



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

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

June 30, 2014

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

RE: Award Notice: School Innovation Fund (SIF) Round 3– Grant #TA-15  
Award Amount: \$749,724  
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 University Neighborhood Middle School has met the preliminary standard for funding.

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

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

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

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

Sincerely,

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

Bill Clarke

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

ORIGINAL

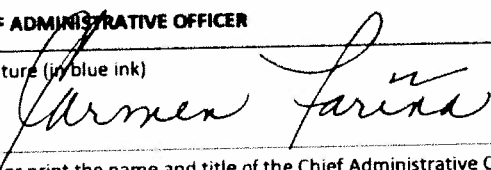
**New York State Education Department  
School Innovation Fund Grant -- Round 3 (TA-15)  
Application Cover Sheet**

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

<b>Applicant LEA (Name)</b> New York City Department of Education		<b>County</b> New York	
<b>Legal School Name for the Priority School Identified in this Application</b> University Neighborhood Middle School		<b>Beds Code</b> 310100010332	
<b>Chief Administrative Officer (Last Name, First Name, Dr./Mr./Ms.)</b> Fariña, Carmen, Mrs.			
<b>Title</b> Chancellor	<b>Telephone</b> (212) 374-0200	<b>Fax Number</b> (212) 374-5588	<b>E-mail Address</b> CGFarina@schools.nyc.gov
<b>Address (Street, City, Zip Code)</b> 52 Chambers Street, New York, NY 10007			
<b>Application Type (Check one):</b>		<input checked="" type="checkbox"/> LEA with one Lead Partner <input type="checkbox"/> LEA with Partner Consortium	
SCHOOL DESIGN TYPE (Check One)			
College Pathways <input type="checkbox"/>	Community-Oriented <input checked="" type="checkbox"/>	Arts / Cultural Ed <input type="checkbox"/>	CTE <input type="checkbox"/>
		Virtual/Blnd/Online <input type="checkbox"/>	Network-Affiliated <input type="checkbox"/>

### Certification and Approval

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

<b>CHIEF ADMINISTRATIVE OFFICER</b>	
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	

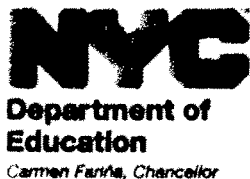
WITNESSED by \_\_\_\_\_

Date \_\_\_\_\_

**RECEIVED**  
FEB 23 2014  
CONTRACT ADMINISTRATION  
UR

### 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: <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Preliminary draft Memorandum of Understanding(s) (with Lead Partner or Partner Consortium)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>M/WBE Documents Package (containing original signatures)</b> <input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
EEO 100 Staffing Plan and Instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 105 Contractor's Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
<b>SED Comments:</b> Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No  Reviewer: _____ Date: _____			



Mary Doyle  
Executive Director  
Office of State Portfolio Policy

## LETTER OF INTENT

52 Chambers Street  
New York, NY 10007

+1 212 374-2762 tel  
+1 212 374-5760 fax

February 14, 2014

LoriAnn Curtin  
Associate in Education Improvement  
Office of School Innovation  
Room 465 EBA  
89 Washington Avenue  
Albany, NY 12234

Dear LoriAnn,

The New York City Department of Education (NYCDOE) is currently working on 17 School Innovation Fund (SIF) Round 3 applications. Attached is a list of potential applications by design framework.

Our applications to be submitted are subject to change.

Please let me know any questions.

Sincerely,

Mary Doyle

Attachment



**Department of  
Education**

*Carmen Fariña, Chancellor*

<b>BEDS Code</b>	<b>School Name</b>	<b>Design Framework</b>
310100010332	University Neighborhood MS	Community-Oriented
310400011381	Global Neighborhood Secondary School	Community-Oriented
310600010322	Middle School 322	Community-Oriented
320700010224	IS 224	Community-Oriented
320700011547	New Explorers HS	Community-Oriented
320800010301	MS 301 Paul L Dunbar	Community-Oriented
320800011530	Banana Kelly HS	College Pathways
320900011329	Dream Yard Preparatory School	College Pathways
320900011412	Bronx HS of Business	College Pathways
321100011514	The Bronxwood Preparatory Academy	Virtual/Blended/Online
321200010217	School of Performing Arts	Arts
331400011322	Foundations Academy	Community-Oriented
331600010393	Frederick Douglass Academy IV Secondary School	College Pathways
331700011537	High School for Youth and Community Development at Erasmus	College Pathways
332300010165	PS. 165 Ida Posner	CTE
332300010298	PS 298 Dr. Betty Shabazz	College Pathways
332300011646	Aspirations Diploma Plus HS	Arts

## 01M332 University Neighborhood MS

2014 SIF 3 Application Cover Page

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### Page 1

Select District (LEA) Name:

NYC GEOG DIST # 1 - MANHATTAN

Select School Name:

310100010332 UNIV NEIGHBORHOOD MIDDLE SCHOOL

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:

100

Enter LEA Administrator's Name:

Mary Doyle

Enter LEA Administrator's Title:

Executive Director

LEA's Street Address:

52 Chambers Street

LEA's City:

New York

Zip Code:

10007

Enter name of person submitting application:

Mary Doyle

Phone number:

212-374-2762

Fax number:

212-374-5760

Email address:

mdoyle5@schools.nyc.gov

Select the SIF Model for this School Application

Community-Oriented School (wrap-around services) Design

## **A. District Overview**

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

## **B. Operational Autonomies**

### **i. Operational autonomies for the Priority School**

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

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

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

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

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

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

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

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

#### **i. Evidence of formal policies on school autonomy**

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

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

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy13\\_14/FY14\\_PDF/sam86.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam86.pdf)

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

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

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

(click on “one of nearly 60 networks”):  
<http://schools.nyc.gov/AboutUs/schools/support/default.htm>

**ii. Labor-management documentation**

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

**C. District Accountability and Support**

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

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

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

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

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

**ii. Coordination of district structure for school turnaround efforts**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### iii. Timeframe and persons responsible

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



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

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

#### **D. Teacher and Leader Pipeline**

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

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

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

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

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

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

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

## **ii. Hiring and budget processes**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **E. External Partner Recruitment, Screening, and Matching**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **F. Enrollment and Retention Policies, Practices, and Strategies**

### **i. Priority School’s enrollment**

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

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

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

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

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

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



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

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

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

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

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

## **iii. District strategies for enrollment equity**

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

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

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

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

#### **G. District-level Labor and Management Consultation and Collaboration**

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

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

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

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

**ii. Consultation and Collaboration Form (Attachment A)**

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

## **Guidelines for Implementing Expanded Learning Time at Priority Schools**

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

### **Expanded Learning Time Requirements**

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

### Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

### Student Participation

#### 1. How should schools identify participating students?

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

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

#### 2. Can students be required to participate in ELT?

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

AIS criteria are defined by New York State Commissioner's Regulations Part 100.2 as follows:

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

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

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

### Options for Adding Time

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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



## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

**10. Must schools reconfigure their schedules to implement ELT?**

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

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

### Academic Instruction

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

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

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

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

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

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

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

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

## **Guidelines for Implementing Expanded Learning Time at Priority Schools**

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

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

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

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

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

**15. Must schools award grades for ELT programs?**

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

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

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

### **Teachers**

**17. Who may oversee ELT programs?**

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

## Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

### **18. Can teachers be required to participate in ELT?**

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

### **19. Can ELT be used for teacher planning time?**

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

## **Operations**

### **20. How should Priority Schools fund ELT programs?**

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

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

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

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

## **Guidelines for Implementing Expanded Learning Time at Priority Schools**

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

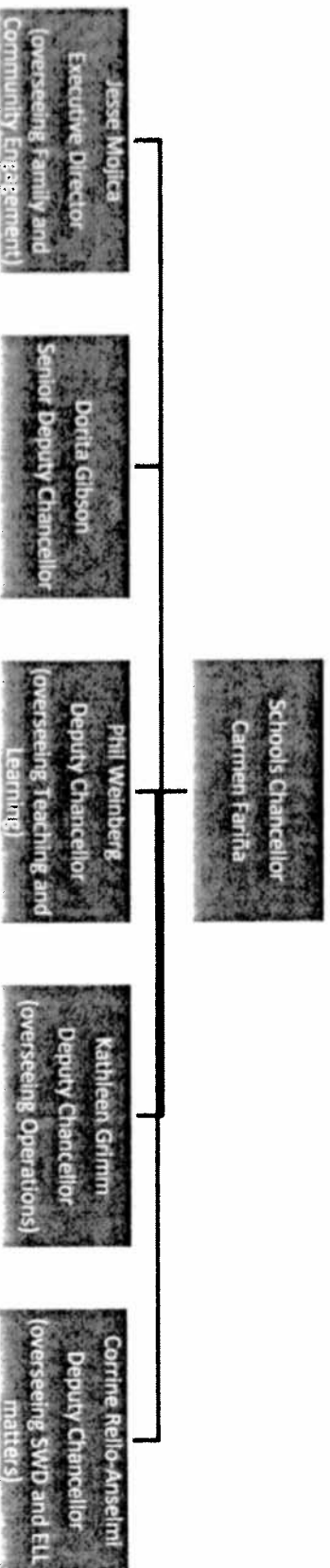
- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
- Students must be supervised by a NYCDOE teacher with NYS certification during all components of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

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

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

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

## District-Level Leadership Organizational Chart



**Section D: District trainings offered for Year One**

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

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



AGREEMENT  
between  
THE BOARD OF EDUCATION  
of the  
City School District  
of the  
City of New York  
and  
UNITED FEDERATION OF TEACHERS  
Local 2, American Federation  
of Teachers, AFL-CIO  
covering  
TEACHERS

October 13, 2007 - October 31, 2009

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

**A. General Transfers**

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

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

**B. Hardship Transfers**

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

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

**C. Voluntary Teacher Exchange**

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

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

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

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

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

ORIGINAL

Attachment A  
Assurance of Joint Commitment and Collaboration Form

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

LEA Name: NYCDOE  
School Name: 01M332 University Neighborhood Middle School

**CHIEF ADMINISTRATIVE OFFICER (Superintendent)**

Signature (in blue ink)

Date

Type or print name

*Carmen Fariña*  
Carmen Fariña

*2/25/14*

**BOARD OF EDUCATION PRESIDENT**

Signature (in blue ink)

Date

Type or print name

**LOCAL ADMINISTRATORS UNION PRESIDENT**

Signature (in blue ink)

Date

Type or print name

*Ernest A. Logan*

Ernest A. Logan

*2/24/14*

**LOCAL TEACHERS UNION PRESIDENT**

Signature (in blue ink)

Date

Type or print name

*Michael Mulgrew*

Michael Mulgrew

*2/25/14*

District Parent Representative

*Alim S. Gafar*

Alim S. Gafar

*2/24/14*

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

### **University Neighborhood Middle School (01M332)**

#### **Partner Information**

##### **Henry Street Settlement**

Henry Street Settlement delivers a wide range of social service, arts and health care programs to more than 50,000 New Yorkers each year. Henry Street challenges the effects of urban poverty by helping families achieve better lives for themselves and their children.

Henry Street will provide high-quality Saturday program where students will be physically active in a basketball clinic. Students and parents will learn about, cook together healthy meals, and share with other students and parents information about nutrition and culinary arts. Henry Street will provide 34 4-hour Saturday sessions that support physical wellness and healthy nutrition through a basketball clinic and a culinary arts class for students and parents.

##### **New York University**

The Metropolitan Center for Research on Equity and the Transformation of Schools (Metro Center) is a comprehensive, university-based center that focuses on educational research, policy, and practice.

The Metropolitan Center at NYU will lead an adaptive collaboration involving teachers, administrators, social workers, counselors, students, parents, community organizations, and NYU Steinhardt's experienced staff including Dr. Pedro Noguera. Dr. Noguera is a leading urban sociologist whose scholarship and research focuses on urban school reform, youth violence, race and ethnic relations in American society, as well as conditions that promote student achievement. Also contributing to the collaboration will be Dr. Joseph McDonald of Teaching and Learning who was instrumental in founding the NYU partnership schools initiative and who, with Dr. Noguera, has been working toward a Next Generation of Community Partnership.

NYU's role will be to ground the Community Oriented School Turnaround Design in research and application of successful theory of action. NYU will help facilitate wrap-around services to insure success of the turnaround. NYU will contribute resources from The Steinhardt School of Culture, Education, and Human Development, The Silver School of Social Work, The School of Applied Psychology, The Wellness Center, the School of Dentistry and the School of Nursing. Resources will include an established pipeline for qualified Student Teachers and Tutors, access to space on campus, access to computer labs, and libraries, access to social, physical, and mental health services as well as and Professional Development for UNMS teachers and administrators. The department of Teaching and Learning will be working closely with Metro Center to offer college preparation and support activities for students and parents.

## **Enrollment Summary**

In University Neighborhood Middle School, students with disabilities comprise 28% of the school's population, 6 percentage points higher than the average middle school in Manhattan. English Language Learners comprise 19% of the school's population, 4 percentage points higher than the average middle school in Manhattan. The average incoming proficiency (4th grade ELA/math) of the school's students is 2.7, which is 0.3 lower than the average middle school in Manhattan.

## **Leadership Information**

UNMS needs the continued strong leadership of a principal who models intellectual curiosity, persistence in the face of great challenges, and fierce commitment to the community - staff, students and families. A strong principal must collaboratively plan and co-facilitate with staff, a variety of professional learning opportunities - book studies, action research, data-driven instructional planning, and examining student work using protocols. Family engagement is required to maintain a strong home-school partnership so that the habits for academic success can be sustained at home. UNMS is located in the most challenging neighborhood in a complex district - The neighborhood suffers from all of the social-political stressors of the inner city - crime rate, poverty, unemployment. To wit, UNMS has one of the lowest peer indices in NYC schools. Gang activities and crime statistics are higher in District 1 than most other districts. The district is cited by SED as being "in need of improvement." Most families in the Corlear's Hook part of District 1 are entitled to free lunch - 100% of UNMS students are entitled to free and reduced lunch. The leader of this school must have the stamina and grit to stay committed to excellence in spite of the odds. Most importantly, to achieve instructional improvement, the principal must be firmly grounded in instructional vision.

Laura Peynado Castro has been the principal of UNMS for the past five years. Prior to UNMS, she served as a science teacher and teacher leader in a high-needs middle school in the Bronx. She was a celebrated Teach for America Fellow. Laura obtained her Masters in Organization and Leadership in Education from Teachers College, Columbia University, earning the respect and strong praise of her professors and mentors. She was hired as assistant principal for UNMS. Her strong track record as a highly effective teacher and her passion for serving high-needs students made her the ideal candidate. She very quickly proved herself to be a worthy successor when the prior principal decided to move on. The transition was seamless. Under Laura's leadership, the school has become more focused academically and organizationally. Teamwork is a key lever of success as all members of the staff (teaching or otherwise) mentor students and serve in multiple workgroups - content area, child study, Response to Intervention / Academic Intervention Services, special education implementation, teacher-driven professional learning, and school culture. As a result, UNMS has consistently maintained a "proficient" rating on the NYC School Quality Review, and its Progress Report grade has improved from C to B to A over the past 3 years. In the 2012-13 school year, UNMS ranked in the 93rd percentile citywide. Finally, Laura has consistently exceeded standards in the NYCDOE Principal Performance Review, which is based on goals and objectives set with the superintendent; organizational management skills as measured by the NYCDOE Compliance Checklist; and student growth in standardized tests. Within the PPR process, Laura has always included goals about community engagement in

alignment with her vision of UNMS being a beacon for the lower east side. Laura has a deep understanding that for her community, school has to be more than academics within a 6 hour and 20 minute day. As such she has worked relentlessly to bring every resource to bear to maximize students' and families' access to UNMS.

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

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

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

<b>SUPERINTENDENT</b>	
Signature (in blue ink)	Date
<i>Carmen Fariña</i>	2/25/14
Type or print the name.	
Carmen Fariña	
<b>EXTERNAL PARTNER</b>	
Signature (in blue ink)	Date
<i>rlkay</i>	2-6-2014
Type or print the name and title and organization of the partner.	
Center for the Professional Education of Teachers (CPET)	
<b>EXTERNAL PARTNER</b>	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner.	
<b>EXTERNAL PARTNER</b>	
Signature (in blue ink)	Date
Type or print the name and title and organization of the partner.	

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

1. **Parties.** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between NEW YORK UNIVERSITY ("NYU") 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 NYU provides services to University Neighborhood MS, 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 NYU**

The Metropolitan Center for Research on Equity and the Transformation of Schools (Metro Center) is a comprehensive, university-based center that focuses on educational research, policy, and practice.

In the event that the University Neighborhood MS is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), NYU 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.

NYU will tailor existing products and services for implementation in University Neighborhood MS. These products and services include:

The Metropolitan Center at NYU will lead an adaptive collaboration involving teachers, administrators, social workers, counselors, students, parents, community organizations, and NYU Steinhardt's experienced staff including Dr. Pedro Noguera. Dr. Noguera is a leading urban sociologist whose scholarship and research focuses on urban school reform, youth violence, race and ethnic relations in American society, as well as conditions that promote student achievement. Also contributing to the collaboration will be Dr. Joseph McDonald of Teaching and Learning who was instrumental in founding the NYU partnership schools initiative and who, with Dr. Noguera, has been working toward a Next Generation of Community Partnership.

NYU's role will be to ground the Community Oriented School Turnaround Design in research and application of successful theory of action. NYU will help facilitate wrap-around services to insure success of the turnaround. NYU will contribute resources from The Steinhardt School of Culture, Education, and Human Development, The Silver School of Social Work, The School of Applied Psychology, The Wellness Center, the School of Dentistry and the School of Nursing. Resources will include an established pipeline for qualified Student Teachers and Tutors, access to space on campus, access to computer labs, and libraries, access to social, physical, and mental health services as well as Professional Development for UNMS teachers and administrators. The department of Teaching and Learning will be working closely with Metro Center to offer college preparation and support activities for students and parents.

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 NYU 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 University Neighborhood MS
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, **and** a final service agreement is negotiated between NYU 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.

NEW YORK UNIVERSITY

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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 HENRY STREET SETTLEMENT  
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 HENRY STREET SETTLEMENT ("HENRY STREET") 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 HENRY STREET provides services to University Neighborhood MS, 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 HENRY STREET**

Henry Street Settlement delivers a wide range of social service, arts and health care programs to more than 50,000 New Yorkers each year. Henry Street challenges the effects of urban poverty by helping families achieve better lives for themselves and their children.

In the event that the University Neighborhood MS is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), HENRY STREET 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.

HENRY STREET will tailor existing products and services for implementation in University Neighborhood MS. These products and services include:

Henry Street will provide high-quality Saturday program where students will be physically active in a basketball clinic. Students and parents will learn about, cook together healthy meals, and share with other students and parents information about nutrition and culinary arts. Henry Street will provide 34 4-hour Saturday sessions that support physical wellness and healthy nutrition through a basketball clinic and a culinary arts class for students and parents.

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 HENRY STREET 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 University Neighborhood MS
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, and a final service agreement is negotiated between HENRY STREET 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.

HENRY STREET SETTLEMENT

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Signature	Title	Date
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NYCDOE

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

<b>School Name:</b>	University Neighborhood Middle School
<b>DBN:</b>	01M332
<b>Network:</b>	CFN 103

<b>Application Type (Check one):</b>	<input checked="" type="checkbox"/> School with Lead Partner	<input type="checkbox"/> School with Partner Consortium
<b>SCHOOL DESIGN TYPE (Check One)</b>		
College Pathways <input type="checkbox"/>	Community-Oriented <input checked="" type="checkbox"/>	Arts / Cultural Ed <input type="checkbox"/>
		CT E <input type="checkbox"/>
		Virtua l/Blnd /Onlin e <input type="checkbox"/>
		Netw ork-Affili ated <input type="checkbox"/>

<b>A. School Overview</b>	<b>2</b>
<i>points</i>	
<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.**

**Vision**

University Neighborhood Middle School (UNMS) is a new school designed to succeed where the large middle and high schools, then serving poverty-impacted students on the Lower East Side (LES), had historically failed. Our name is notable in that University Neighborhood signifies that students who live in the *neighborhood* of public housing that surrounds the school will benefit from academic programs directly aligned to institutes of higher learning and be provided access to a *university* of distinction.

The SIF and our NYU Lead Partnership would allow us to create a lab-site in partnership with the NYU School of Social Work and the Steinhardt School of Education so that UNMS staff, aspiring educators, and other NYU institutions can work together to help us meet the needs of our community and our students.

All students at UNMS will benefit from an education that recognizes their specific instructional, social and emotional needs, and views their native languages and cultures as valuable resources. UNMS creates a climate for learning, empowering students to take greater responsibility for their education, sets high expectations for each individual and provides support systems that foster student achievement. Students learn the value of teamwork as participants in a vibrant collaboration among their peers and partnerships with community based organizations and institutions like NYU. Through a rigorous and supportive program, students gain the confidence and skills that they need to become college and career ready, lifelong learners and productive members of society.

### **Mission**

Our mission is to provide a nurturing and comprehensive learning experience that supports students to develop a positive self-image and achieve academic and social growth that prepares them to succeed in high school and college and career. Students learn to become and participate as positive agents of change in their own lives and community.

Through this grant, we will be able to meet the following goals:

1. Offer critical services such as physical health care (vision and dental), mental health care (counseling and intervention/prevention services), and family care (ESL for parents, parenting workshops, and available city services for struggling families) to all of our students and families to mitigate the effects of poverty and support student development and achievement as determined by our Comprehensive Educational Plan.
  2. Create an extended school year for all students to increase and support learning opportunities during the summer. Our school year will be extended through the implementation of an academic summer program that will offer all students the opportunity to experience learning at a prestigious academic institution of higher learning, New York University, to inspire and connect their learning through meaningful and CCSS-aligned academic experiences.
- 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 word *university* in the name of the school alludes to the large research university just several miles north of the school: NYU. Indeed, NYU faculty participated in the writing of the concept paper that helped create the school. Furthermore, they were an integral part

of the school's initial hiring process, ensuring the school's founding teachers were of the highest caliber and able to sustain the school's mission and vision. 25% of these teachers remain a strong presence in the school, and 50% of our current teaching staff hold degrees from NYU, across all content areas (including art and ESL). Moreover, the school has been a charter member of NYU's Partnership School Program since UNMS opened 11 years ago<sup>1</sup>. Aside from the provision of NYU space for faculty retreats, graduations and other special events, this program ensures University Neighborhood Middle School benefits from NYU's student tutors, student teachers, and social work interns. This has strengthened the school's capacity to serve its students both academically and emotionally. Furthermore, in exchange for the school's support of NYU's professional interns, the university has provided tailored curriculum and schoolwide leadership training and coaching.

However, the level of support that NYU has been able to provide the school has not kept pace with the evolving needs of our students, their families, and the local community. The LES is home to one of the largest concentrations of public housing in the United States, where a quarter of households live on annual incomes of less than \$15,000, where nearly 40% of residents are foreign born, and where HIV/AIDs is the second leading cause of premature death. While the school has high expectations for its students, a stable faculty, ambitious and skillful leadership, and an impressive reservoir of parent and student trust (93% of parents and 92% of students agree or strongly agree that there is an adult in the school they can trust as per the 2012/2013 Learning Environment Survey), we simultaneously have a high demand for greater levels of wrap around services to address the significant needs of the students we serve and support. Moreover the introduction and scale-up of middle-school choice on the Lower East Side has severely concentrated the impact of poverty and other needs on certain schools, one of which is UNMS. In 2012-2013, 28.2% of its 117 students had IEPs, and 24% overall were English language learners. In a gentrifying and increasingly integrated part of the city, the percentage of UNMS students qualifying for free and reduced lunch is now 91.5%, and the percentage of Black and Latino students is 96.6%. As Anthony Bryk and his colleagues have amply demonstrated in their research on Chicago schools, it is possible for schools that are struggling with deep disadvantages to help their students beat the odds so long as those schools have the kind of supports in place that UNMS *already has* – particularly with respect to leadership, trust, and curricular coherence. However, the researchers add that schools' success in this regard depends as well on the presence and provision of additional resources needed to cope with the impact of poverty on students' lives.<sup>2</sup> Otherwise, the poverty accompanying students to school every day is enough to disrupt the schools' best laid plans. Without relevant, holistic, and effective structures of support to address these issues, students' opportunities to succeed academically and personally can be severely constrained.

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

<sup>1</sup> See <http://steinhardt.nyu.edu/partnershipschools/>

<sup>2</sup> Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.

**points**

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

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

The enrollment of many schools in our district has decreased substantially in recent years due to an increase in the number of new schools, especially charter schools. This expansion of schools, the drop in enrollment (affecting budgets), and the co-location of additional schools in existing buildings, combined with the accelerating student needs described above, have resulted in major structural and programmatic challenges. These include limited gym space, excessively early lunch periods, limited use of meeting and other shared spaces, loss of our school building library, less available space for RTI Tier 3 interventions, and a lack of space to accommodate community partners. At a moment in our history as a school when our students most need these kinds of assistance, we are constrained in our capacity to provide out-of-school-time enrichment, intervention services, and wrap-around services. Meanwhile, because our school population reflects changes in local demographics, we have experienced a significant increase in the number of students who are English Language Learners and students with IEPs, both requiring special academic and emotional support. Over 90% of our students are below the poverty line and require significant academic and social interventions as per our status as a Title 1 school. But, of course, the curtailment of our enrollment has constrained our capacity to hire the personnel we need.

Despite these ongoing challenges, however, we have been able to demonstrate progress, especially in contrast to our peer schools. Indeed, in this past year, we scored in the 93rd percentile among all middle schools in the city. In our NYC Progress Report, we were able to show significant progress in Mathematics and ELA, in contrast to other middle schools in the city. Our median adjusted growth percentile for ELA was 80% in comparison to 65% for the city as a whole, and 73% for Math as compared to 63% for the city. In all areas of our 2012-2013 NYC Learning Environment Survey (Academic Expectations, Communication, Engagement, and Safety & Respect), results show that we scored above average or significantly above average compared to all middle schools in New York City. Furthermore, our year-end attendance for 2012-2013 was 91% and we are currently above this percentage for the current year. All of these signs demonstrate success in reversing the trajectory of a historically low performing school. However, our

students' needs continue to accelerate, and our capacity to ensure that these needs do not overwhelm their academic progress is increasingly diminished. As a school community – and in consultation with our long-standing partner, NYU – we think the solution to this problem is to break out of the box of the traditional school week and school year. Our transformative plan is to use SIF funds to extend our school day, school year, and to use this time to provide comprehensive services to address clearly identified needs of our students and families.

**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.**

A District Quality Review was conducted in Spring of 2013 and NY State Quality Review was conducted in the Spring of 2012. In addition, the annual 2012-2013 New York City Learning Environment Survey was used by school leaders and staff to reflect upon and design actionable items.

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

**School leadership Practices and Decisions**

One suggestion for improvement from the 2012-2013 NY State Quality Review was: “School leaders should ensure that all teachers use summative, interim, and formative student performance data to design skill-based activities for small groups of students with similar needs. This data should be used to adjust the planned curriculum, with a special focus on at-risk students and identified subgroups.” In response, we created a cluster of Academic Intervention Teachers (AIS) to support students in Math and Humanities. Data is collected and reviewed on a weekly basis and is used to inform instruction. There also is dialogue between the AIS teachers and the Literacy and Math enrichment teachers. For example, the AIS teacher in Math indicates specific challenges to learning that surfaced during instruction. The AIS teacher then reviews the strategies and thinking with students to support their mastering of these skills. In addition, content teams review performance tasks to determine short-term and long-term planning.

**Curriculum Development and Support**

One suggestion from the 2012-2013 NY State Quality Review was “Refine curriculum map to include specific reference to Common Core Learning Standards (CCLS) as well as the Practice Standards in math. (1.1) ... In the larger unit maps for math, there are inconsistent references to the CCLS and the Citywide Instructional Expectation (CIE) shifts. As a result, this can hinder the school’s ability to successfully promote higher order thinking skills and close the achievement gap.”

In response, the Math team improved curriculum and lesson alignment to CCLS by participating in professional development offered by Pearson, meeting on a weekly basis to reflect on practice and analyze student work to inform targeted instruction in leveled math groups. Administrators and teachers will continue to work with CBOs and not-for-profits like Credit Do to bring academic opportunities and experiences that support real-



life application of mathematics. Math groupings are structured to provide enhanced opportunities for acceleration to all students.

### **Teacher Practices and Decisions**

One suggestion for improvement from the 2012-2013 District Quality Review was: “Ensure that assessment practices across classrooms include more opportunities for self and peer assessment so that all teachers effectively adjust at the team and classroom levels to meet the learning needs of students.” In response, the school administration is working with teacher teams to ensure that specific protocols are embedded in lesson planning to support student self- and peer-assessment. For example, teacher teams have created content-specific checklists for students to use during instruction as a guide for their staying on task and monitoring their own learning. These checklists have also been modified recently to include comments by both the teacher and the student – one sign of the school’s habit of continuous improvement. Having read a professional article, “Checklists and Rubrics” from Anne Reeves’ *Where Great Teaching Begins*, teachers also introduced new ways of working with rubrics that involve post-performance student reflection on the rubrics.

### **Student Social and Emotional Development Health**

While reviewers from both the state and the district found our systems effective in this area, school administration used feedback from the 2012-2013 New York City Learning Environment Survey to include further support services. For example, The Leadership Program discusses high school success and college readiness; Restorative Justice implements student-based mediation regarding discipline infractions; and, Third Street Music offers and dance.

### **Family and Community Engagement**

Again, though reviewers from both the state and the district found our systems effective in this area, school administration used feedback from the 2012-2013 New York City Learning Environment Survey to include additional elements. There is now a family support component within the Leadership Program. Monthly curriculum letters are sent to parents explaining academic expectations for the current units of study. And school staff and the PTA organize outreach events such as “Pasta Night” and “Game Night” to encourage more parent and community participation.

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

The SIF planning committee used the feedback from quality reviews conducted by the NYCDOE and NYSED, demographic information about our students and our neighborhood, exploration of school improvement literature, and parent and teacher feedback to develop this SIF proposal. Throughout the implementation of the SIF plan, we will make sure to monitor progress towards identified goals and make revisions as needed. Indeed, we will keep the SIF planning committee intact during the funding cycle and beyond as a major component of our continuous evaluation and planning.

### C. School Model and Rationale

4 points

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

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

As we suggest above, we think on the basis of our own experience, and the research of Bryk, et al. (2010), that it *is possible* to beat the odds that poverty lays on students, but only with such elements in place as those we have put and are continuing to put in place (strong leadership, coherent curriculum, a trusting environment), and *more than ordinary resources*. Moreover, we believe that it is possible to make a good and resilient school even stronger, and it is possible to make a solid partnership even more supportive. This grant will enable UNMS to intensify its students' educational experience through a comprehensive plan that extends enrichment opportunities longer each week and throughout the year. Our goal is to expand our existing partnership with NYU and to establish new partnerships with other local community-based programs (especially the Henry Street Settlement) to provide additional socio-emotional, physical, medical, and academic supports – again, within a longer week and throughout the year..

While UNMS has established positive relationships within the community, there are factors affecting children and their families in the community that need attention and that otherwise constrain the school's effectiveness. For example, the education level of families in the community is among the lowest in NYC: 31% of adults in the Lower East Side have not attained a high school diploma, with 18% having stopped at 8th grade. The level of poverty is high: over a third of the children under 18 are living below the poverty line compared to 20% in Manhattan and NYC in general, and again the poverty affecting our school in particular is accelerating, as evidenced by the growing number of students eligible for free lunch. (CCCNYS 2012, NYS Report Card). Moreover, the frequency of child abuse and neglect in the LES is alarming: at a frightening 81.4 per 1,000 children, it is nearly double the 41.7 found in Manhattan (CCCNYS 2012). It does not come as a surprise that there has also been a spike in the number of children in and entering foster care due to family neglect. Twice as many LES children wind up in the system compared to the rest of NYC: for every thousand children, there are 15.4 currently in foster care and 8.3 who are entering; compared to 8.5 and 3.7 children per 1,000 in Manhattan (CCCNYS 2012). In the face of these menacing circumstances, the extended school day hours available at University Neighborhood MS have been a huge factor in parents' decisions to choose this school. Many of the school's families otherwise lack the resources to pay for childcare to keep their children off the street and in a safe environment during normal after-school hours (District Principals Report). The proposed expansion of UNMS "after-

school" to include Saturdays and summers will enhance this benefit for LES families and children, and increase the attractiveness of the school. The likely increase in the school's enrollment will aid the sustainability of the innovation.

William G. Tierney, editor of *Preparing for College: Nine Elements of Effective Outreach*, identifies early academic intervention, access to a college preparation curriculum, availability of knowledgeable counselors, family engagement and mentoring as critical to successful college preparation programs (Tierney, 2005). In addition, Pena (2005), based on a meta-analysis of college preparation programs, makes similar recommendations for raising college enrollment rates of traditionally underrepresented groups including ensuring rigorous academic preparation; beginning efforts to improve academic preparation before students enter high school. Researchers have identified four factors that characterize high quality after-school program that are associated with positive outcomes for participants (see Birmingham et al. 2005). First, these programs must offer a rich array of activities for students to help them develop new interests in key youth development areas. Second, it is important that after-school programs provide opportunities for students to develop opportunities for skill building and mastery. Third, to be effective, after-school programs must engage in intentional relationship-building within the program. Finally, effective after-school programs must have strong and experienced leaders who are connected to the school community and who are actively involved in receiving feedback from participants and staff focused on informing improvements and maintaining alignment with the program's vision.

<b>Objective 1:</b> NYU Metro Learning will provide a range of high-quality professional supports for teachers and administrators.		
<b>Sub-objective 1.1: Core Educational services.</b> 100% of the facilitative leadership professional development provided by Metro Learning will address concerns and areas in need of improvement to support our student' socio-emotional and academic development.		
<b>Program Objective 1.1:</b> NYU Metro Center will provide facilitative leadership professional development that is based on the use of protocols to support and maintain a positive and rigorous learning community throughout the year and the summer extended program.		
<b>Activities to Support Program Objective 1.1</b>	<b>Performance Indicator (s) of Success</b>	<b>How It Will Be Measured</b>
Facilitative workshops around: <ul style="list-style-type: none"> <li>• Looking at student work</li> <li>• Community Building</li> <li>• Conflict Resolution</li> <li>• Setting personal and academic goals</li> </ul>	Number of hours of professional development workshops.	Staff attendance Workshop evaluations at the end of each session Agenda, action items, and other documentation generated after each session

**Objective 2:** NYU Metro Learning will provide a range of high-quality community wrap-around services for teachers, students and their families that will support student achievement and development.

<b>Sub-objective 2.1: <i>Wrap Around Services.</i></b> 100% of the wrap-around facilitated by NYU's Metro Center will be research-based and will include mental health and wellness, family and individual counseling, and dental care services.		
<b>Program Objective 2.1:</b> 100% of the wrap-around services will support different aspects of student development, i.e.		
<b>Activities to Support Program Objective 2.1</b>	<b>Performance Indicator (s) of Success</b>	<b>How It Will Be Measured</b>
Mental Health Services, family and individual counseling services will be provided before and after school at least 3 times a week.	NYU Metro Center, our lead partner, will deliver services as described in the grant and our partnership agreement Number of hours of parent and student services offered by each provider	Parent and Student Surveys Attendance data Activity data (agendas, dates, times, and attendance for each meeting)
<b>Sub-objective 2.2:</b> At least 80% of the students who regularly receive services and/or whose parents receive services will show continuous improvement in achievement throughout measures such as state performance exams, class performance, and/or discipline referrals.		
<b>Program Objective 2.2:</b> Students who consistently receive and/or whose parents receive these services will experience continuous improvement in academic performance and a reduction in discipline referrals and disciplinary actions.		
<b>Activities to Support Program Objective 2.2</b>	<b>Performance Indicator (s) of Success</b>	<b>How It Will Be Measured</b>
See. Activities in objective 2.1	At least 80% of the students who regularly receive services and/or whose parents receive services will show continuous improvement in achievement and a reduction in at-risk behaviors	Daily school attendance Report card grades and progress reports Student discipline referrals Levels of suspension and in-school incidents

<b>Objective 3:</b> UNMS will extend academic and wellness enrichment learning opportunities throughout the year and in the summer.		
<b>Sub-objective 3.1:</b> Henry Street Settlement, a community based organization, will provide high-quality Saturday program where students will be physically active in a basketball clinic. Students and parents will learn about, cook together healthy meals, and share with other students and parents information about nutrition and culinary arts.		
<b>Program Objective 3.1:</b> Henry Street will provide 34 4-hour Saturday sessions that support physical wellness and healthy nutrition through a basketball clinic and a culinary arts class for students and parents.		
<b>Activities to Support Program Objective 3.1</b>	<b>Performance Indicator (s) of Success</b>	<b>How It Will Be Measured</b>
Basketball clinic Nutrition and Culinary Arts classes	Number of hours of basketball clinic sessions and nutrition and culinary arts session	Attendance Observed student and parent engagement

	Number of students and parents consistently participating in the 34 4-hour Saturday sessions	Cooking Recipe Book based on recipe contributions made by students and parents
<b>Sub-objective 3.2:</b> UNMS will provide a summer enrichment program at NYU that is open to all students, including mandated and non-mandated students, to attend summer school. This curriculum for this program will be aligned to CCSS standards and the units of studies for Humanities, Math and Science covered throughout the year.		
<b>Program Objective 3.2:</b> At least 80% of the students who attend 90% of the 4-week summer program will experience continuous academic improvement as evidenced by state exams, classroom performance, and/or a decrease in student discipline referrals.		
Activities to Support Program Objective 3.2	Performance Indicator (s) of Success	How It Will Be Measured
Summer classes at NYU campus Teacher planning week to develop CCSS-aligned and UNMS curriculum-aligned summer lessons Teacher planning to look at student work and assessments Trips that enhance and support our students' educational experience during the summer and throughout their experience at UNMS	Number of hours of classes offered to students during the summer At least 80% of students who have a 90% attendance in the summer school program will experience continuous academic and behavior improvement	Attendance State exams (ELA and Math) Performance Based Assessments Classroom Performance (grades) Discipline referrals and levels of disciplinary action

- 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.

Based on the above-mentioned research and consultation with our community constituents, including parents, teachers, staff members and students, we strongly feel the need to provide the following services throughout the year:

*Socio-Emotional / Mental Health*

- On-site mental health service from 7:30 until 8:30am at least 3 times a week.
- Family counseling services from 4:30 – 6:00pm at least 3 times a week.
- On-site social work interns to provide support to at risk students, particularly students who are not mandated to receive counseling services. UNMS will provide on-site coordinator to support mental health providers during before and after school hours.

*Physical Wellness*

- Henry Street Settlement will provide nutrition and cooking classes for parents and students on Saturdays for a total of 30 sessions. They will also provide basketball camp during these Saturdays.

- We have a dance studio that we currently use at least twice a week after school for dance classes. We will use it as a resource for both parents and students after school, including yoga, zumba and other healthy and useful activities.
- Dental hygiene workshops and services at least 3 times throughout the year.

#### *Academic Support*

- This grant will allow us to expand and elevate all of our students' experiences by rethinking our summer school program. We have not been able to invite non-mandated students due to DOE budgetary constraints. We are planning to create an interdisciplinary, comprehensive and inclusive summer program that promotes experiential learning and the college connection. We are requesting to use the NYU campus to prepare for and to run our intensive 12-day summer program for students. This program will start in the summer of 2015 and will serve as an introduction to the 2015-2016 school year. At the end of this summer school program, students will be given an independent project to complete and later present at the end of August. We have allocated a week in the end of August to support this consortium model.
- Additional NYU students will be available during the summer to provide summer school academic support for our students.

Through the self-study process, UNMS and collaborators will continuously examine and improve its program quality within each of the ten essential elements of quality afterschool programs. The project director will lead the self-assessment process through the utilization of NYSAN's Program Quality Self-Assessment Tool. The self-assessment process will be conducted twice annually, at the midpoint and end of the program year. The goal of the self-assessment is to identify areas of strength and areas in need of improvement. Key stakeholders will develop an improvement plan including a timeline and action plan to address the identified needs of the program upon completion of the self-assessment. The findings from each of the self-assessments will be shared during Quarterly Group meetings. The mid-year self-assessment will inform adjustments made to the program while implementation is underway. The year-end self-assessment will inform programmatic modifications for the upcoming program year. This self-assessment process will be a continuous and collaborative effort among key stakeholders including student and adult participants, program staff, school personnel, community members and partner organizations. This collaboration will provide the opportunity for key stakeholders to voice concerns, learn from others' experiences, and contribute suggestions and collectively working on solutions which will strengthen communication, increase buy-in among these stakeholders, and support consensus building around the vision and goals of the turnaround.

<b>D. School Leadership</b>	<b>8 points</b>
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.

UNMS needs the continued strong leadership of a principal who models intellectual curiosity, persistence in the face of great challenges, and fierce commitment to the community - staff, students and families. A strong principal must collaboratively plan and co-facilitate with staff, a variety of professional learning opportunities - book studies, action research, data-driven instructional planning, and examining student work using protocols. Family engagement is required to maintain a strong home-school partnership so that the habits for academic success can be sustained at home. UNMS is located in the most challenging neighborhood in a complex district - The neighborhood suffers from all of the social-political stressors of the inner city - crime rate, poverty, unemployment. To wit, UNMS has one of the lowest peer indices in NYC schools. Gang activities and crime statistics are higher in District 1 than most other districts. The district is cited by SED as being "in need of improvement." Most families in the Corlear's Hook part of District 1 are entitled to free lunch - 100% of UNMS students are entitled to free and reduced lunch. The leader of this school must have the stamina and grit to stay committed to excellence in spite of the odds. Most importantly, to achieve instructional improvement, the principal must be firmly grounded in instructional vision.

- 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.**

Laura Peynado Castro has been the principal of UNMS for the past five years. Prior to UNMS, she served as a science teacher and teacher leader in a high-needs middle school in the Bronx. She was a celebrated Teach for America Fellow. Laura obtained her Masters in Organization and Leadership in Education from Teachers College, Columbia University, earning the respect and strong praise of her professors and mentors. She was hired as assistant principal for UNMS. Her strong track record as a highly effective teacher and her passion for serving high-needs students made her the ideal candidate. She very quickly proved herself to be a worthy successor when the prior principal decided to move on. The transition was seamless. Under Laura's leadership, the school has become more focused academically and organizationally. Teamwork is a key lever of success as all members of the staff (teaching or otherwise) mentor students and serve in multiple workgroups - content area, child study, Response to Intervention / Academic Intervention Services, special education implementation, teacher-driven professional learning, and school culture. As a result, UNMS has consistently maintained a "proficient" rating on the NYC School Quality Review, and its Progress Report grade has improved from C to B to A over the past 3 years. In the 2012-13 school year, UNMS ranked in the 93rd percentile citywide. Finally, Laura has consistently exceeded standards in the NYCDOE Principal Performance Review, which is based on goals and objectives set with the superintendent; organizational management skills as measured by the NYCDOE Compliance Checklist; and student growth in standardized tests. Within the PPR process, Laura has always included goals about community engagement in alignment with her vision of UNMS being a beacon for the lower east side. Laura has a deep understanding that for her community, school has to be more than academics within a 6 hour and 20 minute day. As such she has worked relentlessly to bring every resource to bear to maximize students' and families' access to UNMS.

**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 must have satisfactory ratings for two consecutive years, which include the 2011-12 and 2012-13 school year. The AP must have demonstrated supervisory experience working with various school and community members to support student learning and student development.

Responsibilities:

- Supervises instruction during the summer to ensure CCSS-alignment and support teacher effectiveness using Danielson's 2013 Rubric adapted to New York Department of Education Framework for Teaching Components.
- Participates in PD facilitated by NYU to support alignment between PD and daily instruction.
- Meets with principal and teachers on a weekly basis to help monitor and assess impact of the work up to date.
- Works with principal to support summer school implementation and serves as a liaison to ensure that:
- Addresses student, faculty and parents' concerns in a timely manner
- Plans interventions for students as needed
- Documents and addresses disciplinary issues
- Works to align team planning to program goals and expectations
- Visits classrooms on a regular basis to support teachers and exercise instructional leadership
- Assesses instruction in an ongoing way and by the light of the school's learning expectations

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.**

In our school, we have several structures in place that support communication, collaboration and our vision of developing a strong community. In addition to our School Leadership Team, which meets once a month, we have a school-based leadership team comprised of our principal, assistant principal, counselor, SAPIS counselor, dean of students, and our parent coordinator. We incorporate the use of technology not only to prepare our students for the demands of the 21st Century but also to help us collaborate more effectively and become more consistent and transparent about our efforts to support student learning. The school also uses social media, blogs, and websites to communicate widely with parents and other community members.

<b>E. Instructional Staff</b>	<b>8 points</b>
The school must have the mechanisms in place to assign the instructional staff to the school that have the strengths and capacity necessary to meet the needs of the school and its students. This section must contain the following elements:	

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

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

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

UNMS has enjoyed stability in staff and has empowered teachers to be true leaders and partners. Our teacher retention rate has exceeded that of the city's average. Teachers spend a substantial portion of their personal time helping students with academic and social-emotional issues that arise as a result of the challenges they face as part of an underrepresented and underprivileged community. They are passionately committed to supporting the "whole child" and helping students acquire the soft skills they need to develop as their own agents of change.

In 2012, our school was part of the NYCDOE Talent Management Pilot, where the principal and AP actively used a rubric based on the Danielson's Framework for Teaching. We are currently using our expertise developed through this pilot to implement the new teacher evaluation process

and to identify next steps for teacher and school-wide improvement. By February 15, every teacher, including tenured teachers, received a formal observation and at least 3 informal observations where teachers engage in a self-assessment on selected components of a research-based rubric, and identify at least one area for growth. Through this observation process, and resources like the NYCDOE ARIS Portal, the principal and the AP, support teachers in creating a coherent and differentiated teacher support plan that integrates the selected components of the research-based rubric. During our professional learning time together, for the first semester, we are focusing on strengthening our understanding of competency 3b: "Using questioning and discussion techniques", an area that has been identified by based on school self-assessments and feedback from the most recent quality review.

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

Teachers who assume roles for Summer School will be responsible for planning activities for students' summer school experience in conjunction with NYU, and additionally will be responsible for delivering instruction (in their content areas) for the period of summer school. Teachers who have demonstrated effective and highly effective teaching practices, as per our new teacher evaluation process, will collaborate to plan and deliver instruction during our summer school experience. Additionally, our newly designed summer school will require students to participate in a PBAT-aligned model in August to launch the academic year. Teachers will also be paid for planning and delivery of this activity. All teachers will participate in professional development focused on facilitative leadership to enhance their capacity as instructional leaders.

Our Assistant Principal will support summer school staff throughout the three weeks, in planning, instruction, and assessment/evaluation. We have budgeted 100 hours for this position for 1 member of staff. The AP will also act as the liaison between the school's administration, teachers, and NYU Metro in supporting the development and execution of the summer school program.

Given the numerous services NYU Metro Center will provide before and after school, we want to ensure adequate coordination at the school level and have budgeted for a Program Coordinator who will be on site before and after school for a total of 4 hours per day (5 days a week). The Program Coordinator will act as a point of contact for parents, the community, and school staff. Additionally, they will work with the Lead Partner to maximize quality of services, and analyze/evaluate successful practices, reporting back to school leadership who will, in turn, make recommendations to NYU Metro Center to meet the needs of the school and larger community.

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

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

At University Neighborhood Middle School upon hiring, our main criterion is to make sure all teachers are highly qualified when they begin working at UNMS. As of February 7, 2013, all of our teachers are considered highly qualified based on their certification. We have established a very selective hiring process that involves various members of our community, including teacher leaders and students to ensure a clear and shared UNMS vision and expectations.

For our summer program, the SIF planning committee comprised of teachers, administrations, staff members and parents will develop a selection criteria based on the following to select our summer school staff and program director who will serve as the liaison between our NYU Lead Partner and the school:

- Two years of effective or highly effective teacher rating
- Good attendance record
- Ability to work well with others
- Evidence of interdisciplinary planning and curriculum PBAT and CCSS-alignment
- Great organization skills

## **F. Partnerships**

**6 points**

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

a response to each of the following elements:

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

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

UNMS will collaborate with lead partner NYU, particularly the Steinhardt School of Culture, Education, and Human Development which houses the Metropolitan Center for Research on Equity and the Transformation of Schools, and the Department of Teaching and Learning. Founded in 1978, Metro Center is a research and practiced-based organization that accomplishes its mission through research initiatives and programs that provide technical assistance to school districts, public schools, administrators, teachers and parents. Metro Center has served many of the 32 school districts throughout New York City.

#### *Role*

This will be an adaptive collaboration involving UNMS teachers, administrators, social workers and counselors, participating students and parents, community organizations, and Steinhardt's experienced staff including Dr. Pedro Noguera, a leading urban sociologist whose scholarship and research focuses on urban school reform, youth violence, race and ethnic relations in American society, and conditions that promote student achievement. Also contributing to the collaboration will be Dr. Joseph McDonald of Teaching and Learning who was instrumental in founding the NYU Partnership School program and who, with Dr. Noguera, has been working to design a Next Generation Community Partnership, with support from the Wilner-Bloomgarden Family Foundation and the NYU McSilver Institute.

NYU's role will be to ground the Community Oriented School Turnaround Design in research and application of successful theory of action. NYU will help facilitate wrap-around services to ensure success of the turnaround. And NYU will contribute resources from The Steinhardt School of Culture, Education, and Human Development (including programs in applied psychology, arts therapies, nutrition, and teaching and learning), The Silver School of Social Work, the Child Study Center, The Wellness Center, the School of Dentistry, and the School of Nursing. Resources will include an established pipeline for qualified Student Teachers and Tutors, access to space on campus, access to computer labs, and libraries, access to social,

physical, and mental health services as well as professional development for UNMS teachers and administrators. The Department of Teaching and Learning will be working closely with Metro Center to offer college preparation and support activities for students and parents.

*Accountability*

Each partner's contributions will be measured by the reception (i.e., expectations, perceptions, and satisfaction of participants) of services articulated in the MOU. Measurement will include: participant and staff and stakeholders feedback surveys, program attendance records, documentation of participant progress through grades and assessment results on the Individualized Instructional Plan.

- ii. Complete the Evidence of Partner Effectiveness Chart (see 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.**

UNMS with Metro Center will engage in continuous evaluation activities, utilizing both qualitative and quantitative methods over the course of the project. During this time, Metro Center will use a developmental evaluation model to provide both formative and summative assessments that examine the process and implementation of the program, program outcomes and impact, and the generalizability, sustainability, and replication of the program model, as well as provide direct feedback and recommendations to the program stakeholders.

Developmental evaluations are designed to innovate, develop, and refine initiatives in complex or uncertain environments, providing feedback to stakeholders and facilitating a continuous development loop. Patton (1994) explains that development evaluations are particularly suited to innovative programs, allowing project stakeholders to examine complex issues, track program developments, surface issues, and modify or reshape the program in near real-time.

Metro Center will use the data collected to provide a formative assessment of the program as well as to provide program stakeholders feedback necessary to make program adjustments and improve program outcomes and assess the overall impact of the program. This data will be used to (1) Monitor project activities described in the project plan objectives; (2) facilitate Metro Center's role as a thought partner with NYCDOE school site; (3) Support data and project updates to complete the required reports; and (4) assess the impact of the program on student outcomes based on the leading and lagging indicators and performance metrics identified in "Attachment B: School-level Baseline Data and Target-Setting Chart" and the identified academic, and/or design-specific indicators.

Metro Center will observe and monitor each project that involves interactions between the project and individuals served by the project activities. This will include professional

development provided to the school as well program spaces that involve interaction with students. If project activities change significantly, multiple observations may be conducted. Focus groups and interviews will be conducted annually, and will center on the services and activities developed in each of the projects. The protocols for the focus groups and interviews will be designed to capture the subjects' perceptions of changes in project services and perceived impact.

Our Assistant Principal will support summer school staff throughout the three weeks, in planning, instruction, and assessment/evaluation. We have budgeted 100 hours for this position for 1 member of staff. The AP will also act as the liaison between the school's administration, teachers, and NYU Metro in supporting the development and execution of the summer school program.

### **G. Organizational Plan**

**8 points**

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

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

See 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.).

Team	Members	Responsibilities	Report to	Meeting Times
SIF Leadership Team	NYU Lead Partner Director UNMS Program Coordinator Principal Assistant Principal	Share data and pertinent information to help monitor and assess program effectiveness	SIF Lead Program Director and Principal	At least once a month for at least an hour
Counseling	Counselor SAPIS Counselor Dean	Organize Weekly Town Hall Meetings which all students attend.	UNMS Program Coordinator and	Once a week

			Administration	
UNMS CARES	Principal AP Counselor SAPIS counselor Parent Coordinator Dean	Discuss critical issues affecting all aspects of school community, i.e., student progress, teacher concerns, parent needs. Contact with parents, students, and staff as needed	UNMS Program Coordinator and Principal	Each Tuesday and Thursday from 9:00AM to 10:00AM.
SLT	Principal UFT Rep PTA President Parent Reps Teachers Reps	Discuss critical issues affecting all aspects of school community, i.e., student progress, teacher concerns, parent needs	UNMS Program Coordinator and Principal	Every 1st Monday of the month from 5 - 7pm
Service Providers	NYU Project Coordinator UNMS Program Coordinator Partnering Providers	Discuss critical issues affecting all aspects of school community, i.e., student progress, teacher concerns, parent needs	SIF Lead Program Director	Bi-weekly

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

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

12, student feedback also informs teachers' ratings under MOTP.<sup>3</sup> The Measures of Student Learning (MOSL) components of *Advance* is worth 40% of a teacher's overall evaluation rating – the State Measures component is worth 20% and the Local Measures component is worth 20%.

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

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

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

*Online resources:* Finally, the NYCDOE created numerous guidance materials and resources to provide information to help schools and support staff meet critical *Advance* implementation milestones. These resources are stored on the *Advance* Intranet page, a new online site for NYCDOE employees on the NYCDOE intranet. Similarly, the *Advance* Guide for Educators aggregates all information relating to *Advance* in one document to help school leaders and teachers engage with *Advance* at their school. The NYCDOE also created numerous materials relating to the administration of MOSL; these resources help schools implement new assessments and understand how those assessments are used to evaluate teacher performance.

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<sup>3</sup> Surveys will be piloted in school year 2013-2014; in the 2014-15 school year surveys will count for 5% of a teacher's rating.



The *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 University Neighborhood Middle School all NYU staff are evaluated on an annual basis and for this project the evaluation process will track metrics based on the MOU between NYU Metro Center, UNMS and the DOE. Metrics will include student, teacher, and admin satisfaction with progress of turnaround design and implementation and sustainability.

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

A schedule cannot be determined at this time. We need to determine the needs of our students and their families.

<b>H. Educational Plan</b>	<b>8 points</b>
The school must provide an educationally sound and comprehensive plan for the school. The school must provide a detailed educational plan with a description of each of the following elements:	

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

The UNMS instructional philosophy and definition of academic rigor is rooted in the belief that all students learn best when they feel safe, inspired, and challenged to make meaning and expected to apply skills to new situations. At UNMS, we define academic rigor as helping students learn to think for themselves through well-designed and high-cognitive demanding tasks. To identify academic rigor in our classrooms, we look for evidence of the four main components of academic rigor, as outlined Rick Allen in his article, “Support Struggling Students with Academic Rigor: A Conversation with Author and Educator Robyn Jackson” published in by ASCD, “students know how to create their own meaning out of what they learn, they organize information so they create mental models, they integrate individual skills into whole sets of processes, and they apply what they've learned to new or novel situations.”

Our summer school program experience will not be an isolated academic experience. The program will be based on our everyday instructional/assessment CCSS-aligned practices. Our teachers will create a unit for the summer that directly connects with the units of study covered throughout the year in ELA, Math, Science and Social Studies. Our school will provide multiple exit points as a means for students to demonstrate their understanding in authentic ways to help

students better prepare for real-life assessment of their work, we can utilize the work students produce each and every day. We will be using a consortium-like and PBAT model in August to launch the academic year in which similar instructional activities will be implemented throughout the year.

- 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.).

For the past two years, UNMS has been focused on improving its instructional curricula to support critical thinking and its alignment to the newly adopted Common Core State Standards. This year, we remain committed to deepening our understanding of Danielson's components, especially components 1e, "Designing Coherent Instruction" and 3b "Use of Questioning and Discussion Techniques." We have taken a number of steps to bolster our capacity to effectively implement these new standards and improve our curriculum. These steps include a realignment of all of our curricula two summers ago to incorporate these standards and using the book, *Where Great Teaching Begins*, by Anne Reeves as a mentor text to improve curriculum and lesson design at UNMS. This year, we are using the book, *Academic Conversations* by Zwiers and Crawford as a mentor text to guide our new peer-observation program. To inform our curriculum development and its alignment to the literacy Common Core State Standards, our Humanities teachers and other teacher leaders have participated in our network's Curriculum Planning Institute for two consecutive years.

In addition to the Common Core State Standards, our teachers have used Heidi Hayes Jacobs book, *Active Literacy Across the Curriculum* as a mentor text to revisit and incorporate strategies for reading, writing, speaking, and listening in their planning. We have learned that effective curriculum designers do not base their thinking on "What will I do...?" or "What will my students enjoy?" but on questions of what and how students will learn, and how teachers and other educators will know that students have learned. To identify the 'what' and 'how' students will learn, UNMS teachers use different formative and summative assessments and select activities that align to their instructional objective(s). Throughout the year, UNMS teachers have developed and revised CCSS-aligned units that are also shared and readily available for our parents and community members via Google Docs where students are expected to complete performance task to demonstrate mastery through the application of the skills and the knowledge they have gained throughout the unit.

Content-teams examine student work to look for patterns that identify key understandings and areas of challenge that are obstacles to student learning. Teachers determine the relationship between conceptual understanding, application of skills, and overall performance understanding. An important outcome of looking at student work is to gain a deeper perspective regarding the connections between pre-requisite skills, current teaching, and future learning. This supports the shift to students studying concepts in depth. Humanities, being a combination of ELA and Social

Studies, has a built-in interdisciplinary nature. The Math and Science teams collaborate on ways to make each of their curriculums more interdisciplinary.

There is a school-wide writing rubric that allow contents outside of ELA to support student writing through Science, Foreign Language, and Art. Currently, the staff is developing a school-wide student discussion rubric to support the CCLS Speaking and Listening standards across all contents. In addition, we want to ensure the quality of student-to-student discussion in all classrooms, as professional literature attests to its positive impact on student learning.

Our Humanities teachers have students practice literacy skills through the lens of history. This ensures that students read nonfiction and develop a wider base of background knowledge. Performance tasks are the culmination of previous tasks and activities that have allowed students to make claims and support those claims in writing in discussion. Students are exposed to various texts/media in a variety of formats, with an emphasis on the target vocabulary appropriate to each unit of study and the citing of text/media-based evidence to support their claims. These are the same expectations when students are writing and discussing in other contents. Their curriculum has been modified to reflect the 6 instructional shifts as indicated below:

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase Complexity of	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

The Math team is using the CMP3 Mathematics curriculum to ensure our students study mathematical concepts in depth. There is a focus on the mathematical understandings that need to support procedural skill, and application of skills that build conceptual fluency. Math team members look at student work to better determine how to link math topics and thinking across the grades. Their curriculum has been modified to reflect the 6 instructional shifts as indicated below:

Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

- iii. ***Use of Time.*** Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule *to increase learning time and/or extend the school day or year.* The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here:  
<http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>

		M	T	W	Th	F	Saturday
Before School	7:30 – 9:30am	Mental Health/ Counseling Services	Mental Health/ Counseling Services	Mental Health/ Counseling Services	Mental Health Counseling Services	Mental Health Counseling Services	9 - 11 pm Nutrition/ Culinary Arts
1	8:09- 9:09	HUM Thai	MATH Bloom	MATH Bloom	ARTS Grater	ARTS Grater	11 - 1 pm Basketball Clinic
2	9:11- 10:11pm	HUM Thai	SCIENCE Bloom	HUM Thai	MATH Bloom	MATH Bloom	
3	10:13- 11:13pm	SCIENCE Bloom	ARTS Grater	HUM Thai	SCIENCE Bloom	SCIENCE Bloom	
4	11:15-	LUNCH					

	12:00pm						
5	12:02-1:02pm	MATH Bloom	HUM Thai	SCIENCE Bloom	HUM Thai	HUM Thai	
6	1:04-2:04pm	ARTS Grater	HUM Thai	GYM Pena	HUM Thai	HUM Thai	
7	2:06-3:06pm	Town Hall	Enrichment	Enrichment	Enrichment	After School	
	3:06 - 4:06pm	after school	after school	after school	after school	after school	
After School	4:00 6:00pm	Mental Health/ Counseling Services	Mental Health/ Counseling Services	Mental Health/ Counseling Services	Mental Health Counseling Services	Mental Health Counseling Services	

- 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).

Aligned with our philosophy of instruction, professional development in our building directly supports the needs of UNMS teachers and students. In our school, we have several structures in place that support collaboration and the use of data to support our vision of supporting student learning and developing a strong professional learning community. We incorporate the use of technology not only to prepare our students for the demands of the 21st Century but also to help us collaborate more effectively and become more consistent and transparent about our efforts to monitor and support student learning. All teachers collaborate and are part of a professional learning team that meets at least 5 times a week. These periods are referred to as a Professional Learning Time and are guided using facilitative methods, such as protocols, on a regular basis to support inquiry learning and to guide next steps for school wide improvement. To support the implementation of the services in this grant, we will use the structures we have in place to provide additional professional development that is aligned to the grant and to the extension of the year in the summer.

- 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>.

Teachers meet in content teams and specialized interdisciplinary teams to revise curriculum and units, look at students work, and identify at-risk student. Enrichment groups are informed by student data on a quarterly basis. UNMS has embraced the implementation of a school-wide reading program and mathematics program as part of our continued effort to augment ELA and Math teaching methodologies with authentic and responsive literacy and Math instruction. The students in each club are grouped based on reading level and/or Math levels meet 3 times per week. Every quarter, students are reassessed and regrouped into new groups based on their needs. Our Enrichment period also embrace the concept that all teachers across all content areas are teachers of reading. Our teachers have unanimously voted to embed 37.5 mandated minutes of targeted instruction to ensure 100% student participation. Students also receive additional support in Social Studies and Science through the strategic programming of Academic Intervention Services. Teachers are assigned to various groups based on student needs and work in collaboration with the lead teacher to provide tier 2 and tier 3 interventions. Additional funding is currently being utilized to provide academic enrichment opportunities after school.

- 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.

Our school places great importance on creating a risk-free environment for student achievement. We have multiple student forums to communicate with students and get feedback from them. These structures help us maintain a safe and orderly school environment and positive climate. Student council meets once a week where their leadership skills are cultivated through school initiatives such as International Food Day, fundraisers, and dances. Weekly Town Hall presentations include education on cyber bullying, progress toward graduation and conflict resolution. Our partnership with Credit-Do promotes student financial literacy where they learn how to earn money, create budgets and make a savings plan. The school also tracks students identified as at-risk through weekly CARES team meeting. Counselors provide at-risk students with a minimum 40 minutes of counseling for 60 days. The school is open to parents and communication regarding student progress occurs at least twice per month. Parents are also made aware of events at the school through a school blog site. As a result of the school's efforts, there is an increase in student attendance, a significant decrease in incidents, and the Learning Environment Survey reports above average scores in academic expectations, communication, and engagement.

- vii. **Parent and Community Engagement.** Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication

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

The formal mechanisms by which UNMS consults and collaborates with families are the monthly School Leadership Team (SLT) and the Parent Teacher Association/Title 1 Parent Advisory Council (PTA/Title1 PAC) meetings. At the beginning of each school year, the Comprehensive Education Plan goals are jointly developed by the SLT, using data from the DOE Learning Environment Survey. This allows our community to reinforce what is successful and working at UNMS, and refine areas in need of improvement. The PTA/Title 1 PAC functions as a conduit for families' feedback and concerns, which as a core member of the SLT, the PTA president shares with the SLT. Both group work collaboratively to serve as a forum for communication and support.

UNMS utilizes many modes of communication including the internet, postal mail, autocaler system, and often through individual outreach. The UNMS Community Blog is a place where families can find information about curriculum, resources, calendar meetings and events, and it is interactive, in that we embed surveys to elicit feedback on specific and general questions. Feedback is shared with the SLT. Newsletters, calendars, curriculum unit updates are created and designed for families to share information about student learning and events at UNMS. Events are created to encourage community building, and workshops are developed for families on academic and socio-emotional topics.

These mechanisms and modes of communication are highly responsive and adaptive and will be employed with our SIF parent outreach program.

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

4

### **points**

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

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

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

A planning committee was put together based on interest. District and UNMS administrative staff and teachers met to plan and reach out to potential lead partners. The team numerous times on a volunteer basis within the short period of time, 2 weeks to be exact, that we were given to develop an initial draft. Parents have been informally consulted as well as our UFT Chapter Leader, our CSA District Representative, and our District One Community Educational Council President, who is also a parent. A Scheduled SLT meeting was cancelled this past Monday due to inclement weather conditions. The SLT has been postponed until this Monday, February 10, 2014 at 5 pm.

**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.**

For Section I. Training, Support and Professional Development  
iii. Year One Professional Development Plan

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Outcome	Measurable	How Outcomes will be Analyzed and Reported
Facilitative Leadership	All teachers	NYU Metro Center— Metro Learning Communities Project	Increased capacity of distributed leadership in the schools as evidenced by effective data use and carry through from meetings as well as ensuring other crucial organizational elements function smoothly and effectively		Data, minutes, annual SCEP, other relevant artifacts
Follow Up School Coaching	All teachers and admin	NYU Metro Center – Metro Learning Communities Project	Turnaround strategies coordinated to best answer needs of school, and		Surveys, interviews, observations



			students	

- 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.

UNMS with Metro Center will engage in continuous evaluation activities, utilizing both qualitative and quantitative methods over the course of the project. Data will be collected using surveys, student work samples, and observations facilitated by Metro Learning in conjunction with the UNMS program director. These sources of data will be triangulated with institutional data such as student attendance data, student performance data from standardized tests and class-based assessments, and discipline referral data. During this time, Metro Center will use a developmental evaluation model to provide both formative and summative assessments that examine the process and implementation of the program, program outcomes and impact, and the generalizability, sustainability, and replicability of the program model, as well as provide direct feedback and recommendations to the program stakeholders. Developmental evaluations are designed to innovate, develop, and refine initiatives in complex or uncertain environments, providing feedback to stakeholders and facilitating a continuous development loop. Patton (1994) explains that development evaluations are particularly suited to innovative programs, allowing project stakeholders to examine complex issues, track program developments, surface issues, and modify or reshape the program in near real-time.

Metro Center will use the data collected to provide a formative assessment of the program as well as to provide program stakeholders feedback necessary to make program adjustments and improve program outcomes and assess the overall impact of the program. This data will be used to (1) monitor project activities described in the project plan objectives; (2) facilitate Metro Center's role as a thought partner with NYCDOE school site; (3) support data and project updates to complete the required reports; and (4) assess the impact of the program on student outcomes based on the leading and lagging indicators and performance metrics identified in "Attachment B: School-level Baseline Data and Target-Setting Chart" and the identified academic, and /or design-specific indicators.

As part of the evaluation UNMS will collect the following data:

**Observations** of each of the program activities will be ongoing, except in instances when such an observation might compromise the effectiveness of the project (e.g., counseling sessions). Metro Center will attempt to observe each component of the each project that involves interactions between the project and individuals served by the project activities. This will include

professional development provided to the school as well program spaces that involve interaction with students. If project activities change significantly, multiple observations may be conducted.

Focus groups and interviews will be conducted annually, and will center on the services and activities developed in each of the projects. The protocols for the focus groups and interviews will be designed to capture the subjects' perceptions of changes projects services and perceived impact.

**Surveys** will be distributed through each of the projects to project participants – i.e., individuals served by the project activities. These surveys will ask participants to indicate the types of services they have received, the extent to which they previously services such as the ones provided, and their satisfaction with these services. Surveys will be distributed annually in the spring.

**Focus groups and interviews** will be conducted with community members who interact with and are served by each of the projects. The protocols for the focus groups and interviews will be designed to capture the subjects' experiences in the community, their self-identified needs, and their experiences interacting with the funded projects. These focus groups and interviews will take place in the second and third year of the project and may be conducted in both English and Spanish depending on need.

**District/School Administrative data** will be requested from NYCDOE to report on the impact of the program on student outcomes based on the leading and lagging indicators and performance metrics and the identified academic, and /or school design-specific indicators, as well as estimate the impacts of the program on student outcomes. These data will be recorded quarterly for the academic, and /or design-specific indicators and annually for the leading and lagging indicators and performance metrics.

Metro Center staff will attend regular meetings with members of the school community, as well as with NYCDOE representatives to share resources, provide updates, discuss any findings, and address any questions or concerns.

<b>J. Communication and Stakeholder Involvement/Engagement</b>
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<b>4 points</b>
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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:
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- 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 University Neighborhood Middle School monthly PTA and SLT meetings, as well as information disseminated through email, school messenger, and letters, will be the primary way to keep parents and community members informed and updated. Special meetings will be held when necessary. In addition, parents and community members may access our school's secure twitter account and blog to learn of any updates to the SIF plan implementation process.

Meetings have been scheduled to take place periodically between the NYU service providers, NYU Lead Partner Director and UNMS Administration and program director. School administration will include updates and relay important information to staff at weekly staff meeting and other meetings such as SLT, PTA and CARES Team meeting. In addition, all staff and community members will have access to our UNMS websites and may visit at any time to review the status of the SIF plan implementation.

<b>K. Project Plan and Timeline</b>
<b>4 points</b>
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.**

**Year 1 - 2014-2015**

- Summer 2014
- School-based planning
- Facilitated Leadership training (NYU)
- Development of evaluation plan
- Development of Resource Plan
- Identification and coordination of community resources
- Fall 2014 Part-Time Program coordinator (Before and after program coordinators)
- Summer school curriculum planning and goals
- Development and coaching
- Facilitated Leadership Seminar
- Follow-up School coaching fall and spring
- Coordination and implementation of social service resources

Saturday recreation program

- Henry Street Settlement

• Spring 2015

- Further Developing summer school plan
- Recruiting students
- Ensuring effectiveness of team
- Continued school coaching

**Year 2 and 3 – 2015-2017**

- Fall 2014
- Part-Time Program coordinator (Before and after program coordinators)
- Continued refinement of Community resources plan and implementation
- Continued coordination of community resources

Saturday recreation program

- Henry Street Settlement

• Summer 2015 and 2016

- NYU Space and food for students
- 3 cycles (Humanities, Math, and Science)
- Each cycle includes:
  - 1 week: Planning
  - 1 week: Instruction - May include trip.
  - 1 week: Assessment
- Cost: 4 teachers \* 4 days \* 3 weeks

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**Local Education Agency (LEA) 1003(g) School Improvement Grant Application**  
**Under 1003(g) of the Elementary and Secondary Education Act of 1965**

## Attachment B

### 01M332 University Neighborhood MS

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

<b>SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART</b>	<b>Unit</b>	<b>District Average</b>	<b>Baseline Data</b>	<b>Target 2014-15</b>	<b>Target 2015-16</b>	<b>Target 2016-17</b>
<b>I. Leading Indicators</b>						
Number of minutes in the school year	Min	60390	60390	60390	60454	60454
Student participation in State ELA assessment	%	100	100	100	100	100
Student participation in State Math assessment	%	100	99	100	100	100
Drop-out rate	%	11	N/A	N/A	N/A	N/A
Student average daily attendance	%	94%	91%	92%	93%	94%
Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
Suspension rate	%	2%	5%	5%	4%	3%
Number of discipline referrals	Num	18%	64%			
Truancy rate	%	1%	3%	3%	3%	3%
Teacher attendance rate	%	#N/A	#N/A	#N/A	#N/A	#N/A
Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
Hours of professional development to improve teacher performance	Num	20	Schools to Enter	Schools to Enter	Schools to Enter	Schools to Enter
Hours of professional development to improve leadership and governance	Num	10	Schools to Enter	Schools to Enter	Schools to Enter	Schools to Enter
Hours of professional development in the implementation of high quality interim assessments and data-driven action	Num	10	Schools to Enter	Schools to Enter	Schools to Enter	Schools to Enter
<b>II. Academic Indicators</b>						
ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
Math performance index	PI	N/A	N/A	N/A	N/A	N/A
Student scoring "proficient" or higher on ELA assessment	%	26	8	11 to 13	14 to 18	17 to 23
Students scoring "proficient"	%	30	8	11 to 13	14 to 18	17 to 23

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Local Education Agency (LEA) 1003(g) School Improvement Grant Application  
Under 1003(g) of the Elementary and Secondary Education Act of 1965

or higher on Math assessment						
Average SAT score	Score	442	N/A	N/A	N/A	N/A
Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
Students receiving Regents diploma with advanced designation	%	17	N/A	N/A	N/A	N/A
High school graduation rate	%	65	N/A	N/A	N/A	N/A
Ninth graders being retained	%	21	N/A	N/A	N/A	N/A
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 E - Project Plan Template for Year One Implementation Period Only

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

**SIF Redesign Framework Component: Community Oriented Turnaround**  
**Aligned with which School Goal (from School Overview section): Objective 1: NYU Metro Learning will provide a range of high-quality professional supports for teachers and administrators.**

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

1. Facilitated Leadership training
2. Development of evaluation and sustainability plan
3. Development of Resource Identification and Coordination plan

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





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(Under 1003(g) of the Elementary and Secondary Education Act of 1965)

For Section I. Training, Support and Professional Development  
iii. Year One Professional Development Plan

<b>PD Activity</b>	<b>Target Audience</b>	<b>Organization/Agent Delivering PD</b>	<b>Desired Measurable Outcome</b>	<b>How Outcomes will be Analyzed and Reported</b>
Facilitative Leadership	All teachers	NYU Metro Center— Metro Learning Communities Project	Increased capacity of distributed leadership in the schools as evidenced by effective data use and carry through from meetings as well as ensuring other crucial organizational elements function smoothly and effectively	Data, minutes, annual SCEP, other relevant artifacts
Follow Up School Coaching	All teachers and admin	NYU Metro Center – Metro Learning Communities Project	Turnaround strategies coordinated to best answer needs of school and students	Surveys, interviews, observations

		M	T	W	Th	F	Saturday
<b>Before School</b>	<b>7:30 – 9:30am</b>	<b>Mental Health Counseling Services</b>	<b>Mental Health Counseling Services</b>	<b>Mental Health Counseling Services</b>	<b>Mental Health Counseling Services</b>	<b>Mental Health Counseling Services</b>	<b>9 - 11 pm Nutrition/ Culinary Arts</b>
1	8:09- 9:09	HUM Thai	MATH Bloom	MATH Bloom	ARTS Grater	ARTS Grater	11 - 1 pm Basketball Clinic
2	9:11- 10:11pm	HUM Thai	SCIENCE Bloom	HUM Thai	MATH Bloom	MATH Bloom	
3	10:13- 11:13pm	SCIENCE Bloom	ARTS Grater	HUM Thai	SCIENCE Bloom	SCIENCE Bloom	
4	11:15- 12:00pm	LUNCH					
5	12:02- 1:02pm	MATH Bloom	HUM Thai	SCIENCE Bloom	HUM Thai	HUM Thai	
6	1:04- 2:04pm	ARTS Grater	HUM Thai	GYM Pena	HUM Thai	HUM Thai	
7	2:06- 3:06pm	Town Hall	Enrichment	Enrichment	Enrichment	After School	
	3:06 – 4:06pm	after school	after school	after school	after school	after school	
<b>After School</b>	<b>4:00 - 6:00p</b>	<b>Mental Health Counseling Services</b>	<b>Mental Health Counseling Services</b>	<b>Mental Health Counseling Services</b>	<b>Mental Health Counseling Services</b>	<b>Mental Health Counseling Services</b>	

For Section I. Training, Support and Professional Development  
 iii. Year One Professional Development Plan

<b>PD Activity</b>	<b>Target Audience</b>	<b>Organization/Agent Delivering PD</b>	<b>Desired Measurable Outcome</b>	<b>How Outcomes will be Analyzed and Reported</b>
Facilitative Leadership	All teachers	NYU Metro Center— Metro Learning Communities Project	Increased capacity of distributed leadership in the schools as evidenced by effective data use and carry through from meetings as well as ensuring other crucial organizational elements function smoothly and effectively	Data, minutes, annual SCEP, other relevant artifacts
Follow Up School Coaching	All teachers and admin	NYU Metro Center – Metro Learning Communities Project	Turnaround strategies coordinated to best answer needs of school and students	Surveys, interviews, observations

## Attachment G: Organizational Chart

As of February 7, 2014

2013-2014

Teacher	Content Specialty	Room	Ext.
Andrews, Phillip	Math: 6th, 8th, Special Ed.	305	305
Atkinson, Kellen	Humanities: 7th, 8th, Special Ed.	303	303
Bloom, Cindy	Math / Science: 6th	324	324
Cai, Lily	Paraprofessional		
Chianese, Anthony	Assistant Principal	317	317
Collazo-Baker, Alex	ESL	307	307
Cook, Wanda	SAPIS	300	300
Diaz, Michele	School Aide		
Duran, Julissa	Spanish: 7th, 8th	316	316
Errico, Lauren	Science 7 - 8th	314	314
Figueroa, Jesus	Paraprofessional		
Goris, Australia	School Aide		
Grater, Rachel	Project Arts: 6th, 7th	302	302
Kirschner, Hannah	Parent Coordinator	319	475
Locker, Michael	Humanities: 7th, 8th	328	328
McNary, Terra	Science: 7th, 8th	304	304
Patrizio-Tully, Natalie	Math: 7th, 8th	332	332
Pena, Daniel	Dean Physical Education	300	300/171
Peynado, Laura	Principal	321	
Rodriguez, Fatima	Pupil Acct/Payroll Secretary	319	473
Rowe-Small, Nichole	School Counselor	317A	317A
Shah, Reena	On Leave		
Testagrossa, Charlie	Humanities: 6th	314	314
Thai, Binh	Humanities: 6th, SETSS	307/314	307/314

Turner, Dana	Paraprofessional		
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**Attachment E - Project Plan Template for Year One Implementation Period Only**

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

**SIF Redesign Framework Component:** Community Oriented Turnaround  
**Aligned with which School Goal (from School Overview section):** Objective 1: NYU Metro Learning will provide a range of high-quality professional supports for teachers and administrators.

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

1. Facilitated leadership training
2. Development of evaluation and sustainability plan
3. Development of Resource Identification and Coordination plan

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.			Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)														
			Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. Facilitated Leadership Seminar	NYU	950/per	X						X							X	
2. Evaluation plan development	NYU	7250	X	X	X	X	X	X	X	X		X	X	X	X	X	
3. Resource Identification	NYU/UNMS	17938	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4. Resource Coordination	NYU/UNMS	17938	X	X	X	X	X	X	X		X	X	X	X	X		
5. School Coaching	NYU	950 per				X	X	X	X								
6. Sustainability plan development	NYU/UNMS	7250				X			X						X	X	
Quarterly Indicators of Success	Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.																
June-August	n/a	Number of hours of professional development services delivered															
September-November		Number of hours of professional development services delivered															
December-February		Number of hours of professional development services delivered															
March-June (4 months)		Number of hours of professional development services delivered															



## **Year 1 - 2014-2015**

- Summer 2014
  - School-based planning
  - Facilitated Leadership training (NYU)
  - Development of evaluation plan
  - Development of Resource Plan
    - Identification and coordination of community resources
  - Fall 2014 Part-Time Program coordinator (Before and after program coordinators)
    - Summer school curriculum planning and goals
    - Development and coaching
    - Facilitated Leadership Seminar
    - Follow-up School coaching fall and spring
  - Coordination and implementation of social service resources

### Saturday recreation program

- Henry Street Settlement
- Spring 2015
  - Further Developing summer school plan
  - Recruiting students
  - Ensuring effectiveness of team
  - Continued school coaching

## **Year 2 and 3 – 2015-2017**

- Fall 2014
  - Part-Time Program coordinator (Before and after program coordinators)
  - Continued refinement of Community resources plan and implementation
  - Continued coordination of community resources

### Saturday recreation program

- Henry Street Settlement
- Summer 2015 and 2016
  - NYU Space and food for students
  - 3 cycles (Humanities, Math, and Science)
    - Each cycle includes:
      - 1 week: Planning
      - 1 week: Instruction - May include trip.
      - 1 week: Assessment
      - Cost: 4 teachers \* 4 days \* 3 weeks

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

Lead Partner		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
<ul style="list-style-type: none"> <li>• New York University Metropolitan Center for Research on Equity and the Transformation of Schools</li> <li>• 665 Broadway Suite 801</li> <li>• New York NY 10012</li> <li>• Qsp.agency@nyu.edu</li> </ul>	See attached.	Richard Louth Director, Officer of Sponsored Programs Pedro Noguera, Co-PI Joseph McDonald, Co-PI

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

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

### **Experience and Reference Summary**

New York University's Metropolitan Center for Urban Education has extensive experience in operating a project of similar scale. The Metro Center recently completed operating a Regional Comprehensive Center known as the New York Technical Assistance Center (NYTAC) for Region II (New York State) during 1995-2005, a USDOE School Leadership grant during 2003-2006, the Region II Equity Assistance Center (EAC) during 1980-2008, and is currently managing the Technical Assistance Center on Disproportionality since 2004. NYTAC (1995-2005) was the federally funded regional provider for New York State Education Department. NYTAC provided research-based support to NYSED on instructional quality and school improvement. Funded by Title IV of the Civil Rights Act, NYU's Metro Center has also operated the Equity Assistance Center (EAC), a desegregation assistance center addressing issues of race, national origin, and gender since 1980, serving New York State, New Jersey, Puerto Rico, and the Virgin Islands. Since 1994 EAC has assisted districts in the teaching and learning issues of the Improving America's Schools Act, and since the passage of the No Child Left Behind Act (NCLB) of 2002, the Equity Assistance Center's work seeks to ensure educational equity for all students regardless of race, sex, and national origin.

Additionally, Metro Center has been operating the Technical Assistance Center on Disproportionality (TAC-D) since 2004. Funded by NYSED-VESID, the TAC-D currently works with 30 school districts throughout New York State on identifying and addressing disproportionality in special education. The TAC-D project has resulted in the development of various professional development modules (e.g., The Root Cause Analysis Six-Part Module Series, content-based modules) and a workbook on calculating disproportionality, the development of disproportionality teams in 30 districts and 10 regions with a total membership of over 300 practitioners, the implementation of an annual 2-day Summer Institute with over 200 participants, and a website that serves as a clearinghouse for information on disproportionality related policy and practice research ([www.steinhardt.nyu.edu/metrocenter/tacd](http://www.steinhardt.nyu.edu/metrocenter/tacd)).

Over the past two years Metro Center has conducted turnaround efforts with school and district leaders in Denver, Houston, DC, and Pittsburgh. The approach of our school turnaround strategy is to build the capacity of school leaders and their leadership team in five key levers of change in

turnaround schools: instructional delivery, equity driven leadership, social and emotional supports, school climate, and early warning systems. Within each of the five levers we have devised a scope and sequence for providing technical assistance support that focuses on intense capacity building for leadership teams. In addition, Metro Center maintains a growing research initiative that informs the policy and intervention community on how educational reforms, like Response to Intervention, will impact the most vulnerable populations in our school systems (See Appendix B for Sample Report). Additionally, for the past five years, the Metro Center at NYU has conducted and published numerous studies on the educational outcomes of Black and Latino boys.

Partner Organization Name and Contact Information	Schools in which the partner has managed/supported in the last three years	References/ contacts
New York University Metropolitan Center for Research on Equity and the Transformation of Schools	Managed	
	Bridgeport School District	John Ramos Superintendent (203) 576-7302
	The School District of Philadelphia	Donald L. Rickford 215-400-6353
	Princeton Regional School District	Steve Cochrane, Superintendent of Schools 609.806.4220
	The Newark Public Schools District	Ras Baraka, Principal 973-733-6898
	Amityville Union Free School District	Dr. Mary T. Kelly, Acting Superintendent of Schools (631) 565-6016
	Cortland Enlarged City School District	Judi Riley 607-758-4100 Michael J. Hoose, Superintendent of Schools 607-758-4100
	Haverstraw	Avis Shelby, Principal 845-942-3401
	Hempstead Public Schools	Dr. N. Rivers, Principal 516-500-9952
	Monticello Central School District	Patrick Michael 845-794-7700
	Mt. Vernon City School District	Judith Johnson, Interim Superintendent of Schools 914-665-5000(school)
	Newburgh Enlarged City School District	Dawn M. Fuchek, - President BOEmembers@necsd.net
	Patchogue-Medford School District	Michael J Locantore, Superintendent of Schools (631) 687-6380
	Rochester City School District	Dr. Bolgen Vargas, Superintendent of Schools bolgen.vargas@rcsdk12.org
	Schenectady City School District	Laurence T. Spring, Superintendent 518.370.8100 Ext. 40107
	Elwood	Gary Furman , Assist. Super. gfurman@elwood.k12.ny.us

	Kenmore Town of Tonawanda	Alan Erzkus, Director of Special Ed. AErzkus@kenton.k12.ny.us
	New York City	Carol Dawson, Director of Behavior Support CDawson@schools.nyc.gov
	Roosevelt	Dr. Dionne Wynn, Director of Pupil Personnel Services DWynn@rooseveltufsd.com
	Troy	Kathy Burns, interim PPS Director, burnsk@troy.k12.ny.us
	Roslyn	Marnie Cohen, Assist. Director of Pupil Personnel mcohen@roslynschools.org
	Niagara Falls	Susan Kuznik, Director of Special Education SKuznik@nfschools.net
	South Country	Stanly Pelech, Assist. Super. spelech@wfsd.k12.ny.us
	South Huntington	Jacqueline Harris, Assist. Super. JHarris@shufsd.org
	Tuckahoe	Anthony Di Carlo, Pupil Personnel Director DiCarloA@tuckahoe.lhric.org
	<b>Supported</b>	
	Bedford Stuyvesant Preparatory High School	DARRYL RASCOE, PRINCIPAL (718) 622-4310
	Brooklyn Academy High School	CHARON HALL, PRINCIPAL 718-638-4235
	Flushing High School	JAMES BROWN, PRINCIPAL (718) 888-7500
	Harvey Milk High School	DAPHNE PERRINI, PRINCIPAL 212-477-1555
	Middle School 385k	ANNE MARIE MALCOLM, PRINCIPAL (718) 602-3271
	Ron Brown Academy (Middle School 57k)	CELESTE DOUGLAS, PRINCIPAL (718) 574-2357

Evidence of Partner Effectiveness Chart

**As of February 7, 2014  
2013-2014**

<b>Teacher</b>	<b>Content Specialty</b>	<b>Room</b>	<b>Ext.</b>
Andrews, Phillip	Math: 6th, 8th, Special Ed.	305	305
Atkinson, Kellen	Humanities: 7th, 8th, Special Ed.	303	303
Bloom, Cindy	Math / Science: 6th	324	324
Cai, Lily	Paraprofessional		
Chianese, Anthony	Assistant Principal	317	317
Collazo-Baker, Alex	ESL	307	307
Cook, Wanda	SAPIS	300	300
Diaz, Michele	School Aide		
Duran, Julissa	Spanish: 7th, 8th	316	316
Errico, Lauren	Science 7 - 8th	314	314
Figueroa, Jesus	Paraprofessional		
Goris, Australia	School Aide		
Grater, Rachel	Project Arts: 6th, 7th	302	302
Kirschner, Hannah	Parent Coordinator	319	475
Locker, Michael	Humanities: 7th, 8th	328	328
McNary, Terra	Science: 7th, 8th	304	304
Patrizio-Tully, Natalie	Math: 7th, 8th	332	332
Pena, Daniel	Dean Physical Education	300	300/171
Peynado, Laura	Principal	321	
Rodriguez, Fatima	Pupil Acct/Payroll Secretary	319	473
Rowe-Small, Nichole	School Counselor	317A	317A
Shah, Reena	On Leave		
Testagrossa, Charlie	Humanities: 6th	314	314
Thai, Binh	Humanities: 6th, SETSS	307/314	307/314
Turner, Dana	Paraprofessional		

**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: University Neighborhood Middle School

DBN: 01M33.2

Network: CFN 103

**PARENT REPRESENTATIVE**

Signature (in blue ink)

Date

2/10/14

Erica Washington

Type or print name

ERICA WASHINGTON

**CHAPTER LEADER (UFT)**

Signature (in blue ink)

Date

2/10/14

Type or print name

Phil Andrews

**PRINCIPAL (CSA)**

Signature (in blue ink)

Date

2/10/2014

Type or print name

LAURA PEYNADE CASTRO



## Attachment B

### 01M332 University Neighborhood MS

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
<b>I. Leading Indicators</b>						
a. Number of minutes in the school year	Min	60390	60390	60390	60454	60454
b. Student participation in State ELA assessment	%	100	100	100	100	100
c. Student participation in State Math assessment	%	100	99	100	100	100
d. Drop-out rate	%	11	N/A	N/A	N/A	N/A
e. Student average daily attendance	%	94%	91%	92%	93%	94%
f. Student completion of advanced coursework		40	N/A	N/A	N/A	N/A
g. Suspension rate	%	2%	5%	5%	4%	3%
h. Number of discipline referrals	Num	18%	64%			
i. Truancy rate	%	1%	3%	3%	3%	3%
j. Teacher attendance rate	%	#N/A	#N/A	#N/A	#N/A	#N/A
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				
m. Hours of professional development to improve leadership and governance	Num	10				
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	Num	10				
<b>II. Academic Indicators</b>						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	8	11 to 13	14 to 18	17 to 23
d. Students scoring "proficient" or higher on Math assessment	%	30	8	11 to 13	14 to 18	17 to 23
e. Average SAT score	Score	442	N/A	N/A	N/A	N/A

**New York State Education Department:**  
Local Education Agency (LEA) 1003(g) School Improvement Grant Application  
Under 1003(g) of the Elementary and Secondary Education Act of 1965

f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	N/A	N/A	N/A	N/A
h. High school graduation rate	%	65	N/A	N/A	N/A	N/A
i. Ninth graders being retained	%	21	N/A	N/A	N/A	N/A
j. High school graduates accepted into two or four year colleges	%	47	N/A	N/A	N/A	N/A

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

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

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

### **I. Leading Indicators**

**a. Number of minutes in the school year**

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

**b. Student participation in State ELA assessment**

K-8; from State Report Card Accountability table.

**c. Student participation in State Math assessment**

K-8. from State Report Card Accountability table.

**d. Drop-out rate**

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

**e. Student average daily attendance**

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

**f. Student completion of advanced coursework**

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

**g. Suspension rate**

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

**h. Number of discipline referrals**

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

**i. Truancy rate**

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

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

**j. Teacher attendance rate**

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

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

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

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

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

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

**i. Hours of professional development to improve teacher performance**  
This may include the following types of professional development activities:

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

**m. Hours of professional development to improve leadership and governance**  
n. This may include the following types of professional development activities:

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

## **II. Academic Indicators**

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

# *Laura Peynado-Castro*

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## EDUCATION

Teachers College, Columbia University, New York, NY  
**Master of Education in Organization and Leadership**

June 2005 – Aug. 2006

Teachers College, Columbia University, New York, NY  
**Master of Arts in Bilingual and Bicultural Education**

Sept. 2002 – May 2004

College of the Holy Cross, Worcester, MA  
**Bachelor of Arts in Anthropology and Sociology**  
 Premedical Program. Latin American Studies Concentration. Certificate in Deaf Studies.

Aug. 1998 – May 2002

Recipient of the following awards:

Holy Cross George B. Moran Presidential Service Award 2002  
 Holy Cross St. Ignatius Loyola Award for Outstanding Leadership and Service 2002  
 National Watson Fellowship Alternate 2002  
 "Dominican Educators of Excellence" Award 2010

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## CERTIFICATIONS

New York State Common Branch Teacher Permanent Certificate  
 New York State Bilingual Extension (K-6)  
 New York State School Administrator/Supervisor –Permanent Certificate  
 New York State School District Administrator – Permanent Certificate  
 Google Certified Teacher

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## PROFESSIONAL EXPERIENCE

New York City Department of Education  
 University Neighborhood Middle School New York, NY (District 01)

August 2007– Present

### **Principal, Assistant Principal (2007)**

- Collate, analyze, and monitor records of past and current student academic performance and other internal and external data in a detailed electronic format to guide instruction and planning
- Support teacher learning by providing continuous written and verbal feedback via informal and formal classroom observations
- Facilitate professional development centered on student learning and improvement of school culture
- Organize and facilitate meetings with families, teachers, and students to discuss academic and/or social progress or concerns
- Collaborated with other school leaders to receive the Goldie Anna Grant to implement a book club program
- Responsible for introducing and implementing an online report card system

Middle School 390, Bronx, NY (District 10)

Feb. 2003 – June 2007

### **Bilingual Science Teacher, grades 5-8**

- Designed NY State and NYC Standards-based differentiated instruction that supports inquiry-based learning and critical thinking
- Promoted data-driven instruction by using standards-based assessments (i.e. Grow Network and Princeton Review)
- Enhanced English language acquisition by practicing and integrating in my science instruction successful, research-based models from programs like West Ed's Quality for Teaching English Language Learner

### **Classroom Literacy Teacher, grade 6 (MS 390)**

Sept. 2002 – Feb. 2003

- Designed Standard-based Literacy instruction in both English and Native Language Arts that support Balanced Literacy through the Reading and Writing Workshop Model
- Taught English as a Second Language through Social Studies
- Promoted data-driven instruction by using standards-based assessments like the Writing and Reading Assessment Program WRAP, the DRA, the Grow Network and the Princeton Review

### **Region 1 Title II D Technology Grant Recipient**

Sept. 2005 – June 2007

- Responsible for attending and turn-keying professional development related to the implementation of technology-based academic online tools that support student achievement
- Incorporated Technology, Literacy, and Math skills as part of my daily Science instruction to further support my student's academic and linguistic needs

### **UNE-T Unidos en Nuestro Español Todavía After School Program MS 390**

Nov. 2003 – May 2004

#### **After School Program Founder**

- Provided student-centered instruction to support the use of their native language through various leadership building activities
- Mediated students initiatives to create a play based on the adaptation of their own experiences and *West Side Story*

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## **ADDITIONAL ACADEMIC & PROFESSIONAL DEVELOPMENT EXPERIENCE**

### **International and Transcultural Studies Department, Teachers College, Columbia U.**

Spring 2007 - 2009

#### **Academic Instructor**

- Instructor of course titled "TTSF 4133: Science Methods and Curriculum for the Bilingual Teachers"
- Responsible for facilitating an intense review of curriculum and methods appropriate to the teaching of science in bilingual instructional settings
- Plan and work collaboratively with two other professors responsible for teaching methods and curriculum courses in math and social studies to support students throughout the semester with an interdisciplinary final curriculum project. This project is designed to address the social, academic and linguistic needs of students through best teaching practices and methodologies.
- Responsible for managing an online forum where students answer questions, discuss experiences and ideas, and reflect together on the multiple and complex issues related to teaching social studies, math, and science to bilingual students and develop curriculum for multilingual classrooms.

### **Google Teacher Training for Administrators Institute, San Antonio TX**

March 2010

#### **Presenter: Using Web 2.0 Tools to Close the Communication Gap**

- Lead professional development and workshop session for administrators from the United States to provide hands-on experience with Web 2.0 tools and applications.

### **The Celebration of Teaching and Learning Conference, NY, NY**

March 2009

#### **Co-Presenter: Using Google Apps to Share Best Practices**

- Lead professional development and workshop session for administrators from the United States to provide hands-on experience with Web 2.0 tools and applications.

### **New York TFA Alumni Summit, New York, NY**

November 2008

#### **Speaker: Pathways to school Leadership**

- Shared personal experience for participants to better understand the different avenues available to becoming a school leader and discover which pathway is best for them.

### **Symposium: "Compartiendo Conocimientos entre Educadores de Nueva York"**

Feb. 2006

Peynado-Castro, Laura

### **Organizer and Presenter**

- Worked collaboratively with administrators to design symposium proposal to be presented and approved by former NYC Deputy Chancellor of Teaching and Learning, Carmen Farina
- Engaged in dialogue with current Dominican pedagogues and educational leaders to open channels of communication between both educational systems to address the needs of our newly arrived students
- Conducted workshop on methods for teaching English as a Second Language: "Métodos de Enseñanza del Inglés como Segundo Idioma"

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### **MEMBERSHIPS**

Kappa Delta Pi: **International Honor Society in Education**

Teach for America Alumna

National Association for Bilingual Education (NABE)

Dominican American National Roundtable (DANR)

Association of Dominican American Supervisors and Administrators (ADASA)

Association of Supervisors and Curriculum Development (ASCD)

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### **SKILLS**

Native Spanish Speaker • Conversational in Italian and American Sign Language • Ability to multi-task • Detail oriented • Excellent communication and Organizational Skills



# Reliability

Code 40	Use of Time	NYU Metro Center will be paid to facilitate the scheduling of all services across the participating organizations within NYU. The participating organizations include the NYU School of Social Work, Steinhardt School of Culture, Education and Development, and NYU Dental School. Provision of these services will occur before and after school (as per our narrative) and will require that NYU coordinates with the UNMS Internal Program Coordinator and so part of the funds will also pay for a Graduate Assistant who will work 12 hours per week for 30 weeks each academic year and 25 hours per week for 12 weeks each summer at the rate of \$18 per hour across the time of the grant. NYU Operations and Support Staff will oversee NYU fiscal activities, scheduling, and travel for the project. Additionally, NYU will provide PD support to UNMS teachers and faculty in regards to curriculum and content area development, and will provide us with physical space for our summer program, and coordinate our trips (which will include College and Career aligned activities).	\$125,000	\$125,000	\$125,000	\$125,000	\$375,000	The services provided by NYU Metro Center will be sustained due to the fact that their work will focus heavily in building the capacity of the staff at the school. Furthermore, the partnerships established as part of NYU's work with the school will result in increased connections to the community, which will empower families to maximize the options available to them for health, wellness, and nutrition. NYU's national profile attracts significant interest from philanthropic entities which they are currently exploring as a means to maintain and expand their work and the services NYU provide. Additionally, the PD grant, will be sustained through the continued implementation of best practices.
		Subtotal Code 40	165,000	165,000	202,000	0	0	0
		Subtotal Code 45	0	0	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	6,032	6,032	3,257			\$15,320
		Subtotal Code 80	6,032	6,032	3,257			15,320
		Subtotal SIF	249,973	249,973	249,779			749,724
<b>CENTRAL</b>								
Code 15								
Code 16								
Code 40								
Code 45								
Code 80								
		Subtotal Central	0	0	0	0	0	0
		TOTAL SIF	249,973	249,973	249,779			749,724
		Non-Core Instruction Tax Levy	246,429	246,429	268,834			761,692
		Title 1 for Priority and Focus Schools	29,858	29,858	32,573			92,289
		Other Title 1 allocations	47,867	47,867	52,219			147,953
	Other sources of Income	TOTAL	576,127	576,127	603,404			1,751,654

University Neighborhood Middle School

Attachment D - Budget Summary Chart

Agency Code	305100010051
Agency Name	New York City Department of Education

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

Year 1 Implementation Period (June 1, 2014 - June 30, 2015)			
Categories	Code	Costs	
Professional Salaries	15	\$ 73,758	
Support Staff Salaries	16	\$ 5,183	
Purchased Services	40	\$ 165,000	
Supplies and Materials	45	\$ -	
Travel Expenses	46	\$ -	
Employee Benefits	80	\$ 6,032	
Indirect Cost (IC)	90	\$ -	
BOCES Service	49	\$ -	
Minor Remodeling	30	\$ -	
Equipment	20	\$ -	
Total			\$ 249,973

Year 2 Implementation Period (July 1, 2015 - June 30, 2016)			
Categories	Code	Costs	
Professional Salaries	15	\$ 73,758	
Support Staff Salaries	16	\$ 5,183	
Purchased Services	40	\$ 165,000	
Supplies and Materials	45	\$ -	
Travel Expenses	46	\$ -	
Employee Benefits	80	\$ 6,032	
Indirect Cost (IC)	90	\$ -	
BOCES Service	49	\$ -	
Minor Remodeling	30	\$ -	
Equipment	20	\$ -	
Total			\$ 249,973

Year 3 Implementation Period (July 1, 2016 - June 30, 2017)			
Categories	Code	Costs	
Professional Salaries	15	\$ 39,339	
Support Staff Salaries	16	\$ 5,183	
Purchased Services	40	\$ 202,000	
Supplies and Materials	45	\$ -	
Travel Expenses	46	\$ -	
Employee Benefits	80	\$ 3,257	
Indirect Cost (IC)	90	\$ -	
BOCES Service	49	\$ -	
Minor Remodeling	30	\$ -	
Equipment	20	\$ -	
Total			\$ 249,779

Total Project Period (June 1, 2014 - June 30, 2017)			
Categories	Code	Costs	
Professional Salaries	15	\$ 186,855	
Support Staff Salaries	16	\$ 15,549	
Purchased Services	40	\$ 532,000	
Supplies and Materials	45	\$ -	
Travel Expenses	46	\$ -	
Employee Benefits	80	\$ 15,320	
Indirect Cost (IC)	90	\$ -	
BOCES Service	49	\$ -	
Minor Remodeling	30	\$ -	
Equipment	20	\$ -	
Total Project Budget			\$ 749,724



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 University Neighborhood Middle School							
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

\$249,973

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

[illegible]

**SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16**

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

[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
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<b>01M332</b>	<b>SIF</b>		
685 - Educational Consultant	Henry Street		15,000
686 - Professional Services Other	NYU Metro Center		125,000
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis		25,000
			<b>165,000</b>


Subtotal - Code 40

165,000

# **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
<div data-bbox="121 262 310 310">01M332</div> <div data-bbox="310 262 1187 310">SIF</div>	
Computer and Printers under \$5,000 per unit	0
Educational Software	
General and Instructional Supplies	0
Library Books	0
Supplemental Textbooks	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		6,032
ARRA FRINGE - Other		0
ARRA FRINGE - CENTRAL		0
Subtotal - Code 80		6,032

**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)	\$249,973
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

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

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

N.Y.C. GRANT #

0

**PROJECT BUDGET SUMMARY**

Agency Name: NYC PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	73,758
Non-Professional Salaries	16	5,183
Purchased Services	40	165,000
Supplies and Materials	45	0
Travel Expenses	46	0
Employee Benefits	80	6,032
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		249,973

**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	_____	

**CHIEF ADMINISTRATOR'S CERTIFICATION**

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

2/24/14

DATE

Ling Tan

SIGNATURE

Ling Tan, Director, Capital &amp; Reimbursable Finance

NAME/TITLE - CHIEF ADMINISTRATIVE OFFICER

**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

<b>By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.</b>
<b>Typed or Printed Name of Authorized Representative of the Firm</b> Mary Doyle
<b>Typed or Printed Title/Position of Authorized</b> Executive Director, State Portfolio Planning
<b>Signature/Date</b>  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		\$ 749,724
2	Professional Salaries	\$ 186,855	
3	Support Staff Salaries	\$ 15,549	
4	Fringe Benefits	\$ 15,320	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ 217,724
8	Line 1 minus Line 7		\$ 532,000
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 =MWBE goal amount		\$ 106,400

## M/WBE UTILIZATION PLAN

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

**Bidder/Applicant's Name:** NYC DEPARTMENT OF EDUCATION

Telephone/Email: (212) 374-0520

**Address:** Chambers St.

Federal ID No.: 13-6400434

**City, State, Zip:** New York, NY 10007

RFP No: RFP Number: TA-15

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of
<b>NAME:</b> METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC  <b>ADDRESS:</b> 165 PARK ROW # 18A  <b>CITY, ST, ZIP:</b> New York NY, 10038  <b>PHONE/E-MAIL:</b> 212-608-0714 / lucy@lucywestpd.com  <b>FEDERAL ID No.</b> 043713795	NYS ESD Certified  MBE <input type="checkbox"/> WBE <input checked="" type="checkbox"/>	Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.	Year 1 \$ 25,000 Year 2 \$ 25,000 Year 3 \$ 62,000 <b>TOTAL \$ 112,000</b>

PREPARED BY (Signature)  DATE 2-27-14

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

NAME AND TITLE OF PREPARER: Eduardo Contreras

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

DATE: February 27, 2014

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

M/WBE 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/W/BD)

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:

\$

112,000

Date:

2/21/14

Signature of Authorized Representative of M/WBE Firm

*Lacy West*  
President, Lacy West

Printed or Typed Name and Title of Authorized Representative

M/WBE 102



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

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

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

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

Report includes:

☐ Work force to be utilized on this contract OR

☒ Applicant's total work force

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

EEO - Job Categories		Race/Ethnicity - report employees in only one category																		
		Hispanic or Latino		Not-Hispanic or Latino																
				Male								Female								
Total Work Force		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																
Professionals				1								16	1			2				
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

(Print or type)