



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

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Office of School Innovation
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June 30, 2014

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

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

Dear Chancellor Fariña:

On behalf of the New York State Education Department (NYSED), thank you for your participation in our recent School Innovation Fund grant competition. I am pleased to inform you that your district's proposal for High School for Youth and Community Development at Erasmus has met the preliminary standard for funding.

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

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

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

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

Sincerely,

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

Bill Clarke

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

ORIGINAL

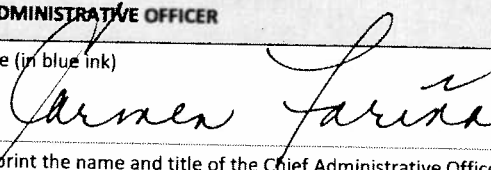
**New York State Education Department
School Innovation Fund Grant – Round 3 (TA-15)
Application Cover Sheet**

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

Applicant LEA (Name) New York City Department of Education		County New York	
Legal School Name for the Priority School Identified in this Application High School for Youth and Community Development at Erasmus		Beds Code 331700011537	
Chief Administrative Officer (Last Name, First Name, Dr./Mr./Ms.) Fariña, Carmen, Mrs.			
Title Chancellor	Telephone (212) 374-0200	Fax Number (212) 374-5588	E-mail Address CGFarina@schools.nyc.gov
Address (Street, City, Zip Code) 52 Chambers Street, New York, NY 10007			
Application Type (Check one):		<input type="checkbox"/> LEA with one Lead Partner <input checked="" type="checkbox"/> LEA with Partner Consortium	
SCHOOL DESIGN TYPE (Check One)			
College Pathways <input checked="" type="checkbox"/>	Community-Oriented <input type="checkbox"/>	Arts / Cultural Ed <input type="checkbox"/>	CTE <input type="checkbox"/>
Virtual/Blnd/Online <input type="checkbox"/>		Network-Affiliated <input type="checkbox"/>	

Certification and Approval

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

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

RECEIVED

FEB 28 2014

CONTRACT ADMINISTRATION

NB

17K537 HS for Youth & Comm Devel at Erasmus

2014 SIF 3 Application Cover Page

Page 1

Select District (LEA) Name:

NYC GEOG DIST #17 - BROOKLYN

Select School Name:

331700011537 HIGH SCHOOL-YOUTH & COMM DVLPMNT

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

9-12

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

336

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

College Pathways School Design

Submission Checklist

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

A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

Educational partner selection from pre-qualified organizations is accomplished through the Multiple Task Award Contract (MTAC) procedure, which provides a stream-lined process for schools to follow, posted below. All RFPs are on the NYCDOE public website:

<http://schools.nyc.gov/Offices/DCP/KeyDocuments/MTACPQS.htm>

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

(click on "one of nearly 60 networks"):

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

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

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

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

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School's enrollment

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

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

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

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

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Expanded Learning Time Requirements

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

Frequently Asked Questions (FAQ)

[Student Participation](#)

[Academic Instruction](#)

[Options for Adding Time](#)

[Teachers](#)

[Operations](#)

Student Participation

1. How should schools identify participating students?

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

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

2. Can students be required to participate in ELT?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

Options for Adding Time

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

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

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

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

10. Must schools reconfigure their schedules to implement ELT?

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

Academic Instruction

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

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

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

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

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

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

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

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

15. Must schools award grades for ELT programs?

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

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

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

Teachers

17. Who may oversee ELT programs?

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

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

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

18. Can teachers be required to participate in ELT?

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

19. Can ELT be used for teacher planning time?

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

Operations

20. How should Priority Schools fund ELT programs?

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

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

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

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

Guidelines for Implementing Expanded Learning Time at Priority Schools

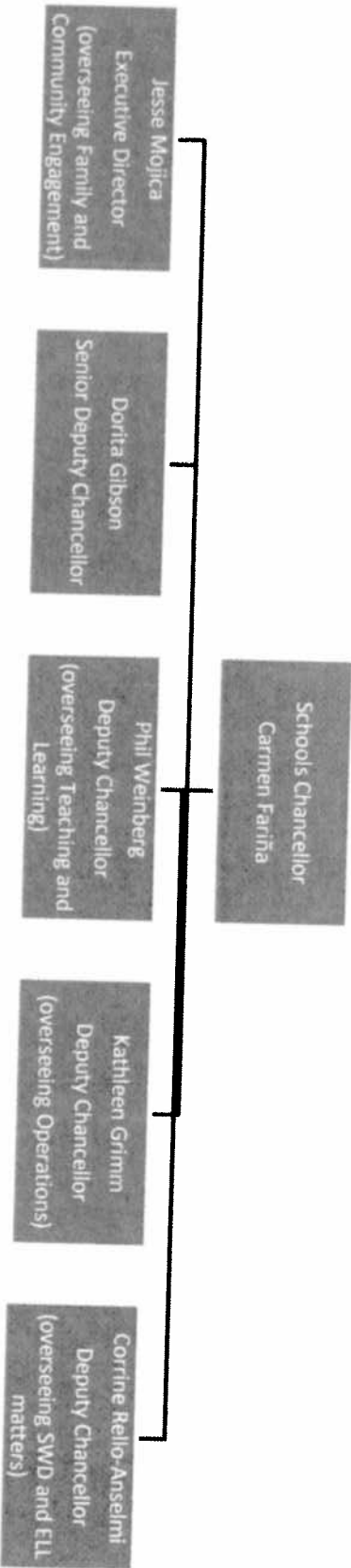
described in this document and the applicable academic policies. The following considerations apply:

- While staff members from a vendor or CBO may support the implementation of ELT, these staff members do not replace the requirement for subject-certified teachers when academic instruction is delivered.
 - Students must be supervised by a NYCDOE teacher with NYS certification during all components of the ELT program.
 - All non-DOE staff members who regularly visit a DOE school must be fingerprinted.
- Schools wishing to use a vendor may choose from those listed [here](#) through the MTAC process.

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

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

District-Level Leadership Organizational Chart



Section D: District trainings offered for Year One

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

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

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October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

ORIGINAL

Attachment A
Assurance of Joint Commitment and Collaboration Form

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

LEA Name: NYC DOE

School Name: 17K 537 High School for Youth and Community Development

CHIEF ADMINISTRATIVE OFFICER (Superintendent)

Signature (in blue ink)

Date

Type or print name

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

2/24/14

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

High School for Youth and Community Development (17K537)

Partner Information

Counseling In Schools, Inc.

Counseling In Schools, Inc. strives for families to understand their connections, adults to realize their capacities and children to thrive in their development.

Counseling In Schools will provide clinical and other counseling supports to students in their caseload (9th-12th graders). Counseling In Schools also provides art therapy and other enrichment activities.

Replications, Inc.

Replications' mission is to create and develop high-quality learning environments for underserved children who would otherwise be educated in poorly performing schools.

Replications will be responsible for two programs: Student Empowerment Retreats and College Tours, and the Calculus Project aimed at increasing participation and skill level of students in higher level math and science classes. Replications will work with students through the Aspiration, Application and Actuality phases. With this support, the school looks to achieve the following goal: while currently 70% of the graduating students move on to a 2 year school and 14% move on to a 4 year school, we will look to increase the 4 year college enrollment rate by 20%, from 17% to 37% while helping to create a college going culture. Specific deliverables include: (Summer Program) Two instructors at \$45/ hour for 25 hours per week for six weeks during year one Three instructors at \$45/ hour for 25 hours per week for six weeks for year two and Four instructors at \$45/ hour for 25 hours per week for six weeks during year 3.

Enrollment Summary

In High School for Youth and Community Development at Erasmus, students with disabilities comprise 23% of the school's population, 4 percentage points higher than the average high school in Brooklyn. English Language Learners comprise 10% of the school's population, 1 percentage point lower than the average high school in Brooklyn. The average incoming proficiency (8th grade ELA/math) of the school's students is 2.5, which is 0.2 lower than the average high school in Brooklyn.

Leadership Information

In the past three years, it has been evident through our work with Ms Prendergast that she has been at the forefront of innovative and strategic transformation practices for the school. Through her expertise & personal leadership skills, she has fostered a culture of high expectations for all staff members. Through targeted and appropriate communication tools, Ms. Prendergast has

instilled a school-wide belief that all students can and will achieve, and this message has not only been well received by her staff but more importantly, internalized. In addition, this practice is clearly communicated to all through Ms. Prendergast's interactions with students and their families. As the leader of the school, she holds herself and others accountable for student learning. To that end, she has established several teacher leaders who are held responsible to facilitate teacher teams as they analyze student data, look at student work and identify next steps for individual students to ensure progress and growth. Ms. Prendergast is an instructional leader and is well-versed in the content standards and the Common Core Learning Standards. She has embraced the *The Danielson Framework* and is vigilant in providing targeted feedback to teachers that support positive outcomes for students. She has been resourceful in providing professional development support by identifying strong school-based teacher leaders. She has also been diligent in seeking external supports particularly in deepening literacy strategies for all of her teachers so that the Instructional Shifts are embedded across all content areas. There is very little teacher-turnover at YCD as Ms. Prendergast has created a community whereby teachers are respected and are provided opportunities for personal growth.

Mary. A Prendergast, the founding principal of the High School for Youth and Community Development, opened the school in 2004. She received her BA from the State University of New York at Oneonta, her Masters from Harvard University Graduate School of Education and she was a graduate of the Leadership Academy Aspiring Principals Program - Cohort 1. As the school leader, she supervises and supports 29 teachers, 15 support staff and several community based organizations. Throughout the years, she has secured approximating \$100,000 + for school support by utilizing her grant writing skills. Two of her greatest strengths are her skills in motivating and empowering others and in applying innovative approaches to critical problems. While the school encountered a dip in progress during the 2010-2011 school year, the school is currently on an upward trajectory with an anticipated 80% graduation rate for the 2014 cohort. It is because of this work that I write to support the application of Ms. Prendergast's SIF.

02/07/2014 15:37 718-564-2471

H. S. YOUTH & COMMUNITY

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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.

SCHOOL LEA	
Signature (in blue ink)	Date
<i>Carmen Fariña</i>	2/25/14
Type or print the name.	
Carmen Fariña	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
<i>Earl Hagan</i>	2/7/2014
Type or print the name and title and organization of the partner.	
Earl Hagan Creative Connections COO	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
<i>Tanya Joha</i>	2/7/2014
Type or print the name and title and organization of the partner.	
Tanya Joha Reflections Inc	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
<i>Kevin Dahill-Fuchel</i>	2/7/14
Type or print the name and title and organization of the partner.	
Kevin Dahill-Fuchel, Executive Director Counseling In Schools	

1712537

**MEMORANDUM OF UNDERSTANDING
BETWEEN COUNSELING IN SCHOOLS, INC
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 COUNSELING IN SCHOOLS, INC ("COUNSELING IN SCHOOLS") 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 COUNSELING IN SCHOOLS provides services to High School for Youth and Community Development at Erasmus, 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 COUNSELING IN SCHOOLS**

Counseling In Schools, Inc. strives for families to understand their connections, adults to realize their capacities and children to thrive in their development.

In the event that the High School for Youth and Community Development at Erasmus is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), COUNSELING IN SCHOOLS 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.

COUNSELING IN SCHOOLS will tailor existing products and services for implementation in High School for Youth and Community Development at Erasmus. These products and services include:

Counseling In Schools will provide clinical and other counseling supports to students in their caseload (9th-12th graders). Counseling In Schools also provides art therapy and other enrichment activities.
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 COUNSELING IN SCHOOLS 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 High School for Youth and Community Development at Erasmus
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, **and** a final service agreement is negotiated between REPLICATIONS 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.

REPLICATIONS, INC

Signature	Title	Date
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NYCDOE

Signature	Title	Date
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**MEMORANDUM OF UNDERSTANDING
BETWEEN REPLICATIONS, INC
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 REPLICATIONS, INC ("REPLICATIONS") 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 REPLICATIONS provides services to High School for Youth and Community Development at Erasmus, 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 REPLICATIONS**

Replications' mission is to create and develop high-quality learning environments for underserved children who would otherwise be educated in poorly performing schools.

In the event that the High School for Youth and Community Development at Erasmus is awarded a SCHOOL INNOVATION FUND (SIF) GRANT (RFP# TA-15), REPLICATIONS 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.

REPLICATIONS will tailor existing products and services for implementation in High School for Youth and Community Development at Erasmus. These products and services include:

Replications will be responsible for two programs: Student Empowerment Retreats and College Tours, and the Calculus Project aimed at increasing participation and skill level of students in higher level math and science classes. Replications will work with students through the Aspiration, Application and Actuality phases. With this support, the school looks to achieve the following goal: while currently 70% of the graduating students move on to a 2 year school and 14% move on to a 4 year school, we will look to increase the 4 year college enrollment rate by 20%, from 17% to 37% while helping to create a college going culture.

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 REPLICATIONS 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 High School for Youth and Community Development at Erasmus
- Receipt of written notice from NYSED that NYCDOE has received a SIF grant award, and a final service agreement is negotiated between COUNSELING IN SCHOOLS 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.

COUNSELING IN SCHOOLS, INC

Signature	Title	Date
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NYCDOE

Signature	Title	Date
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School Innovation Fund (SIF) Application

School Name:	High School for Youth and Community Development
DBN:	17K537
Network:	CFN 563

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

A. School Overview	2 points
<p>The school must demonstrate a clear and organized synopsis of the major quality design elements of the school. In addition, the executive summary should be suitable in substance and grammar for sharing with the general public, including essential stakeholders such as families, students, and school-level educators. This executive summary may also be used by NYSED to share school plans with stakeholders statewide, other LEAs, and will be posted to the NYSED website.</p>	

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

The High School for Youth and Community Development at the Erasmus Campus (YCD) is committed to preparing students to be involved members of their community and to provide them with skills necessary to enter and complete a Bachelor's degree at a four -year college of their choice.

The academic preparation for our students is scaled over the course of four years in high school as well as their freshman year in college. The school focuses on developing the skills necessary to complete a Regents Endorsed (and Advanced Regents endorsed) high school diploma that includes achievement of college readiness metrics. Concurrently, we support students in maximizing their scores on the SATs and ACT exams. We then support students in building on these academic and social emotional (resiliency) skills to successfully complete, at a minimum, a Bachelor of Arts and/or a Bachelor of Science Degree by partnering with several organizations that are housed at the school. The work between the school and partner(s) is organized around tailoring support for each student at the individual level. To do this, we cross-pollinate the expertise and skill sets that embody the work of teaching staff and the community based organizational staff. In school-based cohort team meetings, teachers and guidance draw upon the most effective practices of personalized support that often exemplifies the work of organizations

that work in schools. The organizations that we have partnered with have provided common core aligned curriculum in enrichment and college readiness supports and have adopted a data driven approach to determine the efficacy of their work. This convergence of support provided by the school and our partners has created an integrated, coherent approach to student development across academic and social emotional domains and has provided us the human and material resources to support each student on a personalized level.

Partnering with a consortium of Community based organizations, specializing in college access, readiness, and retention, we have developed three goals.

First, we have created and will sustain a College Readiness Leadership Team, which provides opportunities to various stakeholders (including parents, students, and teachers) to help shape the design of our college readiness plan as we make the transition to a College Pathway school. Our consortium will work together (led by a Consortium Leader) in supporting the implementation and ongoing facilitation of the team through various workshops on college readiness, and access, collaborative protocols and leadership models.

Secondly, our partners will aid in the fostering of the Common Core State Learning Standards with the goal of creating and facilitating a rigorous curriculum to ensure that all students will graduate college-ready and be prepared (academically and social/emotionally) for the task of completing a Bachelor's Degree.

Lastly, our partners will support our efforts in sustaining a *college going culture* through direct services to students and families (workshops, instruction in college advisory classes, college tours, social emotional counseling) and collaboration with local, state and national colleges and universities, particularly in the area of academic and sports-related recruitment efforts and scholarship opportunities. Our guidance counselors, football coach, athletic director and FedCap volunteers have focused on the scholarship end in several ways, by supporting athletes and their families in researching scholarship opportunities, and sustaining a high school transcript that reflects rigorous work (through higher level classes) and a 3 + grade point average. Ongoing workshops on financial aid, Regents preparation, and transcript review for families are held throughout the year for each graduating cohort. The school organizes bi-monthly Parent Association meetings around these cohort nights (Senior Night, Junior Night..and so on.) We also utilize alumni who have received scholarships from both the school and our community based organizations to directly mentor students who have been nominated for particular scholarships.

ii. Explain how the school plans to achieve its vision, mission, and goals by identifying and describing its research-based key design elements specific to the model chosen, core strategies, and key partnership organizations to assist in the plan implementation.

The key design elements of our plan include the following: Implementing and sustaining a school wide College Readiness Team that will expand our efforts to provide all students, beginning in the 9th grade (onset will begin during our 9th grade orientation sessions) with the instruction, exposure, experiences and support that they will need as they navigate through our high school/college preparatory program. Our instructional elements include college advisory classes supported by CCLS aligned curriculum beginning in the 9th grade and continuing through

12th grade; ongoing professional development for teaching and support staff in CCLS aligned curriculum planning and teaching in the four core subject areas; Students are provided opportunities to research and visit multiple colleges (local, state, national colleges and universities); Identified staff members are provided training in college readiness best practices.

Under the auspices of the school-based College Readiness Leadership Team, we will strategically phase- in our college preparatory program through a lower school to upper school to 1st Year College transition which we have branded *From (College) Aspiration to Application to Actuality Plan*. Incoming students (beginning with Freshman Orientation) will receive initial exposure and instructional support in researching colleges and universities, visiting local colleges, (and eventually state, and national colleges as they move up through the grades), creating a journal about college and career aspirations and begin a digital portfolio of their best work. At the end of the 10th grade, students will go through a formal ceremony as they move from their Aspiration phase to the beginning of the Application phase. The key partnership organization that will support our lower school college program will be *Creative Connections*. Our core strategy with this organization is to create an instructional framework through push-in and/or advisory classes where **students will:**

- Learn effective interview techniques
- Learn to access college resources
- Understand the financial and career benefits of earning a college degree
- Make the connection between academic success and the college experience
- Create a personalized timeline preparing them for the college admissions process
- Work with Success Coaches who offer personalized recommendations and guidance based on students' unique needs.

In addition to *Creative Connections*, we will work with another partner in our consortium, *Replications*, in several areas: college visits, peer mentoring (12th grade students selected and paired with 9th grade students)), and *The Calculus Project*, a successful mathematics program that began in Brookline, Massachusetts aimed at building high level mathematics competencies by increasing the number of students who engage in STEM studies that will propel them to successful enrollment and completion of college. Replications will work with students through the Aspiration, Application and Actuality phases.

Our 3rd external partner, *Counseling in Schools* will provide ongoing social/emotional supports and enrichment activities to targeted students from our English Language Learner, Instructional Support, Over Age/Under Credited, and Economically Disadvantaged populations. Many of these students require clinical and or resiliency counseling supports, particularly students impacted by events (Earthquake in Haiti, Temporary Housing, students returning from juvenile, residential and mental health facilities.) The counseling, social/emotional, and enrichment supports will encompass the lower and upper school college programs.

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

4 points

The school must demonstrate a critical and honest assessment of structural/systems gaps and

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

- i. **Complete the School-level Baseline Data and Target-Setting Chart (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 High School for Youth and Community development consists of 353 students. There are 213(60.3%) male students and 140(39.6%) female students. The ethnicity of the school is as follows:

There are 308 African American students which represents 87.25% of the total student population;

There are 32 Hispanic students which make up 9% of the total student population;

There are 5 White students which make up 1.4% of the total student population;

There are 3 Asian students which make up .8% of the total student population; and

There are 3 American Indian or Alaskan Native which make up .8% of the total student population.

The school serves 239 general education students which accounts for 67.7% of the student population. 20.9 %(74 students) of the student population consists of instructional support students,(students with disabilities). The ELL population makes up 11.3 %(40 students) of the school and 279(79%) of the students receive free lunch while 15(4.2%) of the students receive half price lunch.

College readiness and post secondary enrollment:

In the 2012-2013 school year, (7 from the senior class graduated college ready, which means that the scored a 75 or higher on the ELA regents and an 80 or higher on one math regents exam. These students meet the 4 year non- remediation index. Also, 52%(52 100) students that graduated in the 2012-2013 school year are currently enrolled in public service, a vocational program, or a degree program at a two- or four-year college.

47.1% (56/121) students that graduated in the 2011-2012 school year are currently enrolled in public service, a vocational program, or a degree program at a two- or four-year college. indicates that % the students that enrolled in a two- or four-year college African American.

- 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.**

The school received a *Developing Quality Review Report* conducted by our Partnership Support Organization, New Visions in April 2013. The purpose of the review was to provide focused feedback and support in particular quality indicators. While the report was not designed to

provide an overall judgment for the school, it was able to specifically cite areas of progress and continued areas in need of improvement originating from the Quality Review of 2012, which was conducted by the Brooklyn high schools Superintendent, Karen Watts

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

Results of the review included what the school does well, as well as areas where improvement is needed. The school has purposefully aligned instruction to targeted goals and common core standards and performance tasks. Teachers are given multiple opportunities on an ongoing basis (weekly and during prep periods) to meet in team structures. These team structures are: **departmental** for planning curriculum and sharing strategies and look at student work, and **graduating cohort teams** to analyze data and also look at student skill across curricular areas. The Principal strategically organizes the school into teacher teams that has increased the level of teacher awareness and accountability in student achievement. The school was involved in multiple pilots in instructional planning for the common core (through the Literacy Design collaborative) and the Teacher Effectiveness Framework which has successfully prepared the school for the new evaluation system and the roll- out of common core aligned assessments.

The school needs to improve in areas of instructional planning and facilitation, specifically: differentiating resources, tasks and assessments, developing effective formative assessments, and, especially, in questioning and discussion practices. The school also needs to develop structures and opportunities for students to engage in decision making that promotes positive academic outcomes and college success which expands student development of personal behaviors and skills critical to personal growth and college success. The ninth and tenth grades need additional social/emotional and academic supports in order to increase the percent of students meeting the non remediation index. The school has not been as effective in instituting proactive supports for students in the lower grades, specifically math college readiness supports. Currently, less than 8% of students receive a grade of 80 or above on the Integrated Algebra (IA) Regents at the end of the ninth grade. Consequently, students are reprogrammed for Algebra or Algebra Regents prep and often end up receiving lower grades for each administration of the exam. Our plan is to steadily increase the number of students passing the IA exam at the end of their ninth grade. This will not only increase the number of students meeting the college readiness index in math, but will also lead to increases in the number of students receiving advanced regents diplomas and participating in higher level math courses such as Trigonometry and Calculus. We also will fold in supports for Instructional Support students with the goal of increasing the number of students with IEPs who graduate with Regents endorsed diplomas.

Finally the school needs to align and mandate a school wide grading policy that reflects student mastery of common core skills. (The current school wide grading policy, that was developed by the teaching staff, reflects skill mastery. However, teachers need extensive ongoing training in order to execute the grading policy in an effective and accurate way.) Teachers also need to improve formative assessments and checking for understanding mechanisms during instruction, which opportunities for student self-assessment.

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

The implementation of the SIF grant focuses on developing a college pathway school. Our priority is to create and sustain a college going program, beginning in the 9th grade, that will develop student voice, leadership and academic and social/emotional competencies through our Aspiration, Application, and Actuality campaign. School wide data will reflect steady increases in students meeting college readiness indexes in ELA and Math, as well as, the number of students graduating in four years and successfully completing their first year of college.

The identified needs, regarding instructional practice, that were reflected in the Quality Reviews from 2012 and 2013 will continue to be a priority supported by our school budget and other funding sources and will be folded into the SIF design and budget as it pertains to building a college going culture.

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.

The rationale for the selected design framework, key design elements, and other characteristics of the school's improvement design reflect the values and core goals of the school. The High School for Youth and Community Development was designed to develop every student through rigorous instruction and a nurturing environment. We have been noted in Quality Review reports and Inside Schools for the personalized approach we take in developing students on a one to one basis. We have also worked tirelessly to address the needs of our families. We use *Lessons from Privilege, the American Prep School Tradition* by Arthur Powell as a guide in how the school should implement and sustain mechanisms and practices that ensure that all students receive a quality education that prepares them for higher education and career. The implementation of the SIF plan will help us fully undertake and achieve our commitment and belief that traditions in successful private prep schools be adapted and emulated in public schools that create mechanisms for personalization, youth development and community building. This overarching goal has been hindered, in part, by external forces such as declining budgets and staff turnover. These are natural occurrences in all schools. However, our school has struggled to move from the reactive stage where our resources are focused on increasing our promotion and graduation rates. Our work in the 12th grade is defined by a triage approach to maximizing student performance in graduating from high school. Data reflects that we have not been successful in engaging our lowest performing students in the college readiness process. Our efforts have been scattershot but have yielded increases in graduation and college acceptance. What we intend to

do differently under the SIF implementation is to extend our college readiness and access practices to the ninth and tenth grades and to create a seamless pathway to college through staff and student development.

The core challenges in teacher practice will be addressed through professional development that focuses on discreet practices that prepare students for college including: the facilitation of problem solving skills, real world applications in science and math, questioning and discussion use of academic language, building specialized vocabulary for rigorous courses such as AP classes and Physics, and Calculus. Teachers will also align their task designs around college readiness through projects, data base research, proper citation, and thesis papers. Students will be impacted through direct experiences in and out of the classrooms and in increased leadership and decision making roles. In each graduating cohort teacher team, we will include student representatives to provide recommendations for school staff and advocacy for their peers. Teachers and staff will also include direct meetings with struggling students on a bi-weekly basis to provide and receive feedback from the students with regards to increasing their performance and engagement in school. The Principal will create a student advisory council to provide guidance and to support changes on an administrative level. We will also extend our Student Empowerment projects to the lower grades to include all students in service learning opportunities on behalf of the school community. The SIF grant will support the school in expanding and sustaining our efforts and capacity building across the school community over time.

- 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.**

In creating the original statement regarding our SIF plans, key stakeholders in the school met to select the model and to proceed with the SIF plan. The stakeholders included administrators, CBO leaders and staff, student leaders, guidance, parent coordinator, UFT representatives, and support staff from the SLT. All of these stakeholders were consulted and asked to contribute to the SIF plan.

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

- 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.**

In the past three years, it has been evident through our work with Ms Prendergast that she has been at the forefront of innovative and strategic transformation practices for the school. Through her expertise & personal leadership skills, she has fostered a culture of high expectations for all

staff members. Through targeted and appropriate communication tools, Ms. Prendergast has instilled a school-wide belief that all students can and will achieve, and this message has not only been well received by her staff but more importantly, internalized. In addition, this practice is clearly communicated to all through Ms. Prendergast's interactions with students and their families. As the leader of the school, she holds herself and others accountable for student learning. To that end, she has established several teacher leaders who are held responsible to facilitate teacher teams as they analyze student data, look at student work and identify next steps for individual students to ensure progress and growth. Ms. Prendergast is an instructional leader and is well-versed in the content standards and the Common Core Learning Standards. She has embraced the *The Danielson Framework* and is vigilant in providing targeted feedback to teachers that support positive outcomes for students. She has been resourceful in providing professional development support by identifying strong school-based teacher leaders. She has also been diligent in seeking external supports particularly in deepening literacy strategies for all of her teachers so that the Instructional Shifts are embedded across all content areas. There is very little teacher-turnover at YCD as Ms. Prendergast has created a community whereby teachers are respected and are provided opportunities for personal growth.

- 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.**

Mary. A Prendergast, the founding of principal of the High School for Youth and Community Development, opened the school in 2004. She received her BA from the State University of New York at Oneonta, her Masters from Harvard University Graduate School of Education and she was a graduate of the Leadership Academy Aspiring Principals Program - Cohort 1. As the school leader, she supervises and supports 29 teachers, 15 support staff and several community based organizations. Throughout the years, she has secured approximating \$100,000 + for school support by utilizing her grant writing skills. Two of her greatest strengths are her skills in motivating and empowering others and in applying innovative approaches to critical problems. While the school encountered a dip in progress during the 2010-2011 school year, the school is currently on an upward trajectory with an anticipated 80% graduation rate for the 2014 cohort. It is because of this work that I write to support the application of Ms. Prendergast's SIF.

- 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.**

Two Assistant Principals will help implement and supervise the SIF plan: The A.P. of Supervision will supervise the general education population with a focus on math and science, after school components and accountability visits from NYSED (along with the Principal who

will focus on ELA and Social Studies.) He will also supervise the Data Specialist in charge of implementing benchmarks for the plan.

The A.P. of Instructional Support will oversee the implementation of the College Readiness plan as it pertains to IEP students. Her role is to ensure that teacher practices, student supports, data analysis, and planning for college for IEP students are fully integrated into the whole school plan. The A.P. of Instructional support has worked closely with her team to increase student performance and maximize the number of IEP students graduating with Regents endorsed diplomas. The SIF grant will help in making sure the ISS team's work is fully integrated into our whole school college readiness plan.

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.**

YCD might be unique in that "buy-in" has never been a struggle with regards to creating an authentic college pathway school. Our main obstacle is implementing and sustaining a comprehensive, systematic approach to college across the entire school, particularly in the lower grades. To ensure that there is effective communication for all stakeholders in this transformation, we have created a special edition newsletter (as an offshoot to our parent newsletter The YCD Gazette.) We will publish the College Readiness Gazette at the beginning of the fall and spring semesters and a wrap up edition for June. Many of the members of the College Readiness Leadership Team are also members of the School Leadership Team, School Based Support Team, and CBO Team. Below is a list of specific individuals who are in supporting leadership positions at the school and who have contributed to significant portions of this grant:

Jacob Baty-Lead Teacher/Professional Developer: Literacy, Lead for 10th grade Cohort Inquiry Team, UFT Representative, Master Programmer, Budget Support, and other operational responsibilities. Will lead on professional development in literacy planning and teaching practices.

Raizy Silberstein- Lead Teacher/Professional Developer in Math, Testing Coordinator, Data Specialist, Cohort Inquiry Team Leader 12th grade, Attendance Team Leader. Raizy will lead on

implementing our college readiness math supports in the ninth and tenth grades. She will also support data analysis and development of benchmarks regarding the SIG implementation.

Jonathan Sinovoi- Guidance Counselor for 10th & 12th grade (alternates to 9th & 11th grade next year), Lead guidance on sports recruitment and athletic scholarships and counseling. He will lead in our expanded recruitment efforts for the ninth grade (class of 2018.)

Gretchen Lernihan- Guidance Counselor for 9th & 11th grade (10th & 12th grade next year), Lead on all college support initiatives.

Amanda Bernardine- Lead Social Worker for Counseling In Schools, Lead on SBST, CBO liaison (organizes meetings and communications between the CBOs housed in the school.)

Suwon Smith- Reservist for College Application and Retention efforts. Works on all aspects of the college application process, financial aid counseling to families and outreach (school visits) to college freshman alumni

Chantal Desdunes- Parent Coordinator, Publisher and editor of YCD Gazette, College Trip Coordinator

Avi Joffe- Physical Education Teacher, Head Dean, point Person for outreach to Parents, school discipline consultant to Principal

Corlin Allrich-Lead for 9th grade Cohort Inquiry Team

Genina Burnett-Lead for 11th grade Cohort Team

Jaime Beck-9th & 10th grade ELA teacher. Lead on college initiatives in the lower school.

E. Instructional Staff

8 points

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

The questions in this shaded box will be NYCDOE. The school does not need to respond to Question i.

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.

- 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.

Please see list of staff in Section IV who will be leading the implementation. The school does not anticipate any change in staff for the 2014-2015 school year. The school does not anticipate making any broad organizational changes, but will review assignments in June and make changes based on teacher ratings in the evaluation system. Our biggest obstacle is the financial consequence of decreasing enrollment despite a dramatic uptick in school accountability measures. Our efforts in creating a comprehensive college pathway program will have a positive impact in school enrollment. We are planning a Town Hall/Open House in the spring for the middle schools in District 17 and surrounding districts. Our goal is to create a recruitment effort that is targeted to schools and districts that are under-represented in our school. Our core work throughout the spring will be focused on college readiness training for our staff, particularly teachers and support staff who have not held leadership positions in our many initiatives.

- 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.**

YCD has supported multiple pilots in anticipation of the Common Core roll out and new Teacher Evaluation System. Part of our instructional identity is built around embracing change and ongoing professional development. We expect our staff to be fully committed to moving their instructional planning and practice to Effective/Highly Effective, particularly in the areas in need of improvement stated in our Quality Review. In consultation with teachers, we have committed to the following: increasing the number of professional development leadership opportunities for teachers, streamlining the school-based reports that teachers provide in marking period data, student/parent outreach, instructional interventions, and individual student performance plans. We have also provided the opportunity for teachers to organize planning in their professional development around areas of need based on the Teacher Effectiveness rubric. We are also creating opportunities for teachers to collaborate with colleagues in other schools that are in the Network or self-selected by the teacher.

Our leadership structure which has been in place and will deepen under the SIF plan is as follows:

Principal
Assistant Principals
Lead Teachers
Cohort Inquiry Team Leaders

- 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.

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.**

Counseling In Schools (CIS), existing partner under AIDP grant which is in its last year) Responsible for providing clinical and other counseling supports to students in their caseload (9th-12th graders). CIS also provides art therapy and other enrichment activities.

The Leadership Program-existing partner under the 21st Century grant. Will continue to support Enrichment activities, PM and Saturday school for core subjects. Not explicitly included in budget.

College Connections- (new partner under SIF) College Connections exposes middle and high school students to the options, opportunities and benefits of attending college. Participants research colleges, take field trips to local universities, interview college admissions officers and learn how to find the college that is right for them.

Replications: (new partner under SIF) Responsible for two programs: Student Empowerment Retreats and College Tours, and the Calculus Project aimed at increasing participation and skill level of students in higher level math and science classes.

FedCap- Provides two Reservist Volunteers who focus on entire application process for 11th & 12th graders. Not included in budget proposal.

Brooklyn College Talent Search- The Brooklyn College Educational Talent Search Program is a federally funded TRiO program designed to provide services to students of low-income, first generation families. Not included in budget proposal.

- ii. **Complete the Evidence of Partner Effectiveness Chart (Attachment C). This evidence should be able to be validated by an external source that each partner organization selected has a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs.**
- iii. **For any key external partner funded through this plan, provide a clear and concise description of how the school will hold the partner accountable for its performance.**

YCD will meet with our consortium of partners at a minimum of six times per school year and once during the summer planning period. In the interim, our CBO leader and data specialist will provide qualitative and quantitative data on the efficacy of the partners' performance. Adjustments will be made accordingly on a mid- semester basis based on this data.

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

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

See Attachment.

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

On a daily basis, the school meets in various teams and interactions to address the needs of our students. The attendance and SBST team meets on a weekly basis. The Principal is in constant daily contact with administrative cabinet. The Principal meets with support staff on a weekly basis and reviews performance reports from our para-professionals on a weekly basis. Our communication efforts are through memos, minutes captured during meetings, emails reflecting conversations regarding programming, cohort review and any other relevant topics. This year, our school began posting all communications on Google Docs. Please see attachment *Inquiry Professional Development Plan* which outlines how data is communicated and analyzed throughout the school.

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

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

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

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

critical *Advance* implementation milestones including the *Advance* Web Application, an online application.

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

Teaching, including videos of effective teaching practice.

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

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

The school participated in the Teacher Effectiveness Pilot in the two years prior to the rollout of the new teacher evaluation and development system. Our plan for implementing the Teacher Effectiveness system is built around the work we did in the pilot. The Principal and two Assistant Principals share a caseload of teachers to observe. We met with our caseload of teachers for the Initial Planning Conference in September. We conduct pre, post and informal observations of the teachers on our caseloads. We are in the midst of conducting mid-year reviews which is not mandated, but was a successful part of our practice during the pilot. The mid-year reviews helped teachers identify their needs on a more comprehensive level, based on multiple observations. We will collect and evaluate artifacts from the teachers and conduct end

of year summative conferences. The Lead teachers conduct (not for file) observations and support to teachers who are receiving developing and ineffective reviews in specific components. The Lead Teachers, who were recommended by their departments and selected by administration based on their prior work in professional development, also facilitate professional development in literacy, and math.

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.

*Please see professional development plans included in attachments H1. H2. & H3.

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

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

Our Literacy curriculum is derived from the Literacy by Design model. We have attached a sample unit, entitled *Huck Module* for your review. Our ELA, social studies, and science teachers engage in planning their units, constructing performance tasks and looking at student work. The math teachers receive ongoing support from our Math coach at New Visions and are currently focusing on math modeling and struggle. Please see an attached copy of a Mathematics professional development plan: Attachment H3

- 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.).

Please see Literacy and Mathematics professional development plans: Attachments H2. & 3.

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

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

<http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>
<http://intranet.nycboe.net/NR/rdonlyres/970DDA97-E393-433F-921B-39260BED7462/0/Acpolicypriorityelt.pdf>

- 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).

Please see Inquiry Professional Development Plan: Attachment H1.

- 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>.

Our counseling supports are extensive. Our guidance, SBST, SPARK, and campus clinic-based social workers have formed a campus wide network and engage in a documented process of referral and support. The school also conducts outreach to external providers for family counseling. We follow all compliance procedures in providing mandated supports for our IEP students. For the general education students, we rely on referrals based on teacher anecdotes, incident reports, attendance and cutting reports and guidance logs. Once a student presents that they are struggling, our school-based SBST team develops a comprehensive plan for academic and social emotional interventions that include ongoing parent/family outreach and meetings, teacher anecdotes, daily reviews of attendance/cutting reports, and a school based student success plan that is signed by the student and parent/guardian. The SBST Team also determines the best course of action with regards to individual counseling and external family counseling. The mechanism we use to check for follow up are discussions and reviews of student performance and well being in attendance and school wide cabinet meeting. We also use the teacher cohort teams (who are represented by their cohort team leader in the Principal's Cabinet)

to provide additional feedback. This system of checks and balances across multiple team meetings has increased our effectiveness in ongoing communication between various members of the school community. It also accelerates our decision making process in adapting or increasing supports for students. The Principal aligns decisions with counsel from the school staff.

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

The school adheres closely to the city-wide discipline code and has developed alternative ways to address student behaviors. We infuse a comprehensive anti-violence, anti-bullying curriculum in our Health courses which has been developed by one of the community partners, The Leadership Program involved in our 21st Century grant. The curriculum is aligned with the Common Core standards and infuses skill development in literacy and problem solving. We also partner with an external organization, Project Reach, in anti bullying and discrimination training for students and staff. The training includes an intensive, city-wide, cross-community social justice training with the goal of creating a school-based Anti-Discrimination Team of students and adults.

The school-wide framework to be used under SIF will also be defined by our efforts to use proactive and alternative approaches to discipline. We will use best practices from the Restorative Justice model to increase student voice and leadership on violation of discipline code matters. Restorative Justice focuses on the skill building involved in developing appropriate and positive behaviors in students. Staff and student leaders will be trained in Restorative Justice practices and will conduct mediation between students who have participated in conflict and determine how to resolve these conflicts by holding students accountable and determining the best course of action for the students who have committed the violations. Staff supervision is critical for the successful implementation of this model. However, students will be provided crucial opportunities to develop and hone their problem solving skills, utilize existing rules (in the city-wide discipline code) to frame their analysis of the context of the violation, and determine appropriate recommendations for resolutions. Students will also experience opportunities to articulate their values and ethics regarding student discipline.

- 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 school provides multiple layers of support and communication to our families and provides translation services when needed. Based on our review of the budget year after year through the school leadership team, we consistently set aside and often surpass the Title I requirements for parent involvement. We have a school wide Title I status. Our SLT is fully integrated into the communication and decision making apparatus at our school. We conduct parent meetings on a daily basis and a weekly basis, in addition to our monthly PA meetings. We also provide outreach to services that offer legal, immigration and job training services. Our approach to parent and community engagement is informed by the city-wide student survey and school-based surveys that are conducted at our PA meetings. The Principal also meets with the PA leadership team on a quarterly basis to evaluate parent supports. In response to surveys regarding parent availability, our Parent Coordinator has created an open door policy for parents to visit throughout the day.

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

I. Training, Support, and Professional Development	4 points
<p>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.</p> <p>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.</p>	

In creating the original statement regarding our SIF plans, key stakeholders in the school met to select the model and to proceed with the SIF plan. The stakeholders included administrators, CBO leaders and staff, student leaders, guidance, parent coordinator, UFT representatives, and support staff from the SLT. All of these stakeholders were consulted and asked to contribute to the SIF plan.

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

Please see YCD Cohort Inquiry Team, Literacy, and Mathematics Professional Development charts: Attachments H1, 2, &3

- 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.**

Our targeted goals for professional development include:

- 85% of teachers will receive an improved rating on competency 3B of the Danielson Rubric, questioning and discussion techniques resulting in a deeper level of discussion across the school
- All teachers in ELA, Social Studies, and Science participating in the identification of skill deficits, creation of common core aligned tasks that address said skill deficits and cycles of inquiry to test the efficacy of the interventions with each teacher completing at least 2 cycles of inquiry in this regard.
- Teachers will become effective in the use and analysis of data sets with the goal of 40% of students that are identified as being “almost on track” moving to “on track” by the end of the school year.

At the end of each semester, the effectiveness of professional development will be measured by an examination of a variety of data sets to determine what has been effective in moving teacher practice and what has not been effective so modifications and adjustments can be made to ensure that all teachers are improving in their practice. Data to be evaluated includes baseline student assessments and benchmark assessments including the MOSL exam in ELA provided by the NYCDOE, which will be used to judge the efficacy of the literacy initiatives. Likewise, student credit accumulation, regents passing rates, and attendance, along with any available progress report data will be analyzed to judge the effectiveness of the cohort work around analyzing student data. Lastly, teacher observation reports and subsequent ratings will be used to judge the effectiveness of professional development around various competencies.

J. Communication and Stakeholder Involvement/Engagement

4 points

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

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

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.

Updates will be provided through multiple venues and events including: weekly Professional Development meetings, PA meetings that include CBO presence, workshops for parent community, College Advisor meetings with students and families, monthly and targeted day time meetings for parents, College and CBO Newsletter, State of the School Report to parents and community (fall and spring semester reports) presented to parents and community by Principal.

K. Project Plan and Timeline	4 points
The school must provide a project plan (Attachment E) that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIF plan. The project plan must contain each of the following elements:	

- 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.**

Attachment C

Evidence of Partner Effectiveness Chart (Overview)

Lead Partner			
Partner Name and Information	Organization and Contact	Description of Partner Organization	Names/ Titles of Key Project Leads

OR Partner Consortium (team of two to three)			
Partner Name and Information	Organization and Contact	Description of Partner Organization	Names/ Titles of Key Project Leads
Creative Connections 676 A Ninth Ave #229 New York, NY 10036 646 241 6622 www.CreativeC.org		Creative Connections mission is to prepare students for the educational and career challenges of the 21 st Century. We provide career/college readiness, entrepreneurship and financial literacy to middle and high school students.	Earl Hagan, COO 646 241 6622 earl@creativec.org
Replications, Inc. 150 East 52 nd Street, 10 th Floor New York, NY 10022 646-776-8770 www.replications.org		Replications is a comprehensive, whole school reform organization contracted by New York City and Baltimore to turn around and operate schools in need of improvement. We have been developing schools in urban areas for the past 15 years, including the Mott Hall schools and the Brooklyn Latin School, recently named the best public school in New York City by US News and World Report.	Ronald Saltz, EdD Executive Director 646-776-8770 rsaltz@replications.org
Counseling In Schools 212-663-3036		Counseling in Schools ("CIS") mission is to meet the urgent and on-going needs of highly vulnerable students and their families living in low-income, high-need communities by providing counseling for children and families, college and career readiness, enriched after-school programs, professional development and workshops for educators and	Kevin Dahill-Fuchel Executive Director 212-663-3036

	<p>support for administrators.</p> <p>Counseling in Schools is a 501(c) (3) community-based nonprofit organization founded in 1986 to bring quality mental health care to vulnerable NYC Public School students. CIS provides a range of programs geared to the specific needs of each school or site in which we work. Our staff of mental health counseling professionals, social workers and creative arts therapists work collaboratively to design programs geared to the specific needs of students and each school community.</p> <p>Children are referred to CIS because of low academic performance, chronic absenteeism and/or social/emotional needs that can manifest in counterproductive behavior. We start by assessing the child from a developmental perspective to determine their strengths and challenges so that we can understand how to best support resiliency and address identified gaps in development. We then develop a strategy that will meet the specific needs of each student supporting their future college and career and life goals. Interventions can include:</p> <p>Counseling: This is our core activity and we offer several types of modalities. Although each child's needs are unique, we strive to help them become more resilient and less impulsive in order to realize their potential. Services include:</p> <p>Individual Counseling: Students work one-on-one with a caring counseling professional in a</p>	
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	<p>confidential and safe setting to address personal issues which interfere with academic performance and good relationships with family and peers.</p> <p>Group Counseling: Small peer groups are especially beneficial for students who can feel isolated and disconnected. In a safe facilitated setting, students are supported to improve communication and relationships by discovering commonality with their peers and working toward goal development.. Groups may focus on the needs of adolescent development, i.e. self-identify, goal preparedness, building appropriate healthy relationships, networking, building resiliency and healthy academic, life, college and career choices.</p>	
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Supporting Partners (Optional)			
Partner Name and Information	Organization and Contact	Description of Partner Organization	Names/ Titles of Key Project Leads

[illegible]

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

Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partner's fiscal performance)	References / Contacts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Creative Connections 676 A Ninth Ave #229 New York, NY 10036 646 241 6622 earl@creativec.org www.CreativeC.org	3M415 Wadleigh HS	1. Principal Tyree Chin, tchin2@schools.nyc.gov
	7X343 AAMT	2. Principal Vincent Gassetto, vgasset@schools.nyc.gov
	7X224	3. Principal Welch-David, swelch@schools.nyc.gov
	12X098	4. Principal Irobunda, cirodun@schools.nyc.gov
	15K462	5. Principal Oneantha Swinton, oswinto@schools.nyc.gov
	15K463	6. Principal Jodi Radwell, jradwell@schools.nyc.gov
	7X600	7. Principal Evan Schwartz,

	trend-summary evidence of partners fiscal performance)	in the increase of academic performance and turnaround of the identified schools)
Counseling In Schools Kevin Dahill-Fuchel Executive Director 212-663-3036	1. Automotive High School (14K610)	1. Caterina Laforgiola, Principal Clafergola@schools.nyc.gov – 718-218-9301; Alexis Penzell, Cluster 5 (New Visions) – apenzell@newvisions.org – 212-645-5110
	2. Washington Irving High School (02M460)	2. Sarah Hernandez, Principal Sherman4@schools.nyc.gov – 212-674-5000; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – Ksuttell@schools.nyc.gov – 212-374-0835
	3. Granville T. Woods Middle School 584 (16K584)	3. Gilleyan Hargrove – Ghargro@schools.nyc.gov – 718-604-1380; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – Ksuttell@schools.nyc.gov – 212-374-0835
	4. The Heritage School (04M680)	4. Dyanand Sugrim, Principal Dsugrim2@schools.nyc.gov – 212-828-2858; Serge St. Leger, Senior Director Of Youth Development Partnerships – Sstleger@schools.nyc.gov – 212-374-7534
	5. Automotive High School (14K610)	5. Caterina Laforgiola, Principal Clafergola@schools.nyc.gov – 718-218-9301; Alexis Penzell, Cluster 5 (New Visions) – apenzell@newvisions.org – 212-645-5110
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	10.	

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

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

SIF	Redesign Framework Component:	School Leadership and Governance Structures and Functions															
Aligned with which School Goal (from School Overview section): <u>Creation of a College Readiness Leadership Team</u>																	
Key Strategies Used to Address this Component:																	
1. Collaboration with key stakeholders																	
2. Facilitative Leadership																	
3.																	
List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)														
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015		
Appointment of consortium leader to	Counseling In schools	\$6849			X												

of Success	
June-August	Hours of professional development to improve leadership and governance
September-November	Hours of professional development to improve leadership and governance; students taking SAT
December-February	Hours of professional development to improve leadership and governance; average SAT score
March-June (4 months)	Hours of professional development to improve leadership and governance; high school graduates accepted into two or four year colleges; Students receiving Regents diploma with advanced designation

SIF CCLS)	Redesign Framework Component:	Curriculum and Instruction (and Implementation of the
Aligned with which School Goal (from School Overview section): the fostering of the Common Core State Standards with the goal of creating and facilitating a rigorous curriculum to ensure that all students will graduate college-ready and prepared (academically and social/emotionally) for the task of completing a Bachelor Degree		
Key Strategies Used to Address this Component:		
1. Embedding literacy and college readiness skills into the curriculum		
2. Professional development of staff around CCSS implementation		
3. Partnering with experts in math instruction		

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment	Timeline (Mark box representing the <u>specific</u> month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)														
	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary 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. Implementation and analysis of baseline and summative assessments															
2. Collaboration of key stakeholders															
3.															
List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.			Timeline (Mark box representing the <u>specific</u> month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)												
	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary 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
Identifying inquiry teams based on cohorts; professional development in assessments and data-driven instruction	Data specialist	None; included in SBO	X	X	X										
Regular inquiry meetings to complete	Data specialist	None; included in SBO				X	X	X	X	X	X	X	X	X	X

SIF Redesign Framework Component: School Climate, Culture, and Discipline Aligned with which School Goal (from School Overview section): sustaining a college going culture through direct services too students and families (workshops, instruction in college advisory classes, college tours, social emotional counseling) and collaboration with local, state and national colleges and universities, particularly in the area of academic and sports-related recruitment efforts and scholarship opportunities Key Strategies Used to Address this Component:		
1. Providing college access opportunities for students		
2. Direct counseling services for at-risk students		
3. College access curriculum in 9 th and 10 th grade courses		

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)												
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
1. Identification of at-risk students for direct counseling services based on attendance, GPA, referrals	Counseling in Schools	\$91, 363				X	X					X	X		

December-February	Drop-out rate; Student average daily attendance; High school graduation rate; Suspension rate; Number of discipline referrals.	
March-June (4 months)	Drop-out rate; Student average daily attendance; High school graduation rate; Suspension rate; Number of discipline referrals.	

SIF Redesign Framework Component: APPR of Teacher and Principals as per EL 3012c
Aligned with which School Goal (from School Overview section): The fostering of the Common Core State Standards with the goal of creating and facilitating a rigorous curriculum to ensure that all students will graduate college-ready and prepared (academically and social/emotionally) for the task of completing a Bachelor Degree
Key Strategies Used to Address this Component:

1. Professional development of staff around Domain 1 of the Danielson Framework specifically in regards to CCSS literacy instruction in all content areas
2. Professional development of staff around rigorous mathematics instruction
- 3.

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

Include performance metrics (from Attachment B) each action is intended to impact.	LEA)	(align to Budget Summary Chart)																		
Programming Creative Connections coaches with key classroom teachers to best serve student population	Creative Connections	\$19,044	X	X																
Weekly collaboration between coaches and teachers in the 9 th and 10 th grade in development of rigorous college preparatory curriculum and after school programs	Creative Connections	\$19,044		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Scheduling of Calculus	Replications	\$55,500	X	X																

families (workshops, instruction in college advisory classes, college tours, social emotional counseling) and collaboration with local, state and national colleges and universities, particularly in the area of academic and sports-related recruitment efforts and scholarship opportunities

Key Strategies Used to Address this Component:

1. Providing college access opportunities for students with special consideration for at-risk male students
2. Direct counseling services for at-risk students
3. College access curriculum in 9th and 10th grade courses for *all* students

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.	Lead Responsible (specify partner or LEA)	Cost Associated with Action (align to Budget Summary Chart)	Timeline (Mark box representing the specific month/s in which the action will occur and be completed. Avoid over-generalizing by marking all months.)												
			JUN 2014	JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014	JAN 2015	FEB 2015	MAR 2015	APRIL 2015	MAY 2015	JUN 2015
Identification of at-risk students for direct counseling services based on attendance, GPA, referrals from support staff, and disciplinary	Counseling in Schools	\$91,363				X	X						X		

March-June (4 months)	Drop-out rate; Student average daily attendance; High school graduation rate; Suspension rate; Number of discipline referrals.	
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2014-2015 YCD Inquiry/Data Driven Instruction Professional Development Plan

Attachment H1

PD Activity	Target Audience	Organization/ Agent Delivering PD	Desired Measurable Outcomes	How Outcomes will be Analyzed and Reported
Inquiry work in cohort teams. Cohorts consisting of teachers that teach the same grade level meet and analyze data related to academia such as regents exam scores, item analysis reports, class grades and attendance for a target student population group.	Administration, Lead teachers, Teaching staff, Guidance counselors, Parent coordinator, Counseling in schools, and Para professionals.	Data specialist	Insure all students that attend school on a regular basis are able to graduate high school in 4 years. Provide students with the supports to earn an advanced regents diploma and insure that every student has meet the college readiness standards.	Outcomes will be monitored on a bi-weekly basis. Outcomes will be monitored through teachers feedback as well as analyzing summative and formative assessment data. The data specialist has a system set up where teachers submit classroom data on a bi-weekly basis. The classroom data is combined with attendance data, regents scores, and item analysis reports from state exams. The teachers on the team analyze the data reports and create individual goals for each student and specific assistant plans. The data specialist meets with the leader of each team and receives a copy of

				the goals, structures in place to insure students meet their goals and notes from the meeting. The data specialist updates the data report to reflect the adjustments put in place by the team members.
Improving instructional practice in department teams.	Administration, Lead teachers, and teaching staff.	Administration, data specialist, and lead teachers.	Teachers will be able to improve their instructional practice based upon recommendations from informal and formal observations (Danielson framework for teaching and learning) done by administration and colleagues. Departments will review feedback from the quality review and peer quality review. Teaching staff and administration will collaborate together on how to best improve instruction which as a result will improve specific skills students are lacking. As a result the students can	Observation data is recorded on the Teacher Effectiveness Website. Teachers and administrators review the data and look at trends. Teachers within a department conduct peer reviews bi-weekly. The teachers conducting the review conduct a norming session and discuss best practices by making suggestions on how to improve the teachers instruction using the Danielson rubric. Teachers will reflect as a team on the recommendations from the quality review and peer

			<p>meet their academic goals (instructional goals)?</p>	<p>review to determine how to address the recommendations. Teachers will suggest 3 best practice that can be incorporated into their current instructional practice to address the recommendations. Teachers will analyze student work including formative and summative assessments. Teachers will meet with their departments lead teachers to review results from summative assessments using the Data driven instruction model. The lead teacher and data specialist will create a document that captures the data from each summative assessment and notes from the meeting. At the follow up meeting the results from the previous meeting will be reviewed and trends will be analyzed and new goals will be</p>
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Math teacher team.	Assistant principal, Lead math teacher and math teachers.	Assistant principal and lead math teacher.	The teachers will move all the students in the target student population group in the sub- skill identified through examinations of student work. Teachers will engage in collaborative evidence based action cycles.	created. They will design interventions that assist in bridging skill gaps identified through examination of student work. The interventions will be monitored through min-tasks.
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2014-2015 YCD Cohort Teams-

Inquiry Professional Development Plan

ATTACHMENT H1.

Overview:

In the 2014-2015 school year, the administration, teachers, Para professionals, guidance counselors, and parent coordinator, at YCD will meet together every 2nd and 4th Monday of every month in cohort groups (9th, 10th, 11th, and 12th grades) to engage in cycles of inquiry. After choosing a target group of students from their cohorts, these cycles will proceed in the following steps: 1. examine student data at the beginning of the year from data reports prepared by the data specialist to determine which students are struggling with to pass New York State regents exams, credit accumulation, reaching college readiness benchmark, and school- class attendance. 2. determine individual goals for each student, 3. design interventions for the students to meet the goals 4. use the interventions in classes and student meetings. 5. monitor the impact of the interventions, 6. re-assess the target group and direction of the work.

School-Specific Long Term Goal:	Evidence:
By June 2015... teacher teams will assist the target student population group with meeting their short and long term goals. teachers will engage in bi- weekly collaboration to monitor student data and insure students are on track to reach their anticipated goals. Interventions will be set up	Analyzing students goals for the year by using the following data resources. Student data tracker (6 times a year) monitoring student progress in academic classes. Analyze students regents scores and monitor mock regents exams as well as summative assessments.

<p>on an individual bases to assist students who are struggling.</p> <p>Teachers and administrators on the PD planning committee (Corllin Allrich, Jacob Baty, Jamie Beck, Genina Burnett, Stanley Chapman, Charity Graham, Marie Prendergast, Raizy Silberstein, Gretchen Lernihen and Jon Sinovoi) will identify structures to put in place within their teacher teams, create interventions to address the student goals created by the team, enact said interventions and monitor their impact.</p>	<p>Item analysis reports from regents exams, mock regents, and summative assessments.</p> <p>Interventions designed by teachers.</p> <p>Daily attendance and cut reports.</p> <p>Saturday school and after school classes.</p> <p>Agendas created by PD planning team</p>
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Approximate Date	Benchmark Goals:	Evidence:
9/8	Identify target population of 3 students per teacher 15-20 per cohort team.	List of students in target population and any relevant data about each student
9/22	Develop goals short term (midyear) and long term (end of year) for each student using the data reports.	Individual student goals report.
10/13	Discuss strategies and interventions to assist students with meeting their goals. Data tracker 1 is analyzed.	Student meeting is scheduled so mentor teachers can discuss goals with individual students and marking period grades. Meeting notes and logs from student teacher meeting.
10/21	Teacher teams debrief about student meetings. Teachers brainstorm on a successful intervention.	Protocol for intervention. Teachers complete an online survey about different interventions.
11/10	Teachers review marking period 1 grade and schedule another meeting with students from the target group. Each cohort team decides on an intervention to pilot.	Teachers review students short term and long term goals to see if students are on track to meet the goals.
11/24	Teacher teams debrief about meeting and work on the	Calendar of future target student meetings are created.

	intervention plan. Data tracker 2 is analyzed and discussed.	Intervention plan is mapped out with dates and steps.
12/8 and 12/22	Teachers review data tracker 3, attendance for after school and Saturday school. Regents prep classes are set up and discussed. A date for cohort meeting is scheduled.	Teachers work off the data. Complete a form in regards to the update of the intervention plan. Calendar out cohort meeting with in jeopardy students.
1/5 and 1/19	Teachers generate a list of students in the target group missing work and attendance issues. Teachers review projected credit accumulation report.	Student communication with data and goal setting.
2/9	Monitor impact of intervention by analyzing student data such as regents scores, marking period grades for the first term. Short term goals are reviewed and long term goals are adjusted.	Revise the goal setting. Finalize interventions that were successful.
2/23	Target group revised based on goals.	Updated target group and goals.
3/9	Reflect on interventions. Review data tracker 4	Teacher reflection
4/27	Inquiry work marking period 1 grades for term 2. Set up student teacher meeting	Meeting notes and schedule of student teacher meeting. Action plan is created.
5/11	Teachers review marking period 2 grades and debrief about supports students need. Teachers discuss skills students are lacking.	Calendar of meetings, marking period 2 grades, and notes.
6/8	Teachers generate a list of students in the target group missing work and attendance issues. Teachers review	Student communication with data and goal setting.

	projected credit accumulation report.	
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2014-2015 YCD Literacy Professional Development Plan ATTACHMENT H 2.

Overview:

In the 2014-2015 school year, the literacy teachers (science, social studies, ELA, ESL, and SPED) at YCD will meet together every 1st, 3rd, and 5th Monday of every month in cohort groups (9th, 10th, 11th, and 12th grades) to engage in cycles of inquiry. After choosing a target group of students from their cohorts, these cycles will proceed in the following steps: 1. examine student work at the beginning of the year from the NYC Performance Assessments to determine what students are struggling with, 2. determine what skill gaps are most dire, 3. design interventions to close those skill gaps, 4. use the interventions in classes, 5. monitor the impact of the interventions, 6. and re-assess the skill targets and direction of the work. All interventions created will align with Common Core standards and taught in every literacy-based content class so students are exposed to the skill in multiple classes.

School-Specific Long Term Goal:	Evidence:
<p>By June 2015...</p> <p>teacher teams will move each of their target student population groups in the sub-skill identified through examinations of student work.</p> <p>teachers will engage in iterative collaborative evidence based action cycles in each inquiry team in which they will design interventions that to bridge skill gaps identified through examinations of student work, enact those interventions in multiple classes, and monitor the impact of those interventions (mini-tasks) on a target student population.</p> <p>teachers on the PD planning committee (Jacob Baty, Denese James and Sara Ballute) will identify teacher skill gaps within their teacher teams, create interventions to address those skill gaps through PD activities or coaching</p>	<p>Student tracker monitoring progress in sub-skill category</p> <p>Student work and scores from fall and spring NYC Performance Assessment</p> <p>Student work from formative assessments measuring students' progress in sub-skill gap</p> <p>Interventions designed by teachers</p> <p>LITs from classes in which interventions were taught and assessments given</p> <p>Aggregate scores on NYC Performance Assessment (fall and spring) for all students</p> <p>Agendas created by PD planning team</p>

outside of the session, enact said interventions and monitor their impact.	
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Approximate Date	Benchmark Goals:	Evidence:
9/14	Identify target population of five students.	List of students in target population and any relevant data about each student
9/14	Develop/define baseline assessment	Baseline student work
9/14	Define assessment criteria	Norming activity for grading assessment Rubric to assess granular skill
9/14	Administer and assess baseline assessment against that criteria	Assessment of baseline recorded/reported via Student Tracker
10/14	Establish long & short term goals	Articulation of goals, learning progression & high leverage targets
10/14	Design a learning progression	Calendar of meetings and lessons for designing and implementing mini-task
10/14	Identify high leverage skill for students to learn/develop first	Teacher work from student work inquiry protocol
11/14, 12/14	Plan a mini-task/lesson that provides students the opportunity to practice/develop the high leverage skill	Targeted Mini-task/lesson plans
1/15, 2/15	Monitor impact of intervention by studying the resultant student work	Resultant target student work
2/15	Reflect on learning/implications	Teacher reflection
2/15	Surface next learning need	Articulation of next learning target

3/15	Design a learning progression	Calendar of meetings and lessons for designing and implementing mini-task
3/15	Identify high leverage skill for students to learn/develop first	Teacher work from student work inquiry protocol
4/15, 5/15	Plan a mini-task/lesson that provides students the opportunity to practice/develop the high leverage skill	Targeted Mini-task/lesson plans
5/15, 6/15	Monitor impact of intervention by studying the resultant student work	Resultant target student work
6/15	Reflect on learning/implications	Teacher reflection

2014-2015 YCD Mathematics Professional Development Plan ATTACHMENT H3.

Overview:

In the 2014-2015 school year, the math teachers at YCD will meet together every 1st, 3rd, and 5th Monday of every month to engage in cycles of inquiry. After choosing a target group of students from their classes, these cycles will proceed in the following steps: 1. examine student work at the beginning of the year from the NYC Performance Assessments to determine what students are struggling with, 2. determine what skill gaps are most dire, 3. design interventions to close those skill gaps, 4. use the interventions in classes, 5. monitor the impact of the interventions, 6. and re-assess the skill targets and direction of the work. All interventions created will align with Common Core standards.

School-Specific Long Term Goal:	Evidence:
By June 2015... Teachers will move each of their target student population groups in the sub-skill identified through examinations of student work. teachers will engage in iterative collaborative	Student tracker monitoring progress in sub-skill category Student work and scores from fall and spring NYC Performance Assessment Student work from formative assessments measuring students' progress in sub-skill gap

evidence based action cycles as a department in which they will design interventions to bridge skill gaps identified through examinations of student work, enact those interventions in math classes, and monitor the impact of those interventions (mini-tasks) on a target student population. teachers on the PD planning committee (Stan Chapman and Raizy Silberstein) will identify teacher skill gaps within their department, create interventions to address those skill gaps through PD activities or coaching outside of the session, enact said interventions and monitor their impact.	Interventions designed by teachers Aggregate scores on NYC Performance Assessment (fall and spring) for all students Agendas created by PD planning team
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Approximate Date	Benchmark Goals:	Evidence:
9/14	Identify target population of five students.	List of students in target population and any relevant data about each student
9/14	Develop/define baseline assessment	Baseline student work
9/14	Define assessment criteria	Norming activity for grading assessment Rubric to assess granular skill
9/14	Administer and assess baseline assessment against that criteria	Assessment of baseline recorded/reported via Student Tracker
10/14	Establish long & short term goals	Articulation of goals, learning progression & high leverage targets
10/14	Design a learning progression	Calendar of meetings and lessons for designing and implementing mini-task
10/14	Identify high leverage skill for students to learn/develop first	Teacher work from student work inquiry protocol
11/14, 12/14	Plan a mini-task/lesson that provides students the	Targeted Mini-task/lesson plans

	opportunity to practice/develop the high leverage skill	
1/15, 2/15	Monitor impact of intervention by studying the resultant student work	sultant target student work
2/15	Reflect on learning/implications	acher reflection
2/15	Surface next learning need	Articulation of next learning target
3/15	Design a learning progression	Calendar of meetings and lessons for designing and implementing mini-task
3/15	Identify high leverage skill for students to learn/develop first	Teacher work from student work inquiry protocol
4/15, 5/15	Plan a mini-task/lesson that provides students the opportunity to practice/develop the high leverage skill	Targeted Mini-task/lesson plans
5/15, 6/15	Monitor impact of intervention by studying the resultant student work	sultant target student work
6/15	Reflect on learning/implications	acher reflection

HIGH SCHOOL FOR YOUTH AND COMMUNITY DEVELOPMENT**911 Flatbush Ave****Brooklyn, New York 11226****Phone (718) 564-2470 Fax (718) 564-2471****Marie Prendergast, Principal****Stanley Chapman, A.P. Supervision****Pamela Washington, A.P. Instructional Support****2013-2014 Bell Schedule****Monday**

PERIOD	BEGINS	ENDS
1	8:02	8:42
2	8:45	9:25
3	9:28	10:08
4	10:11	10:51
5	10:54	11:34
7	11:37	12:17
6 (Lunch)	12:20	1:08
8	1:11	1:51

Tuesday-Friday

PERIOD	BEGINS	ENDS
1	8:05	8:53
2	8:56	9:44
3	9:47	10:35
4	10:38	11:26
5	11:29	12:17
6 (Lunch)	12:20	1:08
7	1:11	1:59
8	2:02	2:50
9	2:52	3:40

[illegible]

Name	ID	Studentid	ofid	1	2	3	4	5	6	7	8	9	10	11	12	13	14
ANTHONY, RUA		207213760	1C3	HOS22QHW /5 3546 MTWRF GRAHAM	MES32/1 3528 MTWRF NAVEED	PHS11/3 3W58 MTWRF COBB	SLS22QL/2 3530 -T--- ALLRICH	MES22QEA/ 1 3528 MTWRF NAVEED	ZLUN/1 CAFÉ MTWRF	PPS82/4 3W44 MTWRF LANDBERG	EES82/4 3540 MTWRF BECK						
ANTOINE, LOVE MARLY		231538877	3L1	PPS86/99 3W44 MTWRF BURNETT	2 4EB MTWRF MCCABE	MG522/3 4EA MTWRF MUNGAI	HUS22/1 5530 MTWRF BURNETT	SBS22QOB/2 4E3 MTWRF SWERINGE N	ZLUN/1 CAFÉ MTWRF	EES86/2 4528 MTWRF MARSH	ANS22/1 1E5 MTWRF KAMILAR						
ARGILLAGOS, SAMANTHA		207872730	2C2	PPS84/1 3W44 MTWRF BURNETT	HGS43/1 5523 MTWRF COCHRAN	HGS44/1 5523 MTWRF COCHRAN	EES84H/1 3540 MTWRF BECK	MES22QOM /1 4EA MTWRF MUNGAI	ZLUN/1 CAFÉ MTWRF	UAS22/4 4546 MTWRF MASON	SFS22/3 3536 MTWRF PAPERNO						
ARMAND, MAC DARLENE		224746842	4L0	EES89QA/1 3E7 MTWRF DONBECK	PPS88/11 4E20 MTWRF FARKAS	HES11/2 5527 MTWRF LAURICELLA	EES88/2 4E1 MTWRF BANKS	PPS22/1 3540 MTWRF BECK	ZLUN/1 CAFÉ MTWRF	EOS22QCR/ 1 4E1 MTWRF BANKS	MES22QOM /2 4E4 MTWRF MUNGAI						
ARMAND, MAC DARY		226078194	2L2	FSS62/5 4E10 MTWRF ORTIZ	EES84/1 4528 MTWRF MARSH	MES22QOM /3 4EB DORAZIO	HGS43/2 5523 MTWRF COCHRAN	HGS44/2 5523 MTWRF COCHRAN	ZLUN/1 CAFÉ MTWRF	SBS22QOB/3 4E3 MTWRF N	PPS84/5 3W44 MTWRF LANDBERG						
ASHTON, LAHMACK		209675669	1C3	EES82/1 3540 MTWRF BECK	MES32/1 3528 MTWRF NAVEED	HOS22QHW /1 3546 MTWRF GRAHAM	SLS22QL/2 3530 -T--- ALLRICH	MES22QEA/ 1 3528 MTWRF NAVEED	ZLUN/1 CAFÉ MTWRF	PPS82/4 3W44 MTWRF LANDBERG	SFS22/3 3536 MTWRF PAPERNO						

Name	ID	StudentId	ofcI	1	2	3	4	5	6	7	8	9	10	11	12	13	14
ASSING, CHELSEA		205277486	1C3	PPS82/1 3W44 MTWRF JOFFE	EES82/2 3S40 MTWRF BECK	MES32/2 3S28 MTWRF NAVEED	HQS22QHW /2 3S46 MTWRF GRAHAM	ANS32/2 1E5 MTWRF KAMILAR	ZLUN/1 CAFÉ 3S30 --W--	SLS22Q/3 2 3S28 MTWRF NAVEED							
AVENT, TAVIA		204264766	1C2	PPS84/1 3W44 MTWRF BURNETT	EES84/1 4S28 MTWRF MARSH	MES22QDM /3 4E8 MTWRF DORAZIO	HGS43/4 4E8 MTWRF MCCABE	HGS44/4 4E8 MTWRF MCCABE	ZLUN/1 CAFÉ MTWRF	SBS22QB/3 4E3 MTWRF SWERINGE N	UAS2/5 4S46 MTWRF MASON						
BA, NDELLA		274116557	3L1	GMS22/19 3S36 MTWRF PAPERNO	4E1 MTWRF SILBERSTEI N	MRS22/1 1 MRS22QET/ PAPERNO	SES22Q/2 3S36 MTW-F PAPERNO	FSS64/2 4E10 MTWRF ORTIZ	ZLUN/1 CAFÉ MTWRF	HUS22/3 5S30 MTWRF BURNETT	EES86/4 4S28 MTWRF MARSH	PPS86/2 3W44 --W-F JOFFE	PPS86/2 3W44 --W-F JOFFE				
BAILEY, ADRIAN		225094846	4C0	HES11/3 5S27 MTWRF LAURICELLA	1 5S30 MTWRF BURNETT	HSS22QAS/ HUS22/1 5S30 MTWRF BURNETT	EES86/3 4E1 MTWRF BANKS	ZLUN/1 CAFÉ MTWRF	EOS22QCR/ 1 4E1 MTWRF BANKS								
BAKER, JAN		274221738	3C1	MRS11QTA/ 1 4E4 MTWRF MUNGAI	/2 4E3 MTWRF SWERINGE N	PHS11/3 3WS8 MTWRF COBB	HUS22/1 5S30 MTWRF BURNETT	EES86/1 4S28 MTWRF MARSH	ZLUN/1 CAFÉ MTWRF	HP522QGP/ 3 4E8 MTWRF MCCABE	PPS86/5 3W44 MTWRF LANDBERG						
BALOGUN, FARIDAT		204773600	2C2	PPS84/1 3W44 MTWRF BURNETT	/1 4E14 MTWRF CHAPMAN	MGS22/2 4E14 MTWRF CHAPMAN	EES84/2 4S28 MTWRF MARSH	SBS22QB/2 4E3 MTWRF SWERINGE N	ZLUN/1 CAFÉ MTWRF	HGS43/3 5S27 MTWRF LAURICELLA	HGS44/3 5S27 MTWRF LAURICELLA						

Name	ID	Studentid	ofcl	1	2	3	4	5	6	7	8	9	10	11	12	13	14
BLAIR, ASHLEY		208654301	2C2	PPS84/1 3W44 MTWRF BURNETT	FSS62/6 4E10 MTWRF ORTIZ	EES84/3 4E3 MTWRF MARSH	SBS22QB/1 /1 MTWRF N	MES22QOM 4E4 MTWRF MUNGAI	ZLUN/1 CAFÉ MTWRF	HGS43/3 SS27 MTWRF	HGS44/3 SS27 MTWRF	LAURICELLA LAURICELLA					
BLAKE, DONAVAN		274269109	3V1	PPS82/1 3W44 MTWRF JOFFE	HP522QGP/ 2 4E8 MTWRF MCCABE	MG522/3 4E4 MTWRF MUNGAI	ANS22/3 1E5 MTWRF KAMILAR	SBS22QB/2 4E3 MTWRF N	ZLUN/1 CAFÉ MTWRF	EES86/22 4S28 MTWRF HINGPIS	HUS22/44 5S30 MTWRF DORAZIO	PPS86/2 3W44 --W-F JOFFE	PPS86/2 3W44 --W-F JOFFE				
BLISS, CESAR		274991918	3V1	PPS86/99 3W44 MTWRF BURNETT	HP522QGP/ 2 4E8 MTWRF MCCABE	PH511/3 3W58 MTWRF COBB	MRS11QTA/ 2 4E4 MTWRF MUNGAI	SFS22/4 3S36 MTWRF PAPERNO	ZLUN/1 CAFÉ MTWRF	EES86/22 4S28 MTWRF HINGPIS	HUS22/44 5S30 MTWRF DORAZIO						
BOATENG, LEXI		207274531	113	PPS82/1 3W44 MTWRF JOFFE	EES82/2 3S40 MTWRF BECK	HOS22QHW /1 3S46 MTWRF GRAHAM	MES32/3 3S28 MTWRF NAVEED	PFS22/1 3S40 MTWRF BECK	ZLUN/1 CAFÉ MTWRF	MES22QEA/ 3 3S28 MTWRF NAVEED	SLS22QJ/4 3S30 MTWRF ALLRICH						
BOBBITT, ANGEL		203107800	2V2	POS22/2 3W44 M-W-F BURNETT	HGS43/11 5S23 MTWRF DORAZIO	HGS44/11 5S23 MTWRF COCHRAN	MRS11QTA/ 2 4E4 MTWRF MUNGAI	EES86/1 4S28 MTWRF MARSH	ZVS/3 5S44 M-W-F HINGPIS	PPS86/4 3W44 MTWRF LANDBERG	HUS22/44 5S30 MTWRF DORAZIO						

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BOB88ITT, SHOCKUONE		205065485	1V3	PPS82/1	SLS22QL/1	EES82/11	MES32/44	UAS22/3	ZLUN/1	MES22QEA/	HOS22QHW					PTS11QF/1	
				3W44	3S30	3S40	3W58	4S46	CAFÉ	4	3W58	3S46				FBF	
				MTWRF	-TWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF				MTWRF	
				JOFFE	ALLRICH	HINGPIS	BAO	MASON		DORAZIO	GRAHAM					LANDBERG	
BONAPARTE, KENNY		204874358	2C2	PPS84/1	FS562/6	EES84/3	HGS43/4	HGS44/4	ZLUN/1	S8S22QB/3	MES22QOM						
				3W44	4E10	4S28	4E8	4E8	CAFÉ	4E3	/2						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	4E4					
				BURNETT	ORTIZ	MARSH	MCCABE	MCCABE		N	MUNGAI						
BONSU, JEFF		208006726	1C3	EES82/1	UAS22/2	MES32/2	SLS22QL/2	/3	ZLUN/1	PPS82/4	2					PTS11QF/1	
				3S40	4S46	3S28	3S30	3S46	CAFÉ	3W44	3S28					FBF	
				MTWRF	MTWRF	MTWRF	-T---	MTWRF	MTWRF	MTWRF	MTWRF					MTWRF	
				BECK	MASON	NAVEED	ALLRICH	GRAHAM		LANDBERG	NAVEED					LANDBERG	
BORELAND, HAKEEM		271103343	4C0	MRS11QTA/													
				1	HES11/3	FS564/1	EES88/2		EIS22QBY/1								
				4E4	5S27	4E10	4E1		4E1								
				MTWRF	MTWRF	MTWRF	MTWRF		-T-R-								
BOURNE, MICHAEL		225268770	4C0	MRS11QTA/													
				1	PPS88/11	HES11/2	EES88/2		ZLUN/1								
				4E4	4E20	5S27	4E1		CAFÉ								
				MTWRF	MTWRF	MTWRF	MTWRF		MTWRF								
BRADNOCK, CHEVAUGHN		205588312	2C2	PPS84/1	EES84/1	/3	HGS43/4	HGS44/4	ZLUN/1	4E3	ANS22/1						
				3W44	4S28	4E8	4E8	4E8	CAFÉ	MTWRF	1E5						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	SWERINGE	MTWRF						
				BURNETT	MARSH	DORAZIO	MCCABE	MCCABE		N	KAMILAR						

Name	ID	Studentid	ofci	1	2	3	4	5	6	7	8	9	10	11	12	13	14
BRAITHWAITE, SHAVAR	274116359	3C1		SLSZ2/1 3S30 -TWRF ALLRICH		HOS22QHW MES32/4 3S46 MTWRF GRAHAM DORAZIO	SFS22/4 3S36 MTWRF PAPERNO	ZLUN/1 CAFÉ MTWRF	MES22QEA/ 4 EES82/4 3S40 MTWRF BECK								
BRAITHWAITE, KATRESSIA	203108949	4C0		PPS82/1 3W44 MTWRF JOFFE	SLSZ2QL/1 1 3S46 MTWRF GRAHAM DORAZIO	MES32/4 3S36 MTWRF PAPERNO	SFS22/4 3S36 MTWRF PAPERNO	ZLUN/1 CAFÉ MTWRF	MES22QEA/ 4 EES82/4 3S40 MTWRF BECK								
BRAITHWAITE, XAVIER	206026296	3C1		EES86H/2 3E4 MTWRF BAYT	MRS22/3 3E4 MTWRF R	SES22QL/2 3S36 MTWRF PAPERNO	FSS64/2 4E10 MTWRF ORTIZ	ZLUN/1 CAFÉ MTWRF	HPS22QGPF/ 3 HUS22/4 5S30 MTWRF BURNETT	PPS86/2 3W44 --W-F JOFFE	PPS86/2 3W44 --W-F JOFFE						
BRAITHWAITE, TASOI	274989409	3C0		PPS88/1 3W44 MTWRF BURNETT	FSS62/6 4E10 MTWRF ORTIZ	HESI1/2 5S27 MTWRF LAURICELLA MUNGAI	FSS62/3 1E8 MTWRF BATY	EES88X/1 4E14 MTWRF BANKS	EIS22QBV/1 HGS22X/1 5S23 MTWRF COCHRAN								
BRAITHWAITE, NICKARA	269599437	0		HPSS22QGP/ /2 1 4E8 MTWRF MCCABE	ANS22/4 1E5 MTWRF KAMILAR	MRS11QTA/ 2 4E4 MTWRF MUNGAI	PHS11/2 3W58 MTWRF LANDBERG	ZLUN/1 CAFÉ MTWRF	EES86/22 4S28 MTWRF HINGPIS	HUS22/44 5S30 MTWRF DORAZIO							

[illegible]

Name	ID	Studentid	offd	1	2	3	4	5	6	7	8	9	10	11	12	13	14				
BUSHAY, RENALDO	207827221	1V3	SDS22QGW	PPS82/1	SLS22QL/1	ESS82/11	MES32/44	UAS22/3	ZLUN/1	MES22QEA/	HOS22QHW	POS22/1									
				3W44	3S30	3S40	3W58	4S46	CAFÉ	3W58	3S46	3W44									
				MTWRF	M---	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	-TWRF									
				JOFFE	ALLRICH	HINGPIS	BAO	MASON		DORAZIO	GRAHAM	JOFFE									
BUTEAU, DANIEL	207717422	1L1	SLS22/1	4E3	ESS84QN/1	ELS84QN/1	4E3	/1	MES22QDM												
				MTWRF	3E7	3E7	MTWRF	4E4	ZLUN/1	HUS22/3	EE86/4	PPS86/2	PPS86/2								
				SWERINGE	MTWRF	MTWRF	SWERINGE	MTWRF	CAFÉ	5S30	4S28	3W44	3W44								
				N	DONBECK	DONBECK	N	MUNGAI	MTWRF	MTWRF	MTWRF	-W-F	-W-F								
										BURNETT	MARSH	JOFFE	JOFFE								
BYFIELD, JADA	207183344	1C3	SLS22/1	PPS82/1	SLS22QL/1	/1	MES32/3	SFS22/4	ZLUN/1	MES22QEA/											
				3W44	3S30	3S46	3S28	3S36	CAFÉ	3	EE82/4										
				MTWRF	M---	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF										
				JOFFE	ALLRICH	GRAHAM	NAVEED	PAPERNO	MTWRF	NAVEED	BECK										
BYRD, FELICITY	204922330	1C3	SFS22/1	EE82/2	MES32/2	/2	PPS22/1	ZLUN/1	SLS22QL/3	MES22QEA/											
				3S36	3S40	3S28	3S46	3S40	CAFÉ	3S30	3S28										
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	-W-	MTWRF										
				PAPERNO	BECK	NAVEED	GRAHAM	BECK	ALLRICH	NAVEED											
CAILLE, WOODYLYNE	232015826	2L2	PPS84/1	ESS84QN/1	ELS84QN/1	HGS43/2	HGS44/2	SLS22QL/11	SBS22QB/3	MES22QDM											
				3W44	3E7	3E7	5S23	5S23	4E3	4E3	/2										
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF										
				BURNETT	DONBECK	DONBECK	COCHRAN	COCHRAN	N	N											

Name	ID	Studentid	ofcl		1	2	3	4	5	6	7	8	9	10	11	12	13	14
CAMPBELL, TRINTON		268721941	3V1	MAS22S/1 5S44 -T-R- BAO		MES22QQM PHS11/1 /3 3W58 4E8 BURNETT LANDBERG	HGS43/4 4E8 DORAZIO MCCABE	SFS22/4 3S36 PAPERNO	ZLUN/1 CAFÉ MTWRF	EES86/22 4S28 HINGPIS	HUS22/44 5S30 DORAZIO							
CANNING COPELAN, NAOMI		204201669	2V2	SLS22/1 3S30 -TWRF ALLRICH	POS22/2 3W44 M-W-F BURNETT	HGS43/11 5S23 MTWRF DORAZIO	HGS44/11 5S23 MTWRF COCHRAN	EES84/33 4S28 MTWRF HINGPIS	ANS22/2 1E5 MTWRF KAMILAR	ZLUN/1 CAFÉ MTWRF	SBS22QB/3 4E3 MTWRF SWERINGE N BAO	MES22QQM /22 4E4 MTWRF						
CARMEN, SARAH		204688154	1V3	PPS82/1 3W44 MTWRF JOFFE	SLS22QL/1 3S30 M---- ALLRICH	EES82/11 3S40 MTWRF HINGPIS	MES32/44 3W58 MTWRF BAO	SFS22/4 3S36 MTWRF PAPERNO	ZLUN/1 CAFÉ MTWRF	MES22QEAF HQS22QHWW 4 /4								
CELIUS, FALONNE		220703565	3I0	ESS88QA/1 3E7 MTWRF DONBECK	HPSS22QGPF HSS22QAS/ 2 4E8 MTWRF MCCABE	1 5S30 MTWRF BURNETT	HES11/1 5S27 MTWRF LAURICELLA N	SBS22QB/2 4E3 MTWRF SWERINGE	ZLUN/1 CAFÉ MTWRF	EQS22QCR/ 1 4E1 MTWRF BANKS	HUS22/4 5S30 MTWRF BURNETT							
CHANDLER, KEVIN		233689751	4C0	EES88/1 4E4 MTWRF BANKS							SLS22/4 3S30 MTWR- ALLRICH							
CHAVEZ, SABRINA		208049874	1C3	SFS22/1 3S36 MTWRF PAPERNO	UAS22/2 4S46 MTWRF MASON	EES82/3 3S40 MTWRF BECK	MES32/3 3S28 MTWRF NAVEED	HQS22QHWW /3 3S46 GRAHAM	ZLUN/1 CAFÉ MTWRF	MES22QEAF 3 3S28 MTWRF NAVEED	SLS22QL/4 3S30 ----F ALLRICH							

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CLIFF, JONMARIO	274114016 4V0			EE588/11	HE511/2	2	MRS11QTA/	ZYS/3	1	EQ522QCR/	PP588/5	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2						
				4E4	5S27			4E4										5S44	4E1	3W44			
				MTWRF	MTWRF	MTWRF	MTWRF	M-W-F	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF				
				HINGPIS	LAURICELLA	MUNGAI	HINGPIS	BANKS	LANDBERG														
				SES22/1																			
				3S36																			
				M-WRF																			
				PAPERNO																			
				PP586/1	SES22QU/1	PP588/22	2	EE586/1	ZLUN/1	HUS22/3	SFS22/3	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2			
				3W44	3S36	4E20		4E4	4S28	CAFÉ	5S30	3S36	3W44	3W44	3W44	3W44	3W44	3W44	3W44	3W44			
				MTWRF	-T---	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF			
				JOFFE	PAPERNO	LANDBERG	MUNGAI	MARSH	BURNETT	PAPERNO													
COAKLEY, KAMRON	204064406	0		SC522/2																			
				3S30																			
				MT-RF																			
				ALLRICH																			
				FSS62/5	/1	MG522/2	EE584H/1	SC522QU/2	GL522/1	HGS43/3	HGS44/3	PP586/3	PP586/3	PP586/3	PP586/3	PP586/3	PP586/3	PP586/3	PP586/3				
				4E10	4E14	4E14	3S40	3S30	4E1	5S27	5S27	3W44	3W44	3W44	3W44	3W44	3W44	3W44	3W44				
				MTWRF	MTWRF	MTWRF	MTWRF	-W-	M-W-F	MTWRF	MTWRF	-T-R-	-T-R-	-T-R-	-T-R-	-T-R-	-T-R-	-T-R-	-T-R-				
				ORTIZ	CHAPMAN	CHAPMAN	BECK	ALLRICH	BANKS	LAURICELLA	LAURICELLA	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE				
				MG522QPG																			
				EE588/11	HE511/2	2	MRS11QTA/	SFS22/4	ZLUN/1														
				4E4	5S27			4E4	3S36	CAFÉ	MTWRF												
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF			
HINGPIS	LAURICELLA	MUNGAI	PAPERNO																				
COLLIER, DERRICK	269303616 4V0			MG522QPG	/1	MG522/2	EE584H/1	SFS22/4	ZLUN/1	HGS43/3	HGS44/3	PP584/3	PP584/3	PP584/3	PP584/3	PP584/3	PP584/3						
				4E14	4E14	3S40	3S36	CAFÉ	5S27	5S27	3W44	3W44	3W44	3W44	3W44	3W44	3W44	3W44					
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF				
				CHAPMAN	CHAPMAN	BECK	PAPERNO		LAURICELLA	LAURICELLA	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE				
				PP586/1	SES22QU/1	PP588/22	2	EE586/1	ZLUN/1	HUS22/3	SFS22/3	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2				
				4E4	4E14	4E20		4E4	4S28	CAFÉ	5S30	3S36	3W44	3W44	3W44	3W44	3W44	3W44	3W44				
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF				
				CHAPMAN	CHAPMAN	BECK	PAPERNO		LAURICELLA	LAURICELLA	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE			
				COOMBS, LETTECIA	274459809 2C2			PP586/1	SES22QU/1	PP588/22	2	EE586/1	ZLUN/1	HUS22/3	SFS22/3	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2		
								4E4	4E14	4E20		4E4	4S28	CAFÉ	5S30	3S36	3W44	3W44	3W44	3W44	3W44	3W44	3W44
								MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF
								HINGPIS	HINGPIS	BURNETT	LAURICELLA												
PP586/1	SES22QU/1	PP588/22	2					EE586/1	ZLUN/1	HUS22/3	SFS22/3	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2				
4E4	4E14	4E20						4E4	4S28	CAFÉ	5S30	3S36	3W44	3W44	3W44	3W44	3W44	3W44	3W44				
MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF								
MCCABE	HINGPIS	BURNETT	LAURICELLA																				
COULIBALY, OUMAR	268624665 4V0			PP586/1	SES22QU/1	PP588/22	2	EE586/1	ZLUN/1	HUS22/3	SFS22/3	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2	PP584/2						
				4E4	4E14	4E20		4E4	4S28	CAFÉ	5S30	3S36	3W44	3W44	3W44	3W44	3W44	3W44	3W44				
MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF							
MCCABE	HINGPIS	BURNETT	LAURICELLA																				

Name	ID	StudentID	ofc	1	2	3	4	5	6	7	8	9	10	11	12	13	14
ELLIS, BRANDY	206847832 3C1	MRS22/1	1	EE586H/2	4E1	4E1	FSS62/3	HUS22/2	GLS22/1	PYS22/1	SFS22/3						
				4E14	MTWRF	MTWRF	1E8	SS30	4E1	4S44	3S36						
				MTWRF	SILBERSTEI	SILBERSTEI	MTWRF	MTWRF	M-W-F	M-W-F	MTWRF						
				BATY	N	N	BRITTON	BURNETT	BANKS	JOFFE	PAPERNO						
EMIGDIO RAMOS, DAISY	268722303 4V0	MRS11QTA/	1	PPS86/11	HES11/2	GMS22/3	EE586X/1	ZY5/3		SBS22QB/3	MES22QGM						
				4E4	4E20	5S27	4S28	4E14	5S44	4E3	/2	UVS11/1					
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	M-W-F	MTWRF	4E4	4S46					
				MUNGAI	FARKAS	LAURICELLA	MARSH	BATY	HINGPIS	N	MUNGAI	MASON					
ESTEVE, MICHELENE	233877455 2L2	PPS84/1	3E7	ESS84QN/1	ELS84QN/1	HGS43/2	HGS44/2	ZLUN/1	CAFÉ	MTWRF	SWERINGE	MTWRF					
				3W44	3E7	5S23	5S23	CAFÉ	MTWRF	MTWRF	MTWRF	-TW-R-					
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	N	MUNGAI	MASON					
				BURNETT	DONBECK	DONBECK	COCHRAN	COCHRAN									
ETIENNE, BASTIEN	226402311 4L0	ESS880A/1	3E7	MTWRF	MTWRF	MTWRF	MTWRF	ZLUN/1	CAFÉ	4E1							
				DONBECK				CAFÉ	MTWRF	MTWRF							
FARROW, ZARIAH	204125959 2C2	MGS22OPG	1	UAS22/1	/1	MGS22/2	EE584/2	4E3	ZLUN/1	HGS43/3	HGS44/3	PPS86/2	PPS86/2				
				4S46	4E14	4E14	4S28	MTWRF	CAFÉ	5S27	5S27	3W44	3W44				
				MTWRF	MTWRF	MTWRF	MTWRF	SWERINGE	MTWRF	MTWRF	MTWRF	--W-F	--W-F				
				MASON	CHAPMAN	CHAPMAN	MARSH	N		LAURICELLA	LAURICELLA	JOFFE	JOFFE				
FERGUSON, AALIYAH	220012363 2C2	MGS22OPG	1	FSS62/5	/1	MGS22/2	EE584H/1	SFS22/4	ZLUN/1	HGS43/3	HGS44/3	PPS84/3	PPS84/3				
				4E10	4E14	4E14	3S40	3S36	CAFÉ	5S27	5S27	3W44	3W44				
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	-T-R-	-T-R-				
				ORTIZ	CHAPMAN	CHAPMAN	BECK	PAPERNO		LAURICELLA	LAURICELLA	JOFFE	JOFFE				

[illegible]

Name	ID	Studentid	ofc		1	2	3	4	5	6	7	8	9	10	11	12	13	14
FONITUS, EVENS		202991253	ZL2		PPS84/1 3W44 MTWRF BURNETT	ESS84QN/1 3E7 MTWRF DONBECK	ELS84QNL/1 3E7 MTWRF DONBECK	HGS43/2 SSZ3 MTWRF COCHRAN	HGS44/2 SSZ3 MTWRF COCHRAN	ZLUN/1 CAFÉ MTWRF	SBS2ZQB/3 MES2ZQDM 4E3 MTWRF SWERINGE N	/2 4E4 MTWRF MUNGAI	PPS88/2 3W44 -W-F JOFFE	PPS88/2 3W44 -W-F JOFFE				
FONITUS, EVENS		202991253	ZL2								SLS22/4 3S30 MTWR- ALLRICH							
FOSTER SIMPRINS, SIANNV		208225045	1C3		HOS22QHW /5 3S46 MTWRF GRAHAM	UAS22/2 4S46 MTWRF MASON	EES82/3 3S40 MTWRF BECK	MES32/3 3S28 MTWRF NAVEED	ANS22/2 1E5 KAMILAR	ZLUN/1 CAFÉ MTWRF	MES22QEN/ 3 3S28 MTWRF NAVEED	SLS22QU/4 3S30 ----F ALLRICH						
FOSTER SIMPRINS, SIANNV		208225045	1C3															
FRANCIS, DARION		202512042	3CI		SDS22QGW /1 4E3 MTWRF SWERINGE N	PHS11/1 3WS8 MTWRF LANDBERG	MGS22/3 4E4 MTWRF MUNGAI	SES22QL/2 3S36 --R- PAPERNO	EES86/1 4S28 MTWRF MARSH	ZLUN/1 CAFÉ MTWRF	HUS22/3 5S30 MTWRF BURNETT	PPS86/5 3W44 MTWRF LANDBERG						
FRANCIS, DARION		202512042	3CI															
FRANCIS, DARION		202512042	3CI		MAS22S/1 SS44 -T-R- BAO													
FREDERICK, LEMANA		274823582	2V2		PQS22/2 3W44 M-W-F BURNETT	HGS43/1 SSZ3 MTWRF DORAZIO	HGS44/1 SSZ3 MTWRF COCHRAN	EES84/3 4S28 MTWRF HINGPIS	ANS22/2 1E5 KAMILAR	ZLUN/1 CAFÉ MTWRF	SBS2ZQB/3 MES2ZQDM 4E3 MTWRF SWERINGE N	/22 4E4 MTWRF BAO	UVS11/1 4S46 -TW- MASON					

[illegible]

[illegible]

Name	ID	Studentid	ofcl	1	2	3	4	5	6	7	8	9	10	11	12	13	14
GRANT, JAVAUUGHN	205841281 3C1	205841281 3C1	SCS22/1	1	2	3	4	5	6	7	8	9	10	11	12	13	14
			3S30														
			M-WRF														
			ALLRICH														
			MRS22/1	1	2	3	4	5	6	7	8	9	10	11	12	13	14
			SCS22Q/1	4E1	4E1	HUS22/1	EES86/1	ZLUN/1	FSS64/3	/1	PPS86/2	PPS86/2					
			3S30	MTWRF	MTWRF	5S30	4S28	CAFÉ	4E10	5S23	3W44	3W44					
			-T---	SILBERSTEI	SILBERSTEI	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	-W-F	-W-F					
			ALLRICH	N	N	BURNETT	MARSH		ORTIZ	COCHRAN	JOFFE	JOFFE					
			SCS22/1														
			3S30														
			M-WRF														
			ALLRICH														
GRANT, SHEVAUGHN	205840606 2C2	205840606 2C2	MG522QPG														
			SCS22Q/1	/1	MG522/2	HGS43/2	HGS44/2	ZLUN/1	PPS84/6	ANS22/1	FSS62/1						
			3S30	4E14	4E14	5S23	5S23	CAFÉ	3W44	1E5	1E8						
			-T---	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	-TWRF						
			ALLRICH	CHAPMAN	CHAPMAN	COCHRAN	COCHRAN		LANDBERG	KAMILAR	BRITTON						
			SCS22Q/1	/1	MG522/2	HGS43/2	HGS44/2	ZLUN/1	PPS84/6	ANS22/1	FSS62/1						
			3S30	4E14	4E14	5S23	5S23	CAFÉ	3W44	1E5	1E8						
			-T---	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	-TWRF						
			ALLRICH	CHAPMAN	CHAPMAN	COCHRAN	COCHRAN		LANDBERG	KAMILAR	BRITTON						
			MG522QPG														
			SCS22Q/1	/1	MG522/2	HGS43/2	HGS44/2	ZLUN/1	PPS84/6	ANS22/1	FSS62/1						
			3S30	4E14	4E14	5S23	5S23	CAFÉ	3W44	1E5	1E8						
			-T---	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	-TWRF						
			ALLRICH	CHAPMAN	CHAPMAN	COCHRAN	COCHRAN		LANDBERG	KAMILAR	BRITTON						
GRAVENHISE, CLAYTON	268095247 3C0	268095247 3C0	SFS22/1	HES11/3	1	EES88/2		ZLUN/1	EOS22QCR/								
			3S36	5S27	5S30	4E1		CAFÉ	1								
			MTWRF	MTWRF	MTWRF	MTWRF		MTWRF	4E1								
			PAPERNO	LAURICELLA	BURNETT	BANKS			BANKS								
			SFS22/1	HES11/3	1	EES88/2		ZLUN/1	EOS22QCR/								
			3S36	5S27	5S30	4E1		CAFÉ	1								
			MTWRF	MTWRF	MTWRF	MTWRF		MTWRF	4E1								
			PAPERNO	LAURICELLA	BURNETT	BANKS			BANKS								
			SFS22/1	HES11/3	1	EES88/2		ZLUN/1	EOS22QCR/								
			3S36	5S27	5S30	4E1		CAFÉ	1								
			MTWRF	MTWRF	MTWRF	MTWRF		MTWRF	4E1								
			PAPERNO	LAURICELLA	BURNETT	BANKS			BANKS								
			SFS22/1	HES11/3	1	EES88/2		ZLUN/1	EOS22QCR/								
			3S36	5S27	5S30	4E1		CAFÉ	1								
			MTWRF	MTWRF	MTWRF	MTWRF		MTWRF	4E1								
			PAPERNO	LAURICELLA	BURNETT	BANKS			BANKS								
GRAVENHISE, KEON	203278775 3C1	203278775 3C1	SOS22QGW														
			/1	HP522QGP/	PHS11/3	2	MRS11QTA/	SBS22QB/2	SLS22Q/11								
			4E3	2	PHS11/3	2	MRS11QTA/	SBS22QB/2	SLS22Q/11								
			MTWRF	4E8	3W58	4E4	MTWRF	MTWRF	HUS22/3	EES86/4							
			SWERINGE	MTWRF	MTWRF	MTWRF	SWERINGE	SWERINGE	MTWRF	4S28							
			N	MCCABE	COBB	MUNGAI	N	N	BURNETT	MARSH							
			SOS22QGW														
			/1	HP522QGP/	PHS11/3	2	MRS11QTA/	SBS22QB/2	SLS22Q/11								
			4E3	2	PHS11/3	2	MRS11QTA/	SBS22QB/2	SLS22Q/11								
			MTWRF	4E8	3W58	4E4	MTWRF	MTWRF	HUS22/3	EES86/4							
			SWERINGE	MTWRF	MTWRF	MTWRF	SWERINGE	SWERINGE	MTWRF	4S28							
			N	MCCABE	COBB	MUNGAI	N	N	BURNETT	MARSH							
			SOS22QGW														
			/1	HP522QGP/	PHS11/3	2	MRS11QTA/	SBS22QB/2	SLS22Q/11								
			4E3	2	PHS11/3	2	MRS11QTA/	SBS22QB/2	SLS22Q/11								
			MTWRF	4E8	3W58	4E4	MTWRF	MTWRF	HUS22/3	EES86/4							
			SWERINGE	MTWRF	MTWRF	MTWRF	SWERINGE	SWERINGE	MTWRF	4S28							
			N	MCCABE	COBB	MUNGAI	N	N	BURNETT	MARSH							
GRAY, TULEX	207776956 1C3	207776956 1C3	PPS82/1	EES82/2	PHS11/3	MES32/3	/3	ZLUN/1	MES22QEA/								
			3W44	3S40	3W58	3S28	3S46	CAFÉ	3	SLS22Q/4							
			MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	3S30							
			MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	3S30							
			JOFFE	BECK	COBB	NAVEED	GRAHAM		NAVEED	ALLRICH							
			PPS82/1	EES82/2	PHS11/3	MES32/3	/3	ZLUN/1	MES22QEA/								
			3W44	3S40	3W58	3S28	3S46	CAFÉ	3	SLS22Q/4							
			MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	3S30							
			MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	3S30							
			JOFFE	BECK	COBB	NAVEED	GRAHAM		NAVEED	ALLRICH							
			PPS82/1	EES82/2	PHS11/3	MES32/3	/3	ZLUN/1	MES22QEA/								
			3W44	3S40	3W58	3S28	3S46	CAFÉ	3	SLS22Q/4							
			MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	3S30							
			MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	3S30							
			JOFFE	BECK	COBB	NAVEED	GRAHAM		NAVEED	ALLRICH							

PTS11QF/1
FBF
MTWRF
LANDBERG

Name	ID	Studentid	ofc	1	2	3	4	5	6	7	8	9	10	11	12	13	14
GREENE, DOMTE	206228983	2V2		HGS43/11	HGS44/11	EE584/33	4E3	SS22QB/2	ZLUN/1	PP584/6	/22						
				SS23	SS23	4S28	MTWRF	CAFE	MTWRF	3W44	4E4						
				MTWRF	MTWRF	MTWRF	SWERINGE	MTWRF	MTWRF	MTWRF	MTWRF						
				DORAZIO	COCHRAN	HINGPIS	N			LANDBERG	BAO						
GREENIDGE, KATHLEEN	205044431	1V2		PP584/1		EE584/33		ZLUN/1		MES22QQM							
				3W44		4S28		CAFE		/22							
				MTWRF		MTWRF		MTWRF		4E4							
				BURNETT		HINGPIS				MTWRF							
GRULLON GOMEZ, JUAN D	228741286	3U0		ESS88QA/1	2	1	4E3	SS22QB/1	MES22QQM	EOS22QCR/							
				3E7	4E8	SS30	MTWRF	4E4	ZLUN/1	1	PP588/5						
				MTWRF	MTWRF	MTWRF	SWERINGE	MTWRF	MTWRF	4E1	3W44						
				DONBECK	MCCABE	BURNETT	N		BANKS	MTWRF	MTWRF						
GUMBIS, ASATTIA	270956717	4C0		SDS22QGW													
				/1	HP522QGP/					EGS22QCR/							
				4E3	2	GMS22/8	HE511/1	EE588/3	ZLUN/1	1	UAS22/5						
				MTWRF	4E8	3S40	SS27	4E1	CAFE	4E1	4S46						
GWYN, DAQUAN	221644917	4C0		SWERINGE	MTWRF	MTWRF	LAURICELLA	BANKS	MTWRF	MTWRF	MTWRF						
				N	MCCABE	BECK				BANKS	MAISON						
							HE511/1	EE588/3	ZLUN/1								
							SS27	4E1	CAFE								
HAMILTON, DAMONE	208862557	2C1		SDS22QGW													
				/1	PH511/1	MGS22/3	FSS62/3	EE586/1	GLS22/1	HUS22/3	/1	POS22/1	GMS22/15				
				4E3	3WS8	4E4	1E8	4S28	4E1	SS30	5S23	3W44	5S23				
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	M-W-F	MTWRF	MTWRF	-TWRF	-TWRF				
HARP, BRIANA	274148709	3V1		SDS22QGW													
				/1	HP522QGP/												
				4E3	2	FSS62/4	HUS22/1	EE586/1	ZY5/1	MGS22/1	PP586/5						
				MTWRF	4E8	1E8	SS30	4S28	5S44	4E4	3W44						

Name	ID	Studentid	ofcl	1	2	3	4	5	6	7	8	9	10	11	12	13	14
HARPER, ROBERT	231239435	4C0		SDS22QGW													
				/1	MRS22/1												
				4E3	4E1	PHS11/3	HES11/1	EES88X/1	ZLUN/1	HGS22X/1	FSS66/1	PPS88/2	PPS88/2				
				MTWRF	MTWRF	3WS8	5S27	4E14	CAFÉ	5S23	1E8	3W44	3W44				
				SWERINGE	SILBERSTEI	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	--W-F	--W-F				
				N	N	COBB	LAURICELLA	BATY		COCHRAN	BRITTON	JOFFE	JOFFE				
				SES22/1													
				3S36													
				M-WRF													
HARRIS, TYREEK	205737430	3C1		SDS22QGW	PAPERNO												
				/1		MRS11Q1A/											
				4E3	SES22Q/1	FSS64/1	2	PPS22/1	ZLUN/1	EES86/22	HUS22/44						
				MTWRF	3S36	4E10	4E4	3S40	CAFÉ	4S28	5S30						
				SWERINGE	-T---	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF						
				N	PAPERNO	ORTIZ	MUNGAI	BECK		HINGPIS	DORAZIO						
				SES22/2													
				3S36													
				MTW-F													
HARRISON, TARIQ	200060697	3C1		MRS22/1		MRS22QET/	PAPERNO										
				EES86H/2	4E1	4E1	SES22Q/2	HUS22/2	ZLUN/1	FSS64/3	/1	PPS86/2	PPS86/2				
				4E14	MTWRF	MTWRF	3S36	5S30	CAFÉ	4E10	5S23	3W44	3W44				
				MTWRF	SILBERSTEI	SILBERSTEI	---R-	MTWRF	MTWRF	MTWRF	MTWRF	--W-F	--W-F				
				BATY	N	N	PAPERNO	BURNETT		ORTIZ	COCHRAN	JOFFE	JOFFE				
HARVEY, MALIK	208044768	1C3		PPS82/1	EES82/2	HQS22QHW											
				3W44	3S40	3S46	MES32/3	SFS22/4	ZLUN/1	3	SLS22Q/4						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF						
				JOFFE	BECK	GRAHAM	NAVEED	PAPERNO		NAVEED	ALLRICH						

Name	ID	Studentid	orid	1	2	3	4	5	6	7	8	9	10	11	12	13	14
HERMONSTYNE, TATYANA		209400084	1C3	SLS22/1 3530 -TWRF ALLRICH	HQS22QHW /1 SLS22Q/1 3530 M---	MES32/3 3528 MTWRF GRAHAM	SFS22/4 3536 PAPERNO	ZLUN/1 CAFÉ MTWRF	MES22QEA/ 3 3528 MTWRF NAVEED BECK	EES82/4 3540 MTWRF							
HERNANDEZ, JUAN		205720592	1C3	PPS82/1 3W44 MTWRF JOFFE	EES82/2 3540 3528 MTWRF BECK	MES32/2 /2 3546 MTWRF GRAHAM	PF522/1 3540 MTWRF BECK	ZLUN/1 CAFÉ MTWRF	SLS22Q/3 2 3530 -W-- ALLRICH	MES22QEA/ 2 3528 MTWRF NAVEED							
HERRING, KEAH		230736431	3C1	SCS22/1 3530 M-WRF ALLRICH	MG522QPG /1 4E14 MTWRF CHAPMAN	HUS22/1 5530 MTWRF BURNETT	FSS64/2 4E10 MTWRF ORTIZ	ZLUN/1 CAFÉ MTWRF	EES86/22 4528 MTWRF HINGPIS	PPS86/5 3W44 MTWRF LANDBERG							
HICKLING, TESHIA		274098193	3V1	SCS22Q/1 /1 4E14 MTWRF ALLRICH	MG522QPG /1 4E14 MTWRF CHAPMAN	HUS22/1 5530 MTWRF BURNETT	FSS64/2 4E10 MTWRF ORTIZ	ZLUN/1 CAFÉ MTWRF	EES86/22 4528 MTWRF HINGPIS	PPS86/5 3W44 MTWRF LANDBERG							
HOLVEY, RAVEN		207857036	2C2	FSS62/5 4E10 MTWRF ORTIZ	MG522QPG /1 4E14 MTWRF CHAPMAN	EES84/2 4528 MTWRF MARSH	SB522Q8/2 4E3 MTWRF N	ZLUN/1 CAFÉ MTWRF	HGS43/3 5527 MTWRF LAURICELLA	HGS44/3 5527 MTWRF LAURICELLA	PPS84/3 3W44 -T-R- JOFFE	PPS84/3 3W44 -T-R- JOFFE					

[illegible]

Name	ID	Studentid	ofc	1	2	3	4	5	6	7	8	9	10	11	12	13	14
JALLOH, SAYLU		233278001	3L1	ESS88QA/1 4E1 MTWRF SILBERSTEI DONBECK N	MRS22/1 4E1 MTWRF SILBERSTEI N	MRS22QET/ HUS22/1 5S30 MTWRF BURNETT N	SCS22/2 3S30 MT-RF ALLRICH	SCS22QJ/2 ZLUN/1 CAFÉ MTWRF -W- ALLRICH	HP522QGP/ 3 4E8 MTWRF MCCABE	EES86/4 4S28 MTWRF MARSH	PPS86/2 3W44 -W-F JOFFE	PPS86/2 3W44 -W-F JOFFE					
JALLOH, WURIE		233278019	3L1	ESS88QA/1 4E3 MTWRF SILBERSTEI DONBECK N	FSS62/4 1E8 MTWRF BRITTON N	HUS22/1 5S30 MTWRF BURNETT N	SBS22QB/2 4E3 MTWRF SILBERSTEI N	ZLUN/1 CAFÉ MTWRF	3 4E8 MTWRF MCCABE	/2 4E4 MTWRF MUNGAI	PPS86/2 3W44 -W-F JOFFE	PPS86/2 3W44 -W-F JOFFE					
JAMES, DURRELL		203220066	3V1	SFS22/1 3S36 MTWRF PAPERNO N	PPS88/22 4E20 MTWRF LANDBERG N	MRS11QTA/ 2 4E4 MTWRF MUNGAI N	SBS22QB/2 4E3 MTWRF SILBERSTEI N	ZYS/3 5S44 M-W-F HINGPIS	EES86/22 4S28 MTWRF HINGPIS	HUS22/44 5S30 MTWRF DORAZIO							
JAMES, FRANK		205759970	2C2	ESS84/1 4S28 MTWRF SWERINGE N	PHS11/3 3W58 MTWRF COBB N	HGS43/2 5S23 MTWRF COCHRAN N	HGS44/2 5S23 MTWRF COCHRAN N	ZLUN/1 CAFÉ MTWRF	MGS22/1 4E4 MTWRF MUNGAI	PPS84/5 3W44 MTWRF LANDBERG							
JARRETT, NADIA		206766354	1C3	HQS22QHW /5 3S46 MTWRF GRAHAM N	UAS22/2 4S46 MTWRF MASON N	EES82/3 3S28 MTWRF NAVEED N	MES32/3 3S40 MTWRF BECK N	PFS22/1 ZLUN/1 CAFÉ MTWRF	3 3S28 MTWRF NAVEED	MES22QEA/ SLS22QJ/4 3S30 MTWRF ALLRICH							

[illegible]

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Name	ID	Studentid	ofc	1	2	3	4	5	6	7	8	9	10	11	12	13	14
KING, LAMAL		271187742	4C0		PPS88/22 4E20 MTWRF LANDBERG	HES11/1 5S27 MTWRF LAURICELLA	EES88/3 4E1 MTWRF BANKS	ZLUN/1 CAFÉ MTWRF									
KITT, MIKAYLA		216287326	1C3		PPS82/1 3W44 MTWRF JOFFE	EES82/2 3S40 MTWRF BECK	HQS22QHW /1 3S46 MTWRF GRAHAM	MES32/3 3S28 MTWRF NAVEED	SFS22/4 3S36 MTWRF PAPERNO	ZLUN/1 CAFÉ MTWRF	MES22QEA/ 3 3S28 MTWRF NAVEED	SLS22/4 3S30 MTWR- ALLRICH					
LA FORCE, TAMIKA		204702526	4C0		MRS11QTN/ 1 4E4 MTWRF MUNGAI	/2 4E3 MTWRF SWERINGE N	HES11/2 5S27 MTWRF LAURICELLA	GMS22/3 4S28 MTWRF MARSH	EES88/3 4E1 MTWRF BANKS	ZLUN/1 CAFÉ MTWRF	PPS88/4 3W44 MTWRF LANDBERG						
LAING, DAMARI		205184575	2V2		PPS84/1 3W44 MTWRF BURNETT	HGS43/11 5S23 MTWRF DORAZIO	HGS44/11 5S23 MTWRF COCHRAN	EES84/33 4S28 MTWRF HINGPIS	ANS22/2 1E5 MTWRF KAMILAR	ZLUN/1 CAFÉ MTWRF	SBS22QB/3 4E3 MTWRF SWERINGE N	MES22QOM /22 4E4 MTWRF BAO					
LAROSILIERE, SARA		232206276	3C1		EES86H/2 4E14 MTWRF BATY	MRS22/1 4E1 MTWRF N	1 4E1 MTWRF N	SES22QL/2 3S36 ---R- PAPERNO	FSS64/2 4E10 MTWRF ORTIZ	GLS22/1 4E1 M-W-F BANKS	HUS22/3 5S30 MTWRF BURNETT	HRS22QHM /1 5S23 MTWRF COCHRAN	PPS86/3 3W44 -T-R- JOFFE	PPS86/3 3W44 -T-R- JOFFE			

Name	ID	Studentid	ofc	1	2	3	4	5	6	7	8	9	10	11	12	13	14
LAUREANO, NICHOLAS	206538456 2C2	SCS22/1 3S30 M-WRF ALLRICH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
LAWES, OMARI	205760044 4C0	1 4E4 MTWRF MUNGAI	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
LEE, MAKAYLA	215960758 2C2	SPS22/1 4N32 MTWRF BYERS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
LEE, MARK	274097922 4C0	SLS22/1 3S30 -TWRF ALLRICH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
LEMONS, JAVONE	203078647 1V3	SCS22/1 3S30 M-WRF ALLRICH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	

Name	ID	Studentid	ofcl	1	2	3	4	5	6	7	8	9	10	11	12	13	14
LEWIS, DONTE		204833925	2C2	SFS22/1 3S36 MTWRF PAPERNO	FSS62/6 4E10 MTWRF ORTIZ	EES84/3 4S28 MTWRF MARSH	HGS43/2 SS23 MTWRF COCHRAN	HGS44/2 SS23 CAFE MTWRF	ZLUN/1 PPS84/6 3W44 MTWRF	MES22QOM /2 4E4 MTWRF	PPS86/2 3W44 --W-F JOFFE	PPS86/2 3W44 --W-F JOFFE					
LEWIS, SEAN		269528634	2C1	FSS62/5 4E10 MTWRF ORTIZ	HGS43/1 SS23 MTWRF COCHRAN	HGS44/1 SS23 MTWRF COCHRAN	SB522QB/1 4E3 MTWRF SWERINGE N	HUS22/2 SS30 MTWRF BURNETT	ZLUN/1 CAFE MTWRF	EES86/2 4S28 MTWRF MARSH	MES22QOM /2 4E4 MTWRF MUNGAI	PPS86/2 3W44 --W-F JOFFE	PPS86/2 3W44 --W-F JOFFE				
LEWIS, SHANTAE		206914954	1V2	POS22/2 3W44 M-W-F BURNETT	HGS43/11 SS23 MTWRF DORAZIO	HGS44/11 SS23 MTWRF COCHRAN	EES84/33 4S28 MTWRF HINGPIS	SB522QB/2 4E3 MTWRF SWERINGE N	SLS22QI/11 4E3 MTWRF SWERINGE N	PPS84/6 3W44 MTWRF LANDBERG	MES22QOM /22 4E4 MTWRF BAO	PPS86/3 3W44 -T-R- JOFFE	PPS86/3 3W44 -T-R- JOFFE				
LEWIS, ZALIKE		275131852	3C1	PPS86/1 3W44 MTWRF JOFFE	HGS43/1 SS23 MTWRF COCHRAN	HGS44/1 SS23 MTWRF COCHRAN	MRS11QTA/ 2 4E4 MTWRF MUNGAI	EES86/1 4S28 MTWRF MARSH	ZLUN/1 CAFE MTWRF	FSS64/3 4E10 MTWRF ORTIZ	HUS22/4 SS30 MTWRF BURNETT	PPS86/3 3W44 -T-R- JOFFE	PPS86/3 3W44 -T-R- JOFFE				
LEWISPRESCOD, ROMIL		203136254	2C1	MRS11QTA/ 1 4E4 MTWRF MUNGAI	4E3 MTWRF SWERINGE N	PHS11/3 3WS8 MTWRF COBB	HGS43/4 4E8 MTWRF MCCABE	HGS44/4 4E8 MTWRF MCCABE	ZLUN/1 CAFE MTWRF	EES86/2 4S28 MTWRF MARSH	HUS22/4 SS30 MTWRF BURNETT	PPS86/3 3W44 -T-R- JOFFE	PPS86/3 3W44 -T-R- JOFFE				
LIVERPOOL, JAIRZINHO		204845911	4C0	MRS11QTA/ 1 4E4 MTWRF MUNGAI	HGS43/1 SS23 MTWRF COCHRAN	HGS44/1 SS23 MTWRF COCHRAN	EES84/2 4S28 MTWRF MARSH	UAS22/3 4S46 MTWRF MASON	ZLUN/1 CAFE MTWRF	PPS84/6 3W44 MTWRF LANDBERG	SFS22/3 3S36 MTWRF PAPERNO						
LIVINGSTON, ROMARIO		234874337	2C2	MRS11QTA/ 1 4E4 MTWRF MUNGAI	HGS43/1 SS23 MTWRF COCHRAN	HGS44/1 SS23 MTWRF COCHRAN	EES84/2 4S28 MTWRF MARSH	UAS22/3 4S46 MTWRF MASON	ZLUN/1 CAFE MTWRF	PPS84/6 3W44 MTWRF LANDBERG	SFS22/3 3S36 MTWRF PAPERNO						

Name	ID	StudentId	ofc	1	2	3	4	5	6	7	8	9	10	11	12	13	14
LOPEZ, JOSEPH		26982378	3R9		2A/1 3WS2 MTWRF OFFICE												
LOPEZ, YERISON		220526552	1L2		PPS84/1 3W44 MTWRF BURNETT	ESS84QN/1 3E7 MTWRF DONBECK	ELS84QN/1 3E7 MTWRF DONBECK	HGS43/4 4E8 MTWRF MCCABE	HGS44/4 4E8 MTWRF MCCABE	ZLUN/1 CAFE MTWRF	4E3 MTWRF N	/2 4E4 SWERINGE MUNGAI					
LOUSSAINT, CHRISLY		220236236	1L3		PPS88/1 3W44 MTWRF BURNETT	4E1 MTWRF SILBERSTEI N	MRS22/1 HES11/2 5527 MTWRF LAURICELLA OFFICE	GMS22/1 3WS2 MTWRF BANKS	ESS88/3 4E1 MTWRF	ZLUN/1 CAFE MTWRF	SFS22/3 3S36 MTWRF PAPERNO						
LOVE, CALECA		205760002	4C0			SES22/2 3S36 MTW-F PAPERNO											
LOVE, SASURE		203765060	3C1		EES86H/2 4E14 MTWRF BATY	4E1 MTWRF SILBERSTEI N	MRS22/1 1 SES22QL/2 3S36 MTW-F PAPERNO	HUS22/2 5S30 MTWRF BURNETT	ZLUN/1 CAFE MTWRF	FSS64/3 4E10 MTWRF ORTIZ	PPS86/5 3W44 MTWRF LANDBERG						
LUBIN, MELICK		207274317	1C3		PPS82/1 3W44 MTWRF JOFFE	SES22QL/1 3S36 -T--- PAPERNO	HQS22QHW /1 MES32/3 3S28 MTWRF GRAHAM NAVEED	ANS22/2 1ES MTWRF KAMILAR	ZLUN/1 CAFE MTWRF	MES22QEA/ 3 3S28 MTWRF NAVEED	ESS82/4 3S40 MTWRF BECK				PTS11OF/1 FBF MTWRF LANDBERG		

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LUC, RODGERRY	23123278 2L1	FSS62/5	ESS86QN/1	ESS86QN/1 4E3	HUS22/2	ZLUN/1	HGS43/3	HGS44/3	PPS86/2	PPS86/2									
		4E10	3E7	3E7	MTWRF	SS30	CAFÉ	SS27	SS27	3W44	3W44								
		MTWRF	MTWRF	MTWRF	SWENINGE	MTWRF	MTWRF	MTWRF	MTWRF	--W-F	--W-F								
		ORTIZ	DONBECK	DONBECK	N	BURNETT		LAURICELLA	LAURICELLA	JOFFE	JOFFE								
		SLS22/4																	
		3S30																	
		MTWR-																	
		ALLRICH																	
		MRS22QET/																	
		HRS22QHM																	
LUCAS, CARLOS	204116198 1V3	PPS82/1	ESS84QN/1	ELS84QN/1 MES32/44	/3	ZLUN/1	MES22QEA/	SLS22Q/4	PPS86/2	PPS86/2									
		3W44	3E7	3E7	3W58	3S46	CAFÉ	3W58	3S30	3W44	3W44								
		MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	--W-F	--W-F								
		JOFFE	DONBECK	DONBECK	BAO	GRAHAM		DORAZIO	ALLRICH	JOFFE	JOFFE								
		SCS22/2																	
		3S30																	
		MT-RF																	
		ALLRICH																	
		MRS22QET/																	
		HRS22QHM																	
MAHADEO, GATRILE	206775660 3C1	EES86H/2	4E1	4E1	HUS22/1	SCS22Q/2	ZLUN/1	FSS64/3	/1	PPS86/2	PPS86/2								
		4E14	MTWRF	MTWRF	5S30	3S30	CAFÉ	4E10	5S23	3W44	3W44								
		MTWRF	SILBERSTEI	SILBERSTEI	MTWRF	--W--	MTWRF	MTWRF	MTWRF	--W-F	--W-F								
		BATY	N	N	BURNETT	ALLRICH		ORTIZ	COCHRAN	JOFFE	JOFFE								
		SLS22/1																	
		3S30																	
		-TWRF																	
		ALLRICH																	
		MRS22QET/																	
		HRS22QHM																	
MARIUS, DANOVAN	208006742 1V3	PPS82/1	SLS22Q/1	EES82/11	MES32/44	UAS22/3	ZLUN/1	MES22QEA/	HOS22QHW										
		3W44	3S30	3S40	3W58	4S46	CAFÉ	3W58	3S46										
		MTWRF	M---	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF										
		JOFFE	ALLRICH	HINGPIS	BAO	MASON		DORAZIO	GRAHAM										
		MRS12QIA/																	
		SFS22/4																	
		ZLUN/1																	
		CAFÉ																	
		MTWRF																	
		MTWRF																	
MARTIN, JHANNILE	203554522 4C0	PPS88/1	EES88/1	HES11/2	2	SFS22/4	ZLUN/1												
		3W44	4E4	SS27	4E4	3S36	CAFÉ												
		MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF												
		BURNETT	BANKS	LAURICELLA	MUNGAI	PAPERNO													
		MRS12QIA/																	
		SFS22/4																	
		ZLUN/1																	
		CAFÉ																	
		MTWRF																	
		MTWRF																	

Name	ID	Studentid	ofc	1	2	3	4	5	6	7	8	9	10	11	12	13	14
MARTIN, TIFFANY		231097387	3C1	SOS22OGW	1 /1 4E3 MTWRF SWERINGE N	2 HPS22OGP/ 4E8 MTWRF MCCABE	3 HSS22OAS/ 1 5S30 MTWRF BURNETT	4 HES11/1 5S27 MTWRF LAURICELLA	5 EES86/3 4E1 MTWRF BANKS	6 ZLUN/1 CAFÉ MTWRF	7 EES86/2 4S28 MTWRF MARSH	8 SFS22/3 3S36 MTWRF PAPERNO	9 FSS62/1 1E8 -TWRF BRITTON				
MATHURA, SHANEKA		209697184	1V3	HOS22QHW	5 /5 3S46 MTWRF GRAHAM	2 EES82/2 3S40 MTWRF BECK	3 MES22/2 3S28 MTWRF NAVEED	4 SLS22/L2 3S30 -T--- ALIRICH	5 SFS22/4 3S36 MTWRF PAPERNO	6 ZVS/1 5S44 M-W-F BAO	7 PVS22/1 4S44 M-W-F JOFFE	8 MES22QEA/ 2 3S28 MTWRF NAVEED	9 UVS11/1 4S46 -TWRF MASON				
MAYALA, JUDSEY		223467325	4I0	ESS88QA/1	1 PHS11/1 3E7 MTWRF DONBECK	1 3W58 MTWRF LANDBERG	1 5S30 MTWRF BURNETT	4E3 HES11/4 1E12 MTWRF GOLD	2 ZLUN/1 CAFÉ MTWRF	3 4E8 MTWRF MCCABE	3 SFS22/3 3S36 MTWRF PAPERNO						
MAYCOCK, ARIELA		203372727	3C1	SFS22/1	1 PPS88/11 3S36 MTWRF PAPERNO	3 4E20 MTWRF FARKAS	3 4E8 MTWRF DORAZIO	3 SFS22Q/L2 3S36 -R- PAPERNO	4E3 EES86/1 4S28 MTWRF MARSH	2 ZLUN/1 CAFÉ MTWRF	4 PPS86/4 3W44 MTWRF LANDBERG	4 HUS22/4 5S30 MTWRF BURNETT	4 UVS11/1 4S46 -TWRF MASON				
MCCOY, DARRELL		274541093	4C0	MRS11QTA/	1 4E4 MTWRF MUNGAI	2 4E8 MTWRF MCCABE	1E3 HUS22/1 5S30 MTWRF BURNETT	4E3 EES86/1 4S28 MTWRF MARSH	2 ZLUN/1 CAFÉ MTWRF	3 FSS64/3 4E10 MTWRF ORTIZ	3 SFS22/3 3S36 MTWRF PAPERNO	2 PPS86/2 3W44 -W-F JOFFE	2 PPS86/2 3W44 -W-F JOFFE				

[illegible]

Name	ID	Studentid	ofc	1	2	3	4	5	6	7	8	9	10	11	12	13	14
MCLEAN, VERNAL		270699820 3C0		SDS22QGW													
				HPS22QGP/ 12													
				1	4E3	1	HE511/1	EE588/3	ZLUN/1	HUS22/3	PP588/5						
				4E8	MTWRF	5530	5527	4E1	CAFÉ	5530	3W44						
MERCADO, KATERIN		206078941 1V3		HOS22QHW													
				5	MES32/1	EE582/11	ANS22/3	1	ZY5/1	PYS22/1	SLS22Q/4						
				3546	3528	3540	1E5	3528	5544	4544	3530						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	M-W-F	M-W-F	----						
MERVILLE, MALENGOV		225097328 4C0		HOS22QHW													
				5	MES32/1	EE582/11	ANS22/3	1	ZY5/1	PYS22/1	SLS22Q/4						
				3546	3528	3540	1E5	3528	5544	4544	3530						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	M-W-F	M-W-F	----						
MESIDOR, AMANDA		204507172 3C1		HOS22QHW													
				5	MES32/1	EE582/11	ANS22/3	1	ZY5/1	PYS22/1	SLS22Q/4						
				3546	3528	3540	1E5	3528	5544	4544	3530						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	M-W-F	M-W-F	----						
MEYERS, JAMAIRA		203977970 1V3		HOS22QHW													
				5	MES32/1	EE582/11	ANS22/3	1	ZY5/1	PYS22/1	SLS22Q/4						
				3546	3528	3540	1E5	3528	5544	4544	3530						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	M-W-F	M-W-F	----						
MEYERS, ISAAC		232730234 2C1		HOS22QHW													
				5	MES32/1	EE582/11	ANS22/3	1	ZY5/1	PYS22/1	SLS22Q/4						
				3546	3528	3540	1E5	3528	5544	4544	3530						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	M-W-F	M-W-F	----						

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MILLINGTON, ANTHONY	214963514	2C2	SDS22QGW	PPS84/1	EES84/1	MES22QOM	HGS43/2	HGS44/2	ZLUN/1	4E3	SBS22QB/3	ANS22/1					
				3W44	4S28	4E8	5S23	5S23	CAFÉ	MTWRF	1E5	MTWRF					
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF					
				BURNETT	MARSH	DORAZIO	COCHRAN	COCHRAN	N	KAMILAR							
MITCHELL HARRIS, GALE	204559371	2C2	/2	PPS84/1	4E3	EES84/3	HGS43/4	HGS44/4	ZLUN/1	4E3	SBS22QB/3	MES22QOM					
				3W44	MTWRF	4S28	4E8	4E8	CAFÉ	MTWRF	4E4						
				MTWRF	SWERINGE	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF					
				BURNETT	N	MARSH	MCCABE	MCCABE		N	MUNGAI						
MITCHELL, STEPHON	203307574	3C1	MRS11QTA/ HPS22QGF/	1	2	PHS11/3	HUS22/1	EES86/1	ZLUN/1	PPS86/4	SFS22/3						
				4E4	4E8	3W58	5S30	4S28	CAFÉ	3W44	3S36						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF						
				MUNGAI	MCCABE	COBB	BURNETT	MARSH		LANDBERG	PAPERNO						
MODESTE, SHEKERAH	231482795	3C1	MRS11QTA/ HPS22QGF/	1	2	PHS11/3	HUS22/1	FSS64/2	ZLUN/1	EES86/2	SFS22/3	PPS86/2	PPS86/2				
				4E4	4E8	3W58	5S30	4E10	CAFÉ	4S28	3S36	3W44	3W44				
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	--W-F	--W-F				
				MUNGAI	MCCABE	COBB	BURNETT	ORTIZ		MARSH	PAPERNO	JOFFE	JOFFE				
MOISE, PIERRE RICHARD	205483795	2C2	SLS22/2	PPS84/1	PHS11/1	EES84/3	HGS43/4	HGS44/4	ZLUN/1	4E3	SBS22QB/3	MES22QOM					
				3W44	3W58	4S28	4E8	4E8	CAFÉ	MTWRF	4E4						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF						
				BURNETT	LANDBERG	MARSH	MCCABE	MCCABE		N	MUNGAI						
MOLINA GOMEZ, JACQUEL	205803430	1C3	SLS22/2	EES82/1	PHS11/1	MES32/2	SLS22QL/2	HQS22QHW	ZLUN/1	PPS22/1	MES22QOM						
				3S40	3W58	3S28	3S30	3S46	CAFÉ	4S44	3S28						
				MTWRF	MTWRF	MTWRF	-T---	MTWRF	MTWRF	M-W-F	MTWRF						
				BECK	LANDBERG	NAVEED	ALLRICH	GRAHAM		JOFFE	NAVEED						

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Name	ID	StudentId	ofcI	1	2	3	4	5	6	7	8	9	10	11	12	13	14
NELSON, MYKESE	203358189	2C2		PPS84/1	MG522QPG												
				/1													
				3W44	4E14	MG522/2	EES84/2	PH511/2	ZLUN/1	HG543/3	HG544/3						
				MTWRF	MTWRF	4E14	4S28	3W58	CAFÉ	5S27	5S27						
				BURNETT	CHAPMAN	CHAPMAN	MARSH	MTWRF	MTWRF	MTWRF	MTWRF						
NICHOLAS, SAMANTHA	204813471	4C0		PPS88/1	HES11/3	HSS22QAS/											
				3W44	5S27	1	EES88/2	ZLUN/1	PPS84/6	PPS86/5							
				MTWRF	MTWRF	SS30	4E1	CAFÉ	3W44	3W44							
				BURNETT	LAURICELLA	BURNETT	BANKS	MTWRF	MTWRF	MTWRF							
									LANDBERG	LANDBERG							
NICHOLS, TYLER	206533820	1C3		PPS82/1	EES82/2	HQS22QHW											
				3W44	3S40	/1	MES32/3	PH511/2	ZLUN/1	3	MES22QEA/						
				MTWRF	MTWRF	3S46	3S28	3W58	CAFÉ	3S28	SLS22QL/4						
				JOFFE	BECK	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF						
						GRAHAM	NAVEED	LANDBERG	NAVEED	ALLRICH	ALLRICH						
NOEL, AKERA	223310541	1C3		PPS82/1	EES82/2	HQS22QHW											
				3W44	3S40	/2	3S46	UAS22/3	ZLUN/1	SLS22QL/3	2	MES22QEA/					
				MTWRF	MTWRF	3S28	4S46	4S46	CAFÉ	3S30	3S28	4S46					
				JOFFE	BECK	MTWRF	MTWRF	MTWRF	MTWRF	--W--	MTWRF	-TW-					
						GRAHAM	MASON	ALLRICH	NAVEED	NAVEED	MASON						
NOEL, NATHOUE	228274254	410		PPS88/1	MRS22/1	MRS22QET/											
				3W44	4E1	1	EES88/2	HES11/4	EIS22QBY/1	HGS22X/1	FSS66/1						
				MTWRF	MTWRF	4E1	1E12	4E1	5S23	1E8	MTWRF						
				BURNETT	SILBERSTEI	SILBERSTEI	BANKS	GOLD	-T-R-	MTWRF	MTWRF						
					N	N			BANKS	COCHRAN	BRITTON						
ORDONEZ, JOSUE	270597024	3C1		PPS86/1	HPS22QGP/												
				3W44	4E8	MG522/3	HUS22/1	EES86/1	ZLUN/1	FSS64/3	SFS22/3						
				MTWRF	MTWRF	4E4	5S30	4S28	CAFÉ	4E10	3S36						
				JOFFE	MCCABE	MUNGAI	BURNETT	MARSH	MTWRF	MTWRF	MTWRF						
									ORTIZ	PAPERNO							

Name	ID	Studentid	ofcl	1	2	3	4	5	6	7	8	9	10	11	12	13	14
ORELLANA, JUAN	234874717	2C2		UAS22/1	HGS43/1	HGS44/1	EES84/2	4E3	SBS22QB/2	ZLUN/1	PPS84/6	/2					
			4S46	SS23	SS23	4S28	MTWRF	CAFÉ		PPS84/6	4E4						
			MTWRF	MTWRF	MTWRF	MTWRF	SWERINGE	MTWRF		MTWRF	MTWRF						
			MASON	COCHRAN	COCHRAN	MARSH	N			LANDBERG	MUNGAI						
				SES22/1				EIS22QBY/1									
			3S36					4E1									
			M-WRF					-T-R-									
			PAPERNO					BANKS									
				EES86H/2	SES22QL/1	PPS88/22	2	HUS22/2	GLS22/1	GLS22/1	3	PPS86/5					
			4E14	3S36	4E20	4E4	SS30	4E1	4E8	3W44							
			MTWRF	-T---	MTWRF	MTWRF	MTWRF	M-W-F	MTWRF	MTWRF							
			BATY	PAPERNO	LANDBERG	MUNGAI	BURNETT	BANKS	MCCABE	LANDBERG							
OVERTON, TANAYAH	203111554	3C1		MAS22S/1				SCS22/2									
			SS44					3S30									
			-T-R-					MT-RF									
			BAO					ALLRICH									
				MGS22QPG													
			POS22/2	/1	MGS22/2	EES84H/1	SCS22QL/2	GLS22/1	HGS43/3	HGS44/3	PPS84/3	PPS84/3					
			3W44	4E14	4E14	3S40	3S30	4E1	SS27	SS27	3W44	3W44					
			M-W-F	MTWRF	MTWRF	MTWRF	--W--	M-W-F	MTWRF	MTWRF	-T-R-	-T-R-					
			BURNETT	CHAPMAN	CHAPMAN	BECK	ALLRICH	BANKS	LAURICELLA	LAURICELLA	JOFFE	JOFFE					
PADDY, JAMAL	274179233	2V2															
				PPS84/1	HGS43/1	HGS44/1	4E3	MES22QOM									
			3W44	SS23	SS23	MTWRF	4E4	3E7	3E7	4S46							
			MTWRF	MTWRF	MTWRF	SWERINGE	MTWRF	MTWRF	MTWRF	-TWR-							
			BURNETT	COCHRAN	COCHRAN	N	MUNGAI	DONBECK	DONBECK	DONBECK	MASON						
PAILLER, SABRINA	233922558	2L2		SES22/1													
			3S36														
			M-WRF														
			PAPERNO														
				POS22/2	SES22QL/1	FSS62/4	2	MRS11QTA/	HUS22/2	ZLUN/1	3	PPS86/2	PPS86/2				
			3W44	3S36	1E8	4E4	SS30	CAFÉ	4E8	4S28	3W44	3W44					
			M-W-F	-T---	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	--W-F	--W-F			
			BURNETT	PAPERNO	BRITTON	MUNGAI	BURNETT	BURNETT	MCCABE	MARSH	JOFFE	JOFFE					
PALTOO, TRICIA		213457120	3C1														

Name	ID	StudentId	ofcI	1	2	3	4	5	6	7	8	9	10	11	12	13	14
PARKINSON, AARON	270653678 1V1			UAS22/1	HGS43/11	HGS44/11	4E3	SBS22QB/1	MES22QOM	SLS22QL/11							
				4546	5523	5523	MTWRF	4E4	MTWRF	4E3	EES86/22	HUS22/44	PPS86/2	PPS86/2			
				MTWRF	MTWRF	MTWRF	SWERINGE	MTWRF	SWERINGE	MTWRF	4528	5530	3W44	3W44			
				MASON	DORAZIO	COCHRAN	N	MUNGAI	N	HINGPIS	DORAZIO	JOFFE	JOFFE	JOFFE			
PEARSON, TROY	223122219 1C3			PPS82/1	MES32/1	PHS11/3	/2	1	ZLUN/1	SLS22QL/3	EES82/4						
				3W44	3528	3W58	3546	3528	CAFÉ	3530	3540						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	--W--	MTWRF						
				JOFFE	NAVEED	COBB	GRAHAM	NAVEED		ALLRICH	BECK						
PEARL, DARIN	269636320 4C0			FSS62/5	4E1	HES11/2	HGS43/4	EES88/3	ZLUN/1								
				4E10	MTWRF	SS27	4E8	4E1	CAFÉ								
				MTWRF	SILBERSTEI	MTWRF	MTWRF	MTWRF	MTWRF								
				ORTIZ	N	LAURICELLA	MCCABE	BANKS									
PENDER, JUSTIN	271170755 4C0			SOS22QGW	/1	MES22QOM											
				4E3	EES84/1	/3	HGS43/4	HGS44/4	ZLUN/1	PPS84/6	ANS22/1						
				MTWRF	4528	4E8	4E8	4E8	CAFÉ	3W44	1E5						
				SWERINGE	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	LANDBERG	KAMILAR						
				N	MARSH	DORAZIO	MCCABE	MCCABE									
PEREZ, CELESTE	205759913 2C2			SOS22QGW	/1												
				4E3	2	MG522/3	4E3	HUS22/2	ZLUN/1	EES86/2	PPS86/5						
				MTWRF	4E8	4E4	MTWRF	5530	CAFÉ	4528	3W44						
				SWERINGE	MTWRF	MTWRF	SWERINGE	MTWRF	MTWRF	MTWRF	MTWRF						
				N	MCCABE	MUNGAI	N	BURNETT		MARSH	LANDBERG						
PEREZ, KIMBERLY	203273743 3C1			HP522QGP/	/1												
				4E3	2	MG522/3	4E3	HUS22/2	ZLUN/1	EES86/2	PPS86/5						
				MTWRF	4E8	4E4	MTWRF	5530	CAFÉ	4528	3W44						
				SWERINGE	MTWRF	MTWRF	SWERINGE	MTWRF	MTWRF	MTWRF	MTWRF						
				N	MCCABE	MUNGAI	N	BURNETT		MARSH	LANDBERG						

PTS11QF/1
FBI
MTWRF
LANDBERG

PTS11QF/1
FBI
MTWRF
LANDBERG

Name	ID	Studentid	ofid	1	2	3	4	5	6	7	8	9	10	11	12	13	14
PORTER, TYREEK		208077941	1V3	PPS82/1 3W44 MTWRF JOFFE	SLS22Q/1 3S30 MTWRF ALIRICH	EES82/11 3S40 MTWRF HINGPIS	MES32/44 3W58 MTWRF BAO	PS22/1 3S40 MTWRF BECK	ZLUN/1 CAFÉ MTWRF	MES22QEA/ HOS22QHW 4 /4 3W58 MTWRF DORAZIO	3S46 MTWRF GRAHAM						
POWELLHENRY, CHANCE		274459304	4C0	PPS88/1 3W44 MTWRF BURNETT	HES11/3 SS27 MTWRF LAURICELLA	HSS22QAS/ 1 SS30 MTWRF BURNETT	EES88/2 4E1 MTWRF BANKS	HUS22/2 SS30 MTWRF BURNETT	ZLUN/1 CAFÉ MTWRF	HUS22/3 SS30 MTWRF BURNETT	EES86/4 4S28 MTWRF MARSH	PPS86/3 3W44 -T-R- JOFFE	PPS86/3 3W44 -T-R- JOFFE				
PREPTI, ALTAGRACIA		275085728	2C2	FSS62/5 4E10 MTWRF ORTIZ	EES86QN/1 3E7 MTWRF DONBECK	ELS86QN/1 3E7 MTWRF DONBECK	HUS22/1 SS30 MTWRF BURNETT	4E3 MTWRF N	ZLUN/1 CAFÉ MTWRF	HGS43/3 SS27 MTWRF LAURICELLA	HGS44/3 SS27 MTWRF LAURICELLA						
QUINTANA, JUANA		231239088	3L1	PPS84/1 3W44 MTWRF BURNETT	HGS43/1 SS23 MTWRF COCHRAN	HGS44/1 SS23 MTWRF COCHRAN	2 4E4 MTWRF MUNGAI	4E3 MTWRF N	SLS22Q/11 CAFÉ MTWRF N	ELS84QBL/2 3E7 MTWRF DONBECK	ECS84QBL/2 3E7 MTWRF DONBECK						
QUINTANA, NORMA		209659093	2L2	FSS62/5 4E10 MTWRF ORTIZ	HGS43/1 SS23 MTWRF COCHRAN	HGS44/1 SS23 MTWRF COCHRAN	2 4E4 MTWRF MUNGAI	4E3 MTWRF N	SLS22Q/11 CAFÉ MTWRF N	ELS84QBL/2 3E7 MTWRF DONBECK	ECS84QBL/2 3E7 MTWRF DONBECK						
RADWAY, TREVAUDN		209422336	2C2	FSS62/5 4E10 MTWRF ORTIZ	HGS43/1 SS23 MTWRF COCHRAN	HGS44/1 SS23 MTWRF COCHRAN	2 4E4 MTWRF MUNGAI	4E3 MTWRF N	SLS22Q/11 CAFÉ MTWRF N	ELS84QBL/2 3E7 MTWRF DONBECK	ECS84QBL/2 3E7 MTWRF DONBECK						

Name	ID	Studentid	ofc1	1	2	3	4	5	6	7	8	9	10	11	12	13	14
RIOS, BEATRIZ		270404650 4C0	SDS22QGW	PPS88/1	MRS22/1												
				4E1	HES11/2												
				3W44	MTWRF	SS27											
				MTWRF	SILBERSTEI												
				BURNETT	N	LAURICELLA											
RIOS, MELANIE		208078071 2C2	SDS22QGW	/1	MES22QOM												
				4E3	EES84/1	/3	HGS43/4	HGS44/4	ZLUN/1	PPS84/6	ANS22/1						
				MTWRF	4S28	4E8	4E8	4E8	CAFÉ	3W44	1E5						
				SWERINGE	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF						
				N	MARSH	DORAZIO	MCCABE	MCCABE		LANDBERG	KAMILAR						
ROBERT, OLIVIE		219722394 1E3		EES82/1	MES32/1	PHS11/3	/2	HQS22QHW	MES22QEA/								
				3S40	3S28	3WS8	3S46	3S28	CAFÉ	PYS22/1	SLS22Q/4						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	4S44	3S30						
				BECK	NAVEED	COBB	GRAHAM	NAVEED		M-W-F	---F						
										JOFFE	ALLRICH						
ROBERTS, DEONTE		205998016 1V3	SDS22QGW	SLS22/1													
				3S30													
				-TWRF													
				ALLRICH													
ROBERTS, RISHAWN		204778625 2C1	SDS22QGW	PPS82/1	SLS22Q/1	EES82/11	MES32/44	UAS22/3	ZLUN/1								
				3W44	3S30	3WS8	3WS8	4S46	CAFÉ	4	/4						
				MTWRF	M---	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF						
				JOFFE	ALLRICH	HINGPIS	BAO	MASON		DORAZIO	GRAHAM						
ROBERTS, RISHAWN		204778625 2C1	SDS22QGW	/1	HP522QGP/												
				4E3	2	MGS22/3	EES86/5	HUS22/2	ZLUN/1	PPS86/4	FSS62/7						
				MTWRF	4E8	4E4	2E3	5S30	CAFÉ	3W44	4E10						
				SWERINGE	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF						
				N	MCCABE	MUNGAI	JAMES	BURNETT		LANDBERG	ORTIZ						

Name	ID	StudentId	ofc	1	2	3	4	5	6	7	8	9	10	11	12	13	14
RAMIREZ, PRECIOUS	207097957	1C3		PPS82/1	EES82/2	MES32/2	/2	HOS22QHW	PPS22/1	ZLUN/1	SIS22/3	MES22QEA/					
				3W44	3S40	3S28	3S46	3S40	3S40	CAFE	3S30	3S28					
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	--W--	MTWRF					
				JOFFE	BECK	NAVEED	GRAHAM	BECK			ALLRICH	NAVEED					
RAMOS, WASANY	231008657	3C1		HES11/3	PPS88/22	2	4E4	MRS11QTA/	EES88/1	ZLUN/1	EOS22QCN/						
				5S27	4E20	4E4	4E14	4E14	4E14	CAFE	1	4E1					
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF					
				LAURICELLA	LANDBERG	MUNGAI	BATY	BATY	BATY		BANKS						
RECKLEY, JOEL	232180349	3C1		EES86H/2	4E1	4E1	SES22QL/2	FSS64/2	ZLUN/1	HUS22/3	/1	PPS86/2	PPS86/2				
				4E14	MTWRF	MTWRF	3S36	4E10	CAFE	5S30	5S23	3W44	3W44				
				MTWRF	SILBERSTEI	SILBERSTEI	--R-	MTWRF	MTWRF	MTWRF	MTWRF	--W-F	--W-F				
				BATY	N	N	PAPERNO	ORTIZ		BURNETT	COCHRAN	JOFFE	JOFFE				
RENNICKS, SHANICE	209239318	2C2		PPS84/1	/1	MG522/2	EES84H/1	SFS22/4	ZLUN/1	HGS43/3	HGS44/3						
				3W44	4E14	4E14	3S40	3S36	CAFE	5S27	5S27						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF						
				BURNETT	CHAPMAN	CHAPMAN	BECK	PAPERNO		LAURICELLA	LAURICELLA						
RICHARDSON, KARIM	269055679	4C0		HES11/3	1	EES88/2	HUS22/2	ZLUN/1	HUS11P/1	HUS22/44							
				5S27	5S30	4E1	5S30	CAFE	5S30	5S30							
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF							
				LAURICELLA	BURNETT	BANKS	BURNETT										
RICHARDSON, KARIM	269055703	3R0		SDS22QGW	/1	SBS22QOB/1	4E3	ANS22/2	ZLUN/1	HUS11P/1	HUS22/44						
				4E3	EES88/11	HES11/2	4E3	ANS22/2	ZLUN/1	5S30	5S30						
				MTWRF	4E4	5S27	MTWRF	1E5	CAFE	MTWRF	MTWRF						
				SWERINGE	MTWRF	MTWRF	SWERINGE	MTWRF	MTWRF	MTWRF	MTWRF						

Name	ID	StudentId	ofd	1	2	3	4	5	6	7	8	9	10	11	12	13	14
									SLS22/3 3S30 MT-WF ALLRICH								
										MES22QDM							
				PPS84/1 3W44 MTWRF BURNETT	HGS43/11 5S23 MTWRF DORAZIO	HGS44/11 5S23 MTWRF COCHRAN	EES84/33 4S28 MTWRF HINGPIS	PHS11/2 3W58 5S44 M-W-F LANDBERG BAO	ZYS/1 3S30 -W- ALLRICH	SLS22QL/3 /2 4E4 MTWRF MUNGAI							
ROSADO, KEVIN		205021108	2V2	SLS22/1 3S30 -TWRF ALLRICH													
				EES82/1 3S40 MTWRF BECK	SLS22QL/1 3S30 M--- ALLRICH	MES32/2 3S28 MTWRF NAVEED	ANS22/3 1E5 MTWRF KAMILAR	HQS22QHW /3 3S46 MTWRF GRAHAM	ZLUN/1 CAFÉ MTWRF	PPS82/4 3W44 MTWRF LANDBERG	MES22QEA/ 2 3S28 MTWRF NAVEED						
ROSE, ANDREW		267023794	1C3			SLS22/2 3S30 M-WRF ALLRICH											
				EES82/1 3S40 MTWRF BECK	UAS22/2 4S46 MTWRF MASON	MES32/2 3S28 MTWRF NAVEED	SLS22QL/2 3S30 -T--- ALLRICH	HQS22QHW /3 3S46 MTWRF GRAHAM	ZLUN/1 CAFÉ MTWRF	PPS82/4 3W44 MTWRF LANDBERG	MES22QEA/ 2 3S28 MTWRF NAVEED						
ROSS, MATTHEW		207235748	1C3									PPS86/3 3W44 -T-R- JOFFE					
													PPS86/2 3W44 -W-F JOFFE				
				SDS22QGW /2	HSS22QAS/ 1	HES11/1 5S27 MTWRF BURNETT	HUS22/2 5S30 MTWRF LAURICELLA	ZLUN/1 CAFÉ MTWRF	EOS22QCR/ 1	FSS62/7 4E10 MTWRF ORTIZ							
ROZIL, RODNY		233689140	3I0	ESS89QA/1 3E7 MTWRF DONBECK	4E3 MTWRF SWERINGE N	5S30 MTWRF BURNETT	5S27 MTWRF LAURICELLA	5S30 MTWRF BURNETT	CAFÉ MTWRF	PPS88/2 3W44 -W-F JOFFE							

[illegible]

Name	ID	Studentid	ofcd	1	2	3	4	5	6	7	8	9	10	11	12	13	14
SALEH, ANOAR	207872599 1C3	23689157 3C1	SES22/1 3S36 M-WRF PAPERNO	SES22/1													
				SFS22/1	SES22Q1/1	MGS22/3	EES86H/1	HUS22/2	ZLUN/1	FSS64/3	PPS86/5	UVS11/1					
				3S36	3S36	4E4	4E14	5S30	CAFÉ	4E10	3W44	4S46					
				MTWRF	-T---	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	-TWRF					
RUDDER, KAI	214570780 1C3	23689157 3C1	PAPERNO	PAPERNO	PAPERNO	MUNGAI	BATY	BURNETT		ORTIZ	LANDBERG	MASON					
				SLS22/1													
				3S30													
				-TWRF													
SALEH, AHMED	202702197 4I0	23689157 3C1	ALLRICH	ALLRICH													
				HQS22QHW													
				EES82/1	SLS22Q1/1	MES32/2	/2	SFS22/4	ZLUN/1	PPS82/4	MES22QEA/						
				3S40	3S30	3S28	3S46	3S36	CAFÉ	3W44	3S28						
SAINT CLOUD, ALEXANDRI	204945646 2C2	23689157 3C1	BECK	BECK	ALLRICH	NAVEED	GRAHAM	PAPERNO		LANDBERG	NAVEED						
				SDS22QGW													
				/1	MGS22QPG												
				4E3	/1	MGS22/2	EES84H/1	PHS11/2	ZLUN/1	HGS43/3	HGS44/3						
ROZLI, STACEY	23689157 3C1	23689157 3C1	MTWRF	MTWRF	4E14	4E14	3S40	3W58	CAFÉ	5S27	5S27						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF						
SALEH, ANOAR	207872599 1C3	23689157 3C1	BECK	BECK	NAVEED	ALLRICH	BECK			JOFFE	NAVEED						
				HQS22QHW													
				/5	EES82/2	MES32/2	SLS22Q1/2	PFS22/1	ZLUN/1	PYS22/1	MES22QEA/						
				3S46	3S40	3S28	3S30	3S40	CAFÉ	4S44	3S28						
RUDDER, KAI	214570780 1C3	23689157 3C1	MTWRF	MTWRF	MTWRF	-T---	MTWRF	MTWRF	MTWRF	M-W-F	MTWRF						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF						
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF						
SALEH, ANOAR	207872599 1C3	23689157 3C1	GRAHAM	BECK	NAVEED	ALLRICH	BECK			JOFFE	NAVEED						
				HQS22QHW													

Name	ID	Studentid	ofc	1	2	3	4	5	6	7	8	9	10	11	12	13	14
SANTOS, TYRON		264026204	1C3	PPS82/1 3W44 MTWRF JOFFE	EE82/2 3S40 MTWRF BECK	ANS22/4 1E5 MTWRF KAMILAR	MES32/4 3W58 MTWRF DORAZIO	HQS22QHW /3 3S46 MTWRF GRAHAM	ZLUN/1 CAFÉ MTWRF	MES22QEA/ 4 3W58 MTWRF DORAZIO	SLS22/4 3S30 MTWR- ALLRICH						
SARGANT, JACQUON		214931693	1C3	EE82/1 3S40 MTWRF BECK	UAS22/2 4S46 MTWRF MASON	HQS22QHW /1 3S46 MTWRF GRAHAM	MES32/3 3S28 MTWRF NAVEED	PFS22/1 3S40 MTWRF BECK	ZLUN/1 CAFÉ MTWRF	MES22QEA/ 3 3S28 MTWRF NAVEED	SLS22/4 3S30 MTWR- ALLRICH						
SCARLETTE, ANTHONY		209444484	1C3	PPS82/1 3W44 MTWRF JOFFE	MES32/1 3S28 MTWRF NAVEED	EE82/3 3S40 MTWRF BECK	HQS22QHW /2 3S46 MTWRF GRAHAM	MES22QEA/ 1 3S28 MTWRF NAVEED	ZLUN/1 CAFÉ MTWRF	SLS22Q/3 3S30 --W-- ALLRICH	UAS22/5 4S46 MTWRF MASON						
SCOTT, RAKEEM		202304234	4C0	PPS84/1 3W44 MTWRF BURNETT	MRS22/1 4E1 MTWRF N	1 4E1 MTWRF N	HES11/1 5S27 MTWRF LAURICELLA	EE88X/1 4E14 MTWRF BATY	ZLUN/1 CAFÉ MTWRF	FSS6/3 1E8 MTWRF BRITTON							
SEALY, ENAMAE		212795603	2C2	PPS84/1 3W44 MTWRF BURNETT	MGS22QPG /1 4E14 MTWRF CHAPMAN	MGS22/2 4E14 MTWRF CHAPMAN	EE884/2 4S28 MTWRF MARSH	SBS22QB/2 4E3 MTWRF N	ZLUN/1 CAFÉ MTWRF	HGS43/3 5S27 MTWRF LAURICELLA	HGS44/3 5S27 MTWRF LAURICELLA	PPS86/3 3W44 -T-R- JOFFE	PPS86/3 3W44 -T-R- JOFFE				

Name	ID	Studentid	ofc1	1	2	3	4	5	6	7	8	9	10	11	12	13	14
SEWELL, SHAQUANA	203691134	2C2	SDS22QGW	/1	MGSS22QPG												
				4E3	/1	MGSS22/2	EES84H/1	PFSS22/1	ZLUN/1	HGS43/3	HGS44/3	PPS86/3	PPS86/3				
				MTWRF	4E14	4E14	3S40	3S40	CAFE	5S27	5S27	3W44	3W44	-T-R-	-T-R-	JOFFE	
				SWERINGE	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	
				N	CHAPMAN	CHAPMAN	BECK	BECK	BECK	LAURICELLA	LAURICELLA	JOFFE	JOFFE	JOFFE	JOFFE	JOFFE	
SEWELL, TY ASIA	205932460	1V3	SCS22/1	PHS11/1	EES82/11	MES32/3	/3										
				3W44	3W58	3S40	3S28	3S46	5S44	3S28	3S30	3S30	3S30	3S30	3S30	3S30	
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	M-W-F	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	
				JOFFE	LANDBERG	HINGPIS	NAVEED	GRAHAM	BAO	NAVEED	ALLRICH	ALLRICH	ALLRICH	ALLRICH	ALLRICH	ALLRICH	
SHEFFIELD, ISAIAH	274411016	2C2	SCS22Q1/1	HGS43/1	HGS44/1	EES84H/1	PFSS22/1	ZLUN/1	MGSS22/1	FSS62/7	ANS22/5						
				5S23	5S23	3S40	3S40	CAFE	4E4	4E10	1E5						
				-T---	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	-TWRF						
				ALLRICH	COCHRAN	COCHRAN	BECK	BECK	MUNGAI	ORITZ	KAMILLAR						
SIMON, TRENTON	274854777	4C0															
SIMPSON, DAVID	207353901	1C3															

[illegible]

Name	ID	StudentId	ofcI	1	2	3	4	5	6	7	8	9	10	11	12	13	14			
WESLEY, DARREN	210965745	2C2		FSS62/5	MG522QPG	MG522/2	EE584H/1	SC522Q/2	GL522/1	HGS43/3	HGS44/3					PTS11QF/1				
				4E10	4E14	4E14	3S40	3S30	4E1	5S27	5S27							FBF		
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	-W-	M-W-F	MTWRF	MTWRF						MTWRF		
				ORTZ	CHAPMAN	CHAPMAN	BECK	ALLRICH	BANKS	LAURICELLA	LAURICELLA							LANDBERG		
WHYTE, DEAN	270518947	4C0		MRS22/1	1	HE511/1	EE588X/1	ZLUN/1	HGS22X/1	PPS86/5	PPS86/3	PPS86/3								
				4E1	4E1	5S27	4E14	CAFE	5S23	3W44	3W44									
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	-T-R-	-T-R-							
				SILBERSTEI	SILBERSTEI	MTWRF	MTWRF													
				N	N	LAURICELLA	BATY		COCHRAN	LANDBERG	JOFFE	JOFFE								
WICKER, SHAQUANNA	203166657	1C0																		
WILKS, SELWIN	204274179	1C3		EE582/1	ME532/1	1	SLS22Q/2	1	ZLUN/1	PPS82/4	ANS22/1									
				3S40	3S28	3S46	3S30	3S28	CAFE	3W44	1E5									
				MTWRF	MTWRF	MTWRF	-T--	MTWRF	MTWRF	MTWRF	MTWRF									
				BECK	NAVEED	GRAHAM	ALLRICH	NAVEED	LANDBERG	KAMILAR										
WILLIAMS, ARQUILE	200052520	3V1		SD522QGW	HP522QGP/	5S522QB/1	UAS22/3	4E3	EE586/22	HUS22/44	PPS86/2	PPS86/2								
				1	2	4E3	4E4	4E3	4E3	4E3	4E3	4E3	4E3	4E3	4E3	4E3	4E3	4E3	4E3	
				MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	MTWRF	
				SWERINGE	SWERINGE	SWERINGE	SWERINGE	SWERINGE	SWERINGE	SWERINGE	SWERINGE	SWERINGE	SWERINGE	SWERINGE	SWERINGE	SWERINGE	SWERINGE	SWERINGE	SWERINGE	
				N	MCCABE	MUNGAI	N	MASON	N	HINGPIS	DORAZIO	JOFFE	JOFFE							

Name	ID	Studentid	ofcl	1	2	3	4	5	6	7	8	9	10	11	12	13	14
WALCOTT, KAREN BAILEY	208205450 3C1	MSG22QPG	PPS86/1 3W44 MTWRF JOFFE	/1 4E14 MTWRF CHAPMAN	MSG22/2 4E14 MTWRF CHAPMAN	EES86/1 4E14 MTWRF BATY	HUS22/2 5S30 MTWRF BURNETT	ZLUN/1 CAFÉ MTWRF ORTIZ	FSS64/3 4E10 MTWRF ORTIZ	SFS22/3 3S36 MTWRF PAPERNO							
WALKER, JAVON	202213450 3C1	SDS22QGW	EES86H/2 4E14 MTWRF BATY	4E1 MTWRF SILBERSTEI N	1 4E1 MTWRF SILBERSTEI N	MSG22/1 4E1 MTWRF PAPERNO	MSG22QET/ PAPERNO	SES22/2 3S36 MTW-F	HUS22/2 5S30 MTWRF BURNETT	ZLUN/1 CAFÉ MTWRF ORTIZ	FSS64/3 4E10 MTWRF ORTIZ	HRS22QHM /1 5S23 MTWRF COCHRAN	PPS86/3 3W44 -T-R- JOFFE	PPS86/3 3W44 -T-R- JOFFE			
WARING, TYRONE	206196834 2C2	MRS11QTA/ /2	1 4E3 4E4 MTWRF MUNGAI	4E3 MTWRF SWEERINGE N	EES84/3 4S28 MTWRF MARSH	HGS43/4 4E8 MTWRF MCCABE	HGS44/4 4E8 MTWRF MCCABE	ZLUN/1 CAFÉ MTWRF	HUS11P/1 5S30 MTWRF BURNETT	FSS62/7 4E10 MTWRF ORTIZ							
WASHINGTON, KIANI	209886472 4V0	EES88/11 4E4 MTWRF HINGPIS	HES11/2 5S27 MTWRF LAURICELLA					ZLUN/1 CAFÉ MTWRF	PPS86/4 3W44 MTWRF LANDBERG	PPS88/5 3W44 MTWRF LANDBERG							
WEBB, JAHQUEL	207959529 1C3	PPS82/1 3W44 MTWRF JOFFE	MES32/1 3S28 MTWRF NAVEED	ANS22/4 1E5 MTWRF KAMILAR	HQS22QHW 3S46 MTWRF GRAHAM	MES22QEA/ 1 3S28 MTWRF NAVEED		ZLUN/1 CAFÉ MTWRF	SLS22Q/3 3S30 -W- ALLRICH	EES82/4 3S40 MTWRF BECK							

PTS11QF/1
FBF
MTWRF
LANDBERG

Name	ID	StudentId	ofcI	1	2	3	4	5	6	7	8	9	10	11	12	13	14
THOMAS, ANTONIO	205142961 1C3			PPS82/1 3W44 MTWRF JOFFE	EES82/2 MTWRF BECK	MES32/2 3S28 MTWRF NAVEED	ANS22/3 1E5 MTWRF KAMILAR	/3 3S46 MTWRF GRAHAM	HQS22QHW ZLUN/1 CAFÉ MTWRF	SLS22Q/3 3S30 --W-- ALLRICH	MES22QEA/ 2 3S28 MTWRF NAVEED						
THOMAS, JENEVA	274038918 4V0			SFS22/1 3S36 MTWRF PAPERNO	HES11/3 5S27 MTWRF LAURICELLA	1 5S30 MTWRF BURNETT	2 4E4 MTWRF MUNGAI	EES88/3 4E1 MTWRF BANKS	ZLUN/1 CAFÉ MTWRF	HPS22QGP/ 3 4E8 MTWRF MCCABE							
THOMPSON, SHARNELL	204610885 4C0			SDS22QGW /1 4E3 MTWRF SWERINGE N	EES84/1 4S28 MTWRF MARSH	ANS22/4 1E5 MTWRF KAMILAR	HGS43/4 4E8 MTWRF MCCABE	HGS44/4 4E8 MTWRF MCCABE	ZLUN/1 CAFÉ MTWRF								

Name	ID	Studentid	ofc	1	2	3	4	5	6	7	8	9	10	11	12	13	14
TANNER, JAHWUAN		271137945	3V1	SCS22/1 3S30 M-WRF ALLRICH	HP522QGP/ 2 SCS22Q/1 3S30 -T--- ALLRICH	PHS11/3 4E8 MTWRF MCCABE	PHS11/3 3WS8 MTWRF COBB	FSS64/2 4E10 MTWRF ORTIZ	ZVS/3 SS44 M-W-F HINGPIS	EE586/22 4S28 MTWRF HINGPIS	HUS22/44 5S30 MTWRF DORAZIO	PPS86/2 3W44 --W-F JOFFE	PPS86/2 3W44 --W-F JOFFE				
TATE, VAUGHN		205057672	3C1	PPS86/1 3W44 MTWRF JOFFE	SES22Q/1 3S36 -T--- PAPERNO	MGS22/3 4E4 MTWRF MUNGAI	HUS22/1 5S30 MTWRF BURNETT	FSS64/2 4E10 MTWRF ORTIZ	ZLUN/1 CAFÉ MTWRF	PPS86/4 4E8 MTWRF MCCABE	EE586/4 4S28 MTWRF MARSH						
TAYLOR, TIMOTHY		206482929	2C1	HP522QGP/ 1 4E8 MTWRF MCCABE	PHS11/1 3WS8 MTWRF LANDBERG	MES22QGM /3 4E8 MTWRF DORAZIO	HUS22/1 5S30 MTWRF BURNETT	SFS22/4 3S36 MTWRF PAPERNO	ZLUN/1 CAFÉ MTWRF	PPS86/4 3W44 MTWRF LANDBERG	EE586/4 4S28 MTWRF MARSH						
TELFER, TOMMY		226880441	4C0	HP522QGP/ 1 4E8 MTWRF MCCABE	EE588/1 4E4 MTWRF BANKS	HES11/2 SS27 MTWRF LAURICELLA	SUS22/2 3S30 M-WRF ALLRICH	ZLUN/1 CAFÉ MTWRF									
TELSAINT, HERSON NICK		227029980	1C3	HQS22QHW /5 3S46 MTWRF GRAHAM	EE582/2 3S40 MTWRF BECK	MES32/2 3S28 MTWRF NAVEED	SUS22Q/2 3S30 -T--- ALLRICH	HUS22/2 5S30 MTWRF BURNETT	ENS22S/1 SS44 -T-R- HINGPIS	PPS82/4 3W44 MTWRF LANDBERG	MES22QEN/ 2 3S28 MTWRF NAVEED						

[illegible]

Name	ID	Studentid	ofcl	1	2	3	4	5	6	7	8	9	10	11	12	13	1
SOMMERSELL, JAMAL		204651590	2C2	ESS880A/1 3E7 MTWRF DONBECK	MSG22QPG /1 4E14 MTWRF MASON	MSG22/2 4E14 MTWRF CHAPMAN	ESS86H/1 4E14 MTWRF BATTY	SCS22QL/2 3S30 --W-- ALLRICH	ZLUN/1 CAFÉ MTWRF ORTIZ	FSS64/3 4E10 MTWRF BURNETT	HUS22/4 5S30 MTWRF JOFFE	PPS84/3 3W44 -T-R- JOFFE	PPS84/3 3W44 -T-R- JOFFE				
SOUTOUQUE, JEFF		223437260	419					ZYS/3 5S44 M-W-F HINGPIS	1 4E1 MTWRF BANKS	EQS22QCR/ 1	SLS22/4 3S30 MTWR- ALLRICH						
SPRINGER, MALIK		206446569	1V3	PPS82/1 3W44 MTWRF JOFFE	UAS22/2 4S46 MTWRF MASON	EE882/11 3S40 MTWRF HINGPIS	MES32/4 3W58 MTWRF DORAZIO	3S46 MTWRF GRAHAM BAO	ZYS/1 5S44 M-W-F BAO	MES22QEN/ 4 3W58 MTWRF DORAZIO	SLS22QL/4 3S30 --F ALLRICH						
STANBURY, ONIEL		205905565	1C3	UAS22/1 4S46 MTWRF MASON	MES32/1 3S28 MTWRF NAVEED	EE882/3 3S40 MTWRF BECK	HQS22QHW /2 3S46 MTWRF GRAHAM	MES22QEN/ 1 3S28 MTWRF NAVEED	ZLUN/1 CAFÉ MTWRF LANDBERG	PPS82/4 3W44 MTWRF ALLRICH	SLS22QL/4 3S30 --F ALLRICH						
STANLEY, MARION		274713569	2C2	/1 4E3 MTWRF SWERINGE N	FSS62/6 4E10 MTWRF ORTIZ	EE884/3 4S28 MTWRF MARSH	HGS43/2 5S23 MTWRF COCHRAN	HGS44/2 5S23 MTWRF COCHRAN	ZLUN/1 CAFÉ MTWRF MUNGAI	MSG22/1 4E4 MTWRF KAMILAR	ANS22/1 1E5 MTWRF JOFFE	PPS84/3 3W44 -T-R- JOFFE	PPS84/3 3W44 -T-R- JOFFE				

Name	ID	Studentid	ofcl	1	2	3	4	5	6	7	8	9	10	11	12	13	14
SINGH, OMADEVI	225096106 4C0	HPS22QGP/1	HES11/3 4E8 MTWRF MCCABE	1	HSS22QAS/1	EES88/2 5S27 MTWRF LAURICELLA	EES88/2 4E1 MTWRF BURNETT	HUS22/2 5S30 MTWRF BURNETT	EJS22QBY/1 4E1 MTWRF BANKS	EQS22QCR/1	PPS88/5 3W44 MTWRF LANDBERG						
SINGH, SANDEEP	227438702 3I0	MAS22S/1	5S44 -T-R- BAO	1	HGS44/11	HGS44/11 5S23 MTWRF DORAZIO	EES84/33 4S28 MTWRF HINGPIS	SCS22QL/2 3S30 MT-RF ALLRICH	ZLUN/1 CAFÉ MTWRF MUNGAI	MG522/1 4E4 MTWRF LANDBERG	PPS84/5 3W44 MTWRF LANDBERG						
SMITH, ANDREA	205737554 2V2	SCS22/1	3S30 M-WRF ALLRICH	1	MG522QPG	SCS22QL/1 4E14 MTWRF ALLRICH	MG522/2 4E14 MTWRF CHAPMAN	EES84/2 4S28 MTWRF MARSH	PHS11/2 3W58 MTWRF LANDBERG	ZLUN/1 CAFÉ MTWRF LAURICELLA	HGS43/3 5S27 MTWRF LAURICELLA	HGS44/3 5S27 MTWRF LAURICELLA					
SMITH, JACOLE	205029523 2C2	HSS22QAS/1	PHS11/1 3W58 MTWRF LANDBERG	1	HSS22QAS/1	HES11/1 5S27 MTWRF BURNETT	EES88/3 4E1 MTWRF BANKS	ZLUN/1 CAFÉ MTWRF BANKS	EQS22QCR/1	PPS88/5 3W44 MTWRF LANDBERG							
SMITH, ROMELLO	274435338 4V0	SLS22/3	3S30 MT-RF ALLRICH	1	SLS22/3	3S30 MT-RF ALLRICH	MES22QEA/2	MES22QEA/2	MES22QEA/2	MES22QEA/2	MES22QEA/2						
SMITH, TERAJAS	231882325 1C3	EES82/1	4S46 MTWRF BECK	1	UAS22/2	MES32/2 3S46 MTWRF MASON	MES32/2 3S46 MTWRF NAVEED	HOS22QHW	PFS22/1	ZLUN/1	SLS22QL/3	2	MES22QEA/				

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
•		

OR Partner Consortium (team of two to three)		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
Creative Connections 676 A Ninth Ave #229 New York, NY 10036 646 241 6622 www.CreativeC.org	Creative Connections mission is to prepare students for the educational and career challenges of the 21 st Century. We provide career/college readiness, entrepreneurship and financial literacy to middle and high school students.	Earl Hagan, COO 646 241 6622 earl@creativec.org
Replications, Inc. 150 East 52 nd Street, 10 th Floor New York, NY 10022 646-776-8770 www.replications.org	Replications is a comprehensive, whole school reform organization contracted by New York City and Baltimore to turn around and operate schools in need of improvement. We have been developing schools in urban areas for the past 15 years, including the Mott Hall schools and the Brooklyn Latin School, recently named the best public school in New York City by US News and World Report.	Ronald Saltz, EdD Executive Director 646-776-8770 rsaltz@replications.org
Counseling In Schools 212-663-3036	<p>Counseling in Schools ("CIS") mission is to meet the urgent and on-going needs of highly vulnerable students and their families living in low-income, high-need communities by providing counseling for children and families, college and career readiness, enriched after-school programs, professional development and workshops for educators and support for administrators.</p> <p>Counseling in Schools is a 501(c) (3) community-based nonprofit organization founded in 1986 to bring quality mental health care to vulnerable NYC Public School students. CIS provides a range of programs geared to the specific needs of each school or site in which we work. Our staff of mental health counseling professionals, social workers and creative arts therapists work collaboratively to design programs geared to the specific needs of students and each school community.</p> <p>Children are referred to CIS because of low academic performance, chronic absenteeism and/or social/emotional needs that can manifest in counterproductive behavior. We start by assessing the child from a developmental perspective to determine their strengths and challenges so that we can understand how to best support resiliency and address identified gaps</p>	Kevin Dahill-Fuchel Executive Director 212-663-3036

	<p>in development. We then develop a strategy that will meet the specific needs of each student supporting their future college and career and life goals. Interventions can include:</p> <p>Counseling: This is our core activity and we offer several types of modalities. Although each child's needs are unique, we strive to help them become more resilient and less impulsive in order to realize their potential. Services include:</p> <p>Individual Counseling: Students work one-on-one with a caring counseling professional in a confidential and safe setting to address personal issues which interfere with academic performance and good relationships with family and peers.</p> <p>Group Counseling: Small peer groups are especially beneficial for students who can feel isolated and disconnected. In a safe facilitated setting, students are supported to improve communication and relationships by discovering commonality with their peers and working toward goal development.. Groups may focus on the needs of adolescent development, i.e. self-identify, goal preparedness, building appropriate healthy relationships, networking, building resiliency and healthy academic, life, college and career choices.</p>	
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Supporting Partners (Optional)		
Partner Organization Name and Contact Information	Description of Partner Organization	Names/ Titles of Key Project Leads
•		
•		
•		
•		
•		

Evidence of Partner Effectiveness Chart (Details)

[illegible]

Partner Consortium: A Partner Consortium, is a team consisting of two to three external partner organizations that work collectively with an "in-district" team to provide direction, coordination, oversight, and overall development in the areas of portfolio management, human capital development, site-based governance, site-based

budgeting and financial services, facilities, instructional and non-instructional planning and implementation. Organizations that comprise the consortium must have a direct role in the implementation of this grant. At least one member of the Partner Consortium must have experience and evidence of success in managing a school change process.		
Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partner's fiscal performance)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Creative Connections 676 A Ninth Ave #229 New York, NY 10036 646 241 6622 earl@creativec.org www.CreativC.org	1. 3M415 Wadleigh HS	1. Principal Tyree Chin, tchin2@schools.nyc.gov
	2. 7X343 AAMT	2. Principal Vincent Gassetto, vgasset@schools.nyc.gov
	3. 7X224	3. Principal Welch-David, swelch@schools.nyc.gov
	4. 12X098	4. Principal Irobunda, cirodun@schools.nyc.gov
	5. 15K462	5. Principal Oneantha Swinton, oswinto@schools.nyc.gov
	6. 15K463	6. Principal Jodi Radwell, jradwell@schools.nyc.gov
	7. 7X600	7. Principal Evan Schwartz, eschwar2@schools.nyc.gov
	8. 15K497	8. Principal Jillian Juman, jjuman@schools.nyc.gov
	9. 32K562	9. Principal Lauren Reiss, lreiss@schools.nyc.gov
	10. 3M256	10. Principal Jeffrey Perl, jperl2@schools.nyc.gov
Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Replications, Inc. 150 East 52 nd Street, 10 th Floor New York, NY 10022 646-776-8770 www.replications.org	1. New Era Academy, Baltimore MD	1. Principal Sandra Simmons,
	2. Central Park East Middle School, NY NY	2. Principal Jacob Michelman, JMichelman@schools.nyc.gov
	3. Jane Addams High School for Academic Careers, Bronx, NY	3. Principal Joel Dibartolomeo, jdibartolomeo@schools.nyc.gov
	4. Secondary School for Law, Brooklyn NY	4. Principal Oneantha Swinton, oswinto@schools.nyc.gov
	5. PS7-Samuel Stern Elementary School	5. Principal Sameer Talati, stalati@schools.nyc.gov
	6. High School for Violin and Dance, Bronx NY	6. Principal Franklin Sim, fsim3@schools.nyc.gov
	7. Cathedral Charter School, Boston MA	7. Principal Oscar Santos, osantos1720@yahoo.com
	8. The Laboratory School of Finance and Technology	8. Principal Ramon Gonzalez, rgonzal@schools.nyc.gov
	9. Milton HS, Milton MA	9. Principal James Jette, jjette@miltonps.org
	10. MS 50, Brooklyn NY	10. Principal Denise Jamison, DJamiso@schools.nyc.gov
Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school and trend-summary evidence of partners fiscal performance)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Counseling In Schools	1. Automotive High School (14K610)	1. Caterina Laforgiola, Principal – Clafergola@schools.nyc.gov – 718-218-9301; Alexis Penzell, Cluster 5 (New Visions) –

Kevin Dahill-Fuchel Executive Director 212-663-3036		apenzell@newvisions.org – 212-645-5110
	2. Washington Irving High School (02M460)	2. Sarah Hernandez, Principal – Sherman4@schools.nyc.gov – 212-674-5000; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – ksuttell@schools.nyc.gov – 212-374-0835
	3. Granville T. Woods Middle School 584 (16K584)	3. Gillevan Hargrove – Gharpro@schools.nyc.gov – 718-604-1380; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – ksuttell@schools.nyc.gov – 212-374-0835
	4. The Heritage School (04M680)	4. Dyanand Sugrim, Principal – Dsugrim2@schools.nyc.gov – 212-828-2858; Serge St. Leger, Senior Director Of Youth Development Partnerships – Sstleger@schools.nyc.gov – 212-374-7534
	5. Automotive High School (14K610)	5. Caterina Laforgiola, Principal – Clafergiola@schools.nyc.gov – 718-218-9301; Alexis Penzell, Cluster 5 (New Visions) – apenzell@newvisions.org – 212-645-5110
	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

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: School Leadership and Governance Structures and Functions

Aligned with which School Goal (from School Overview section): Creation of a College Readiness Leadership Team

1. Collaboration with key stakeholders

2. Facilitative Leadership

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[illegible]

[illegible]

SIF Redesign Framework Components: Section 1: Overview

Aligned with which School Goal (from School Overview section): the fostering of the Common Core State Standards with the goal of creating and facilitating a rigorous curriculum to ensure that all students will graduate college-ready and prepared (academically and social/emotionally) for the task of completing a Bachelor Degree

Key Strategies Used to Address this Component:

1. Embedding literacy and college readiness skills into the curriculum
2. Professional development of staff around CCSS implementation
3. Partnering with experts in math instruction

[illegible]

[illegible]

Aligned with which School Goal (from School Overview section): the fostering of the Common Core State Standards with the goal of creating and facilitating a

rigorous curriculum to ensure that all students will graduate college-ready and prepared (academically and social/emotionally) for the task of completing a Bachelor Degree

Key Strategies Used to Address this Component:

1. Implementation and analysis of baseline and summative assessments
2. Collaboration of key stakeholders
- 3.

[illegible]

6.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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SIF Redesign Framework Component: APPR of Teacher and Principals as per EL 3012c

Aligned with which School Goal (from School Overview section): The fostering of the Common Core state standards and rigorous curriculum to ensure that all students will graduate college-ready and prepared (academically and social/emotionally) for the task of completing a Bachelor Degree

Key Strategies Used to Address this Component:

See iteration instruction in all content areas

1. Professional development of staff around Domain 1 of the Danielson Framework
2. Professional development of staff around rigorous mathematics instruction
- 3.

List specific actions to be used as part of the key strategies listed above. Include performance metrics (from Attachment B) each action is intended to impact.

[illegible][illegible]

1. Targeted professional development in identification of skill deficits in student work and the preparation of targeted instruction with goal of improving teacher performance in Domain 1 of the Danielson Framework
2. Targeted professional development in creating and implementing rigorous math tasks with goal of improving teacher performance in Domain 1 of the Danielson Framework
3.
4.
5.

Lead Teacher ELA	None; included in SBO
Replications	\$55,500

[illegible]

2. Targeted professional development in creating and implementing rigorous math tasks with goal of improving teacher performance in Domain 1 of the Danielson Framework
3.
4.
5.

[illegible][illegible]

3.
4.
5.

[illegible]

4.
5.

[illegible]

5.	
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		Summary Chart																
1. Identification of at-risk students for direct counseling services based on attendance, GPA, referrals from support staff, and disciplinary referrals	Counseling in Schools	\$91,363																
2. Direct counseling, art therapy, and related services for students	Counseling in Schools	\$91,363																
3. Providing college trips for at risk student population	Replications	\$37,150																
4. Student empowerment retreat	Replications	\$12,500																
5. College Access Curriculum development and implementation	Creative Connections	\$19,044																
6.																		
Quarterly Indicators of Success		Identify leading, academic, and /or school design-specific indicators, found on Attachment B, that will provide early evidence of meeting project outcomes. These will be reported on in all progress reports.																
June-August	Drop-out rate; Student average daily attendance; High school graduation rate; Suspension rate; Number of discipline referrals.																	
September-November	Drop-out rate; Student average daily attendance; High school graduation rate; Suspension rate; Number of discipline referrals.																	
December-February	Drop-out rate; Student average daily attendance; High school graduation rate; Suspension rate; Number of discipline referrals.																	

March-June (4 months)	Drop-out rate; Student average daily attendance; High school graduation rate; Suspension rate; Number of discipline referrals.	
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Attachment G Organizational Flow Chart ATTACHMENT G 2.

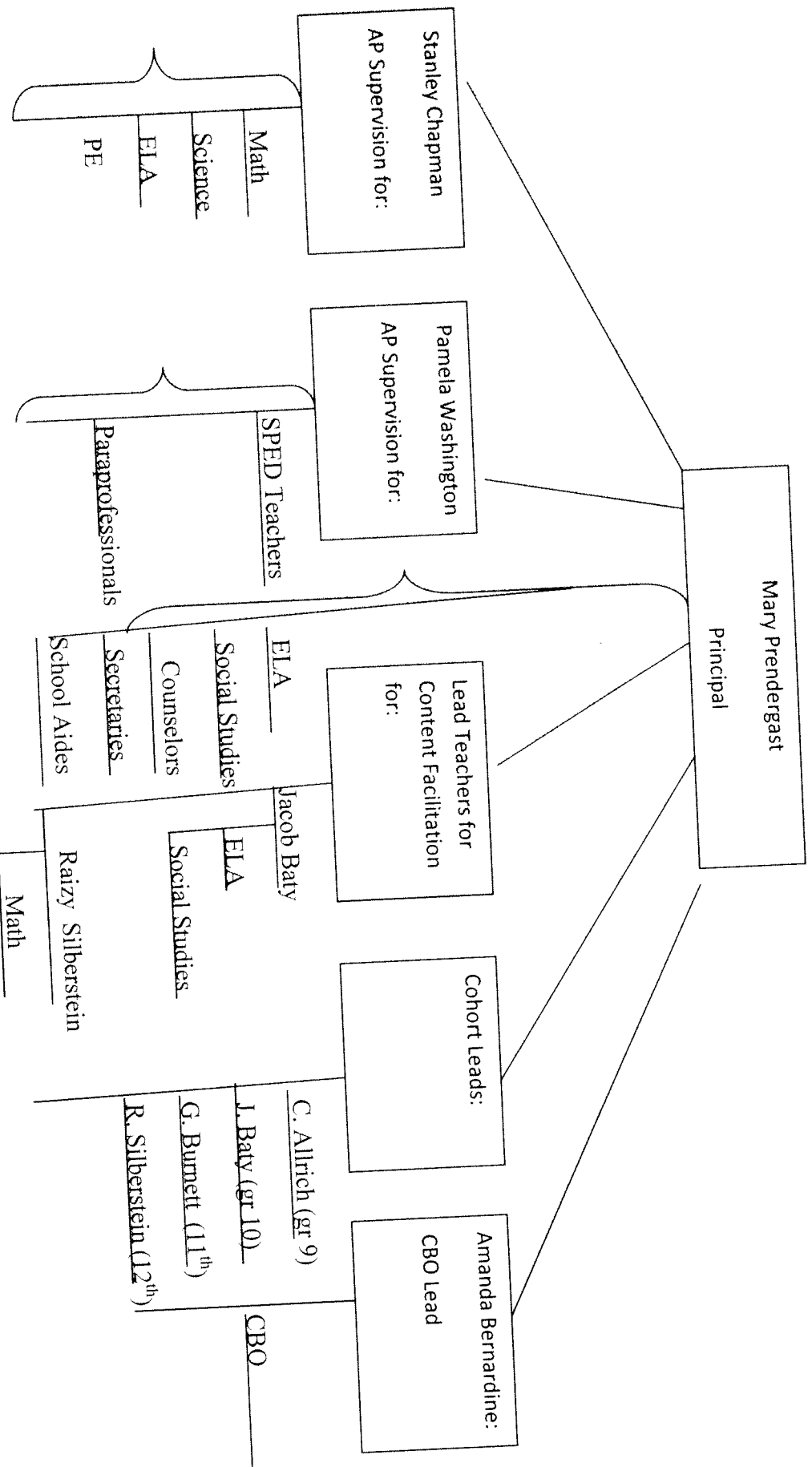


TABLE OF ORGANIZATION 2013-2014

ATTACHMENT G 1.

Attachment G-School Organizational Chart

Principal	Marie Prendergast
Assistant Principal	Stanley Chapman Pamela Washington
Science	Corlin Allrich Mark Paperno Michael Sweringen
ESL	Emily Donbeck
ELA	Katrina Banks Jacob Baty Jaime Beck Amy Marsh
Social Studies	Genina Burnett James Cochran Charity Graham Kristofor Lauricella Kyle McCabe
Mathematics	Jon Paul Dorazio George Mungai Zabeeda Naveed Raizy Silberstein
Foreign Language	Elsa Ortiz
Art	Judy Kamilar
Music	Paul Mason
Special Education	Helen Bao Juanito Hingpis
Physical Education	Avi Joffe Daniel Landberg

Guidance	Gretchen Lernihan Jonathan Sinovoi
Parent Coordinator	Chantal Desdunes
Secretaries	Anita Aiello Fran Schenk
Paraprofessionals	Katrina Ambris Akua Dove Asia Gilyard Neree Henry Justin Johnson Taunya Johnson Roslyn McLeod Grace Moore Michelle Morris Vanessa Scott Raymond Lizzi (long term day-to-day) Fedrick Lysius (long term day-to-day)
School Aides	Lindell Mitchell Roland Williams Angel Guadelope (long term day-to-day) Lawrence Moses (long term day-to-day)

Is "Huckleberry Finn" a Racist Text?

Information Sheet for Argumentation Module

Module title: Module Title: **Is Huckleberry Finn a Racist Text? Time Frame (3 Weeks)**

Module description (overview):	After having read the novel <i>The Adventures of Huckleberry Finn</i> and several articles about the controversial nature of the text, students will create an argument for or against the banning of the book.
Template task (include number, type, level):	Task 1: After researching _____ (informational texts) on _____ (content), write _____ (essay or substitute) that argues your position on _____ (content). Support your position with evidence from your research. L2 Be sure to acknowledge competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position. (Argumentation/Analysis)
Teaching task:	After researching the controversy surrounding <i>The Adventures of Huckleberry Finn</i> write an essay that argues your position on the topic of the banning of the book. Support your position with evidence from your research. L2 Be sure to acknowledge competing views.
Grade(s) /Level:	11 th Grade
Discipline: (e.g., ELA, science, history, other?)	ELA
Course:	11 th Grade Pre-AP English
Author(s):	Jacob Baty
Contact information:	JBaty@schools.nyc.gov

COMMON CORE STATE STANDARDS

READING STANDARDS FOR ARGUMENTATION	
"Built-in" Reading Standards	"When Appropriate" Reading Standards
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
WRITING STANDARDS FOR ARGUMENTATION	
"Built-in" Writing Standards	"When Appropriate" Writing Standards
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>

SCORING RUBRIC FOR ARGUMENTATION TEMPLATE TASKS

Scoring Elements	Approaches		Expectations		Meets Expectations	Advanced
	Not Yet	1.5	2	2.5	3	3.5
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately and establishes a position, but focus is uneven.			Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.	Establishes a claim. (L2) Makes note of counter claims.			Establishes a credible claim. (L2) Develops claim and counter claims fairly.	Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.			Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.			Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.			Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.			Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.			Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Section 2: What Skills?

SKILL	DEFINITION
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
1. Task engagement	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
2. Task analysis	Ability to understand and explain the task's prompt and rubric.
SKILLS CLUSTER 2: READING PROCESS	
1. Text selection	Ability to identify appropriate texts.
2. Active reading	<p>Ability to identify the central point and main supporting elements of a text.</p> <p>L2 Ability to identify and analyze competing arguments.</p> <p>L3 Ability to make clarifying connections and/or provide examples.</p>
3. Essential vocabulary	Ability to identify and master terms essential to understanding a text.
4. Academic integrity	Ability to use and credit sources appropriately.
5. Note-taking	Ability to select important facts and passages for use in one's own writing.
SKILLS CLUSTER 3: TRANSITION TO WRITING	
1. Bridging	Ability to begin linking reading results to writing task.
SKILLS CLUSTER 4: WRITING PROCESS	
1. Claim	Ability to establish a claim and consolidate information relevant to task.
2. Planning	Ability to develop a line of thought and text structure appropriate to an argumentation task.
3. Development	<p>Ability to construct an initial draft with an emerging line of thought and structure.</p> <p>L2 Ability to analyze competing arguments.</p> <p>L3 Ability to make clarifying connections and/or provide examples.</p>
4. Revision	Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.
5. Editing	Ability to proofread and format a piece to make it more effective.
6. Completion	Ability to submit final piece that meets expectations.

Day 2

2. Task Analysis/Planning

Ability to understand and explain the task's prompt and rubric.

Task Analysis Questions

1. Students are given the task for the module and asked to analyze their initial response to the prompt.

Students are asked:

What is your initial reaction to the prompt? What issues do you see arising in this project?

In your own words, what is the task asking you to do?

For rubric: what do you need to do to get the highest score on the rubric? Ask students to pull out language from the "meets expectation" and above in their responses.

2. Students are given a calendar that lists the key dates of the project, including all stages of this writing assignment. Students are then asked to add to the calendar other key events that may interfere with their completion of the project. These would include assignments from other classes as well as personal affairs. Students then identify challenges they see in keeping with their schedule.

Student responses are scored for completeness.

- Create a classroom list: Choose one student to share a few concerns on the board, and ask others to add to it.
- Lead a whole class discussion of the individual class findings in regards to challenges.

SKILLS CLUSTER 2: READING PROCESS

Day 3	1. <u>Text selection</u> <i>Ability to identify appropriate texts.</i>	<u>Work Cited</u> Students are introduced to MLA formatting in a mini-lesson and through an inserting evidence handout and practice using the format, correcting examples for errors in using MLA format. Students are then given an example work cited page and asked to identify the elements of a work cited. Then students are given their outside sources for the unit and are asked to create a “my work cited” sheet to collect the sources that they will use in their project. After, students should analyze the effectiveness and validity of each source in a class discussion.	<ul style="list-style-type: none"> ■ “My Work Cited” entry is complete if it identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology). 	<ul style="list-style-type: none"> ■ Provide citation guide and discuss why each element of citation is needed. ■ Provide access to research sources for students to assess the texts.
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Days 4-6

2. Active reading/Note Taking

Ability to identify the central point and main supporting elements of a text.

L2 Ability to identify and analyze competing arguments.

L3 Ability to make clarifying connections or provide examples.

Notes:

1. Students are introduced to the Cornell note taking system in a mini-lesson and then are asked to take notes from their sources on antagonists and protagonists. Then, students are given a close reading assignment that asks them to explore small sections of *Curious Incident*, looking for character traits and aspects of the various conflicts in the text. In their notes, students are encouraged to collect evidence and then provide a summary of their findings, using the sentence starter "This evidence shows..."

2. Students are then asked to identify two characters that they feel may be the antagonist of the novel based on the notes that they have taken on antagonists, Christopher, his mother, and his father. They must summarize their evidence that could be used to identify either character as an antagonist.

- Students have several pages of complete notes, including textual evidence, analysis and a summary of each page.
- Additionally, students will have a summary sheet that includes several points describing how two characters could take the role of protagonist in the novel.

- Have students compare notes and add to their own notes based on the findings of their partner.
- Invite students to share and discuss their answers for each text with the larger class.
- After the discussion, allow them to add to their entries.

On-going	<p><u>3. Essential vocabulary</u> Ability to identify and master terms essential to understanding a text.</p>	<p><u>Vocabulary list</u> Students are given a list of key vocabulary and are asked to pick four words from the list that they will use in their writing. Additionally, as the students read their sources they are to collect various terms that they are not familiar with. They will then do further research into those words, completing vocabulary charts for the words. Students will then find two unfamiliar words from their sources. They will complete vocabulary charts for the additional terms as well.</p>	<ul style="list-style-type: none"> ■ Lists appropriate terms. ■ Provides accurate definitions. 	<ul style="list-style-type: none"> ■ After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. ■ After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
Day 7	<p><u>4. Academic integrity</u> Ability to use and credit sources appropriately.</p>	<p><u>Definition and strategies</u> Define "plagiarism" and list ways to avoid it.</p>	<ul style="list-style-type: none"> ■ Provide accurate definition. ■ Lists several appropriate strategies. 	<ul style="list-style-type: none"> ■ Discuss respect for others' work to assemble evidence and create texts. ■ Discuss academic penalties for stealing others thoughts and words.

SKILLS CLUSTER 3: TRANSITION TO WRITING

Day 8

1. Bridging

Ability to begin linking reading results to writing task.

Annotated Essay

Students are given an example essay on a different topic, but following a similar format. Students are then asked to identify the key elements of the piece of writing (thesis statement, evidence sources, organization etc.) Students annotate the essay and answer the guiding questions. Students then discuss the effectiveness of the essay and through discussion of questions are led to see connections to their own writing project. Additionally, students will analyze one of the body paragraphs, identifying how the author used a topic sentence, introductions to evidence, direct quotations, analysis, and conclusion sentences.

■ Annotated essay is graded for completeness.

■ Whole class discusses the findings of the annotation of essay.

SKILLS CLUSTER 4: WRITING PROCESS

Day 8	<u>1. Claim/Planning</u> Ability to establish a claim and consolidate information relevant to task.	<u>Thesis Planning</u> Students are given a thesis planning worksheet. Students first analyze the thesis from the example essay and then using their findings, and their evidence collection sheets draft their own thesis statement for their project, noting their claim and their counter claim. Students then use their thesis to map out the outline for their essay.	<ul style="list-style-type: none"> Student thesis should clearly lay out claim and counter claim. Outline should reflect points laid out in the thesis. 	<ul style="list-style-type: none"> Offer several examples of thesis. Ask class to discuss what makes them strong or weak.
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Days 9-12	<p><u>2. Development</u></p> <p>Ability to construct an initial draft with an emerging line of thought and structure.</p> <p>L2 Ability to analyze competing arguments.</p> <p>L3 Ability to make clarifying connections and/or provide examples.</p>	<p><u>Initial draft</u></p> <p>1. Students are given a mini-lesson on writing an introduction and then analyze the introduction from their example essay. Based on this knowledge, students draft an initial introduction for their essay.</p> <p>2. Students are given a mini-lesson on writing body paragraphs and then analyze the body paragraphs from their example essay. Students alternate writing paragraphs and having a partner analyze them for the correct use of the identified elements of a body paragraph. Likewise, students review the handout on how to use in text citations and complete an activity asking them to correct misused in text citations. Based on this knowledge, students continue to draft their body paragraphs.</p> <p>3. Students are given a mini-lesson on counter claims and then analyze the author's counter claim in the example essay. Students then craft their own counter claim paragraphs for their essays. Students then exchange their paragraphs with a partner for analysis based on the elements of a paragraph described in earlier lesson on body paragraphs</p>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening paragraph in the later sections with evidence and citations. Encourage students to re-read prompt partway through writing, to ensure that they are on track.
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<p>Days 13</p>	<p><u>4. Revision</u> <i>Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</i></p>	<p><u>Peer Edit</u> Students use a graphic organizer to address the following questions about their partner's paper: What is your partner's thesis? List your partner's evidence in bullet points What are the counter claims? Are they valid? Teacher models how to give feedback according to these questions with a student who volunteers to have their essay analyzed in front of the class. Teacher provides a list of sentence starters: I have a question about . . . Could you explain this again, in a different way . . . Students write a second draft using the feedback from their partner.</p>	<ul style="list-style-type: none"> ■ <i>Improves earlier edition through attention to peer feedback.</i> 	<ul style="list-style-type: none"> ■ <i>Sample useful feedback that balances support for strengths and clarity about weaknesses.</i> ■ <i>Assign students to provide each other with feedback on those issues.</i>
<p>Day 14</p>	<p><u>5. Editing</u> <i>Ability to proofread and format a piece to make it more effective.</i></p>	<p><u>Correct Draft</u> Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<ul style="list-style-type: none"> ■ <i>Provides draft free from distracting surface errors.</i> ■ <i>Uses format that supports purpose.</i> 	<ul style="list-style-type: none"> ■ <i>Briefly review selected skills that many students need to improve.</i> ■ <i>Teach a short list of proofreading marks.</i> ■ <i>Assign students to proofread each other's texts a second time.</i>

Day 15	<u>6. Completion</u> Ability to submit final piece that meets expectations.	<u>Final Piece</u> Turn in the complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task.
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MATERIALS, REFERENCES, AND SUPPORTS

FOR TEACHERS

FOR STUDENTS

Section 4: What Results?

STUDENT WORK SAMPLES

[Include at least two samples of student work at each scoring level]

CLASSROOM ASSESSMENT TASK (OPTIONAL: MAY BE USED AS PRE-TEST OR POST-TEST)

Classroom assessment task	
Background to share with students (optional):	
Reading texts:	

ARGUMENTATION CLASSROOM ASSESSMENT RUBRIC

[As of September 2011, this rubric is under construction]

Teacher Work Section

Here are added thoughts about teaching this module.

Appendix

The attached materials support teaching this module.

2014-2015 YCD Inquiry/Data Driven Instruction Professional Development Plan

Attachment H1

PD Activity	Target Audience	Organization/ Agent Delivering PD	Desired Measurable Outcomes	How Outcomes will be Analyzed and Reported
Inquiry work in cohort teams. Cohorts consisting of teachers that teach the same grade level meet and analyze data related to academia such as regents exam scores, item analysis reports, class grades and attendance for a target student population group.	Administration, Lead teachers, Teaching staff, Guidance counselors, Parent coordinator, Counseling in schools, and Para professionals.	Data specialist	Insure all students that attend school on a regular basis are able to graduate high school in 4 years. Provide students with the supports to earn an advanced regents diploma and insure that every student has meet the college readiness standards.	Outcomes will be monitored on a bi-weekly basis. Outcomes will be monitored through teachers feedback as well as analyzing summative and formative assessment data. The data specialist has a system set up where teachers submit classroom data on a bi-weekly basis. The classroom data is combined with attendance data, regents scores, and item analysis reports from state exams. The teachers on the team analyze the data reports and create individual goals for each student and specific assistant plans. The data specialist meets with the leader of each team and receives a copy of

				the goals, structures in place to insure students meet their goals and notes from the meeting. The data specialist updates the data report to reflect the adjustments put in place by the team members.
Improving instructional practice in department teams.	Administration, Lead teachers, and teaching staff.	Administration, data specialist, and lead teachers.	Teachers will be able to improve their instructional practice based upon recommendations from informal and formal observations (Danielson framework for teaching and learning) done by administration and colleagues. Departments will review feedback from the quality review and peer quality review. Teaching staff and administration will collaborate together on how to best improve instruction which as a result will improve specific skills students are lacking. As a result the students can	Observation data is recorded on the Teacher Effectiveness Website. Teachers and administrators review the data and look at trends. Teachers within a department conduct peer reviews bi-weekly. The teachers conducting the review conduct a norming session and discuss best practices by making suggestions on how to improve the teachers instruction using the Danielson rubric. Teachers will reflect as a team on the recommendations from the quality review and peer review to

			<p>meet their academic goals (instructional goals)?</p>	<p>determine how to address the recommendations. Teachers will suggest 3 best practice that can be incorporated into their current instructional practice to address the recommendations. Teachers will analyze student work including formative and summative assessments. Teachers will meet with their departments lead teachers to review results from summative assessments using the Data driven instruction model. The lead teacher and data specialist will create a document that captures the data from each summative assessment and notes from the meeting. At the follow up meeting the results from the previous meeting will be reviewed and trends will be analyzed and new goals will be</p>
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Math teacher team.	Assistant principal, Lead math teacher and math teachers.	Assistant principal and lead math teacher.	The teachers will move all the students in the target student population group in the sub- skill identified through examinations of student work. Teachers will engage in collaborative evidence based action cycles.	created. They will design interventions that assist in bridging skill gaps identified through examination of student work. The interventions will be monitored through min-tasks.
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2014-2015 YCD Cohort Teams-

Inquiry Professional Development Plan

ATTACHMENT H1.

Overview:

In the 2014-2015 school year, the administration, teachers, Para professionals, guidance counselors, and parent coordinator, at YCD will meet together every 2nd and 4th Monday of every month in cohort groups (9th, 10th, 11th, and 12th grades) to engage in cycles of inquiry. After choosing a target group of students from their cohorts, these cycles will proceed in the following steps: 1. examine student data at the beginning of the year from data reports prepared by the data specialist to determine which students are struggling with to pass New York State regents exams, credit accumulation, reaching college readiness benchmark, and school- class attendance. 2. determine individual goals for each student, 3. design interventions for the students to meet the goals 4. use the interventions in classes and student meetings. 5. monitor the impact of the interventions, 6. re-assess the target group and direction of the work.

School-Specific Long Term Goal:	Evidence:
<p>By June 2015...</p> <ul style="list-style-type: none"> teacher teams will assist the target student population group with meeting their short and long term goals. teachers will engage in bi- weekly collaboration to monitor student data and insure students are on track to reach their anticipated goals. Interventions will be set up on an individual bases to assist 	<ul style="list-style-type: none"> Analyzing students goals for the year by using the following data resources. Student data tracker (6 times a year) monitoring student progress in academic classes. Analyze students regents scores and monitor mock regents exams as well as summative assessments. Item analysis reports from regents exams, mock regents, and summative

<p>students who are struggling.</p> <ul style="list-style-type: none"> Teachers and administrators on the PD planning committee (Corlin Allrich, Jacob Baty, Jamie Beck, Genina Burnett, Stanley Chapman, Charity Graham, Marie Prendergast, Raizy Silberstein, Gretchen Lernihen and Jon Sinovoi) will identify structures to put in place within their teacher teams, create interventions to address the student goals created by the team, enact said interventions and monitor their impact. 	<p>assessments.</p> <ul style="list-style-type: none"> Interventions designed by teachers. Daily attendance and cut reports. Saturday school and after school classes. Agendas created by PD planning team
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Approximate Date	Benchmark Goals	Evidence
9/8	Identify target population of 3 students per teacher 15-20 per cohort team.	List of students in target population and any relevant data about each student
9/22	Develop goals short term (midyear) and long term (end of year) for each student using the data reports.	Individual student goals report.
10/13	Discuss strategies and interventions to assist students with meeting their goals. Data tracker 1 is analyzed.	Student meeting is scheduled so mentor teachers can discuss goals with individual students and marking period grades. Meeting notes and logs from student teacher meeting.
10/21	Teacher teams debrief about student meetings. Teachers brainstorm on a successful intervention.	Protocol for intervention. Teachers complete an online survey about different interventions.
11/10	Teachers review marking period 1 grade and schedule another meeting with students from the target group. Each cohort team decides on an intervention to pilot.	Teachers review students short term and long term goals to see if students are on track to meet the goals.
11/24	Teacher teams debrief about meeting and work on the intervention plan. Data tracker 2 is analyzed and discussed.	Calendar of future target student meetings are created. Intervention plan is mapped out with dates and steps.

12/8 and 12/22	Teachers review data tracker 3, attendance for after school and Saturday school. Regents prep classes are set up and discussed. A date for cohort meeting is scheduled.	Teachers work off the data. Complete a form in regards to the update of the intervention plan. Calendar out cohort meeting with in jeopardy students.
1/5 and 1/19	Teachers generate a list of students in the target group missing work and attendance issues. Teachers review projected credit accumulation report.	Student communication with data and goal setting.
2/9	Monitor impact of intervention by analyzing student data such as regents scores, marking period grades for the first term. Short term goals are reviewed and long term goals are adjusted.	Revise the goal setting. Finalize interventions that were successful.
2/23	Target group revised based on goals.	Updated target group and goals.
3/9	Reflect on interventions. Review data tracker 4	Teacher reflection
4/27	Inquiry work marking period 1 grades for term 2. Set up student teacher meeting	Meeting notes and schedule of student teacher meeting. Action plan is created.
5/11	Teachers review marking period 2 grades and debrief about supports students need. Teachers discuss skills students are lacking.	Calendar of meetings, marking period 2 grades, and notes.
6/8	Teachers generate a list of students in the target group missing work and attendance issues. Teachers review projected credit accumulation report.	Student communication with data and goal setting.

2014-2015 YCD Literacy Professional Development Plan

ATTACHMENT H 2.

Overview:

In the 2014-2015 school year, the literacy teachers (science, social studies, ELA, ESL, and SPED) at YCD will meet together every 1st, 3rd, and 5th Monday of every month in cohort groups (9th, 10th, 11th, and 12th grades) to engage in cycles of inquiry. After choosing a target group of students from their cohorts, these cycles will proceed in the following steps: 1. examine student work at the beginning of the year from the NYC Performance Assessments to determine what students are struggling with, 2. determine what skill gaps are most dire, 3. design interventions to close those skill gaps, 4. use the interventions in classes, 5. monitor the impact of the interventions, 6. and re-assess the skill targets and direction of the work. All interventions created will align with Common Core standards and taught in every literacy-based content class so students are exposed to the skill in multiple classes.

School-Specific Long Term Goal:	Evidence:
<p>By June 2015...</p> <ul style="list-style-type: none"> teacher teams will move each of their target student population groups in the sub-skill identified through examinations of student work. teachers will engage in iterative collaborative evidence based action cycles in each inquiry team in which they will design interventions that to bridge skill gaps identified through examinations of student work, enact those interventions in multiple classes, and monitor the impact of those interventions (mini-tasks) on a target student population. teachers on the PD planning committee (Jacob Baty, Denese James and Sara Ballute) will identify teacher skill gaps within their teacher teams, create interventions to address those skill gaps through PD activities or coaching outside of the session, enact said interventions and monitor their impact. 	<ul style="list-style-type: none"> Student tracker monitoring progress in sub-skill category Student work and scores from fall and spring NYC Performance Assessment Student work from formative assessments measuring students' progress in sub-skill gap Interventions designed by teachers LITs from classes in which interventions were taught and assessments given Aggregate scores on NYC Performance Assessment (fall and spring) for all students Agendas created by PD planning team

Approximate Date	Benchmark Goals:	Evidence:
9/14	Identify target population of five students.	List of students in target population and any relevant data about each student
9/14	Develop/define baseline assessment	Baseline student work

9/14	Define assessment criteria	Norming activity for grading assessment Rubric to assess granular skill
9/14	Administer and assess baseline assessment against that criteria	Assessment of baseline recorded/reported via Student Tracker
10/14	Establish long & short term goals	Articulation of goals, learning progression & high leverage targets
10/14	Design a learning progression	Calendar of meetings and lessons for designing and implementing mini-task
10/14	Identify high leverage skill for students to learn/develop first	Teacher work from student work inquiry protocol
11/14, 12/14	Plan a mini-task/lesson that provides students the opportunity to practice/develop the high leverage skill	Targeted Mini-task/lesson plans
1/15, 2/15	Monitor impact of intervention by studying the resultant student work	Resultant target student work
2/15	Reflect on learning/implications	Teacher reflection
2/15	Surface next learning need	Articulation of next learning target
3/15	Design a learning progression	Calendar of meetings and lessons for designing and implementing mini-task
3/15	Identify high leverage skill for students to learn/develop first	Teacher work from student work inquiry protocol
4/15, 5/15	Plan a mini-task/lesson that provides students the opportunity to practice/develop the high leverage skill	Targeted Mini-task/lesson plans
5/15, 6/15	Monitor impact of intervention by studying the resultant student work	Resultant target student work
6/15	Reflect on learning/implications	Teacher reflection

2014-2015 YCD Mathematics Professional Development Plan

ATTACHMENT H3.

Overview:

In the 2014-2015 school year, the math teachers at YCD will meet together every 1st, 3rd, and 5th Monday of every month to engage in cycles of inquiry. After choosing a target group of students from their classes, these cycles will proceed in the following steps: 1. examine student work at the beginning of the year from the NYC Performance Assessments to determine what students are struggling with, 2. determine what skill gaps are most dire, 3. design interventions to close those skill gaps, 4. use the interventions in classes, 5. monitor the impact of the interventions, 6. and re-assess the skill targets and direction of the work. All interventions created will align with Common Core standards.

School-Specific Long Term Goal:	Evidence:
<p>By June 2015...</p> <ul style="list-style-type: none"> Teachers will move each of their target student population groups in the sub-skill identified through examinations of student work. teachers will engage in iterative collaborative evidence based action cycles as a department in which they will design interventions to bridge skill gaps identified through examinations of student work, enact those interventions in math classes, and monitor the impact of those interventions (mini-tasks) on a target student population. teachers on the PD planning committee (Stan Chapman and Raizy Silberstein) will identify teacher skill gaps within their department, create interventions to address those skill gaps through PD activities or coaching outside of the session, enact said interventions and monitor their impact. 	<ul style="list-style-type: none"> Student tracker monitoring progress in sub-skill category Student work and scores from fall and spring NYC Performance Assessment Student work from formative assessments measuring students' progress in sub-skill gap Interventions designed by teachers Aggregate scores on NYC Performance Assessment (fall and spring) for all students Agendas created by PD planning team

Approximate Date	Benchmark Goals:	Evidence:
9/14	Identify target population of five students.	List of students in target population and any relevant data about each student
9/14	Develop/define baseline assessment	Baseline student work
9/14	Define assessment criteria	Norming activity for grading assessment

		Rubric to assess granular skill
9/14	Administer and assess baseline assessment against that criteria	Assessment of baseline recorded/reported via Student Tracker
10/14	Establish long & short term goals	Articulation of goals, learning progression & high leverage targets
10/14	Design a learning progression	Calendar of meetings and lessons for designing and implementing mini-task
10/14	Identify high leverage skill for students to learn/develop first	Teacher work from student work inquiry protocol
11/14, 12/14	Plan a mini-task/lesson that provides students the opportunity to practice/develop the high leverage skill	Targeted Mini-task/lesson plans
1/15, 2/15	Monitor impact of intervention by studying the resultant student work	Resultant target student work
2/15	Reflect on learning/implications	Teacher reflection
2/15	Surface next learning need	Articulation of next learning target
3/15	Design a learning progression	Calendar of meetings and lessons for designing and implementing mini-task
3/15	Identify high leverage skill for students to learn/develop first	Teacher work from student work inquiry protocol
4/15, 5/15	Plan a mini-task/lesson that provides students the opportunity to practice/develop the high leverage skill	Targeted Mini-task/lesson plans
5/15, 6/15	Monitor impact of intervention by studying the resultant student work	Resultant target student work
6/15	Reflect on learning/implications	Teacher reflection

2014-2015 YCD Inquiry/Data Driven Instruction Professional Development Plan

Attachment H1

PD Activity	Target Audience	Organization/ Agent Delivering PD	Desired Measurable Outcomes	How Outcomes will be Analyzed and Reported
Inquiry work in cohort teams. Cohorts consisting of teachers that teach the same grade level meet and analyze data related to academia such as regents exam scores, item analysis reports, class grades and attendance for a target student population group.	Administration, Lead teachers, Teaching staff, Guidance counselors, Parent coordinator, Counseling in schools, and Para professionals.	Data specialist	Insure all students that attend school on a regular basis are able to graduate high school in 4 years. Provide students with the supports to earn an advanced regents diploma and insure that every student has meet the college readiness standards.	Outcomes will be monitored on a bi-weekly basis. Outcomes will be monitored through teachers feedback as well as analyzing summative and formative assessment data. The data specialist has a system set up where teachers submit classroom data on a bi-weekly basis. The classroom data is combined with attendance data, regents scores, and item analysis reports from state exams. The teachers on the team analyze the data reports and create individual goals for each student and specific assistant plans. The data specialist meets with the leader of each team and receives a copy of

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			<p>meet their academic goals (instructional goals)?</p>	<p>determine how to address the recommendations. Teachers will suggest 3 best practice that can be incorporated into their current instructional practice to address the recommendations. Teachers will analyze student work including formative and summative assessments. Teachers will meet with their departments lead teachers to review results from summative assessments using the Data driven instruction model. The lead teacher and data specialist will create a document that captures the data from each summative assessment and notes from the meeting. At the follow up meeting the results from the previous meeting will be reviewed and trends will be analyzed and new goals will be</p>
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				created.
Math teacher team.	Assistant principal, Lead math teacher and math teachers.	Assistant principal and lead math teacher.	The teachers will move all the students in the target student population group in the sub- skill identified through examinations of student work. Teachers will engage in collaborative evidence based action cycles.	They will design interventions that assist in bridging skill gaps identified through examination of student work. The interventions will be monitored through min-tasks.

2014-2015 YCD Cohort Teams-

Inquiry Professional Development Plan

ATTACHMENT H1.

Overview:

In the 2014-2015 school year, the administration, teachers, Para professionals, guidance counselors, and parent coordinator, at YCD will meet together every 2nd and 4th Monday of every month in cohort groups (9th, 10th, 11th, and 12th grades) to engage in cycles of inquiry. After choosing a target group of students from their cohorts, these cycles will proceed in the following steps: 1. examine student data at the beginning of the year from data reports prepared by the data specialist to determine which students are struggling with to pass New York State regents exams, credit accumulation, reaching college readiness benchmark, and school- class attendance. 2. determine individual goals for each student, 3. design interventions for the students to meet the goals 4. use the interventions in classes and student meetings. 5. monitor the impact of the interventions, 6. re-assess the target group and direction of the work.

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5/11	Teachers review marking period 2 grades and debrief about supports students need. Teachers discuss skills students are lacking.	Calendar of meetings, marking period 2 grades, and notes.
6/8	Teachers generate a list of students in the target group missing work and attendance issues. Teachers review projected credit accumulation report.	Student communication with data and goal setting.

2014-2015 YCD Literacy Professional Development Plan

ATTACHMENT H 2.

Overview:

In the 2014-2015 school year, the literacy teachers (science, social studies, ELA, ESL, and SPED) at YCD will meet together every 1st, 3rd, and 5th Monday of every month in cohort groups (9th, 10th, 11th, and 12th grades) to engage in cycles of inquiry. After choosing a target group of students from their cohorts, these cycles will proceed in the following steps: 1. examine student work at the beginning of the year from the NYC Performance Assessments to determine what students are struggling with, 2. determine what skill gaps are most dire, 3. design interventions to close those skill gaps, 4. use the interventions in classes, 5. monitor the impact of the interventions, 6. and re-assess the skill targets and direction of the work. All interventions created will align with Common Core standards and taught in every literacy-based content class so students are exposed to the skill in multiple classes.

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Approximate Date	Benchmark Goals	Evidence
9/14	Identify target population of five students.	List of students in target population and any relevant data about each student
9/14	Develop/define baseline assessment	Baseline student work

9/14	Define assessment criteria	Norming activity for grading assessment Rubric to assess granular skill
9/14	Administer and assess baseline assessment against that criteria	Assessment of baseline recorded/reported via Student Tracker
10/14	Establish long & short term goals	Articulation of goals, learning progression & high leverage targets
10/14	Design a learning progression	Calendar of meetings and lessons for designing and implementing mini-task
10/14	Identify high leverage skill for students to learn/develop first	Teacher work from student work inquiry protocol
11/14, 12/14	Plan a mini-task/lesson that provides students the opportunity to practice/develop the high leverage skill	Targeted Mini-task/lesson plans
1/15, 2/15	Monitor impact of intervention by studying the resultant student work	Resultant target student work
2/15	Reflect on learning/implications	Teacher reflection
2/15	Surface next learning need	Articulation of next learning target
3/15	Design a learning progression	Calendar of meetings and lessons for designing and implementing mini-task
3/15	Identify high leverage skill for students to learn/develop first	Teacher work from student work inquiry protocol
4/15, 5/15	Plan a mini-task/lesson that provides students the opportunity to practice/develop the high leverage skill	Targeted Mini-task/lesson plans
5/15, 6/15	Monitor impact of intervention by studying the resultant student work	Resultant target student work
6/15	Reflect on learning/implications	Teacher reflection

2014-2015 YCD Mathematics Professional Development Plan

ATTACHMENT H3.

Overview:

In the 2014-2015 school year, the math teachers at YCD will meet together every 1st, 3rd, and 5th Monday of every month to engage in cycles of inquiry. After choosing a target group of students from their classes, these cycles will proceed in the following steps: 1. examine student work at the beginning of the year from the NYC Performance Assessments to determine what students are struggling with, 2. determine what skill gaps are most dire, 3. design interventions to close those skill gaps, 4. use the interventions in classes, 5. monitor the impact of the interventions, 6. and re-assess the skill targets and direction of the work. All interventions created will align with Common Core standards.

School-Specific Long Term Goal:	Evidence:
<p>By June 2015...</p> <ul style="list-style-type: none"> Teachers will move each of their target student population groups in the sub-skill identified through examinations of student work. teachers will engage in iterative collaborative evidence based action cycles as a department in which they will design interventions to bridge skill gaps identified through examinations of student work, enact those interventions in math classes, and monitor the impact of those interventions (mini-tasks) on a target student population. teachers on the PD planning committee (Stan Chapman and Raizy Silberstein) will identify teacher skill gaps within their department, create interventions to address those skill gaps through PD activities or coaching outside of the session, enact said interventions and monitor their impact. 	<ul style="list-style-type: none"> Student tracker monitoring progress in sub-skill category Student work and scores from fall and spring NYC Performance Assessment Student work from formative assessments measuring students' progress in sub-skill gap Interventions designed by teachers Aggregate scores on NYC Performance Assessment (fall and spring) for all students Agendas created by PD planning team

Approximate Date	Benchmark Goals:	Evidence:
9/14	Identify target population of five students.	List of students in target population and any relevant data about each student
9/14	Develop/define baseline assessment	Baseline student work
9/14	Define assessment criteria	Norming activity for grading assessment

		Rubric to assess granular skill
9/14	Administer and assess baseline assessment against that criteria	Assessment of baseline recorded/reported via Student Tracker
10/14	Establish long & short term goals	Articulation of goals, learning progression & high leverage targets
10/14	Design a learning progression	Calendar of meetings and lessons for designing and implementing mini-task
10/14	Identify high leverage skill for students to learn/develop first	Teacher work from student work inquiry protocol
11/14, 12/14	Plan a mini-task/lesson that provides students the opportunity to practice/develop the high leverage skill	Targeted Mini-task/lesson plans
1/15, 2/15	Monitor impact of intervention by studying the resultant student work	Resultant target student work
2/15	Reflect on learning/implications	Teacher reflection
2/15	Surface next learning need	Articulation of next learning target
3/15	Design a learning progression	Calendar of meetings and lessons for designing and implementing mini-task
3/15	Identify high leverage skill for students to learn/develop first	Teacher work from student work inquiry protocol
4/15, 5/15	Plan a mini-task/lesson that provides students the opportunity to practice/develop the high leverage skill	Targeted Mini-task/lesson plans
5/15, 6/15	Monitor impact of intervention by studying the resultant student work	Resultant target student work
6/15	Reflect on learning/implications	Teacher reflection

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: The High School for Youth and Community Development
DBN: 17K537 Network: CFN 563

PARENT REPRESENTATIVE

Signature (In blue ink)

Date

2-6-14

Type or print name

CHRIS E. RECKLEY

CHAPTER LEADER (UFT)

Signature (In blue ink)

Date

2-6-14

Type or print name

Jacob W. Baty

PRINCIPAL (CSA)

Signature (In blue ink)

Date

2-6-14

Type or print name

Mary A. Prendergast

17K537 High School for Youth and Community Development at Erasmus

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2014-15	Target for 2015-16	Target for 2016-17
I. Leading Indicators						
a. Number of minutes in the school year	Min	60390	60390	60390	60390	60390
b. Student participation in State ELA assessment	%	100	N/A	N/A	N/A	N/A
c. Student participation in State Math assessment	%	100	N/A	N/A	N/A	N/A
d. Drop-out rate	%	11	14	12 to 10	10 to 6	8 to 2
e. Student average daily attendance	%	89%	89%	90%	91%	92%
f. Student completion of advanced coursework		40	23	25 to 28	27 to 33	29 to 38
g. Suspension rate	%	2%	4%			
h. Number of discipline referrals	Num	11%	15%			
i. Truancy rate	%	5%	5%	4%	4%	4%
j. Teacher attendance rate	%	96%	95%	95%	95%	96%
k. Teachers rated as "effective" and "highly effective"	%	N/A	N/A	N/A	N/A	N/A
l. Hours of professional development to improve teacher performance	Num	20				
m. Hours of professional development to improve leadership and governance	Num	10				
n. Hours of professional development in the	Num	10				

implementation of high quality interim assessments and data-driven action						
II. Academic Indicators						
a. ELA performance index	PI	N/A	N/A	N/A	N/A	N/A
b. Math performance index	PI	N/A	N/A	N/A	N/A	N/A
c. Student scoring "proficient" or higher on ELA assessment	%	26	N/A	N/A	N/A	N/A
d. Students scoring "proficient" or higher on Math assessment	%	30	N/A	N/A	N/A	N/A
e. Average SAT score	Score	442	342	349 to 372	356 to 402	363 to 432
f. Students taking PSAT	Num	112523	N/A	N/A	N/A	N/A
g. Students receiving Regents diploma with advanced designation	%	17	4	7 to 9	10 to 14	13 to 19
h. High school graduation rate	%	65	70	71 to 75	72 to 80	73 to 85
i. Ninth graders being retained	%	21	11	10 to 7	9 to 3	8 to 0
j. High school graduates accepted into two or four year colleges	%	47	32	34 to 37	36 to 42	38 to 47

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

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

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

I. Leading Indicators

- a. **Number of minutes in the school year**
Baseline data for 2011-12 was determined based on the number of instructional days in the school year (183 days) and the minimum required daily instructional time (5 hours for grades 1-6 and 5.5 hours for grades 7-12)
- b. **Student participation in State ELA assessment**
K-8; from State Report Card Accountability table.
- c. **Student participation in State Math assessment**
K-8. from State Report Card Accountability table.
- d. **Drop-out rate**
Dropout rate from NYSED; 2008, 4-year August cohort
- e. **Student average daily attendance**
All schools: Calculation based on aggregate of days students were present divided by days present + absent for school year 2011-12
- f. **Student completion of advanced coursework**
High Schools: This includes Advanced Placement, International Baccalaureate, college-credit courses, etc. See recommended range of growth under "Target for 2014-15" showing the recommended to use to set targets.
- g. **Suspension rate**
All schools: Represents the number of suspensions as reported to SED (School Report Card) divided by the number of students enrolled in 2011-12.
- h. **Number of discipline referrals**
All schools: Represents total count of Level 3-5 incidents in 2011-12
- i. **Truancy rate**
K-8: Aggregate number of students absent 30% or more divided by register.
High Schools: Aggregate number of students absent 50% or more in 9-12 divided by register.
- j. **Teacher attendance rate**
All schools: Calculated based on 2011-2012 school year: $1 - (\text{total absent days} / \text{total active days})$

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

Active days: defined as all days where teachers were to report to school based on DOE school calendar (excludes school holidays, snowdays, and weekends) where they were in the title of teacher, and were not on leave or sabbatical.
- k. **Teachers rated as "effective" and "highly effective"**
Data for percentage of teachers rated "Effective" and "Highly Effective" (HEDI categories) does not exist for all schools at this time. NYCDOE will calculate NYC APPR ratings following Education Law 3012-c

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

l. Hours of professional development to improve teacher performance

This may include the following types of professional development activities:

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

m. Hours of professional development to improve leadership and governance

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

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

- p. This may include the following types of professional development activities:
- o Teacher team meetings in which teams review student work products and other data to adjust teaching practice ("inquiry team meetings")
 - o Professional development on creating and using periodic assessments
 - o Training on information systems that track assessment outcome

II. Academic Indicators

q. ELA performance index

Does not yet exist for 2012-13 and therefore cannot be used to create targets for the future, which will be based on a new exam

r. Math performance index

Does not yet exist for 2012-13 and therefore cannot be used to create targets for the future, which will be based on a new exam

s. Student scoring "proficient" or higher on ELA assessment

2012-13 data used as baseline due to change in exam

t. Students scoring "proficient" or higher on Math assessment

2012-13 data used as baseline due to change in exam.

u. Average SAT score

Averaged between three subjects.

v. Students taking PSAT

All students are required to take the PSAT.

w. Students receiving Regents diploma with advanced designation

Advanced regents rate from NYSED; 2008, 4-year August cohort.

x. High school graduation rate

Graduation rate from NYSED; 2008, 4-year August cohort.

y. Ninth graders being retained

100% minus percent earning 10+ credits in year 1 from 2011-12

z. High school graduates accepted into two or four year colleges

College enrollment rate from 2011-12.

Mary A. Prendergast



Founding Principal of the High School for Youth and Community Development• 9 years experience leading a 9-12 high school in Brooklyn• Extensive experience in professional and curriculum development throughout education career• Extensive experience in organizing the school around critical teaching initiatives such as the Common Core Standards, Teacher Effectiveness Pilot, and Universal Design for Learning• Self-starter with strong multi-tasking skills and attention to detail• Innovative, reflective, and resilient school leader with a proven track record in developing teacher leadership and effective Inquiry Teams. As a campus principal, I have successfully partnered with the four other principals at Erasmus to share financial and material resources, professional development, special classes (A.P., ICT, Art & Music) and other critical services.

As school leader, I managed approximately 29 teachers, 15 support staff, several community based organizations placed at our school site, and multiple campus wide staff. I have successfully secured grants that have provided tens of thousands of dollars and school services. I have excellent written and communication skills. My greatest strengths are my ability to apply innovative approaches to critical problems and to anticipate professional development trends as a result of my commitment to ongoing principal professional development.

Education:

- Ed.M. Harvard University Graduate School of Education (2001-2002)
- Leadership Academy Aspiring Principals Program Cohort 1 (2003-2004)
- Bachelor of Arts History State University of New York at Oneonta (1978-1981)

Professional Certifications:

- Professional Certification in School Administrator Supervision (SAS) NYS 2004

Skills:

- ❖ Committed to providing cutting edge professional development for all staff and piloting multiple initiatives that have become part of the DOE standard and practice.
- ❖ Successful in organizing school culture around college readiness metrics.
- ❖ Have excellent communication and written skills in English to articulate vision and goals in a precise and accessible manner to all members of the school community.
- ❖ Well versed and experienced in all management systems and compliance deadlines.
- ❖ Successful in securing grants to expand services to students and families.
- ❖ Well versed and experienced in all accountability measures.

Strengths:

- ❖ Leadership and efficient management ability;
- ❖ Capacity and resiliency to lead and learn from crisis;
- ❖ Ability to hire effective and committed teaching and non-teaching staff;
- ❖ Effectively delegated leadership opportunities and responsibilities to staff.
- ❖ Developed and sustained a strong school culture that is committed to teamwork, youth development, college readiness, and parent involvement.
- ❖ Provided multiple presentations to colleagues at New Visions.

Professional Experience:

Founding Principal: High School for Youth and Community Development September 2004 - Till Date

Responsibilities:

As the founding Principal of this school, I have the responsibility of supervising and managing the students, staff and all the daily operations and activities related to school. My most important task is to ensure that continuous professional improvement, focused on student performance, informs all decision making processes including operations (budgeting, programming, staffing, safety and security.) I supervised and trained our teacher recruitment team, safety team and teacher leader teams. I developed models for teacher inquiry including our Graduation Cohort Teams (to replace grade level teams.) I also involved our school in multiple pilots at the ground level to prepare for the Common Core Standards, PARCC Assessments, and new Teacher Evaluation system.

I led our teacher and staff recruitment team and created a mechanism for students throughout the school to have a strong voice in teacher hiring. I also actively sought input from teachers and staff on hiring decisions. Our discipline team, over time, has created an exemplary environment for students to learn and travel to classrooms and common areas. Our Lead Teachers in ELA, Math, Science, and Social Studies have worked closely with me to implement processes for teachers to: develop curriculum and assessments aligned with the Common Core Standards; align their practices with the Danielson Rubric; embed assessment in their teaching practices; and analyze data and instruction to improve student performance. The YCD lead teachers are an integral part of our observation protocol, in that they initiate the observation process through peer observations at the onset of each semester and when a teacher requires additional supports.

Our school's attendance, which has always been above the city average, continues to improve each year. I was able to secure an ongoing AIDP grant in 2010. Since then, our attendance in the 9th and 10th grades has gone up significantly. This has been a critical part of our improved scores in student performance.

I committed considerable amounts of resources and time for professional development and common planning teacher time throughout the week. I led or participated in almost all professional development workshops because I believe that modeling best practices is at the heart of what principals should do.

As a member of the Erasmus Campus Principal's Council, I worked closely with the four other principals in community outreach to restore the sterling reputation of Erasmus Hall. We also successfully shared resources, students and teachers. YCD has been particularly effective in accepting and improving the performance of special education students from other schools on the campus. Our goal as a council is to provide all of the benefits of a large high school within the small school campus paradigm. We are particularly proud of our efforts with the football program. This year, the Erasmus Campus won the PSAL championship and the YCD star football player, Curtis Samuel was named Athlete of the Year. I have also worked closely with the High School for Service and Learning (HSSL) in building teacher capacity in the Common Core. HSSL teachers and YCD teachers involved in the training have won accolades for their work through New Visions.

Dean of Faculty 2002

Summerbridge Cambridge, Cambridge Ringe and Latin School

Responsibilities:

Worked with directors and mentor teachers to set goals for summer program; observed classes and assisted teachers in student needs assessment; conducted ongoing professional development workshops; coordinated and conducted orientation and evaluation week; produced comprehensive written evaluation of program's overall curriculum and instruction.

High School Teacher, Social Studies, 1998-2003

Paul Robeson High School, Brooklyn New York

Responsibilities:

· Taught all subjects in Social Studies; maintained an 80%+ passing rate in Global History Regents exams 1999-2003; school wide staff developer for Atlas Communities study groups; teaching with technology trainer under the American Social History Project; developed and implemented curriculum during transition from Global Studies to Global History.

Consultant/Curriculum Developer, 2000-2003
One Planet Education Network

Responsibilities:

Consulted to and developed middle school curriculum for online education service provider.

ELL Instructor, June 200-August 2000
Emmanuel College, Boston MA

Responsibilities:

Developed and taught curriculum for summer program.

ADDITIONAL EDUCATION:

1994-1997 New York University School of Continuing Education

1993-The Terry Schreiber Studios- Director's Unit

1991- HB Studios-Director's Unit

Category	Primary SIF Activity	Description of Budget Item	Years 1-3 TOTAL				Sustainability
			Year 1	Year 2	Year 3	Years 1-3 TOTAL	
Code 15	Student Support	GUIDANCE COUNSELOR HOURLY PER SESSION. Support of the goals listed below in relation to CREATIVE CONNECTIONS, LLC. The guidance staff (2 members total) will be allocated 50 hours of per session per term during the 3 year grant period to aid in the college application process with students with the support of the partner. This will be for direct support of students as well as the necessary documentation of the efficacy of the intervention in regards to increased acceptance to 4 year universities. Goal: While currently 70% of our graduating students move on to a 2 year school and 14% move on to a 4 year school, we will look to increase the 4 year college enrollment rate by 20%, from 17% to 37%. Deliverable: guidance counselors will provide semester by semester data reports on college application rate completion, FAESA application completion, and college acceptance rate.	\$9,026	\$9,026	\$9,026	\$27,078	The systems built and supported by the SIF grant through CREATIVE CONNECTIONS, LLC in regards to college acceptance will be supported after the grant by allocating per session funds for support of guidance counselors in maintaining the system as well as support from New Vision for Public Schools, our Community Based Support Organization which provides professional development and coaching for counselors around the college application process.
		TEACHER HOURLY PER SESSION. To aid in the development of college readiness curriculum and materials with the support of CREATIVE CONNECTIONS, LLC, 2 teachers, working in collaboration with the support organization will be allocated 50 hours of per session per term to aid in the creation of materials and the assessing of their effectiveness over the course of the grant. This is in support of the stated goal. Goal: While currently 70% of our graduating students move on to a 2 year school and 14% move on to a 4 year school, we will look to increase the 4 year college enrollment rate by 20%, from 17% to 37%. Specific deliverables will include curriculum materials for each semester for teachers working with the 9th and 10th grade around college awareness and readiness.	\$8,396	\$8,396	\$8,396	\$25,188	They systems built and supported by the SIF grant through CREATIVE CONNECTIONS, LLC in regards to college acceptance will be supported after the grant by allocating per session funds for support of implementation and evaluation of the curriculum as well as support from New Vision for Public Schools, our Community Based Support Organization which provides professional development and coaching for teachers in curriculum development and college readiness metrics.
Code 15	Student Support	SUPERVISOR HOURLY PER SESSION. In support of the work of the guidance staff and the teaching staff in developing the systems and curriculum during the partnership with CREATIVE CONNECTIONS, LLC 1 Assistant Principal will be allocated 50 hours of per session per term for the duration of the SIF grant to supervise staff, provide assistance to staff, and to provide feedback on the work of said staff. This is in support of the stated goal. While currently 70% of our graduating students move on to a 2 year school and 14% move on to a 4 year school, we will look to increase the 4 year college enrollment rate by 20%, from 17% to 37%. Specific deliverables will include curriculum materials for each semester for teachers working with the 9th and 10th grade around college awareness and readiness. Likewise, guidance counselors will provide semester by semester data reports on college application rate completion, FAESA application completion, and college acceptance rate.	\$4,393	\$4,393	\$4,393	\$13,179	After the SIF grant expires, the supports and consultation received will have created a culture of college readiness in the school. To sustain this, per session funds, taken from Tax Levy Funds and Title I funds will be allocated to support the Assistant Principal in providing support to all involved parties around the college application process and for teachers to continue to plan and implement a college readiness curriculum in the 9th and 10th grades.
		SOCIAL WORKER HOURLY PER SESSION. (After School Support) with One Instructor, four days per week, for 90 minutes per day at \$45/hour in year one, two instructors, four days per week, for 90 minutes per day at \$45/hour in year two, two instructors, four days per week, for 90 minutes per day at \$45/hour in year three.	\$5,415	\$5,415	\$5,415	\$16,245	Seeing as much of the work of this role will be to ensure that the consortium works in an efficient manner, beyond the SIF grant period, this role will no longer be necessary, yet the work that each of the members of the consortium complete will be sustained and supported as noted above and below.
Code 15	Use of Time	Subtotal Code 15	27,230	27,230	27,230	81,690	
		Subtotal Code 16	0	0	0	0	
Code 40	Teacher Training Metamorphosis	Metamorphosis: "Content Coaching" is a capacity building professional development practice Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards based lessons that promote student learning through improved instruction.	25,000	25,000	85,000	\$135,000	Title I funds will be repurposed to sustain this activity

Code 80	Other sources of Income	Non-Core Instruction Tax Levy Title 1 for Priority and Focus Schools Other Title 1 allocations	Subtotal Central	0	0	0	0	0
			TOTAL SIF	250,000	250,000	390,277	1,105,785	
				357,754	357,754	87,279	247,291	
				80,006	80,006	173,172	490,654	
				158,741	158,741	900,728	2,593,731	
			TOTAL	846,501	846,501	900,728	2,593,731	

High School for Youth and Community Development at Erasmus
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	27,230
Support Staff Salaries	16	-
Purchased Services	40	216,385
Supplies and Materials	45	-
Travel Expenses	46	-
Employee Benefits	80	6,385
Indirect Cost (IC)	90	-
BOCES Service	49	-
Minor Remodeling	30	-
Equipment	20	-
Total		250,000

Year 1 Implementation Period (June 1, 2014 - June 30, 2015)		
Categories	Code	Costs
Professional Salaries	15	27,230
Support Staff Salaries	16	-
Purchased Services	40	216,385
Supplies and Materials	45	-
Travel Expenses	46	-
Employee Benefits	80	6,385
Indirect Cost (IC)	90	-
BOCES Service	49	-
Minor Remodeling	30	-
Equipment	20	-
Total		250,000

Year 2 Implementation Period (July 1, 2015 - June 30, 2016)		
Categories	Code	Costs
Professional Salaries	15	27,230
Support Staff Salaries	16	-
Purchased Services	40	216,385
Supplies and Materials	45	-
Travel Expenses	46	-
Employee Benefits	80	6,385
Indirect Cost (IC)	90	-
BOCES Service	49	-
Minor Remodeling	30	-
Equipment	20	-
Total		250,000

Year 3 Implementation Period (July 1, 2016 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	27,230
Support Staff Salaries	16	-
Purchased Services	40	216,385
Supplies and Materials	45	-
Travel Expenses	46	-
Employee Benefits	80	6,385
Indirect Cost (IC)	90	-
BOCES Service	49	-
Minor Remodeling	30	-
Equipment	20	-
Total		250,000

Total Project Period (June 1, 2014 - June 30, 2017)		
Categories	Code	Costs
Professional Salaries	15	81,690
Support Staff Salaries	16	-
Purchased Services	40	649,155
Supplies and Materials	45	-
Travel Expenses	46	-
Employee Benefits	80	19,155
Indirect Cost (IC)	90	-
BOCES Service	49	-
Minor Remodeling	30	-
Equipment	20	-
Total Project Budget		750,000



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

PROPOSED BUDGET

FOR THE OPERATION OF A

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

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

BUDGET TOTAL

\$250,000

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

Specific Position Title		FTE/Hours/Days	Rate of Pay	Project Salary
17K537	SIF			
Teacher		0.00	0	0
Teacher (regular)		0.00	0	0
Lead Teacher		0.00	0	0
Coach (Math, Literacy, Special Ed)		0.00	0	0
Coach (Math, Literacy, Special Ed)		0.00	0	0
Guidance Counselor		0.00	0	0
Education Administrator		0.00	0	0
Social Worker		0.50	10,830	5,415
Teacher Per Session (rate per hour)		200	41.98	8,396
Teacher per session Trainee Rate (rate per hour)		0	19.12	0
Guidance Counselor Per Session		205	43.93	9,026
Supervisor Per Session (rate per hour)		100	43.93	4,393
Social Worker Per Session		0	45.13	0
F-Status Teacher per diem (rate per day)		0	306.67	0
Teacher Occasional Per Diem (rate per day)		0	154.97	0
				27,230
Central				
Subtotal - Code 15				27,230

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
<div data-bbox="134 296 321 342">17K537</div> <div data-bbox="321 296 917 342">SIF</div>			
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank) (FTEs)	0.00	0	0
School Aide (E-Bank)	0	16.20	0
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
			0
Subtotal - Code 16			0

PURCHASED SERVICES: Code 40

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

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

17K537	SIF		
685 - Educational Consultant	CREATIVE CONNECTIONS, LLC; REPLICATIONS, INC; Math Lab		191,385
686 - Professional Services Other			0
689 - Curriculum & Staff Development Consultant (PD)	Metamorphosis		25,000
			216,385

		0

Subtotal - Code 40

216,385

SUPPLIES AND MATERIALS: Code 45

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

[illegible]

TRAVEL EXPENSES: Code 46

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

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

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80

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

Item		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Welfare Benefits		
Annuity		
Sabbaticals		
ARRA FRINGE - SIF		6,385
ARRA FRINGE - Other		0
ARRA FRINGE - CENTRAL		0
Subtotal - Code 80		6,385

CALCULATION OF INDIRECT COST: Code 90

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

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

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	27,230
Non-Professional Salaries	16	0
Purchased Services	40	216,385
Supplies and Materials	45	0
Travel Expenses	46	0
Employee Benefits	80	6,385
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		250,000

FOR DEPARTMENT USE ONLY

SED #: 0 0 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 0 0

Tracking/Contract #:

Project Funding Dates: JUN 1 2014 TO JUN 30 2015

FROM TO

Program 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 & Reimbursable Finance

NAME/TITLE - CHIEF ADMINISTRATIVE OFFICER

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

Voucher # \$ First Payment

Finance Office Approval

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

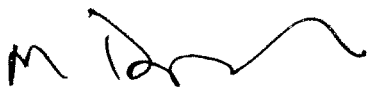
School Innovation Fund Round 3. RFP #TA-15

NAME OF APPLICANT: NYC DEPARTMENT OF EDUCATION

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

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

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

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.	
Typed or Printed Name of Authorized Representative of the Firm Mary Doyle	
Typed or Printed Title/Position of Authorized Executive Director, State Portfolio Planning	
Signature/Date  2/21/14	

M/WBE Documents

M/WBE Goal Calculation Worksheet
(This form should reflect Multi-Year Budget Summary Totals)

School Innovation Fund Round 3. RFP #TA-15

Applicant Name: NYC DEPARTMENT OF EDUCATION

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

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

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1	Total Budget		\$ 750,000
2	Professional Salaries	\$ 81,690	
3	Support Staff Salaries	\$ -	
4	Fringe Benefits	\$ 19,155	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ 100,845
8	Line 1 minus Line 7		\$ 649,155
9	M/WBE Goal percentage (20%)		0.2
10	Line 8 multiplied by Line 9 = M/WBE goal amount		\$ 129,831

M/WBE UTILIZATION PLAN

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

Bidder/Applicant's Name: NYC DEPARTMENT OF EDUCATION

Address: Chambers St.

City, State, Zip: New York, NY 10007

Telephone/Email: (212) 374-0520

Federal ID No.: 13-6400434

RFP No: RFP Number: TA-15

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of
NAME: METAMORPHOSIS TEACHING LEARNING COMMUNITIES INC ADDRESS: 165 PARK ROW # 18A CITY, ST, ZIP: New York NY, 10038 PHONE/E-MAIL: 212-608-0714 / lucy@lucywestpd.com	NYS ESD Certified MBE <input type="checkbox"/> WBE <input checked="" type="checkbox"/>	Metamorphosis' "Content Coaching" is a capacity building professional development practice. Vendor will work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.	Year 1 \$ 25,000 Year 2 \$ 25,000 Year 3 \$ 85,000 TOTAL \$ 135,000

FEDERAL ID No. 043713795

DATE 2-27-14

PREPARED BY (Signature)

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

NAME AND TITLE OF PREPARER: Eduardo Contreras

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

DATE: February 27, 2014

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

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

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

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

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

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

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

Date: 2/21/14

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

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

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

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

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

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

DESIGNATION: _____ MBE Subcontractor ☒ M/WBE Subcontractor _____ MBE Supplier _____ WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

☒ (M/W/DB)

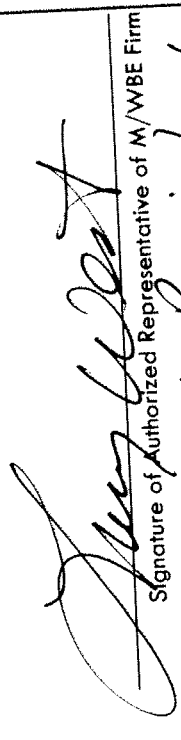
The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

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:	\$	135,000
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Date: 2/21/14



Signature of Authorized Representative of M/WBE Firm

Lucy West, President

Printed or Typed Name and Title of Authorized Representative

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

Applicant Name: Metamorphosis Teaching Learning 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.

Enter the total number of employees in each classification in each of the EEO-500 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
													2						
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@lucyjustpd.com