services.

The SIF grant will enable School of Performing Arts to expand its partnership with Montefiore and provide the student population with much needed mental-health services.

The Leadership Program

The Leadership Program offers wide variety of services that appeal to youth, teachers, and parents and are tailored to meet the needs of inner-city elementary, middle and high schools. The Leadership Program has worked for over 15 years with researchers, administrators, teachers and students to create a variety of high quality programming that has been shown to change student behaviors and attitudes towards violence, gang involvement and substance abuse.

The Leadership Program will support school's most at risk students through a thorough and comprehensive one-on-one mentorship program throughout the school year. An estimated 30-40 students will be served during each school year. Specific student outcomes include increased attendance, enhanced academic focus and improved communication skills specific to each student.

Enrollment Summary

In School of Performing Arts, students with disabilities comprise 25% of the school's population, 1 percentage point higher than the average middle school in the district. English Language Learners comprise 15% of the school's population, 2 percentage points lower than the average middle school in the district. The average incoming proficiency (4th grade ELA/math) of the school's students is 2.7, which is on par with the average middle school in the district.

Leadership Information

Maiysha R. Etienne has been an educator in District 12 of the NYC Doe for almost 9 years, and throughout that time she has demonstrated herself as a strong instructional leader with a deep commitment to drastically improving the educational outcomes for our most at-risk students. She entered teaching through the New York City Teaching Fellow program, and prior to that she was a practicing attorney for 5 years.

From 2005-2011 Principal Etienne was an elementary and middle school teacher in District 12, and she quickly demonstrated herself as a teacher leader. Many of the instructional, inquiry

protocols, and data gathering and analysis protocols that she spearheaded at Accion Academy as the Social Studies Department Chair have been sustained despite her appointment as Principal at I.S. 217 School of Performing Arts. These practices helped put the school on a path for improvement and increased student outcomes and the school received strong scores on the Progress Reports and Quality Reviews.

In 2011, Principal Etienne was accepted into the New York City Leadership Academy and completed a rigorous and intensive training program. She interned under two experienced Principals, Elizabeth Phillips and Reginald Landeau Jr. who two of the largest and most high performing schools in the city. In May 2012, she was appointed as the Principal of I.S. 217 School of Performing Arts and quickly established a Team for School Improvement to quickly conduct a needs assessment and draft a strategic action plan for improvement. In collaboration with the staff and parents she developed a school mission and vision statement and a School-Wide Guided Discipline Plan. In her first year as principal she dramatically improved the school tone, culture, safety and discipline. During the 2012-2013 school year Level 4 Discipline Code Infractions decreased by 57.5% and there was a 100% decrease in Level 5 occurrences. In addition, Superintendent Suspensions decreased by 30%. Finally, attendance improved overall and chronic absenteeism decreased by over 25%.

Principal Etienne, also prioritized infusing literacy across all content areas and providing students with consistent reading interventions in order to accelerate the reading levels of all students. As a result of her leadership, reading scores, as measured by the DRP, increased at twice the national average and the number of students who were initially identified as severely at risk was decreased by 50%. This year Principal Etienne has continued to work diligently to provide teachers with the training and resources infuse sound literacy instruction across all content.

Principal Etienne has already established a strong foundation upon which to build and sustain continuous school improvement. She has adopted a fully aligned CCLS curriculum in all subject areas and has developed a program that allows teachers with at least 3 hours per week to meet to plan, analyze data, and modify the curriculum. In addition, the administrative team has fully implemented the new teacher evaluation system and teacher practice has shown growth over the past year.

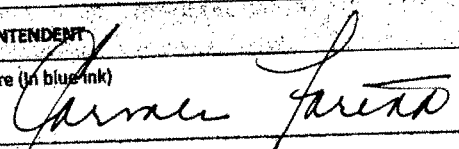
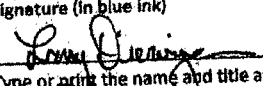
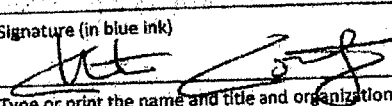
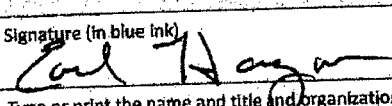
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12X217

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.

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| SUPERINTENDENT | |
| Signature (in blue ink)  | Date 2/25/14 |
| Type or print the name. Carmen Fariña | |
| EXTERNAL PARTNER | |
| Signature (in blue ink)  | Date February 7, 2014 |
| Type or print the name and title and organization of the partner. Larry Dieringer, Executive Director, Educators for Social Responsibility, Inc. | |
| EXTERNAL PARTNER | |
| Signature (in blue ink)  | Date 2/7/14 |
| Type or print the name and title and organization of the partner. Christine Courtney, President, The Leadership Program, Inc. | |
| EXTERNAL PARTNER | |
| Signature (in blue ink)  | Date 2/7/14 |
| Type or print the name and title and organization of the partner. EARL HAGAMAN, COO, Creative Connections | |

**MEMORANDUM OF UNDERSTANDING
BETWEEN EDUCATORS FOR SOCIAL RESPONSIBILITY
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 EDUCATORS FOR SOCIAL RESPONSIBILITY ("ESR") 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 ESR provides services to School of Performing Arts, 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 ESR

Founded in 1982, ESR is a national leader in school reform and provides professional development, consultation, and educational resources to adults who teach young people in preschool through high school. ESR collaborates with district administrators, school leaders, and staff members to maximize their capacity to create engaging schools and classrooms. ESR's customized, integrated services support academic achievement, healthy social and emotional development, and postsecondary success.

In the event that the School of Performing Arts is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), ESR 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.

ESR will tailor existing products and services for implementation in School of Performing Arts. These products and services include:

ESR will provide professional services for school wide discipline and student support services and will lead a diagnostic process to strategically direct services where they are most needed. They are contracted to strengthen the overall school climate, enhance and improve school wide disciplinary systems and student support systems by reviewing, revising and adopting new or improved behavioral supports and interventions to maximize student success and academic, social and emotional development. Specific deliverables include a diagnostic phase followed by regular and ongoing implementation and coaching.

Overall ESR works directly with educators to implement systemic practices that create safe, caring, and equitable schools so that all young people succeed in school and life, and help shape a safe, democratic and just world.

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 ESR and NYCDOE

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

MONTEFIORE MEDICAL CENTER

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| Signature | Title | Date |
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NYCDOE

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| Signature | Title | Date |
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**MEMORANDUM OF UNDERSTANDING
BETWEEN THE LEADERSHIP PROGRAM
AND
NEW YORK CITY DEPARTMENT OF EDUCATION**

1. **Parties.** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between THE LEADERSHIP PROGRAM ("THE LEADERSHIP PROGRAM") 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 THE LEADERSHIP PROGRAM provides services to School of Performing Arts, 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 THE LEADERSHIP PROGRAM

The Leadership Program offers wide variety of services that appeal to youth, teachers, and parents and are tailored to meet the needs of inner-city elementary, middle and high schools. The Leadership Program has worked for over 15 years with researchers, administrators, teachers and students to create a variety of high quality programming that has been shown to change student behaviors and attitudes towards violence, gang involvement and substance abuse.

In the event that the School of Performing Arts is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), THE LEADERSHIP PROGRAM 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.

THE LEADERSHIP PROGRAM will tailor existing products and services for implementation in School of Performing Arts. These products and services include:

The Leadership Program will support the school's most at risk students through a thorough and comprehensive one-on-one mentorship program throughout the school year. An estimated 30-40 students will be served during each school year. Specific student outcomes include increased attendance, enhanced academic focus and improved communication skills specific to each student.

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 THE LEADERSHIP PROGRAM 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 School of Performing Arts
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, **and** a final service agreement is negotiated between CREATIVE CONNECTIONS 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.

CREATIVE CONNECTIONS

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NYCDOE

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**MEMORANDUM OF UNDERSTANDING
BETWEEN CREATIVE CONNECTIONS
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 CREATIVE CONNECTIONS ("CREATIVE CONNECTIONS") 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 CREATIVE CONNECTIONS provides services to School of Performing Arts, 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 CREATIVE CONNECTIONS**

Creative Connections is an experienced provider of quality youth and school and business development services. Their staff has more than 20 years of experience working with students and schools as well as business professionals and corporations. The Connections Programs prepare students for the educational and career challenges of the 21st Century. All lessons address real-world challenges: from personal finance to creating a product to sell and calculating return on investment. Activities are incorporated into the school day or can fit seamlessly into any extended learning time models (such as afterschool, before school or lunchtime).

In the event that the School of Performing Arts is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), CREATIVE CONNECTIONS 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.

CREATIVE CONNECTIONS will tailor existing products and services for implementation in School of Performing Arts. These products and services include:

IS 217 will partner with one of the programs of Creative Connections: the Arts Connections (AC). This program introduces students to career paths through in-class college and career readiness programs and arts and crafts based after school clubs. Students can learn dance, acting, singing. School's 7th and 8th grade students currently participate in weekly dance classes with visiting artists.

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 CREATIVE CONNECTIONS 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 School of Performing Arts
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, **and** a final service agreement is negotiated between THE LEADERSHIP PROGRAM and NYCDOE

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

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

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

THE LEADERSHIP PROGRAM

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| Signature | Title | Date |
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NYCDOE

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| Signature | Title | Date |
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**MEMORANDUM OF UNDERSTANDING
BETWEEN MONTEFIORE MEDICAL CENTER
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 MONTEFIORE MEDICAL CENTER ("MONTEFIORE") 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 MONTEFIORE provides services to School of Performing Arts, 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 MONTEFIORE

Montefiore's School Health Program provides comprehensive primary, preventative and continuing health care to a population of elementary, middle and high school students throughout the Bronx. Founded in 1983, MSHP is the largest and most comprehensive school-based health program in the country and a major community outreach program for children living in the Bronx. Currently, MSHP provides a range of medical, mental health, reproductive and health promotion services to 27,000 students, who access these services more than 70,000 times per year. Included in MSHP's wide range of comprehensive primary care services are health maintenance examinations, immunizations, screening tests, first aid for injuries and emergencies, diagnosis and treatment of acute and chronic medical problems, as well as secondary and tertiary care referrals. The program has a particular interest in improved asthma care and adolescent health services.

In the event that the School of Performing Arts is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), MONTEFIORE 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.

MONTEFIORE will tailor existing products and services for implementation in School of Performing Arts. These products and services include:

The SIF grant will enable School of Performing Arts to expand its partnership with Montefiore and provide the student population with much needed mental-health services.

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 MONTEFIORE and NYCDOE

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

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

EDUCATORS FOR SOCIAL RESPONSIBILITY

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NYCDOE

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

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|--|---|--|-------------------------------------|--|--|
| School Name: | I.S. 217 School of Performing Arts | | | | |
| DBN: | 12X217 | | | | |
| Network: | CFN-608 School of Performing Arts | | | | |
| Application Type (Check one): | | <input type="checkbox"/> School with Lead Partner | | <input checked="" type="checkbox"/> School with Partner Consortium | |
| SCHOOL DESIGN TYPE (Check One) | | | | | |
| College Pathways <input type="checkbox"/> | Community-Oriented <input checked="" type="checkbox"/> | Arts / Cultural Ed <input type="checkbox"/> | CTE <input type="checkbox"/> | Virtual/Blnd/Online <input type="checkbox"/> | Network-Affiliated <input type="checkbox"/> |

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| A. School Overview |
| <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.

I.S. 217 School of Performing Arts is located in the Hunts Points neighborhood of the South Bronx, which is part of the poorest congressional district in the country. The community that the school serves faces exceptional barriers to socio-economic success and full participation in the democratic process. These barriers include inadequate access to health and mental health services, high rates of imprisonment, unemployment, poor housing, domestic violence, and drug and alcohol abuse. The negative effects that poverty, unstable home environments, and chronic stress have on students' ability to learn and reach high academic and social achievement has been well documented in books such as Teaching with Poverty in Mind by Eric Jensen, and How Children Succeed by Paul Tough. As a community school, we must bring together multifaceted resources in order for families and students to transcend these barriers to success and empower them to become responsible and productive citizens who serve their communities and society. Research shows that developing community schools that provide a wide array of physical and mental health services, adult education, after-school and weekend enrichment, and family support services improve attendance, academic achievement, and community economics.

The mission of I.S. 217 is to recognize students as individuals and help them apply classroom learning to everyday life and to become creative problem solvers. We focus on improving professional practices, effectively implementing common core learning standards and providing

enrichment experiences in order to promote student's ability to build positive relationships and value their education.

One of our primary goals is to drastically improve student academic engagement, resiliency, and social emotional skills which will increase the percentage of students who are prepared to excel in high school and graduate from college and career. In addition, we seek to increase parent engagement and increase family's capacity to provide students with the support necessary to excel academically and socially.

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.

The key design element of the Community Oriented (wrap around services) Design is positioning the school to be a hub where students and families can receive a wide variety of physical and mental health services, adult education, after-school and weekend enrichment, tutoring, and family support/engagement services. Although the wrap-around services are necessary they are not sufficient to bring about the deep sustainable school improvement. In order for the model to be successful our school will utilize several core strategies. First, through continuous and targeted professional development and the implementation of the Advance Teacher Development and Evaluation system will ensure that the school exemplifies strong instructional practices and provides a challenging curriculum that meets the needs of all students. In addition, we will ensure that students are motivated and engaged in learning both in school and during after-school enrichment activities. Finally, we will ensure that the physical, mental and emotional health needs of our students are met.

In order to realize our goals of creating opportunities for our students and families to excel we must leverage our existing resources and partnerships as well as forge new partnerships. We have formed a partner consortium to help us implement a whole school improvement plan. Our proposed partnership with Educators for Social Responsibility (ESR) will allow our school to strengthen discipline and student support systems by reviewing, revising, and adopting new or improved policies, role and responsibilities, expectations, rules, procedures, accountable consequences, and behavioral supports and interventions in order to maximize each and every student's success in school and foster their academic, social, and emotional development. In addition, ESR will provide professional development and job imbedded coaching to build our school's capacity to create high-performing, high-achieving classrooms, where our middle school teachers can maximize their capacity to create safe, caring, engaging and rigorous classrooms. Our staff members will learn and institutionalize a broad range of research-based instructional strategies, classroom management practices, protocols and procedures that support student achievement, and engaged and disciplined classroom environments.

An assessment of our student population demonstrates that many of our most at-risk students would benefit from a strong research based mentor relationship. To that end we will be partnering with the Leadership Program. Through this program social work interns will work one on one with identified students to (1) set goals; (2) stay on track with academics; (3) develop skills to be successful and (4) combat peer pressure. Students will also participate in an

afterschool leadership development program that will include an arts component as well as community service.

We currently have an on-site Montefiore School Health Clinic that provides general physical health services, dental services, and mental health services. In addition, they provide a host of health related workshops and field trips for families and students. I.S. 217 also has an existing partnership with SISDA and SOBRO, two community based organizations that provide job training, ESL classes, adult education, counseling, youth development services, and family support services to youth and families in the Hunts Point community. Finally, we have a long-standing relationship with the Sports and Arts Foundation, and they provide a variety of after-school and Saturday enrichment activities for our students.

In order to maximize the effectiveness of these programs and partnerships, our staff will be receiving professional development from Creative Connections on how to effectively collaborate and manage relationships with community based organizations. In addition, Creative Connections will provide professional development on how to build the capacity of parents and staff members to sustain these improvement efforts and effectively utilize all community based services.

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

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

I.S. 217, the School of Performing Arts, serves a diverse population of students with a unique set of needs that range from academic to social emotional. The school population is made up of 67.50% Hispanic, 25.90% Black or African American, 2.80% Asian or Native Hawaiian or Pacific Islander, 2.30% Native American or Alaska Native and 1.40% White. Nearly 96% of our student population lives below the poverty level with 92% of our student population receiving free lunch and 3.70% receiving a reduced lunch. IS 217 serves a disproportionate share of several additional sub-groups of students that are traditionally underrepresented in our schools and underserved. Students with special needs represent over 24.0% of our student population. Our special education students receive a variety of support from service providers such as speech therapy, physical therapy, occupational therapy, hearing specialists and SETSS services. Another sub-group of concern is our English Language Learners representing over 22% of our student population. Many of our ELLs are potentially first generation high school graduates and

future college students. Over 92% of our ELL families are Hispanic and speak Spanish within the home. They may not be able to foster and encourage the acquisition and use of English as a second language. Although specific percentage data is not available for the following sub-groups, they too are extremely overrepresented in the IS 217 school community and require the added services of the Community Oriented Wrap-around Design: homeless families and families in shelters and students and families with NYC Administration for Children's Services (ACS) cases needing additional counseling and support. The wrap-around services to be provided through this SIF grant are key to addressing the needs of our school community and these sub-groups in particular.

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.

Systematic in-depth diagnostic school reviews have been conducted by the district, the JIT, the 2012-2013 Quality Review and the 2014 Diagnostic Tool for School and District Effectiveness (DTSDE) The most recent DTSDE highlighted the following strengths and needs of the school. First, a clear vision and mission statement have been established for the school including short term and long term goals while increased input from the stakeholders; staff, families, students and the community must be addressed. And second, the use of data to drive the mission for student achievement and well-being is also a major strength of IS 217 as well as the ability to adapt goals that align to the long term vision and ensure that these goals are regularly monitored and evaluated.

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

In addition, according to the most recent NYSED DTSDE Review highlighted the following strengths and areas for improvement for our school:

- The School Leader has a collaboratively developed vision and plan for the improvement of the school and the development of improved protocols and systems. The school leader is making strategic decisions to deploy available resources to begin to meet the needs of the school community. All staff are regularly held accountable for continuous quality improvement and are beginning to develop systems to collaboratively use data to strategically review, plan and revise improvement throughout the school, with staff, and in all instruction efforts.
- The school recently adopted new curricular programs that reflect the CCLS and the instructional shifts, and it is in the process of aligning these curricular programs with formative assessments in the development of unit and lesson plans. There are structures in place to plan and work collaboratively and teachers are receiving professional development to implement the new curricular programs. However, as used, the newly

adopted curricular programs have not yet led to comprehensive instructional practices that effectively support and/or challenge the needs of every student.

- Teachers meet regularly and have begun to prioritize quality instruction. However, school wide systems for improving instructional practices inconsistently provide adequate scaffolding opportunities for students that are based on data analysis and enable teachers to meet the academic gaps and accelerate student achievement.
- The school has grown into a safe learning environment where new strategies and partnerships support our student's social and emotional development. However, thus far, there have been limited training opportunities for school staff and other constituents to learn how to create and strengthen a comprehensive system for the continued development of programs to address the social and emotional health needs of all of our students.
- The school has some structures that demonstrate preliminary stages of engaging family partnerships. However, there is limited reciprocal communication and inconsistent sharing of data. Therefore, families have insufficient information and tools to support their student's academic progress and social – emotional growth and well – being. Additional professional development is needed for staff.

In addition, after much planning, a clear vision and mission statement was created by the school community utilizing a variety of methods such as letters, PTA meetings and staff meetings. The vision, mission statement and goals are communicated through newsletters, the website, memos, staff handbook, guided discipline book, parent teacher conferences, SLT meetings, UFT meetings and consultation committee meetings. Progress towards meeting the goals are monitored by the School Leadership Team while the instructional cabinet reviews and monitors progress towards the SCEP goals at least twice per week. Professional development through the support of a DOE talent coach will provide administrators with support in calibrating the Danielson Framework's rating system and hone in on feedback skills. In an effort to monitor teacher practice and increase observations, the school administration has written a plan to ensure that all teachers receive a minimum of 4-6 observations utilizing the 2013 version of the Danielson Framework for Teaching and the Advance online system to record observation reports that track teacher progress. Through this model, teachers will receive feedback and administrators and coaches will provide a variety of professional development sessions that support rigorous instruction, improved classroom management techniques, and that addresses issues around the implementation of the new CCLS aligned curriculum. Literacy is being taught across the curriculum with the support of effective professional development and training sessions. The school has also begun to develop additional and enhanced programs to ensure that students are aware of and participate in college and career opportunities.

There are two additional areas that we are currently addressing; family and community engagement and the health and social-emotional development of the student and family. First, we have moved from the traditional parent teacher conferences toward providing parents with extended in-depth parent teacher conferences. These extended Parent Teacher Conferences are provided 3 times a year and give parents the opportunity to speak to their child's teacher for 20 to 30 minutes and have in-depth conversations about their children. Parents receive information on the use of tools and strategies to improve their child's academic performance and prepare them for college and careers. During these extended parent teacher conference sessions, parents are provided with information that helps them support their child academically such as their

report card, current reading level, ARIS scores and DRPP reading scores. They are also given an opportunity to see the work that their child is doing in class and a sample of exemplary student work that is aligned to the common core standards. Parents have an improved ability to set realistic goals with their child that will promote academic responsibility for learning while addressing the social emotional needs of the child and their behavior; all of which contribute to the success of our students. In this way, parents have a deeper understanding of where their child is now academically and how far they have to go to reach grade level and become successful in college and careers. This extended conference also fosters an ongoing and deeper relationship between the parent and a particular teacher, making for better and more frequent follow-up.

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

The school will prioritize and implement the SIF Plan by engaging a strong Partner Consortium in the following ways:

- Educators for Social Responsibility – ESR will provide professional development to staff to increase and enhance the ability of all teachers to engage students in learning thereby decreasing the level of disruption in the classroom
- The Leadership Program - Identify the 5-15% of students that need support and behavior modification and include them in a new mentoring program with one on one support
- Creative Connections - Will develop a program to ensure that students are aware of and participate in college and career opportunities.
- Morningside Center – Will assist in the development of improved family connections and partnerships that engage families and allow them to become a more integral part of the education process for their child. Helping them to understand that they are a significant stakeholder and providing them with strategies that help them support their children more effectively.

C. School Model and Rationale

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

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

I.S. 217 is implementing a Community Oriented School Design with wrap-around services. The school leadership and other stakeholders have been moving in this direction – to change and reform the school's culture, instructional capabilities and performance for over a year - since new leadership, i.e. our new principal, came on board. The planning process began when the school community, led by Maiysha Etienne, our new Principal, began to bring together

stakeholders from the surrounding community and from the greater NYC Arts community. The leadership team has developed both long and short term plans that encompass the needs of the school community as well as taking into account the larger picture of the existing strengths and talents of our students and teaching staff. A key strategy is to leverage existing partnerships to strengthen the comprehensive nature of services available and provided to our school community. This will enable IS 217 to enhance and expand the support services for our students and their families, thus building a high performing community school. In addition, the design will provide for a seamless set of support services, delivered before school, throughout the day and after school.

Our school leadership has carefully examined much data about our students, their families and the entire school community. This examination was not limited to test scores, but included Health Care and Mental Health Indices in the surrounding communities. Besides obvious poverty, proximity to Hunts Point, and large numbers of transient families, we have a disproportionate share of Special Education students, English Language Learners, and student families residing in shelters. It is not feasible to focus solely on instructional and academic issues – the broader issues related to poverty, health and mental health and family stability must also be addressed. This analysis and a school wide understanding of the broad needs of our school community is at the core of our selection of this design framework – a truly ***community oriented school with comprehensive wrap-around services***.

I.S. 217 is the School of Performing Arts, yet this (Performing Arts), was not a school strength until our new leadership team was put in place. I.S. 217 already had a long standing relationship with the Sports and Arts Program, an after school program providing academic and sports activities for our students. To leverage this relationship and enhance the scope of services provided to our students, the School Leadership immediately moved to create a partnership with the Stella Adler Company, a world renowned arts and theatre performance company, greatly respected for its' work with the youth of our great city. In addition, Creative Connections was brought in to initiate an in-class program for college and career readiness.

Another program that our principal initiated, is our participation in the Thurgood Marshall, Jr. Mock Trial Program, a long standing and regionally recognized Law and Justice Moot Court program created for Middle School Students from NYC, Westchester County and as far as Connecticut. I.S. 217 entered the program at the direction of our principal and leadership team and in its 1st year placed in the 2nd round. I.S. 217 also has a long standing relationship with the Sports and Arts Program which provides a broad range of after school activities for our students, including indoor soccer.

In addition, I.S. 217 has a School Based Health Program operated by Montefiore Medical Center and staffed with a nurse and nurse practitioner. While this health care program is valuable for our student population, the school community has sought expanded services including a broader and more comprehensive set of mental health services for our students. The school is located in one of the poorest neighborhoods of New York City, is adjacent to Hunts Point and as a result, our students have a disproportionate share of health and mental health issues.

After an ongoing examination of the needs of our school community and given these core programs and services, the School Leadership Team (SLT) is seeking funding to improve the school by initially enhancing and broadening the direct services provided to our students and their families. It is clear that nothing less than a comprehensive and coordinated set of programs and services must be provided to our school community. This SIF funding will enable IS 217 to implement the first phase of the provision of a comprehensive set of student support services.

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.

The school leadership team, led by the new principal, began the process of analysis over a year ago. The process included extensive meetings with the SLT and the Consultation Committee. The process included the compilation and examination of a broad range of data - from DOE data including test scores and much additional information about our students, to health care and income/poverty data about our community from the census and public health records. Key outcomes from this review was a recognition of the broader and systemic problems which manifest in our students as a result of extremely poor health and mental health measures, ranging from cancer and asthma, to low birthweight babies, teen pregnancy, obesity, HIV/AIDS, STD's, and a myriad of mental health issues. In addition, the administrative leadership attended conferences which sharpened their focus to the provision of a comprehensive set of supportive services to our students and their families.

From this early point, amidst the ongoing instructional changes and improvements that have been implemented, the school's administration and leadership engaged the school community in the review and planning in several ways. The SLT, was continually involved in the ongoing review and strengthening of community partnerships as it began to broaden its focus to encompass added services for our students and their families.

The school staff has become more involved over the past 2 years as the grade level meetings, whole faculty meetings and subject area meetings included conferencing about individual students and observing patterns in student behaviors and needs. The Chapter Leaders have been continually involved through regular Consultation Committee meetings with school administrators.

The community has also been involved in various ways as the school sponsors community events, brings in local community leaders and community groups who have hosted a number of events for the broader surrounding community. A strong relationship with local political leaders has also been a part of this community outreach and involvement, including NY State Senator Ruben Diaz and Bronx Borough President Ruben Diaz Jr. as strong supporters of the school and its programs.

Through these varied and ongoing meetings, discussions and reviews it became clear that the issues facing the school and more broadly the school community, were much greater than simple curriculum and instructional enhancements. The needs and the voices of these varied constituencies drove the process and the resulting plan for this school redesign – for a community oriented school with comprehensive wrap-around services.

D. School Leadership

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

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

Maiysha R. Etienne has been an educator in District 12 of the NYC Doe for almost 9 years, and throughout that time she has demonstrated herself as a strong instructional leader with a deep commitment to drastically improving the educational outcomes for our most at-risk students. She entered teaching through the New York City Teaching Fellow program, and prior to that she was a practicing attorney for 5 years.

From 2005-2011 Principal Etienne was an elementary and middle school teacher in District 12, and she quickly demonstrated herself as a teacher leader. Many of the instructional, inquiry protocols, and data gathering and analysis protocols that she spearheaded at Accion Academy as the Social Studies Department Chair have been sustained despite her appointment as Principal at I.S. 217 School of Performing Arts. These practices helped put the school on a path for improvement and increased student outcomes and the school received strong scores on the Progress Reports and Quality Reviews.

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

In 2011, Principal Etienne was accepted into the New York City Leadership Academy and completed a rigorous and intensive training program. She interned under two experienced Principals, Elizabeth Phillips and Reginald Landeau Jr. who two of the largest and most high performing school's in the city. In May 2012, she was appointed as the Principal of I.S. 217 School of Performing Arts and quickly established a Team for School Improvement to quickly conduct a needs assessment and draft a strategic action plan for improvement. In collaboration with the staff and parents she developed a school mission and vision statement and a School-Wide Guided Discipline Plan. In her first year as principal she dramatically improved the school tone, culture, safety and discipline. During the 2012-2013 school year Level 4 Discipline Code Infractions decreased by 57.5% and there was a 100% decrease in Level 5 occurrences. In addition, Superintendent Suspensions decreased by 30%. Finally, attendance improved overall and chronic absenteeism decreased by over 25%.

Principal Etienne, also prioritized infusing literacy across all content areas and providing students with consistent reading interventions in order to accelerate the reading levels of all students. As a result of her leadership, reading scores, as measured by the DRP, increased at

twice the national average and the number of students who were initially identified as severely at risk was decreased by 50%. This year Principal Etienne has continued to work diligently to provide teachers with the training and resources infuse sound literacy instruction across all content.

Principal Etienne has already established a strong foundation upon which to build and sustain continuous school improvement. She has adopted a fully aligned CCLS curriculum in all subject areas and has developed a program that allows teachers with at least 3 hours per week to meet to plan, analyze data, and modify the curriculum. In addition, the administrative team has fully implemented the new teacher evaluation system and teacher practice has shown growth over the past year.

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 plays an active role in all school wide improvement plans. As part of an over-arching framework the assistant principal(s): observes classroom teachers to improve instruction; devises and oversees interventions for students in academic distress; oversees the master schedule and student information systems (ATS, OORS, STARS, EngradePro); participates in weekly cabinet meetings—Instructional, Organizational, Attendance; and supervising external and after school programs.

Instruction is the single most meaningful factor in school improvement and is certainly a focal point for us. To that end, school leaders will conduct a minimum of 4-6 classroom observations per teacher using the 2013 version of the Danielson Frameworks for Teaching and the Advance Tracking System. In doing so, we will provide teachers with feedback, resources, and professional development to improve their instructional practices and ensure rigor in questioning and discussion.

More specifically, each administrator conducts a minimum of one informal observation per day and one formal observation per week. All teachers are provided with written and/or oral feedback regarding each observation within a week and log the information into *Advance* within 30 days. The Principal and Assistant Principal(s) meet with a D.O.E .talent coach every 4-6 weeks to calibrate Danielson Framework ratings and hone feedback conversation skills. Observation data is analyzed on a bi-weekly basis to identify patterns and trends in order to plan professional development.

To increase rigor and instructional outcomes assistant principal(s) periodically review lesson plans through the lens of Component 1E in the Danielson Framework, Designing Coherent Instruction. Teachers are expected to create lesson plans that represent significant cognitive challenge with some differentiation for different groups of students and varied use of instructional groups. Meaningful feedback is provided through a minimum of three (3) classroom observations to observe practices across competency (1e) Designing Coherent Instruction. Assistant Principal(s) also manage key data systems that inform instruction and the more effective use of human resources. Through the use of student information systems such as ATS,

OORS, STARS, and EngradePro, everything from student attendance, to occurrences, to long and short term academic performance are accessed to continually provide accurate insight into the academic and behavioral needs and progress of students.

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

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

The current leadership profile is appropriate for a community wrap-around school improvement model and has been successful used to improve student support services, curriculum, instruction, and teacher effectiveness. The school currently has several teachers who serve in leadership support roles. The instructional and operational cabinet members include the Principal, Assistant Principal, Literacy Coach, Math Coach, Teacher Mentor/Staff Developer, Dean, and IEP teacher. This leadership team was instrumental in developing the revised school vision and mission statement and the school-wide SCEP goals and major initiatives. The team regularly reads books, articles, and academic journals and then discusses them as a mechanism to drive school improvement, to accelerate student learning, support students' social and emotional needs, and engage parents. Through these discussions during cabinet meetings the school principal collaborates and gathers ideas from all members in order to ensure buy-in from the leadership team for school-wide initiatives. The teams also review data on a regular basis to strategically plan for school improvement.

All members of the school instructional and operational cabinet have completed school administration courses and either have their school building license or are in the process of gaining their school building license. The members of the team are well-respected by the school staff, are proactive and take the initiative to implement practices that will improve the school. All are creative problem solvers and have the capacity to be groomed into school building leaders in their own right. The members are effective in communicating and creating buy-in from staff members regarding school-wide goals and initiatives and are instructional leaders.

E. Instructional Staff

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

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

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

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.

I.S. 217 in conjunction with the Principal, has one assistant principal, a literacy coach, math coach and a staff developer, who also serves as a mentor. Serving a school of 351 students, where 24% of the student body has an IEP, and 22% are English Language Learners is challenging, when out of 35 teachers, 5 are not tenured, 11 have 5 or less years of experience, and only 17 have more than 10 years of experience. Under the SIF, I.S. 217 will implement strategies that will improve overall student climate and discipline, student support, instructional strategies, and parent and community engagement. In order to accomplish this task we will partner with ESR. We will also have a mentor program which will identify up to 30 of our students with various disabilities and/or behavioral issues. The SIF will also allow us the opportunity to hire two F-Status personnel for small group instruction. These will be the only new hires under the SIF grant. In addition, we will be able to enhance our partnership with Creative Connection, an organization that incorporates arts and college and career readiness into our curriculum.

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.

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.

Mentors – These individuals must demonstrate the ability to engage middle school students with various social, emotional and academic deficiencies. They must be time efficient to effectively manage and maintain a consistent schedule with the entire group of up to 30 students each week. During this time they will develop personal relationships based on respectful, responsive, and caring communication which will help to foster a positive learning environment. This individual will also meet with other instructional leaders, on a monthly basis to plan, discuss progress, identify patterns/trends and next steps to improve students' outcomes. This individual must have a deep understanding of cultural diversities in adolescent learners.

Academic Intervention Services, (AIS) - These individuals must demonstrate knowledge and understanding of the Common Core Standards which will allow them to provide support to students which will in turn allow students engage effectively and efficiently in whole groups, small groups and independent work. These individuals must also have a clear understanding of identifying and addressing adolescent students with special needs.

ESR - Must demonstrate knowledge of the Common Core Standards and the Framework for Teaching. Must be able to observe and identify areas of strength and areas of growth, and to provide specific strategies and recommendations to staff that will improve teaching practices. They must also be able to provide and facilitate professional development to the entire learning community (Whole school, small group, individual)

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.

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F. Partnerships

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

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

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

As we work towards becoming a community-oriented school, we have identified partner organizations that will play a critical role in implementation of our Community Oriented School with comprehensive Wrap Around Services under SIF. The selection of this consortium of partner organizations reflects our shared belief that all of our students should receive the best possible academic and emotional support to realize their full potential as they prepare for college and future careers. This conviction is expressed in our school mission and vision that emphasizes the importance of nurturing students' personal, emotional, and academic growth. Operating jointly with several partners allows us to effectively address the needs of the I.S. 217 school community by providing comprehensive support services to our students and their families, developing more enrichment opportunities for our students and their families, providing professional development opportunities for our staff, as well as providing enhanced access to our existing on-site health and mental health services operated by Montefiore Medical Center. Partner Organizations are as follows:

Educators for Social Responsibility

Educators for Social Responsibility (ESR) was chosen for several reasons: they have a proven track record leading successful school change efforts and their ability to provide direct services to school communities. ESR will provide professional services for school-wide discipline and student support services and will lead a diagnostic process to strategically direct services where they are most needed. They are contracted to strengthen the overall school climate, enhance and improve school-wide disciplinary systems and student support systems by reviewing, revising and adopting new or improved behavioral supports and interventions to maximize student success and academic, social and emotional development. Specific deliverables include a diagnostic phase followed by regular and ongoing implementation and coaching.

Overall ESR works directly with educators to implement systemic practices that create safe, caring, and equitable schools so that all young people succeed in school and life, and help shape a safe, democratic and just world. Founded in 1982, ESR is a national leader in school reform and provides professional development, consultation, and educational resources to adults who teach young people in preschool through high school. ESR collaborates with district administrators, school leaders, and staff members to maximize their capacity to create engaging schools and classrooms. ESR's customized, integrated services support academic achievement, healthy social and emotional development, and postsecondary success. In collaboration with ESR, district and school leaders support a strategic implementation of professional services for principals, administrative leadership teams, teacher leaders, and teachers. The goal: maximized capacity in leaders to create a learning-focused culture for staff members and students as well as maximized capacity in teachers to support and strengthen core practices, procedures, and learning strategies for creating safe, caring, and academically challenging classrooms. Through ongoing, site-specific training, consultation, and coaching, as well as stand-alone institutes, ESR supports educators to create engaging and equitable schools by providing services in three core areas: High-Performing, High-Achieving Classrooms; Student Advisory Program, School-wide Discipline and Student Support.

The Leadership Program

The Leadership Program, was chosen for several reasons: they have a proven track record supporting at risk students by leading successful school mentorship programs and they provide direct mentorship services to at risk students. They are contracted to support our most at risk students through a thorough and comprehensive one-on-one mentorship program throughout the school year. An estimated 30-40 students will be served during each school year. Specific student outcomes include increased attendance, enhanced academic focus and improved communication skills specific to each student.

The Leadership Program was started in 1991 by Ted Otis as a training program with two chief goals: to teach educators how to use New York City's cultural institutions and diverse communities as an educational resource, and to provide effective training in leadership skills in an educational and greater social context. At The Leadership Program, we believe that cultivating students' and educators' sense of empowerment and connectedness is the key to creating positive change in schools. Our partnership with The Leadership Program will particularly focus on Youth Development as well as on Attendance Improvement and Dropout Prevention (RISE). RISE targets and re-engages students that are over-aged, under-credited, and on a path to drop out. The program addresses obstacles in these students' attendance and

reintegrates them back into the school community.

Creative Connections

Creative Connections was chosen for several reasons: they have a proven track record supporting school communities and students by leading successful in-class programs in conjunction with the identified needs of a particular school. Their ability to provide college and career readiness programs to middle school students is key to their involvement. They are contracted to support our students through a thorough and comprehensive in-class program throughout the school year. Specific student outcomes include increased attendance, enhanced academic focus and improved communication skills.

Creative Connections was founded in 2005 to meet the growing need for college and career readiness, entrepreneurship and business development programs in New York City schools. IS 217 is partnering with one of the programs of CC – the Arts Connections (AC). This program introduces students to exciting career paths through in-class college and career readiness programs and arts and crafts based after school clubs. Students can learn dance, acting, singing. Our 7th and 8th grade students currently participate in weekly dance classes with visiting artists.

Creative Connections is an experienced provider of quality youth and school and business development services. Their staff has more than 20 years of experience working with students and schools as well as business professionals and corporations. The Connections Programs prepare students for the educational and career challenges of the 21st Century. All lessons address real-world challenges: from personal finance to creating a product to sell and calculating return on investment. Activities are incorporated into the school day or can fit seamlessly into any extended learning time models (such as afterschool, before school or lunchtime).

The Morningside Center

The Morningside Center will be contracted in year three to provide enhanced Parent workshops and programs. After the first two years of more student and family focused direct services, the school will broaden the scope of services by providing direct parent workshops and programs.

Morningside Center is a School, student and parent support services organization. Morningside Center works with school leaders to help them use social and emotional learning (SEL) as a lever for whole school improvement. Through Whole School SEL, students, school staff and parents all contribute to creating a respectful and caring school community where students can learn. Parent engagement and "Peace in The Family" workshops are also provided. Morningside Center for Teaching Social Responsibility educates young people for hopeful and intelligent engagement with their world. A national leader in the field of social and emotional learning (SEL), Morningside Center has developed a range of research-based programs that improve students' social and emotional intelligence—and their academic performance.

In addition, I.S 217 has already established and will continue to maintain partnership with numerous organizations to provide students with a variety of arts, STEM, and enrichment activities. These existing partnerships include the following:

Stella Adler Acting Studio

The Studio was founded in 1949 by Stella Adler. In 1969, The Stella Adler Studio of Acting became the first professional training school to become affiliated NYU's Tisch School of the Arts. The Studio became a 501(c)3 not-for-profit organization in 2000. The mission of the Stella Adler Studio of Acting is to create an environment with the purpose of nurturing theatre artists who value humanity, their own and others, as their first and most precious priority while providing art and education to the greater community. The school has partnered with Stella Adler Acting Studio to provide acting classes aligned to current ELA curriculum and LEAP to infuse arts into the ELA curriculum. Through LEAP students will create songs, graphic novels, documentary films and short plays.

Montefiore's School Health Program (MSHP)

Montefiore's School Health Program provides comprehensive primary, preventative and continuing health care to a population of elementary, middle and high school students throughout the Bronx. Founded in 1983, MSHP is the largest and most comprehensive school-based health program in the country and a major community outreach program for children living in the Bronx. Currently, MSHP provides a range of medical, mental health, reproductive and health promotion services to 27,000 students, who access these services more than 70,000 times per year. Included in MSHP's wide range of comprehensive primary care services are health maintenance examinations, immunizations, screening tests, first aid for injuries and emergencies, diagnosis and treatment of acute and chronic medical problems, as well as secondary and tertiary care referrals. The program has a particular interest in improved asthma care and adolescent health services. The SIF grant will enable us to expand our partnership with Montefiore and provide our student population with much needed mental-health services.

Omnilearn Corp.

Omnilearn is an educational consulting company working with the PreK-12 sector in New York. Omnilearn empowers teachers through professional development workshops and in-class lab services. Thanks to our partnership with Omnilearn, all of our students complete Common Core aligned monthly science labs with Omni Learn scientists.

Simpson Street Development Association

Simpson Street Development Association (SISDA) is a Community Based Organization servicing the youth and families of the South Bronx for the past 43 years. In the area of education, employment, training, summer camp, counseling and social services. The partnership with SISDA allows our Beacon Program to provide students with sports and arts after-school program and their families with GED, ESL and U.S. Citizenship courses.

Mock Trial

Another program that our principal initiated, is our participation in the Thurgood Marshall, Jr. Mock Trial Program, a long standing and regionally recognized Law and Justice Moot Court program created for Middle School Students from NYC, Westchester County and as far as Connecticut. I.S. 217 entered the program at the direction of our principal and leadership team and in its 1st year placed in the 2nd round. Our 7th and 8th grade students, including SWDs and ELLs, now have the opportunity to participate in this year-long mock trial program which culminates in a mock trial tournament in the Bronx County Courthouse before sitting judges. We

currently partner with several local lawyers who dedicate their time to assist in coaching our students on a weekly basis.

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

In order to ensure the external partners' accountability, the school will form an Accountability Committee. It will include the representatives of both the school leadership and the partner organizations. At the onset, the Accountability Committee will establish measurable goals/outcomes for each partners' performance, set benchmarks that will be used by both parties to evaluate these outcomes as well as establish protocols. The committee will meet monthly to review progress and performance of each provider partner based on their SIF contract and its required deliverables.

Each meeting will include assessment of the progress toward the goals and benchmarks, identification of areas of concern and design of strategies to address these concerns. The effectiveness of these strategies will be evaluated at subsequent meetings. Ultimately, withholding of contracted payments may be done for any partner which is unable to meet expected service delivery requirements.

G. Organizational Plan

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

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

See attached.

- 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 school leadership has adopted a collaborative distributed leadership model for making key decisions. The school administrative staff meets each morning to discuss the key activities and goals for the day. In addition, the entire instructional staff meets weekly for a cabinet meeting, and an operational staff meets weekly. During these meetings a variety of data is reviewed, analyzed, and monitored to make key decisions. This includes discipline data, state exam data, interim assessment data, school survey data, and progress report data. The data and decisions are discussed during weekly grade level and department meetings and staff members share their feedback. Decisions are communicated through weekly e-mails and newsletters. In addition, DOE Email is used and informational memos are distributed on a regular basis to keep staff abreast of key discipline, instructional, and operational matters.

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*

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.

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

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

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

At I.S. 217, the school instructional staff members are divided into three groups and each administrator (Principal and Assistant Principals) are responsible for scheduling, conducting and reporting the results of observations for their assigned groups. The administrators discuss the results of observations during each weekly instructional cabinet meeting and review reports in order to plan professional development. The administrators also utilize the reports to track the frequency of observations and to make necessary adjustments.

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.

Schedule for APPR implementation 2013-2014

| Time-Frame | Activity |
|------------------------------------|---|
| September 2014 | Initial Observation Planning Conferences & Observation Option Selection |
| By October 15 th , 2014 | Administrators will divide instructional staff |

| | |
|------------------------------------|---|
| | into groups and be assigned particular groups to observe. |
| By October 30 th , 2014 | Administrators will complete a detailed schedule of observations and set benchmarks for the number of observations to be completed. |
| October 2014-April 2015 | Administrators conduct both formal and frequent informal observations with all eligible instructional staff and provide timely feedback that includes next steps, in accordance with the newly implemented APPR. All administrators will conduct at least 2 informal observations each day and 1 formal observation each week. Feedback will be provided within 1 week. |
| May 2015-June 2015 | Final Evaluation Conferences with all staff in accordance with APPR protocols. |

H. Educational Plan

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

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

In order to ensure that the school's curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program the school has opted to implement the new citywide common core curriculum in ELA and Mathematics. The school has also aligned the curriculum in all other content areas. Teachers use data from state exams, MOSL, DRP, summative and formative assessments, to modify lessons and curriculum. The instructional focus this year is cooperative learning, and all teachers receive Professional Development on Kagan Strategies. RBERN and RSETASC provide teacher feedback and workshops for content areas teachers on strategies to help support SWD's and ELLs. Professional Development is also provided on teaching strategies including reciprocal teaching, shared reading, and other literacy strategies to help address the focus standards in ELA.

Network will conduct workshops to give feedback to teachers on lessons alignment to CCLS, curriculum, effective classroom management and Danielson Framework for Teaching. School wide required lesson plan components which require teachers to include differentiation, DOK

aligned questioning and checks for understanding. UDL strategies are impeded in lesson plans, use of Smart board, Power point, manipulative, visuals, and graphic organizers. Adaptive technology such as I-ready is used to give diagnostics in Math and ELA and the lessons are aligned to student performance. All teachers' have also included language objectives for each lesson taught. The use of the New York State Department of Education protocol for Literacy provided support for our teacher teams with the steps necessary for alignment of performance tasks to the CCLS English Language Arts component for the Social Studies and Science curriculums. This process assisted our school with identifying gaps in the curriculum in which literacy concepts, performance tasks and rubrics are consistent with the major concepts and performance indicators.

- 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.).

The school is currently implementing the Expeditionary Learning and Connected Math 3 (CMP3) curricula in ELA and Math respectively. As a result of the implementation of these programs we ensure that all 6 shift in ELA and Math are addressed. All teachers will continue to implement the shift in their everyday instruction. In order to accelerate learning in academic subjects, teachers meet in grade level and department teams to modify and add scaffolds to meet the needs of all students. Teachers organize students in purposeful groups based on data every 6 weeks. All departments have a 4 point rubric, adapted for each content area to give feedback on student work. Department meeting coaches and teachers analyze student work with a protocol and make decisions based on data. School has adopted academic vocabulary program Word Generation in all content areas and the program aligns to the CCLS. Students are introduced to 5 words in the beginning of the week and all content area teachers lead students in activities utilizing the words.

The school has a comprehensive Professional Development schedule that allows for teachers to choose workshops that address their individualized pedagogical needs in terms of curricular materials and classroom instruction. The implementation of a sound reading intervention period with a pacing chart and guidelines that aligns to the CCLS standards, will be designed to teach students skills necessary to read increasingly complex grade level text. Math Intervention Enrichment Class and Saturday Academy use CCLS aligned resources.

The use of the I-ready on-line ELA/Math based program, teachers' and students' will be able to build upon the transferable vocabulary they need to access grade level complex texts and choose the appropriate concept for application.

- 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:

**Sample Daily Instructional Schedule
Expanded Learning Time & Enrichment Schedule**

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|
| Regular School Instructional Day 8:20-2:40 | Regular School Instructional Day 8:20-2:40 | Regular School Instructional Day 8:20-2:40 | Regular School Instructional Day 8:20-2:40 | Regular School Instructional Day 8:20-2:40 | Regular School Instructional Day 8:20-2:40 |
| Sports & Arts 2:40-6pm | Sports & Arts 2:40-6pm | Academic Enrichment 2:40-3:30 | Academic Enrichment 2:40-3:30 | Sports & Arts 2:40-6pm | Saturday Academy 8:30am-1pm |
| | | Sports & Arts 3:30-6pm | Sports & Arts 3:30-6pm | | |
| | | Study Hall 3:30-5:30pm | Study Hall 3:30-5:30pm | Study Hall 2:40-4:15pm | |
| | | Project Based Learning 3:30-5:00pm | Project Based Learning 3:30-5:00pm | | |
| | | Living Environment Regents 3:30-5:00pm | Living Environment Regents 3:30-5:00pm | | |

***6th & 7th grade Summer Math Academy—Monday through Wednesday from 8:30-12 noon**

***February Academic Academy: 1 week-Tuesday through Thursday from 9am-1pm.**

***Easter Enrichment Program: 1 week-Tuesday through Thursday from 9am-1pm.**

***Summer School Program 5 weeks (July-August)—Monday through Thursday 8:30-12 noon.**

- 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 school will continue to implement cycles of data-driven instruction/inquiry by examining student work⁸, collecting and analyzing the data and using the data analysis to inform instruction and modify the curriculum where necessary. Teachers are provided with time to review student performance tasks and identify what students know and are able to do, and where the gaps are in their learning. In order to ensure that teachers are using the data from those performance tasks to close those gaps ESR will provide teachers with targeted professional development.

ESR will help build capacity in our school by providing lead teachers with resources that will allow them to grow and develop professionally so that they can share enhanced teaching strategies during their department or grade level meetings. The use of this program will help the school build capacity by implementing systems that will compile, disaggregate, analyze, and use data to determine how to set goals and make solid decisions about classroom management and student behavior.

Assessments are implemented to measure student learning in all subject areas for grades 6-8 during the fall, winter, and spring. During the course of implementation we analyze student data during our department meetings once a week, Tuesday 2:40-3:30 pm and our teacher teams twice a week. In addition we implement interim assessments every 4-6 weeks using the NYSCCLS. Staff meetings take place the first Monday of the month in which the entire staff reviews student work, data analysis, curriculum materials and classroom instruction.

See also attachment detailing weekly Meeting Schedule

- 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>.

The school of Performing Arts is currently implementing Response to Intervention (RTI) as their framework for providing academic, social-emotional and student support to the whole school population. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior issues. The team meets once a week with the

members of the team including: Principal, AP, Dean, IEP Teacher, Psychologist, Social Worker, Guidance Counselor, and AIS coordinator.

Positive Behavioral Interventions and Supports (PBIS) is also currently in place in order to assist in identifying, adapting, and sustaining effective school-wide disciplinary practices.

ESR will support and assist in the management and implementation of these programs in order to strengthen the comprehensive plan for RTI and PBIS. ESR will ensure that the school accurately classifies the interventions needed for individual students. This will in turn assist administrators and teachers in determining how to best organize staff in a sensible and efficient manner.

- 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.

Under SIF, the School of Performing Arts will strengthen the strategies already in place in order to sustain a safe and orderly school climate. PBIS, Peer Mediation and Student Council are the school's main approaches for student behavior and discipline management. Through these youth leadership models, students are encouraged to take on leadership roles and have a voice within their school community. At the same time, students are supporting the school's vision to create a community of learners, developing the skills and dispositions that support lifelong learning and effective citizenry. Although the school has grown into a safe learning environment where we do have supports in place for social and emotional growth, ESR will help provide training to help constituents learn how to strengthen a comprehensive system for social and emotional developmental health for all.

- 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>.

Currently I.S. 217 School of Performing Arts encourages parent/family involvement by utilizing Engrade and I-Ready, a platform where teachers and families can view their student assessment data, with performance metrics and analyses to help identify strengths and target weaknesses. Parent and family communication has also been established by distributing student's progress reports and providing ARIS parent link access to families.

Teachers also communicate with families about their child's academic and behavior progress through phone call or emails. PTA meetings are conducted the 1st Friday of each month, and SLT meet every other Thursday to discuss ongoing school improvement strategies.

I.S. 217 took part in the Parent/Teacher Home Visit Project Pilot. Under this program teachers and administrators visited families in order to build a relationship and help parents become more engaged in their child's education. The school principal and math coach also attended a national conference and I.S. 217 will be part of a consortium of school's that will spearhead a city-wide pilot on home visits.

ESR and Creative Connections will assist in identifying ways in which to increase adequate parent communication and involvement. They will provide support for social, emotional and learning competencies including student self-awareness, self-management, relationship skills, responsible decision making, academic performance, a sense of belonging and connectedness.

I. Training, Support, and Professional Development

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

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

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

During the meetings with the School Leadership Team, Consultation Committee (comprised of teachers and administration) and Instructional Cabinet we reviewed student data, state recommendations, Quality Review, and trends in the ratings under the teacher evaluation system and identified key professional development needs. We also asked teachers to detail the areas in which they needed additional support. Based on these discussions we developed professional development topics for the school year.

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.

The success of the implementation of the SIF plan is contingent improving students and families access to necessary support services and improving the school's capacity to provide coherent CCLS aligned rigorous classroom instruction that meets the needs of all students. Providing the school staff with professional development on sound instructional practices, classroom management, data driven instruction, and literacy instruction is critical to the success of the plan. Our focus will be to provide teachers with job-embedded coaching rather than simply workshops in order to create sustainability.

- 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.**

An evaluation sheet will be provided to teachers after each professional development session. During our weekly instructional cabinet meetings we will review the professional development feedback in conjunction with the Teacher Development and Evaluation Reports to track how teachers are improving their pedagogical practices as a result of the professional development offerings. ESR will also engage in an initial diagnostic process to review and analyze classroom teaching practices. They will play an integral and coordinating role in collecting real time instructional data and linking it to future professional development sessions. During ESR classroom walkthroughs they will collect data, analyze it and present the patterns and trends to teachers during Professional Development sessions.

J. Communication and Stakeholder Involvement/Engagement

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

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

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

As the Priority School developed its School Innovation Fund, it was required to consult and collaborate with its stakeholders, including leaders from the principals' union, teachers' union, and parent groups. The NYCDOE asked schools to submit Attachment A, the consultation and collaboration form, in addition to doing district-level consultation and collaboration, with leaders

in the following groups: Council of Supervisors & Administrators (CSA; principals' union), United Federation of Teachers (UFT; teachers' union), and Chancellor's Parent Advisory Committee (CPAC), the NYCDOE parent leadership body. By doing so, the NYCDOE sought to ensure that consultation and collaboration took place at the school-level in addition to the district-level.

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

At I.S. 217, the principal directs school communications on a regular basis through the school website, at regular PTA meetings, during curriculum nights held in the school auditorium and through the student/parent handbook. The Principal and a teacher recently attended the National Parent Teacher Home Visit Annual Conference to learn new strategies for family engagement.

I.S. 217 has regular (monthly) parent meetings. The PTA has been informed and is involved in the planning process for this SIF grant through representation on the SLT. The PTA has also been informed about the school's status as a priority school and the impact of this designation. I.S. 217 communicates with parents through regular PTA meetings, the school website, a monthly calendar, periodic letters/flyers home, and an automatic phone messenger system. All communications are sent home in both English and Spanish and the DOE translation unit is utilized when another language is necessary. I.S. 217 employs a Parent Coordinator who has an open door policy and is available to meet with parents without requiring an appointment. The Parent Coordinator regularly assesses needs of parents and has assisted in the selection of partnerships and community resources to address identified needs. Parents also volunteer throughout the year for class trips, celebrations, and book fairs. The School Based Support Team and CSE team maintain regular communication with parents regarding student progress, issues and goals. The Attendance team also meets several times per month to review attendance data and plan interventions.

I.S. 217 has adopted an extended parent teacher conference model whereby parents meet with a single core subject area teacher for a half hour to discuss student data and receive tips and tools for improving students' academic skills. The new Parent & Teacher Conference structure allowed parents, teachers and students to discuss targeted next steps for academic success and social emotional growth. Parents were provided with online access for ARIS, Engrade and I-Ready programs for use at home. Parents were also given extensive information regarding their child's performance as well as information about the school, its' performance and its' planning for the future, including the principle components of the SIF grant.

I.S. 217 also utilizes an automatic phone messenger system to communicate with parents. The school hosts middle school orientation for all incoming students to communicate academic expectations. In addition, I.S. 217 has offered workshops to parents focusing on the new CCLS

curriculum and standards, academic expectations and providing parents with training on what they can do to help students at home. I.S. 217 has also begun hosting on-going workshops to better enable parents to understand an individual student's issues and needs and the resources that are available and necessary.

The implementation of the SIF grant will continue to be addressed with parents through these modalities. The provision of direct services to students and families is a key component of this grant and will be an important part of ongoing communications to parents and families.

Teachers participate in weekly grade level team meetings to discuss student conduct and effective strategies and interventions for cohorts of students. I.S. 217 utilizes an online gradebook which parents have access to review, and distributes progress reports every 4-6 weeks. I.S. 217 staff regularly engage in discussions to increase parent engagement. School staff participated in pilot home visit project and plans to launch the home visit program in June 2014. The program is designed to help build relationships between school staff and parents. Teachers will receive further Professional Development on the Parent Teacher Home Visit project in preparation for summer 2014 re-launch.

Teachers have also received initial professional development from Educators for Social Responsibility for children regarding effective classroom management techniques and establishing a positive culture for learning.

I.S. 217 partners with a variety of community based organizations to provide parents with ESL classes, citizenship classes, and job training. I.S. 217 hosts a variety of workshops in areas such as adolescent development, executive function, resolving conflicts peacefully and basic parenting skills. I.S. 217 also partners with organizations to provide parenting and conflict resolution classes.

All of these venues provide ongoing opportunities to update all stakeholders on the implementation of the SIF Plan.

K. Project Plan and Timeline

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

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

See attached.

**I.S. 217 School of Performing Arts Professional Development Topics
2014-2015**

| PD Topic | Audience | Facilitator and Specific Activity | Desired Measurable Out |
|---|--|---|---|
| Engaging Students in Learning and providing individualized support | All Instructional Staff | <ul style="list-style-type: none"> ESR facilitated workshops and in-class coaching. | <ul style="list-style-type: none"> Improved student performance assessments, unit assessments Improved teacher ratings for teaching. Instructional Team will analyze Advance reports and student data. |
| ESR/Effective Teacher Talk | Instructional Staff, Counseling Staff & School Aides | <ul style="list-style-type: none"> ESR facilitated Workshops and in class coaching Practices incorporated into SWDP | <ul style="list-style-type: none"> Decline in Discipline Referrals Improved teacher ratings for teaching. |
| Diffusing Disruptive Behavior | Instructional Staff, Counseling Staff & School Aides | <ul style="list-style-type: none"> ESR facilitated Workshops and in class coaching Administrator/Coach led lunch & learns | <ul style="list-style-type: none"> Decline in Discipline Referrals Improved teacher ratings for teaching. |
| Classroom Routines & Procedures/Classroom Management | Instructional Staff | <ul style="list-style-type: none"> ESR facilitated Workshops and in class coaching Dean led sessions (Staff Development Days & Tuesday Staff Development) | <ul style="list-style-type: none"> Decline in Discipline Referrals Improved teacher ratings for teaching. |
| Student Support Staff RTI training | Student Support Staff | <ul style="list-style-type: none"> ESR facilitated workshops and coaching during meetings. | <ul style="list-style-type: none"> Decline in Discipline Referrals |
| Managing relationships with CBOs and creating coherent plan for partnerships | School Leadership | <ul style="list-style-type: none"> Creative Connections will lead workshops | <ul style="list-style-type: none"> Monthly meetings with CBOs for monitoring purposes. 2 Surveys of students and parents provided by CBOs will be completed by school leadership team. |
| Danielson Framework & Advance | Instructional Staff | <ul style="list-style-type: none"> Administrator & Coach led sessions utilizing NYC DOE modules (Lunch & Learn, Faculty Conferences, & Tuesday Grade Level Team Meetings) On-Line Modules to be utilized during individual teachers | <ul style="list-style-type: none"> Improved student performance assessments, unit assessments Improved teacher ratings for teaching. |

**I.S. 217 School of Performing Arts Professional Development Topics
2014-2015**

| | | | |
|---|--|---|--|
| | | Professional Period | <ul style="list-style-type: none"> Instructional Team will analyze data utilizing APPR Advance reports and student assessment performance data. |
| CCLS-Alignment & Instructional Shift (including close reading & text complexity) | Instructional Staff | <ul style="list-style-type: none"> Administrator & Coach led Department Meetings Review of Instructional Shift Standards & Task Alignment. (Lesson Study & Student work Protocols Utilized) | <ul style="list-style-type: none"> Improved student performance on report cards, interim assessments, unit assessments and state exams. Improved teacher ratings on APPR Danielson Framework for teaching. Instructional Team will analyze data utilizing APPR Advance reports and student assessment performance data. |
| Reciprocal Rdg. | ELA/SS/Science Instructional Staff & Administrators | <ul style="list-style-type: none"> NYC DOE MSQI sponsored full day PD sessions PD re Reciprocal Reading during Department Meetings Reciprocal Reading Lunch & Learn | <ul style="list-style-type: none"> Improved student performance on reading assessments including DRP and common interim assessments. Data will be reported on spreadsheets and analyzed during cabinet meetings |
| Shared Reading Guided Reading Independent Reading Shared Writing | ELA/SS/Science Instructional Staff & Administrators | <ul style="list-style-type: none"> Review during Department Meetings Literacy Coach led lunch & learns Literacy Coach lab sites Visit to other schools to observe lab sites | <ul style="list-style-type: none"> Improved student performance on reading assessments including DRP and common interim assessments. Data will be reported on spreadsheets and analyzed during cabinet meetings |
| Word Generation Academic Vocabulary Program | Instructional Staff | <ul style="list-style-type: none"> Literacy Coach & 2 Content Area teacher attended MSQI sponsored summer sessions PD for staff during Tuesday Staff Development Sessions (introduction, review teaching videos, norming protocol, and review student work samples) | <ul style="list-style-type: none"> Improved student performance on report cards, interim assessments, unit assessments and state exams. Improved teacher ratings on APPR Danielson Framework for teaching. Instructional Team will analyze data utilizing APPR Advance reports and student assessment performance data. |
| Academic Rigor DOK, Bloom's Taxonomy | Instructional Staff | <ul style="list-style-type: none"> Coach Administrator Led Lunch/Learn Coach/Administrator led PD for staff during Tuesday Staff Development Sessions Lesson Studies during Dept. Meetings | <ul style="list-style-type: none"> Improved student performance on report cards, interim assessments, unit assessments and state exams. Improved teacher ratings on APPR Danielson Framework for teaching. Instructional Team will analyze data utilizing APPR Advance reports and student assessment performance data. |

| | | | | |
|---|---------------------|--|--|--|
| ELA EL Curriculum (overview/pacing calendar) | ELA | <ul style="list-style-type: none"> • Literacy Coach facilitated PD during Department Meetings • Team meetings afterschool to modify curriculum • NYC DOE sponsored PD sessions in Winter | <ul style="list-style-type: none"> • Improved student performance on report cards, interim assessments, unit assessments and state exams. • Improved teacher ratings on APPR Danielson Framework for teaching. • Instructional Team will analyze data utilizing APPR Advance reports and student assessment performance data. | |
| Math CMP3 | Math | <ul style="list-style-type: none"> • NYC DOE sponsored PD sessions in summer and winter • Network Sponsored PD for Math Coach • Math Coach facilitated PD during Department Meetings | <ul style="list-style-type: none"> • Improved student performance on report cards, interim assessments, unit assessments and state exams. • Improved teacher ratings on APPR Danielson Framework for teaching. • Instructional Team will analyze data utilizing APPR Advance reports and student assessment performance data. | |
| Data Driven Instruction | Instructional Staff | <ul style="list-style-type: none"> • Network Achievement Coach • Literacy & Math Coach • All staff will utilize Driven by Data by Paul Bambrick-Santoyo | <ul style="list-style-type: none"> • Improved student performance on report cards, interim assessments, unit assessments and state exams. • Improved teacher ratings on APPR Danielson Framework for teaching. • Instructional Team will analyze data utilizing APPR Advance reports and student assessment performance data. | |
| Lesson Planning | Instructional Staff | <ul style="list-style-type: none"> • Administrator/Coach facilitated PD re: Danielson Component • IE-Designing Coherent Instruction • Network Sponsored Lesson Plan Clinic • Lesson Study Protocol in SS, Math, & ELA • Administrator/Coach 1-1 feedback sessions | <ul style="list-style-type: none"> • Improved student performance on report cards, interim assessments, unit assessments and state exams. • Improved teacher ratings on APPR Danielson Framework for teaching. • Instructional Team will analyze data utilizing APPR Advance reports and student assessment performance data. | |
| ELL Workshops | Instructional Staff | <ul style="list-style-type: none"> • R-BRN facilitated PD sessions and in class coaching re: instructional strategies(Cycled by Department) | <ul style="list-style-type: none"> • Improved student performance on report cards, interim assessments, unit assessments and state exams. • Improved teacher ratings on APPR Danielson Framework for teaching. | |

[illegible]



School of Performing Arts – I.S. 217
 977 Fox Street, Bronx, New York 10459
 Tel: 718-589-4844 Fax: 718-589-7998

Maiysha R. Etienne
Principal

Bertram Knight
Assistant Principal

Table of Organization 2013-2014

| | |
|--|--|
| <p align="center"><u>Administration</u> Etienne, Maiysha-Principal Knight, Bertram-Assistant Principal Conchetta Temple-Hall-Assistant Principal, ATR</p> | |
| <p><u>Coaches/Mentors/Staff Developers</u> Harding, M-Literacy Coach & MSQI Liaison Jones, C-Math Coach Brown, S-Mentor/Staff Developer</p> | <p><u>Dean</u> Shine-All Students</p> |
| <p><u>ELA Department</u> Murren-Azad., S., 691, 631 Bowens,D-601, 602 Burks, C-731-ICT Durverney, H-803,831 Litos, M 603,631 Lopez, J-692/792,791 Lopez, S, 701,702 Mondal,C-801.802 Rucker, C.,891,892 Simmons,S- 703, 731 Villegas, N, 831-ICT</p> | <p><u>Math</u> Anderson, C-801,802,803 Asjes, P., 703, 731 Burks, C-731-ICT Frith , K., 631, 691 Jones, C. 831 May, B.,601,602,603 Mendoza,V-692/792,791 Perry, C., -631,701,702 Santana, W.,891,892</p> |
| <p><u>Social Studies</u> Benros-701,702,703, 731 Bryson-601,602,603,631 Murren-Azad, S. 631,691 Ward, J-801,802,803,831 Lopez, J-692/792,791</p> | <p><u>Science</u> Beovich, K.,- 701, 702, 703, 731 Roberts, G., 731.831 Frith , K., 631, 691 Rucker, C.-891,892 Koo, B.,-801,802,803 Mendoza,V-692/792,791 Mazile, M., 601,602,603,631 Santana, W.,891,892</p> |
| <p><u>ESL Department</u> Niewiadomski, R.-6th Grade Knox, J-7th/8th Grade</p> | <p><u>Cluster Teachers</u> Castillo, R Spanish-731,703,802,801,803,831,891,892 Hingle, C- Phys. Ed.-All Classes Virgil, J-Music 602, 603, 631,691, 692/792, 702,791</p> |
| <p><u>Teaching Assistants/Paraprofessionals</u> Medina, M Vasquez, P Urena, A Tikkinen, S Nuhann, M Nunez, R Javier, M</p> | <p><u>Speech & Special Education Department</u> Roberts, G, IEP Teacher Edwards, J- SETTS Burks, C Wahl, J-Speech</p> |
| <p><u>Parent & Family Engagement</u> Durmo, A-Parent Coordinator Quinones, E-Family Worker</p> | <p><u>Guidance & Social Worker</u> Diaz, X-Guidance Counselor Campbell, T.,-Social Worker Ward, J-Behavior Specialist</p> |
| <p><u>Secretary</u> Carbonell, Mercedes</p> <p><u>School/Health Aides</u> Ayala, M Cordero, E Morales, M</p> | <p><u>SBST Team</u> Gomez, K-Bilingual Psychologist Mack, C- Psychologist Stokes-Family Worker Benitez, H-Social Worker</p> |

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) |
|--|---|---|
| Educators for Social Responsibility 23 Garden Street Cambridge, MA 02138 Catherine Ruby 617-492-1764 ext. 32 cruby@esrnational.org Educators for Social Responsibility 23 Garden Street Cambridge, MA 02138 Catherine Ruby 617-492-1764 ext. 32 cruby@esrnational.org | William J. Dean Technical High School Holyoke, MA | William Diehl – Collaborative for Educational Services (EMO) (413) 586-4900 wdiehl@collaborative.org |
| | Bronx Design Construction Academy (BDCA) Bronx, NY | Matt Williams – principal (718) 402-7690 mwilliams@bxdca.org |
| | Queens Preparatory Academy Queens, NY | Tashon Haywood – principal (718) 712-2304 shon1003@gmail.com |
| | High Point Academy Aurora, CO | Terry Croy-Lewis (303) 217-5152 tcroylewis@highpointacademy.net |
| | William J. Dean Technical High School Holyoke, MA | William Diehl – Collaborative for Educational Services (EMO) (413) 586-4900 wdiehl@collaborative.org |
| | Bronx Design Construction Academy (BDCA) Bronx, NY | Matt Williams – principal (718) 402-7690 mwilliams@bxdca.org |
| | Queens Preparatory Academy Queens, NY | Tashon Haywood – principal (718) 712-2304 shon1003@gmail.com |
| | | |
| 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) |
| The Leadership Program | Hillside Arts and Letters (Q325) | Raquel Nolasco – rnolascc@schools.nyc.gov |

| | | |
|--|---|--|
| | Progress HS for Professional Careers (K474) | William Jusino – wjusino@schools.nyc.gov |
| | East Flatbush Community Research School (K581) | Daveida Daniel – ddaniel6@schools.nyc.gov |
| | PS 333 Goldie Maple Academy (Q333) | Angela Logan – alogansmith@schools.nyc.gov |
| | PS 165 Ida Posner (K165) | Fran Ellers – fellers@schools.nyc.gov |
| | MS 142 John Phillip Sousa (X142) | Louisa Palmer – lpalmer3@schools.nyc.gov |
| | IS 93 (Q093) | Edward Santos – esantos3@schools.nyc.gov |
| | | |
| | | |
| 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) |
| Creative Connections 676 A Ninth Ave #229 New York, NY 10036 646 241 6622 earl@creativec.org www.CreativC.org | 1. 3M415 Wadleigh HS | 1. Principal Tyree Chin, tchin2@schools.nyc.gov |
| | 1. 7X343 AAMT | 1. Principal Vincent Gassetto, vgasset@schools.nyc.gov |
| | 2. 7X224 | 2. Principal Welch-David, swelch@schools.nyc.gov |
| | 3. 12X098 | 3. Principal Irobunda, cirodun@schools.nyc.gov |
| | 4. 15K462 | 4. Principal Oneantha Swinton, oswinto@schools.nyc.gov |
| | 5. 15K463 | 5. Principal Jodi Radwell, jradwell@schools.nyc.gov |
| | 6. 7X600 | 6. 7. Principal Evan Schwartz, eschwar2@schools.nyc.gov |
| | 7. 15K497 | 7. 8. Principal Jillian Jumon, jjuman@schools.nyc.gov |
| | 8. 32K562 | 8. 9. Principal Lauren Reiss, lreiss@schools.nyc.gov |
| | 9. 3M256 | 9. 10. Principal Jeffrey Perl, jperl2@schools.nyc.gov |

| Key Strategies Used to Address this Component: |
|--|
| 1. Enact and expand use of CCLS aligned curricula in all subject areas across all subject areas including enrichment and AIS activities. |
| 2. All instructional staff will receive professional development and job imbedded training on how to adapt and modify curriculum to engage and meet the needs of all students. |
| 3. Teachers will collaborate to incorporate arts, technology, and enrichment opportunities into their CCLS aligned curricula. |

[illegible]

| year and are aligned to the CCLS. | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2. All teachers will attend at least 6 hours of workshops and receive 3 sessions of in-class coaching on how to engage students in rigorous task and on specific instructional strategies that can be used to adapt curriculum and assessments to meet needs of all students. | ESR | Instruction on Professional Services \$30,000 | | | | X | X | X | X | X | X | X | X | | |
| 3. Twice per month will receive job embedded PD on how to adapt curriculum and assessments utilizing specific protocols during vertical and horizontal team meetings. | X217 Administration, Math Coach & ELA Coach | None, will be embedded in teacher schedule. | | | | X | X | X | X | X | X | X | X | X | |
| 4. Interdisciplinary team will meet to | -Creative Connections -X217 | | X | X | X | | X | | X | | X | | X | | X |

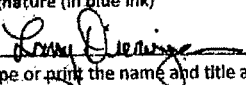
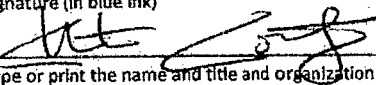
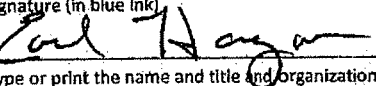
| | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| assess partnerships and plan for and ensure the coherent incorporation of CCLS aligned arts, technology, and enrichment activities across all grade levels and subjects. | Administration, Math Coach & ELA Coach | | | | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | | | | | |
| 6. | | | | | | | | | | | | | | | | | |

| Quarterly Indicator s 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 | At least 30% of teachers will have received 5 hours of PD on aligning all curriculum to CCLS and incorporating CCLS aligned arts, technology and enrichment opportunities. | |
| September-November | 100% of teachers will have received at least 2 hours of PD regarding engaging students in rigorous CCLS aligned tasks and 1 job embedded coaching session. | |
| December-February | -At least 50% of teachers will improve by 1 HEDI level on the Danielson Framework in components 1e (Designing Coherent Instruction); 3c (Engaging Students in Learning) and 4d (Participating in Professional Community) -100% of teachers will have participated in at least 8 hours of team meetings to review and modify curriculum to meet the needs of all students. -100% of teachers will have received 4 hours of PD regarding engaging students in rigorous CCLS aligned tasks and 2 job embedded coaching sessions. | |
| March-June (4 months) | -100% of teachers will improve by 1 HEDI level on Danielson Danielson Framework in components 1e (Designing Coherent Instruction); 3c (Engaging Students in Learning) and 4d (Participating in Professional Community) -100% of teachers will have participated in at least 12 hours of PD/team meetings to review and modify curriculum to meet the needs of all students. -100% of teachers will have received 6 hours of PD regarding engaging students in rigorous CCLS aligned tasks and 2 job embedded coaching sessions. -Increase in percentage of students scoring proficient or higher on Math & ELA Assessment. (Leading academic indicator c, d) | |

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 |
|  | February 7, 2014 |
| Type or print the name and title and organization of the partner. | |
| Larry Dieringer, Executive Director, Educators for Social Responsibility, Inc. | |
| EXTERNAL PARTNER | |
| Signature (in blue ink) | Date |
|  | 2/7/14 |
| Type or print the name and title and organization of the partner. | |
| Christine Courtney, President, The Leadership Program, Inc. | |
| EXTERNAL PARTNER | |
| Signature (in blue ink) | Date |
|  | 2/7/14 |
| Type or print the name and title and organization of the partner. | |
| EARL HAGAN, COO, Creative Connections | |

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|
| Regular School Instructional Day 8:20-2:40 | Regular School Instructional Day 8:20-2:40 | Regular School Instructional Day 8:20-2:40 | Regular School Instructional Day 8:20-2:40 | Regular School Instructional Day 8:20-2:40 | Regular School Instructional Day 8:20-2:40 |
| Sports& Arts 2:40-6pm | Sports& Arts 2:40-6pm | Academic Enrichment 2:40-3:30 | Academic Enrichment 2:40-3:30 | Sports & Arts 2:40-6pm | Saturday Academy 8:30am-1pm |
| | | Sports & Arts 3:30-6pm | Sports & Arts 3:30-6pm | | |
| | | Study Hall 3:30-5:30pm | Study Hall 3:30-5:30pm | Study Hall 2:40-4:15pm | |
| | | Project Based Learning 3:30-5:00pm | Project Based Learning 3:30-5:00pm | | |
| | | Living Environment Regents 3:30-5:00pm | Living Environment Regents 3:30-5:00pm | | |

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: 12X217 School of Performing Arts

DBN: 12X217

Network: CFN 608

PARENT REPRESENTATIVE

Signature (in blue ink)

Date 2-7-14

Type or print name

Elba Acevedo PTA President

CHAPTER LEADER (UFT)

Signature (in blue ink)

Date 2-7-14

Type or print name

PAUL ASTES

PRINCIPAL (CSA)

Signature (in blue ink)

Date

2-7-14

Type or print name

Maysha Etienne

12X217 School of Performing Arts

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

| SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART | Unit | District Average | Baseline Data | Target for 2014-15 | Target for 2015-16 | Target for 2016-17 |
|---|------|---------------------|------------------|--------------------|--------------------|-----------------------|
| I. Leading Indicators | | | | | | |
| a. Number of minutes in the school year | Min | 60390 | 60390 | 65640 | 65640 | 65640 |
| b. Student participation in State ELA assessment | % | 100 | 96 | 100 | 100 | 100 |
| c. Student participation in State Math assessment | % | 100 | 98 | 100 | 100 | 100 |
| d. Drop-out rate | % | 11 | N/A | N/A | N/A | N/A |
| e. Student average daily attendance | % | 94% | 89% | 90% | 91% | 92% |
| f. Student completion of advanced coursework | | 40 | N/A | N/A | N/A | N/A |
| g. Suspension rate | % | 2% | 11% | 9% | 8% | 7% |
| h. Number of discipline referrals | Num | 18% | 110% | 100% | 90% | 80% |
| i. Truancy rate | % | 1% | 3% | 3% | 3% | 3% |
| j. Teacher attendance rate | % | 96% | 95% | 95% | 95% | 95% |
| 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 | 30 | 45 | 45 | 45 |
| m. Hours of professional development to improve leadership and governance | Num | 10 | 30 | 45 | 45 | 45 |
| n. Hours of professional development in the | Num | 10 | 10 | 25 | 25 | 25 |

| | | | | | | |
|---|-------|--------|-----|----------|----------|----------|
| 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 | 7 | 10 to 13 | 13 to 19 | 16 to 25 |
| d. Students scoring "proficient" or higher on Math assessment | % | 30 | 6 | 9 to 12 | 12 to 18 | 15 to 24 |
| e. Average SAT score | Score | 442 | N/A | N/A | N/A | N/A |
| f. Students taking PSAT | Num | 112523 | N/A | N/A | N/A | N/A |
| g. Students receiving Regents diploma with advanced designation | % | 17 | N/A | N/A | N/A | N/A |
| h. High school graduation rate | % | 65 | N/A | N/A | N/A | N/A |
| i. Ninth graders being retained | % | 21 | N/A | N/A | N/A | N/A |
| j. High school graduates accepted into two or four year colleges | % | 47 | N/A | N/A | N/A | N/A |

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

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

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

I. Leading Indicators

a. Number of minutes in the school year

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

b. Student participation in State ELA assessment

K-8; from State Report Card Accountability table.

c. Student participation in State Math assessment

K-8. from State Report Card Accountability table.

d. Drop-out rate

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

e. Student average daily attendance

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

f. Student completion of advanced coursework

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

g. Suspension rate

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

h. Number of discipline referrals

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

i. Truancy rate

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

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

j. Teacher attendance rate

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

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

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

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

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

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

l. Hours of professional development to improve teacher performance

This may include the following types of professional development activities:

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

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 |
|---|---|

- 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.

MAIYSHA R. ETIENNE

PROFESSIONAL EDUCATIONAL EXPERIENCE

Principal, School of Performing Arts, I.S. 217, Bronx, NY

May 2012-Present

- Analyze school assessment, report card, discipline, and teacher evaluation data in order to plan student interventions, professional development, adopt CCLS aligned curriculum, and implement school-wide improvement plans.
- Responsible for overseeing and facilitating the creation, monitoring, implementation and monitoring of annual School Comprehensive Education Plan.
- Created and facilitated Team for School Improvement and collaboratively drafted school vision and mission statement and School-Wide Guided Discipline Plan which prioritizes restorative approaches to student discipline.
- Supervise and evaluate 35 teachers utilizing the Danielson Framework for Teaching and 15 support staff members
- Implement school-wide literacy program and Middle School Quality Initiative which led to an acceleration in reading achievement at twice the national average.
- Strategically programs school to allow for teachers to meet in grade level teams and departments on a weekly basis in order to plan, analyze data, and modify curriculum.
- Responsible for creating, monitoring and modifying annual budget which aligns to school-wide goals and priorities including SCEP.
- Decreased school Superintendents Suspensions by 30% in 2012-2013 school year.
- Decreased chronic absenteeism by 25% in 2012-2013 school year.

Principal Intern, NYC Leadership Academy, George J. Ryan, MS216, Queens, NY *Sept 2011-Mar. 2012*

Principal Intern, NYC Leadership Academy, William Penn, PS 321, Brooklyn, NY *February 2012*

- Supervised Science and ESL Departments, facilitate team meetings, and implement protocols for lesson studies, analyzing student work and drafting Common Core Learning Standards aligned tasks.
- Conducted daily observations to assess quality of instruction, provide feedback and coaching to staff utilizing Danielson's Framework for Teaching.
- Developed instructional model, teacher and student evaluation rubrics, and all other administrative procedures for 600 student morning tutorial program.
- Designed guidelines and template for organizing targeted students' data and assigning teachers to groups of students for intense targeted instruction.
- Analyzed and modified ELL compliance systems and structures in order to meet all city, state, and federal regulations and guidelines.
- Established and facilitate ELL Study and Inquiry Groups in order to research and discuss strategies for utilizing SIOP across all content areas.
- Drafted action plan for developing systems and structures for collecting and analyzing math assessment data.
- Served on principal's leadership cabinet.
- Drafted and implemented Title III and Language Acquisition Policy.

Middle School Teacher, Accion Academy, MS 341, District 12, Bronx NY

2008-2011

- Instructed and assessed students in Social Studies, Science, and Mock Trial utilizing a broad range of techniques with a particular focus on technology integration, cooperative learning groups, and simulations.
- Served as Social Studies Department Chair responsible for drafting, implementing, and monitoring department goals, as well as creating department budget. Planned and facilitated a full day of collaborative professional development each week.
- Attended and participated in principal's weekly leadership cabinet.
- Served as member of Quality Review Continuous Improvement team and conducted mock Quality Reviews at two schools.
- Facilitated and attended professional development visits to peer schools with other teachers.
- Presented lecture on classroom technology integration at 2010 Leadership Academy Technology Conference.
- Guided and counseled students with academic, personal, and family issues during small group advisory sessions.
- Planned and collaboratively taught Service Learning and Young Women's Leadership Classes with colleagues, and implemented various Service Learning projects with students.
- Served as member of School Leadership Team.

Teacher of Grades 4 - 6, CS 134, District 12, Bronx, NY

2005-2008

- Planned, instructed, and assessed students in all academic subjects including reading, writing, math, science, and social studies.
- Evaluated, analyzed, and organized data collected from various diagnostic, formative, and summative assessments. Utilized data to differentiate instruction.
- Prepared students for ELA, Math, Science and Social Studies State Exams. Successfully designed and implemented 5th grade proficiency grouping model for extended day test preparation program.
- Served as 5th grade co-leader and assisted in all aspects of implementing cooperative team-teaching model.
- Served as social studies curriculum map committee member, acting as liaison between regional representative and school.
- Implemented and assisted in activities designed to foster community spirit and group unity such as bake sales, car washes, talent show, field trips, and graduation activities.

OTHER PROFESSIONAL EXPERIENCE

Federal Trade Commission, Bureau of Consumer Protection, New York, NY-Washington, DC 2002 - 2005
Attorney

- Assisted in all aspects of consumer protection law enforcement activities involving nonprofit credit counseling industry, including drafting legal briefs, interviewing consumers, writing memoranda analyzing complex legal issues, and negotiating settlements with corporate defendants.
- Coordinated and developed relationships with key consumer protection agencies and advocacy groups.
- Revised and edited consumer education publications regarding debt management and credit counseling.
- Managed and supervised four paralegals and three summer law clerks on various projects.

Lawyers for Children America, Washington, DC

2001 - 2004

Volunteer Guardian Ad Litem

- Represented four neglected children in District of Columbia Family Law Court.
- Drafted reports advising court of children's progress.
- Provided recommendations to court and social workers regarding appropriate social services and placement for children.

Akin, Gump, Strauss, Hauer & Feld, Washington, DC

Attorney

2000 - 2002

Summer Associate

Summer 1999

- Represented pro bono client in breach of contract lawsuit against the Department of Transportation, and negotiated settlement.
- Conducted legal research and wrote numerous opinion letters, motions, discovery requests, and discovery responses in complex corporate litigation matters.
- Worked closely with senior partner on case involving a commercial partnership dispute, including taking deposition, arguing a motion in court, and analyzing various contracts.
- Managed team of three paralegals on project involving the review, organization, and indexing of over 20,000 financial documents relating to a commercial partnership dispute.

EDUCATION

| | | |
|---|---|------|
| Baruch College, New York, New York, | Advanced Certificate, SBL | 2012 |
| Mercy College, Bronx, New York, | Masters of Science in Urban Education | 2007 |
| The George Washington University Law School, Washington, DC, | Juris Doctor | 2000 |
| Northwestern University, Evanston, Illinois | Bachelor of Science Education & Social Policy | 1997 |

CERTIFICATION

New York State Supervisor-School Building Certificate

New York State Initial Certification, Childhood Education (Grades 1-6)

| Category | Primary SIF Activity | Description of Budget Item | Year 1 | Year 2 | Year 3 | Years 1-3 TOTAL | Sustainability |
|--|-----------------------------------|--|----------|----------|----------|-----------------|---|
| SIF: School of Performing Arts (12X217) | | | | | | | |
| Code 15 | Instruction | One F Status teacher (SPED licensed): Approximately 12 days/month for 8 months. This teacher will provide direct instruction to identified at risk students. Individualized small group instruction will be implemented for these students. | \$29,700 | \$29,700 | \$29,700 | \$89,100 | Additional resources and funding will be sought throughout the term of this grant. Ongoing services will also be provided through our ongoing operational school budget. |
| Code 15 | Instruction | One F Status teacher (SPED licensed): Approximately 12 days/month for 8 months. This teacher will provide direct instruction to identified at risk students. Individualized small group instruction will be implemented for these students. This teacher will also serve as the liaison between our teaching staff and the identified service providers. This will better enable the coordination and targeting of these varied services. | \$29,750 | \$29,750 | \$29,750 | \$89,250 | Additional resources and funding will be sought throughout the term of this grant. Ongoing services will also be provided through our ongoing operational school budget. |
| | | Subtotal Code 15 | \$9,450 | \$9,450 | \$9,450 | \$28,350 | |
| | | Subtotal Code 16 | 0 | 0 | 0 | 0 | |
| Code 40 | Teacher Training Metamorphosis | Metamorphosis: "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction. | 25,000 | 35,000 | 55,000 | \$115,000 | Title 1 funds will be repurposed to sustain this activity. |
| Code 40 | School Climate and Discipline | Educators for Social Responsibility: (School wide discipline and student support services): To strengthen the overall school climate, disciplinary systems and student support systems by reviewing, revising, and adopting new or improved behavioral supports and interventions to maximize student's success and emotional development. Deliverables include a diagnostic phase followed by regular and ongoing implementation and coaching. | \$25,000 | \$25,000 | \$10,000 | \$60,000 | The overall scope of services from this strategic partner will be gradually reduced as our own staff is fully trained. Ongoing data sources will be identified to strategically direct staff and outside service providers to support our students and particularly our at risk students. Additional grant support will also be sought throughout the term of the SIF grant to further support the activities and services included herein. |
| Code 40 | Student Support | Educators for Social Responsibility: (School wide discipline and student support services): To strengthen student support systems by reviewing, revising, and adopting new or improved behavioral supports and interventions to maximize student's success and academic, social and emotional development. Deliverables include a diagnostic phase followed by regular and ongoing implementation and coaching. | \$30,000 | \$30,000 | \$10,000 | \$70,000 | The overall scope of services from this strategic partner will be gradually reduced as our own staff is fully trained. Ongoing data sources will be identified to strategically direct staff and outside service providers to support our students and particularly our at risk students. Additional grant support will also be sought throughout the term of the SIF grant to further support the activities and services included herein. |
| Code 40 | Instruction | Educators for Social Responsibility: (Instructional and student support services): To strengthen and support students by implementing new or improved behavioral supports to maximize student's success and academic, social and emotional development. Deliverables include a diagnostic phase followed by regular and ongoing coaching and training of all teachers. | \$25,000 | \$25,000 | \$10,000 | \$60,000 | The overall scope of services from this strategic partner will be gradually reduced as our own staff is fully trained. Ongoing data sources will be identified to strategically direct staff and outside service providers to support our students and particularly our at risk students. Additional grant support will also be sought throughout the term of the SIF grant to further support the activities and services included herein. |
| Code 40 | Student Support | The Leadership Program, (Student Mentoring): To support our at risk students through a thorough and comprehensive one on one mentorship program throughout the school year. An estimated 30-40 students can be served during each school year. Increased attendance, enhanced academic focus and improved communication skills specific to each student are sought. | \$55,000 | \$45,000 | \$30,000 | \$130,000 | The overall scope of services from this strategic partner will be transferred to our own staff as we become fully trained. Students will continue to be identified to strategically direct staff and outside service providers to deliver the supports needed by our students, particularly our at risk students. Additional grant support will also be sought throughout the term of the SIF grant to further support the activities and services included herein. |

| | | | | | | | |
|----------------|---------------------------------|---|----------|----------|----------|-----------|--|
| Code 40 | Student Support | Creative Connections, (Student Support, Parent Engagement and strategic planning): In-Class Programs will be provided focusing on Entrepreneurship, college and career connections. | \$26,000 | \$26,000 | \$15,000 | \$67,000 | Specific services will be transferred to our own staff as we become fully trained. Students will continue to be identified to strategically direct staff and outside service providers to implement the supports needed by our students, particularly our at risk students. Additional grant support will also be sought throughout the term of the SIF grant to further support the activities and services included herein. |
| Code 40 | Parent and Community Engagement | Creative Connections, (Student Support, Parent Engagement and strategic planning): Parent Workshops and Programs will be provided that focus on entrepreneurship and career connections. | \$0 | \$0 | \$20,000 | \$20,000 | Certain services can be transferred to our own staff as we become fully trained. Students will continue to be identified to strategically direct staff and outside service providers to implement the supports needed by our students, particularly our at risk students. An important aspect of this partner's capabilities include the strategic planning for the future and grant writing as well as marketing and branding the school to enhance the school's reputation in the community. Additional grant support will also be sought throughout the term of the SIF grant to further support the activities and services included herein. |
| Code 40 | Parent and Community Engagement | Morningside Center, (School, student and parent support services organization): Morningside Center works with school leaders to help them use social and emotional learning (SEL) as a lever for whole school improvement. Through Whole School SEL, students, school staff and parents all contribute to creating a respectful and caring school community where students can learn. Parent engagement and "Peace in The Family" workshops are provided | \$0 | \$0 | \$36,000 | \$36,000 | Students and families will be identified to strategically direct staff and outside service providers to implement the supports needed by our students, particularly our at risk students. Additional grant support will also be sought throughout the term of the SIF grant to further support the activities and services included herein. |
| | | Subtotal Code 40 | 186,000 | 186,000 | 186,000 | 558,000 | |
| | | Subtotal Code 45 | 0 | 0 | 0 | 0 | |
| Code 80 | All | Employee fringes as calculated on ARRA-funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day. | 4,548 | 4,548 | 4,548 | \$13,644 | |
| | | Subtotal Code 80 | 4,548 | 4,548 | 4,548 | 13,644 | |
| | | Subtotal SIF | 249,998 | 249,998 | 249,998 | 749,994 | |
| CENTRAL | | | | | | | |
| Code 15 | | | | | | | |
| Code 16 | | | | | | | |
| Code 40 | | | | | | | |
| Code 45 | | | | | | | |
| Code 80 | | | | | | | |
| | | Subtotal Central | 0 | 0 | 0 | 0 | |
| | | TOTAL SIF | 249,998 | 249,998 | 249,998 | 749,994 | |
| | | Non-Core Instruction Tax Levy | 419,759 | 419,759 | 457,919 | 1,297,437 | |
| | | Title I for Priority and Focus Schools | 72,614 | 72,614 | 79,215 | 224,443 | |
| | | Other Title I allocations | 153,789 | 153,789 | 167,769 | 475,346 | |
| | | TOTAL | 896,159 | 896,159 | 954,902 | 2,747,221 | |
| | Other sources of income | | | | | | |

School of Performing Arts

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 | 59,450 |
| Support Staff Salaries | 16 | - |
| Purchased Services | 40 | 186,000 |
| Supplies and Materials | 45 | - |
| Travel Expenses | 46 | - |
| Employee Benefits | 80 | 4,548 |
| Indirect Cost (IC) | 90 | - |
| BOCES Service | 49 | - |
| Minor Remodeling | 30 | - |
| Equipment | 20 | - |
| Total | | \$ - |

| Year 1 Implementation Period (June 1, 2014 - June 30, 2015) | | |
|--|------|-------------------|
| Categories | Code | Costs |
| Professional Salaries | 15 | \$ 59,450 |
| Support Staff Salaries | 16 | \$ - |
| Purchased Services | 40 | \$ 186,000 |
| Supplies and Materials | 45 | \$ - |
| Travel Expenses | 46 | \$ - |
| Employee Benefits | 80 | \$ 4,548 |
| Indirect Cost (IC) | 90 | \$ - |
| BOCES Service | 49 | \$ - |
| Minor Remodeling | 30 | \$ - |
| Equipment | 20 | \$ - |
| Total | | \$ 249,998 |

| Year 2 Implementation Period (July 1, 2015 - June 30, 2016) | | |
|--|------|-------------------|
| Categories | Code | Costs |
| Professional Salaries | 15 | \$ 59,450 |
| Support Staff Salaries | 16 | \$ - |
| Purchased Services | 40 | \$ 186,000 |
| Supplies and Materials | 45 | \$ - |
| Travel Expenses | 46 | \$ - |
| Employee Benefits | 80 | \$ 4,548 |
| Indirect Cost (IC) | 90 | \$ - |
| BOCES Service | 49 | \$ - |
| Minor Remodeling | 30 | \$ - |
| Equipment | 20 | \$ - |
| Total | | \$ 249,998 |

| Year 3 Implementation Period (July 1, 2016 - June 30, 2017) | | |
|--|------|-------------------|
| Categories | Code | Costs |
| Professional Salaries | 15 | \$ 59,450 |
| Support Staff Salaries | 16 | \$ - |
| Purchased Services | 40 | \$ 186,000 |
| Supplies and Materials | 45 | \$ - |
| Travel Expenses | 46 | \$ - |
| Employee Benefits | 80 | \$ 4,548 |
| Indirect Cost (IC) | 90 | \$ - |
| BOCES Service | 49 | \$ - |
| Minor Remodeling | 30 | \$ - |
| Equipment | 20 | \$ - |
| Total | | \$ 249,998 |

| Total Project Period (June 1, 2014 - June 30, 2017) | | |
|--|------|-------------------|
| Categories | Code | Costs |
| Professional Salaries | 15 | \$ 178,350 |
| Support Staff Salaries | 16 | \$ - |
| Purchased Services | 40 | \$ 558,000 |
| Supplies and Materials | 45 | \$ - |
| Travel Expenses | 46 | \$ - |
| Employee Benefits | 80 | \$ 13,644 |
| Indirect Cost (IC) | 90 | \$ - |
| BOCES Service | 49 | \$ - |
| Minor Remodeling | 30 | \$ - |
| Equipment | 20 | \$ - |
| Total Project Budget | | \$ 749,994 |

Schedule for APPR implementation 2013-2014

| Time-Frame | Activity |
|------------------------------------|---|
| September 2014 | Initial Observation Planning Conferences & Observation Option Selection |
| By October 15 th , 2014 | Administrators will divide instructional staff into groups and be assigned particular groups to observe. |
| By October 30 th , 2014 | Administrators will complete a detailed schedule of observations and set benchmarks for the number of observations to be completed. |
| October 2014-April 2015 | Administrators conduct both formal and frequent informal observations with all eligible instructional staff and provide timely feedback that includes next steps, in accordance with the newly implemented APPR. All administrators will conduct at least 2 informal observations each day and 1 formal observation each week. Feedback will be provided within 1 week. |
| May 2015-June 2015 | Final Evaluation Conferences with all staff in accordance with APPR protocols. |



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 School of Performing Arts | | | | | | | | |
| 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

\$249,998

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

| Specific Position Title | | FTE/Hours/Days | Rate of Pay | Project Salary |
|--|------------|----------------|-------------|----------------|
| 12X217 | SIF | | | |
| Teacher | | 0.00 | 0 | 0 |
| Teacher (regular) | | 0.00 | 0 | 0 |
| Lead Teacher | | 0.00 | 0 | 0 |
| Coach (Math, Literacy, Special Ed) | | 0.00 | 0 | 0 |
| Coach (Math, Literacy, Special Ed) | | 0.00 | 0 | 0 |
| Guidance Counselor | | 0.00 | 0 | 0 |
| Education Administrator | | 0.00 | 0 | 0 |
| Social Worker | | 0.00 | 0 | 0 |
| Teacher Per Session (rate per hour) | | 0 | 41.98 | 0 |
| Teacher per session Trainee Rate (rate per hour) | | 0 | 19.12 | 0 |
| Guidance Counselor Per Session | | 0 | 43.93 | 0 |
| Supervisor Per Session (rate per hour) | | 0 | 43.93 | 0 |
| Social Worker Per Session | | 0 | 45.13 | 0 |
| F-Status Teacher per diem (rate per day) | | 194 | 306.67 | 59,450 |
| Teacher Occasional Per Diem (rate per day) | | 0 | 154.97 | 0 |
| | | | | 59,450 |
| Central | | | | |
| | | | | |
| Subtotal - Code 15 | | | | 59,450 |

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

[illegible]

PURCHASED SERVICES: Code 40

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

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

12X217 SIF

| | | |
|--|---|----------------|
| 685 - Educational Consultant | Educators for Social Responsibility | 30,000 |
| 686 - Professional Services Other | Educators for Social Responsibility, The Leadership Program, Creative Connections, Morningside Center | 131,000 |
| 689 - Curriculum & Staff Development Consultant (PD) | Metamorphosis | 25,000 |
| | | 186,000 |

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

Subtotal - Code 40

186,000

SUPPLIES AND MATERIALS: Code 45

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

| Object Code and Description of Item | Proposed Expenditure |
|--|----------------------|
| 12X217 | SIF |
| Computer and Printers under \$5,000 per unit | 0 |
| Educational Software | 0 |
| General and Instructional Supplies | 0 |
| Library Books | 0 |
| Supplemental Textbooks | 0 |
| | 0 |
| | |
| | |
| Subtotal - Code 45 | 0 |

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 | | 4,548 |
| ARRA FRINGE - Other | | 0 |
| ARRA FRINGE - CENTRAL | | 0 |
| Subtotal - Code 80 | | 4,548 |

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) | \$249,998 |
| B. Approved Restricted Indirect Cost Rate | 0.0% |
| C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90 | \$0 |

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

[illegible]

N.Y.C. GRANT #

0

PROJECT BUDGET SUMMARY

Agency Name: NYC PUBLIC SCHOOLS

| ACTIVITY | CODE | PROJECT COSTS |
|---------------------------|------|---------------|
| Professional Salaries | 15 | 59,450 |
| Non-Professional Salaries | 16 | 0 |
| Purchased Services | 40 | 186,000 |
| Supplies and Materials | 45 | 0 |
| Travel Expenses | 46 | 0 |
| Employee Benefits | 80 | 4,548 |
| Indirect Cost | 90 | 0 |
| Equipment | 20 | 0 |
| GRAND TOTAL | | 249,998 |

CHIEF ADMINISTRATOR'S CERTIFICATION

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

2/24/14

DATE

Ling Tan for

SIGNATURE

Ling Tan, Director, Capital & Reimbursable Finance

NAME/TITLE - CHIEF ADMINISTRATIVE OFFICER

FOR DEPARTMENT USE ONLY

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

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

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

School Innovation Fund Round 3. RFP #TA-15

NAME OF APPLICANT: NYC DEPARTMENT OF EDUCATION

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

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

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

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


Typed or Printed Name of Authorized Representative of the Firm

Mary Doyle

Typed or Printed Title/Position of Authorized

Executive Director, State Portfolio Planning

Signature/Date

 2/21/14

M/WBE Documents

M/WBE Goal Calculation Worksheet

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

School Innovation Fund Round 3. RFP #TA-15

Applicant Name: NYC DEPARTMENT OF EDUCATION

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

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

| | Budget Category | Amount budgeted for items excluded from M/WBE calculation | Totals |
|----|---|---|------------|
| 1 | Total Budget | | \$ 749,994 |
| 2 | Professional Salaries | \$ 178,350 | |
| 3 | Support Staff Salaries | \$ - | |
| 4 | Fringe Benefits | \$ 13,644 | |
| 5 | Indirect Costs | \$ - | |
| 6 | Rent/Lease/Utilities | \$ - | |
| 7 | Sum of lines 2, 3, 4, 5, and 6 | | \$ 191,994 |
| 8 | Line 1 minus Line 7 | | \$ 558,000 |
| 9 | M/WBE Goal percentage (20%) | | 0.2 |
| 10 | Line 8 multiplied by Line 9 =MWBE goal amount | | \$ 111,600 |

M/WBE UTILIZATION PLAN

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

Bidder/Applicant's Name: NYC DEPARTMENT OF EDUCATION

Address: Chambers St.

City, State, Zip: New York, NY 10007

Telephone/Email: (212) 374-0520

Federal ID No.: 13-6400434

RFP No: RFP Number: TA-14

| Certified M/WBE | Classification (check all applicable) | Description of Work (Subcontracts/Supplies/Services) | Annual Dollar Value of |
|---|--|---|---|
| NAME: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC ADDRESS: 165 PARK ROW # 18A CITY, ST, ZIP: New York NY, 10038 PHONE/E-MAIL: 212-608-0714 / lucy@lucywestpd.com | NYS ESD Certified MBE <input type="checkbox"/> WBE <input checked="" type="checkbox"/> | Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction. | Year 1 \$ 25,000 Year 2 \$ 35,000 Year 3 \$ 55,000 TOTAL \$ 115,000 |

FEDERAL ID No. 043713795

PREPARED BY (Signature)  DATE 2-27-14

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

NAME AND TITLE OF PREPARER: Eduardo Contreras

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

DATE: February 27, 2014

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

M/WBE 100

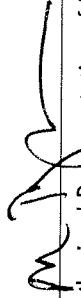
**M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE**

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

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

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

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



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

Date: 2/21/14

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

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

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

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

\$

115,000

Date:

2/21/14

Signature of Authorized Representative of M/WBE Firm

Lucy West

Printed or Typed Name and Title of Authorized Representative

Lucy West, President

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

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

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

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

Report includes:

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

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

| EEO - Job Categories | Hispanic or Latino | | Race/Ethnicity - report employees in only one category | | | | | | | | Not-Hispanic or Latino | | | | | | | |
|---|--------------------|--------|--|---------------------------|---|-------|----------------------------------|-------------------|----------|---------|------------------------|------------------|---|-------|----------------------------------|-------------------|----------|---------|
| | | | Male | | | | Female | | | | Male | | | | Female | | | |
| | 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 |
| Executive/Senior Level Officials and Managers | | | | | | | | | | | 2 | | | | | | | |
| First/Mid-Level Officials and Managers | | | 1 | | | | | | | | 16 | 1 | | 2 | | | | |
| Professionals | | | 1 | | | | | | | | | | | | | | | |
| Technicians | | | | | | | | | | | | | | | | | | |
| Sales Workers | | | | | | | | | | | | | | | | | | |
| Administrative Support Workers | | | | | | | | | | | 1 | 1 | | | | | | |
| Craft Workers | | | | | | | | | | | | | | | | | | |
| Operatives | | | | | | | | | | | | | | | | | | |
| Laborers and Helpers | | | | | | | | | | | | | | | | | | |
| Service Workers | | | | | | | | | | | | | | | | | | |
| TOTAL | | | 2 | | | | | | | | 19 | 2 | | 2 | | | | |

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

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