2015 SIG 6 Application Cover Page

Last updated: 06/18/2015

Please complete all that is required before submitting your application.

Page 1

Select District (LEA) Name:

Listed alphabetically by District

320700010000 NYC GEOG DIST # 7 - BRONX

Select School Name:

Listed alphabetically by school name (Priority Schools followed by Focus Schools)

320700010162 JHS 162 LOLA RODRIGUEZ DE TIO

Lead Contact (First Name, Last name):

Mary Doyle

Title (for Lead Contact)

Executive Director

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

6-8

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

731

School Address (Street, City, Zip Code):

600 SAINT ANN'S AVENUE, BRONX NY 10455

Status of School:

For electronic review purposes, please select the best descriptor for the status of the school.

Priority School - no prior funding of SIG 1003g/SIF

Select the SIG Model for this School Application

Applicants must submit the SIG Model chosen for this particular School Application here. ReviewRoom will direct your application based on the chosen model.

NOTE: Please be certain that the selection chosen here in ReviewRoom matches the signed application cover page that is submitted in hardcopy. If there is a discrepancy, the signed application cover page will be used to identify the model chosen for submission.

Innovation Framework - Community-Oriented School Design

New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)	LEA Beds Code:
New York City Department of Education	305100010051

Lead Contact *(First Name, Last Name)*
Sharon Rencher/Mary Doyle

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Legal School Name for the Priority School Identified in this Application	School Beds Code
JHS 162 LOLA RODRIGUEZ DE TIO	320700010162
Grade Levels Served by the Priority School Identified in this Application	**School NCES #**
6-8	
Total Number of Students Served by the Priority School Identified in this Application	**School Address *(Street, City, Zip Code)***
731	600 SAINT ANN'S AVENUE, BRONX NY 10455

School Model Proposed to be Implemented in the Priority School Identified in this Application

Turnaround	Restart	Transformation	Innovation Framework		
☐	☐	☐	☒		
Closure	**Evidence-based**	**Early Learning Intervention**	**College**	**Community**	**Career**
☐	☐	☐	☐	☒	☐

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 7-21
Type or print the name and title of the Chief Administrative Officer Carmen Fariña, Chancellor, New York City Department of Education	
DO NOT WRITE IN THIS SPACE	

A. District Overview

The LEA must demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed. The district overview must contain the following elements:

i. Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers.
ii. Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.
iii. Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools.

Under the leadership of Schools Chancellor Carmen Fariña, the New York City Department of Education (NYCDOE) is fundamentally changing the way in which it partners with and provides support to schools, and holds everyone in the system accountable for results. The NYCDOE created *Strong Schools, Strong Communities* (see plan here), which outlines the motivation/intention and theories of action guiding NYCDOE strategies to support the lowest achieving schools and ensure that all students graduate high school ready for college and careers. The plan describes a new approach to supporting New York City's public schools and all of our students, which consists of three key components:

1. The Framework for Great Schools – a roadmap to school improvement for school leaders
2. School Quality Reports that give schools and families well-rounded and actionable information about school performance
3. A streamlined system to deliver customized support to schools

The Framework for Great Schools provides the NYCDOE approach in supporting the turnaround of our lowest achieving schools and ensuring that all students graduate high school ready for college and careers. There are six essential interconnected elements of the framework which are the foundation for our approach:

1. **Rigorous instruction:** Classes are driven by high educational standards and engage students by emphasizing the application of knowledge.
2. **Collaborative Teachers:** The staff is committed to the school, receives strong professional development, and works together to improve the school.
3. **Supportive Environment:** The school is safe and orderly. Teachers have high expectations for students. Students are socially and emotionally supported by their teachers and peers.
4. **Strong Family-Community Ties:** The entire school staff builds strong relationships with families and communities to support learning.
5. **Effective Leaders:** The principal and other school leaders work with fellow teachers and school staff, families, and students to implement a clear and strategic vision for school success.
6. **Trust:** The entire school community works to establish and maintain trusting relationships that will enable students, families, teachers, and principals to take the risks necessary to mount ambitious improvement efforts.

The NYCDOE School Renewal Program was recently created for the most struggling schools, including Priority Schools. All of the schools for which the NYCDOE is applying for the School Improvement Grant (SIG) Cohort 6 opportunity are Renewal Schools. The School Renewal Program provides a more targeted approach for school improvement, and demonstrates the readiness of the NYCDOE to build upon current strengths and identify further opportunities for improvement. The NYCDOE is working intensively with each Renewal School community over three years, setting clear goals and holding each school community accountable for rapid improvement. More information about the School Renewal Program is here.

Renewal Schools are transforming into Community Schools as the New York City Community Schools Initiative is a central element of Mayor Bill de Blasio's vision to re-imagine the City's school system; this direction is aligned with the New York State Education Department (NYSED) state-determined SIG model: the Innovation Framework Community-Oriented School Design, the model selected for NYCDOE SIG Cohort 6 applications. Community Schools are neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address common challenges. The Mayor has pledged to create more than 100 Community Schools over the next several years, including this school. More information on the Community Schools Initiative is here.

This SIG plan is based on the school's unique Renewal Schools Comprehensive Education Plan (RSCEP), which was crafted this past spring based on needs assessments for each school and includes a Community School description along with SCEP required information. NYCDOE Renewal Schools will be transformed into Community Schools, have an additional hour of instruction each day, increase professional development in key areas like student writing, and launch a summer learning program – with concrete targets in student achievement. This SIG plan will support key improvement strategies in the Renewal School.

Another strength of the NYCDOE includes control of the schools under the Chancellor and Mayor, which ultimately has given more independence to principals. One of the most important reforms has been giving principals control over hiring and budget decisions. An opportunity for improvement, however, is that while some principals were able to use this autonomy to drive achievement in their schools, others struggled without direction on how to improve, particularly in struggling schools. Moving forward, each NYCDOE Community and High School Superintendent will be responsible for providing schools with the resources they need to succeed and hold school leaders accountable for results. Superintendents will utilize a school's performance data, the Framework for Great Schools, and the professional judgment they have gained through experience to raise student achievement in struggling schools.

The Mayor, Chancellor, and NYCDOE leadership will closely monitor Renewal School progress via regular data reports and frequent visits to the school. Renewal Schools have at most three years to show significant improvement before the NYCDOE considers restructuring the school. If the school fails to meet benchmarks each year, or the Superintendent loses confidence in the school leadership, the Superintendent will make the changes necessary to ensure that each child in the school has a high-quality education. Such changes may include school consolidation/merger or closure.

The NYCDOE is monitoring schools with low student enrollment for possible consolidations/mergers. By the end of the 2014-15 school year, proposals to consolidate four low enrollment schools were announced for proposal to the Panel on Educational Policy (PEP) in fall 2015. In addition, there are other schools that could benefit from consolidation, and school leaders are working closely with their communities and Superintendents with the intention of aligning resources and building consensus for consolidation. We anticipate making further announcements this fall if there are viable school redesigns, which may include SIG Cohort 6 schools. Our budget requests for schools with currently less than a 200 student enrollment reflect a reduced amount for school year 2015-16 as we took into consideration the relatively low student enrollment. We believe that our school redesign efforts will ultimately provide a much richer educational experience for our students.

B. Operational Autonomies

The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection. In addition to providing quality responses to each element requested in this section of the Project Narrative, the Priority School must have school-level autonomy in at least two of these areas for an *acceptable* rating in this category. Applications that provide quality responses and that are granted anywhere from 3 to 5 of these autonomies will receive a rating of *exemplary* for this category. The LEA must respond to each of the following:

i. Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.
ii. Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.
iii. Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.

As a Renewal School, the school is provided increased supports for increased accountability for performance results. Key elements of the School Renewal Program are:

- Transforming Renewal Schools into Community Schools
- Creating expanded learning time
- Supplying resources and supports to ensure effective school leadership and rigorous instruction with collaborative teachers
- Underperforming schools will undergo needs assessments in six elements of the Framework for Great Schools to identify key areas for additional resources
- Bringing increased oversight and accountability including strict goals and clear consequences for schools that do not meet them

Budgeting: A budget for the school is based on the Fair Student Funding (FSF) formula. Funding follows each student to the 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). Recently the NYCDOE committed $60 million in additional funding to ensure that struggling schools have the resources they need to succeed. Renewal Schools will be brought to 100 percent of their FSF recommendation within two years. Also as a Priority School, the school receives funding through Title I allocations to support its goals outlined in its school improvement plan as a struggling school. Priority Schools select to use this funding towards identified areas of need, for example expanding learning time. Priority Schools may also receive School Achievement Funding from the NYCDOE to improve instructional programs.

A description of Fair Student Funding, which can be used at principal discretion, is posted here. A description of School Achievement Funding can be found here. 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 2014-15 is posted here and is also attached.

Staffing: Renewal School principals select staff to fill vacancies. Principal 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. The NYCDOE provides organizational assistance to Priority Schools. The Office of State/Federal Education Policy & School Improvement Programs 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) work with SIG schools on school improvement efforts and SIG compliance requirements.

Renewal School principals and their leadership teams were targeted by NYCDOE central for ongoing consultation recruitment and retention needs as well as a series of trainings, workshops, and activities that are customized to fit the specific needs of the school. Focus areas include recruitment and marketing to candidates, determining "right-fit" teachers, teacher selection, and supporting and retaining new and existing teachers.

Through the 2014 teachers' contract and subsequent amendments (see the attached UFT MOA) three new teacher leader roles were created. All Renewal Schools had the opportunity to establish teacher leader roles with a designated funding allocation; below is additional information on three key new roles.

- Model Teacher: Takes on additional responsibilities such as establishing a laboratory classroom; demonstrating lessons; exploring emerging instructional practices; reflecting on and debriefing a visit from a colleague.
- Peer Collaborative Teacher: Released from the classroom for a minimum of 20% of the time to take on additional responsibilities to support the professional learning of their colleagues through peer coaching and intervisitation.
- Master Teacher: Released from the classroom for a minimum of 20% of the time to take on additional responsibilities to support the entire school or across multiple schools; responsible for school-level progress.

Teacher leaders are integral to the school improvement process as well as a way to retain high-performing teachers, recruit and attract experienced educators, create opportunities for collaboration, and further develop and refine teacher practice. As one principal explained, "Having a distributed leadership structure in this school is not only effective for building effective teaching practices, but also for running a school. It makes my day and my job infinitely easier. One example is planning [professional learning time] on Mondays… it is a big task. Knowing that we have teacher leaders working with teachers who are putting forth things they would like to work on makes that time more effective and the teachers more invested."

Each school will receive up to $27,500 to fund a team of teacher leaders. The allocation will be issued through a SAM following the completion of the teacher leader selection and staffing cycle. The selection process is a joint UFT-NYCDOE designed and implemented process. In addition, only teachers rated Effective and Highly Effective are eligible to apply.

Guidance provided by the NYCDOE includes that schools may use the allocation to fund one Peer Collaborative Teacher and two Model Teachers:

- Schools where teacher leadership has been the most successful in building school culture have staffed more than one teacher leader role at their school – ideally a team of at least three. Having more than one teacher leader at a school, formalizes teacher leadership to the rest of the staff and makes the work of the teacher leaders a larger part of the school culture.

- Given that the Peer Collaborative Teacher has release time, they are well positioned to organize the teacher leadership team in a way that broadens the impact of the teacher leader team and increases the potential supports for other teachers in the school. The Model Teachers act as key partners in the work to support growth through sharing their classroom with other teachers in the building.

Program selection: NYCDOE was 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. The NYCDOE conducted an extensive research and review process in order to identify high-quality Core Curriculum materials that align to the CCLS and promote the Common Core Instructional Shifts for ELA and Mathematics. Additional information on NYCDOE and the Common Core may be found here.

Each Renewal School participated in a needs assessment, which included the Surveys of Enacted Curriculum (SEC), a research-based, nationally validated set of online surveys that align teacher-reported data on ELA and mathematics instruction against the Common Core standards. The SEC is used as one set of data to help inform the school how what is happening in the classroom—the enacted curriculum—compares to the written curriculum and tested curriculum, including state assessments. It helps begin conversations about how to better align the three types of curricula. Reports were provided to each school to inform their SIG Cohort 6 plan.

There are differentiated professional supports provided to Renewal Schools. Teachers in K-8 schools are provided professional development through the Teacher's College Writing Project and the ReadyGen Independent Reading Initiative. Teachers in high schools are provided with professional development through the WITsi (Writing is Thinking Through Strategic Inquiry) process, included in the school-level SIG plans. Effective strategies for teaching expository writing will be taught explicitly up front and integrated into the strategic inquiry process. The rationale for their central role is that they are high-leverage strategies that target struggling students' deficiencies and that improve content knowledge, academic vocabulary, written language, oral language and reading comprehension simultaneously. They also help teachers pinpoint what struggling students need and how to provide it. The strategy is to begin (year 1) with a focus on the 9th grade and to focus on one additional grade each subsequent year (9th and 10th in year 2; 9th through 11th in year 3).

Schools are also selecting programs to improve school climate and safety with the goal of decreasing incident rates, suspension rates, and disruptive behavior, and an increase in teachers' ability to manage challenging student behaviors and an increase in student academic achievement. To help strengthen school communities and improve academic outcomes, staff members need support to understand and anticipate behavior issues before they escalate. The Positive Learning Collaborative (PLC) is a joint initiative between the NYCDOE and teachers' union, UFT, which provides intensive training and direct consultation to educators in order to develop the skills that prevent crises and help students focus on academic goals. Information about PLCs will be shared with SIG Cohort 6 schools for consideration of implementation.

Educational partner selection: As part of being a Renewal School and under the Community-Oriented School Design model, the school has selected partnerships with community-based organizations (CBOs) that offer tailored whole-student supports, including mental health services and after school programs. Principals have discretion over selecting educational partners, including those outlined in the SIG 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.

Educational partner selection from pre-qualified organizations is accomplished through the Multiple Task Award Contract (MTAC) procedure, which provides a streamlined process for schools to follow, posted below. All RFPs are on the NYCDOE public website here. Renewal Schools have selected from the following community-based organizations (CBOs) listed here. CBOs selected for SIG Cohort 6 applicant schools include Zone 26, Grand Street Settlement, Center for Supportive Schools, Phipps Neighborhood, Good Shepard Services, Fordham University, the Child Care Center of New York, Westhab, and El Puente. More information about the chosen CBO is in Attachment Z.

The MOUs submitted under the SIG Innovation Framework for each school and CBO outline their partnership. The CBO selected is the lead partner in the SIG Innovation Framework

Community-Oriented School Design. The process for CBO selection involved the NYCDOE issuing a request for proposals to CBOs to partner with Renewal Schools. Once the pool of CBOs was selected, School Leadership Teams (SLTs) were able to interview CBO representatives to determine fit with the school. The SLT utilized a rubric that included questions on whether the CBO could support the vision of the school through understanding the student population and needs. The CBO works in collaboration with the school principal, SLT, and the community school director assigned to the school to coordinate resources.

Use of Time During and After School: The school has a variety of opportunities for changing the use of time during and after school. NYCDOE Priority Schools are implementing an additional 200 hours of Expanded Learning Time (ELT). NYCDOE created guidance for schools to implement ELT called Guidelines for Implementing Expanded Learning Time at Priority Schools; see here. The Priority School has the option to have ELT providers support students through extended learning time.

All students in Renewal Schools will be given an opportunity for an additional hour of supplemental instruction each school day, beginning next school year; a separate budget allocation is provided for this purpose. The approach is that at least one hour of ELT is offered to every student, known as the Renewal Hour. Schools may offer both the Renewal Hour and other ELT programming. In addition, the lead CBO has funds budgeted in their Community Schools contract to hire staff for the ELT initiative. There are two basic models for the Renewal Hour: integration into the regular student school day or offering the ELT before or after the school day. The attachment "Guidance for Use of Expanded Learning Time" outlines the options for the implementation of Expanded Learning Time that Renewal Schools in more detail.

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. The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here and is also attached.

C. District Accountability and Support

The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan for accountability and support must contain each of the following elements:

i. Describe in detail the manner by which the district ensures that all federal requirements of a school's chosen model are fulfilled and continue to be fulfilled throughout the duration of the grant.
ii. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.

iii. Describe in detail how the structures identified in "i" of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application.

iv. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.

The central Office of State/Federal Education Policy & School Improvement Programs (organizational chart attached) works to identify and monitor Priority School whole school reform model selection and SIG progress monitoring. The School Implementation Manager (SIM) ensures SIG application development, implementation, and monitoring of the approved plan. Specific activities of the SIM include:

- Review quantitative and qualitative data to assess student strengths and weaknesses;
- Investigate root causes or contributing factors for low 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.

Schools Chancellor Carmen Fariña assumed leadership of the NYCDOE in January 2014. Dr. Dorita Gibson is the Senior Deputy Chancellor and the Chancellor's second in command overseeing all aspects of school support, Superintendents, support for struggling schools, District 75 and 79 programs, and school communications. Phil Weinberg is the Deputy Chancellor for Teaching and Learning overseeing professional development and curriculum, performance and accountability, Common Core and college-readiness initiatives, Career and Technical Education, and instructional support. Attached is a copy of the NYCDOE senior leadership organizational chart which also includes leadership in Family Engagement, Operations, Students with Disabilities, and English Language Learners, all of which play an integral role in coordinating turnaround efforts.

The NYCDOE is transitioning to a new school support structure now that will be in place and operational for the first day of school in September 2015. The new approach to school support is guided by six critical principles:

1) Clear lines of authority and accountability so all schools improve.
2) Families have one place to call if they cannot resolve problems at the school.
3) School leaders maintain the critical independence over budget and human resources they have had, so they can continue to drive improvement.
4) Provide customized support so school leaders can focus on those improvement efforts most likely to boost achievement.
5) Provide one-stop support to school leaders.
6) Create equity in the system by providing more intensive support to schools that need it most.

The new school support structure consists of four major parts:

1) Superintendent's Offices: each Community and High School Superintendent will be responsible for providing schools with the resources they need to succeed and hold school leaders accountable for results
2) Borough Field Support Centers: each of the seven geographically located Borough Field Support Centers will utilize a BOCES model (Board of Collaborative Educational Services) in the provision of support to schools. An organizational chart is attached.
3) Central Teams
4) Affinity Groups, formerly called Partnership Support Organizations

As Renewal Schools, under the direction of the Superintendent, the Principal Leadership Facilitators and Directors for School Renewal (DSRs) are the core drivers of school improvement and implementation for Renewal Schools within their district. The DSR oversees and supervises the coordination and delivery of intensive supports to persistently low achieving schools. The DSR assists with needs-aligned instructional and operational supports to a number of underperforming schools, including professional development, intensive interventions, summer programming and extended learning opportunities, to ensure accelerated academic achievement for the schools served. Attached is a copy of the Renewal Schools Program organizational chart.

DSRs work with Renewal Schools to coordinate all school improvement efforts; SIMs work in collaboration with DSRs on SIG requirements. Community School Directors (CSDs) are assigned to each Renewal School to coordinate resources at the school-level with the CBO and school. The attached "Stages of Development in a NYC Community School" provides a rubric for schools to move from exploring to excelling in the features of a community school. Staff are held accountable through performance reviews and grant monitoring. External partner organizations working with Priority Schools are evaluated by schools and the NYCDOE based on performance targets. Regular meetings take place with partners to ensure effectiveness, and through the SIG Innovation Framework Community-Oriented School Design the NYCDOE will convene all lead partners and school leaders as done with its School Innovation Fund (SIF) lead partners last year to share expectations of SIG and as a lead partner.

Interactions with the Renewal School include weekly coaching visits to schools by DSRs and content specialist instructional coaches. There are frequent observations with timely, accurate, and actionable feedback. Superintendents provide professional development for school leaders through organizing bi-monthly, collaborative Principal meetings. Superintendents also conduct school visits and provide feedback to school leaders. Leadership coaches who are former successful principals have been assigned to Renewal School principals. The Principal Leadership Coaches are invited to school visits and debriefs to help support implementation of the feedback and next steps given; they meet regularly with DSRs and Principals to monitor ongoing progress; they observe classroom instruction with the DSR and Principal to ensure a common, calibrated language around instruction and feedback; and they attend Renewal Initiative meetings facilitated by the Superintendent.

SIMs have a caseload of approximately a dozen schools implementing SIG Cohorts 2-6 and SIF. SIMs are in each of their schools at least twice per month, communicate with school teams on progress monitoring, and represent their schools to NYSED in the progress monitoring process. Benchmarks have already been set for the school through the RSCEP, which align to SIG benchmarks, and require an increased level of accountability. Using these measures, Renewal Schools will be further evaluated by their superintendent at the conclusion of each of the next two school years, in June 2016 and June 2017.

One Renewal School benchmark of note is that of student attendance which is also reviewed by NYSED in SIG progress monitoring. This measure is required for all Renewal Schools as it is a key indicator of schools' progress. NYCDOE had 81 schools implementing SIG and SIF grants in school year 2014-15 and participated in U.S. Department of Education SIG monitoring of NYSED to outline its SIG development, implementation, and monitoring process. SIG Cohort 6 school plans outline strategies that will lead to successful outcomes in the leading indicators that are measured in NYSED SIG monitoring, including improvements in the areas of student attendance, teacher attendance, discipline referrals, ELT opportunities, and academic data.

In November 2014, NYCDOE released two new school quality reports, which present information about the school's practices, learning environment, and performance results. The School Quality Snapshot is designed specifically for families, and provides a concise summary of each school's practices, environment, and performance. The School Quality Guide is a more detailed report with additional information, including multiple years of data to show the school's progress over time. The Guide also sets rigorous and realistic targets that are based on the historical performance of schools with similar populations and the city as a whole for schools in areas including student achievement, student progress, and college and career readiness.

Each Renewal School was provided a menu from which they chose leading indicators and student achievement benchmarks. Generally the targets included in the NYCDOE High School and Elementary/Middle School Quality Guides were used as the basis for setting these benchmarks. The attached shows samples from the benchmarks menus provided 1) for an elementary/middle school and 2) for a high school. The guidelines for choosing benchmarks are similar; the leading indicators and student achievement benchmarks are different based on the school grade level.

Schools began receiving new data tools this year to help them track student progress and school improvement. The Progress to Graduation Tracker provides high schools and transfer high schools with credit and Regents data to more easily track individual students' progress toward graduation. The Tracker is updated on a daily basis so that educators can use the most up-to-date information possible when identifying students who may be in need of additional supports and interventions to help them succeed. The School Performance Data Explorer allows elementary, middle and high schools to easily search, sort, and monitor metrics for current students across subgroups and overtime. The tool includes information on how former students are doing academically since they have left the school. By allowing educators to examine both whole-school and individual-student metrics and trends, the Data Explorer is meant to help schools

better identify and support struggling students earlier than ever before, identify and address performance trends at their school, and track current and former students' progress over time.

The following chart summarizes the interactions, timeframe, and persons responsible that are discussed in this section:

Planned School Improvement Interaction	Timeframe	Person Responsible
Professional development for school leaders. School visits & feedback for school leaders.	Bi-monthly collaborative Principal meetings On-site school visits	Superintendent
Professional support to implement feedback provided by the Superintendent. Monitor progress and help to make adjustments when necessary.	On-going	Principal Leadership Facilitator (PLF)
Supervises the coordination and delivery of multiple supports from NYCDOE. Provides instructional and operational support for schools. Supports professional development needs of the school. Supports interventions, summer programming and extended learning opportunities for schools. Provides content coaching and classroom observations and feedback.	Weekly visits to School	Director for School Renewal (DSR)
Coordinate resources at the school-level with the CBO and school.	On-site daily	Community School Director (CSD)
Support and monitors SIG implementation. Coordinate with Superintendent teams on school improvement initiatives for SIG	Bi-monthly on site visits	School Implementation Manager (SIM)

D. Teacher and Leader Pipeline

The LEA must have a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, the LEA must have a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. The LEA's plan must include each of the following elements:

i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.
ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.
iii. Identify and describe any district-wide training programs designed to build the capacity of *leaders* to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the implementation of the specific model chosen (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*
iv. Identify and describe any district-wide training programs designed to build the capacity of *teachers* to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*
v. Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). 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 a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

*The district-wide training and professional development programs to be identified in this section are those that are offered by the district to a group or cluster of like schools (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*) and/or to cohorts of teachers and leaders who will serve in them (e.g., training for turnaround leaders; training for teachers who need to accelerate learning in Priority Schools where students are several levels below proficiency; training for school climate and culture in Priority Schools, etc.). NYSED's Strengthening Teacher and Leader Effectiveness (STLE) grant may provide suitable examples of the types of training and professional development expected in this section. See https://www.engageny.org/resource/improving-practice. School-specific and embedded training and professional-development should be detailed in Section II. I.

The NYCDOE believes in its talent: the teachers, school leaders, and other personnel who work with our city's 1.1 million students. The mission of the Office of Leadership is to build and sustain a leadership pipeline that yields high-quality leaders at all levels of the system, including teacher leaders, assistant principals, principals, and systems-level leaders. The pipeline structure has systemic supports and effective leadership development programs at each stage to identify and cultivate:

1. Strong teachers to meet the citywide instructional expectations and move into more formal teacher leadership development programs;
2. Effective teacher leaders and assistant principals to move into principal pipeline programs and then into principal positions;

3. Quality support for novice principals; and
4. Opportunities for experienced principals to mentor aspiring leaders.

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 developed 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, we have strengthened our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators and nurturing their leadership skills while they remain in teacher leadership roles. Our theory of action is that if we invest in providing job-embedded leadership development opportunities for our most promising emerging leaders and supporting our strongest current leaders to build leadership capacity in others, then we will build a leadership pipeline that is more cost-effective and sustainable, and produces more high quality next-level leaders.

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.

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. In addition to the NYC Teaching Fellows program, the NYCDOE has created an innovative residency program called the NYC Teaching Collaborative that recruits and trains a cohort of 50 new teachers annually through a practice-based teacher training model in hard-to-staff schools. This program is modeled after the nationally known program run by AUSL in Chicago. Additionally, the NYCDOE recruits annually a cohort of new hires that have been identified as top tier recruits to fill positions in struggling schools called the "Select Recruits" program.

The NYCDOE created teacher recruitment initiatives to build a pipeline of teachers prepared to turnaround the performance of our lowest-performing schools and teacher leadership programs for experienced educators to support professional development in their schools. In June 2014 the NYCDOE and UFT negotiated a set of teacher leadership positions and those positions have been focused in a subset of schools to serve as a vehicle to attract new talent to struggling schools and create leadership opportunities for current teachers on staff. In spring 2015 a cohort

of school participated in a foundational teacher leadership professional learning series that oriented teachers to the new positions and provided opportunities for foundational skill development in key teacher leadership skills. 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.

To support schools in recruiting and retaining this new talent at the school level, the DOE produces annual "Smart Retention" reports which create a picture of a school's history in retaining talent year over year. Alongside the report, NYCDOE offers coaching in recruitment and retention strategies for a subset of identified schools. Each year the NYCDOE sets hiring policies to ensure that teachers and principals can be recruited and placed into our 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. Schools receive their budgets for the new fiscal year by June.

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.

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. The NYCDOE is now committed to hiring principals with at least seven years of education experience. LEAP, launched in 2009, is a rigorous 12-month on-the-job program. 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.

Leadership coaches who are former successful principals have been assigned to Renewal School Principals that are leading high schools. The DSRs collaborate closely with the ELI Principal Leadership Coaches and Leadership Academy coaches. The Principal Leadership Coaches are invited to school visits and debriefs to help support implementation of the feedback and next steps given; they meet regularly with DSRs and Principals to monitor the ongoing progress of the Renewal efforts; they observe classroom instruction with the DSR and Principal to ensure a common, calibrated language around instruction and feedback; and they attend Renewal Initiative meetings facilitated by the Superintendent to stay apprised of all the initiatives.

K-8 Renewal School principals are provided professional development and support through the School Renewal Principal Learning Community, which meets five times per year around thematically organized sessions designed to engage school leaders in their own professional learning. The sessions also involve guest speakers and experts in the field. Renewal Principals Study Groups are led by a panel of advisory principals and focus on developing leadership expertise in one or more of the following areas: budgeting, data analysis, curriculum and instruction, parent engagement and rebranding which involves re-visiting the mission and vision. Please see Attachment Z: School-Level Information for District-Level Plan for information about the principal chosen to lead the school design.

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, online courses, and Teacher Evaluation and Development Coaches (TDECs) who work across multiple schools within their district. 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.

As of July 1, 2015, the NYCDOE Talent Coach and MOSL Specialist positions have been combined to create a new role: the Teacher Development and Evaluation Coach (TDEC). TDECs are supervised by superintendents and as such support school leaders throughout their district with *Advance*, NYCDOE's teacher development and evaluation system. Teacher Development and Evaluation Coaches (TDECs) collaborate with and support instructional leaders in using Advance to assess teacher practice, utilize measures of student learning to assess teacher effectiveness, and deliver high-quality developmental feedback to improve teacher effectiveness and student learning. Coaches also inform central efforts to develop and refine systems, research tools and program policies that support school leaders across New York City in providing meaningful evaluations and targeted professional development to teachers.

New teachers who work in low-achieving schools are provided differentiated levels of support, depending on their pathway to teaching. The New York City Teaching Collaborative offers a subsidized Master's degree program and focuses on supporting our highest-need schools, provides intensive training and school placement during the spring, with ongoing mentoring and training throughout the fall.

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, the three new identified teacher leadership positions, and the Learning Partners Program which allow teachers to stay in the classroom while collaborating with colleagues

within and across schools. Professional development is also offered through collaboration with the UFT Teacher Center. More information about teacher career pathways is here.

A chart is included as an attachment on NYCDOE trainings offered, and additional information is included as an attachment as "Programs and Partnerships 2015."

E. External Partner Recruitment, Screening, and Matching

The LEA must have a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools.

i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.
ii. Describe the LEA processes for procurement and budget timelines (and/or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one pre-implementation period and subsequent implementation periods.
iii. Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.
iv. If the model chosen is *Restart*, the LEA/school must describe in detail the rigorous review process that includes a determination by the LEA that the selected CMO or EMO is likely to produce strong results for the school. See federal definition of 'strong results' at http://www2.ed.gov/programs/sif/index.html. Federal Register, vol. 80, no. 26, pg. 7242.

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.

Please see Attachment Z: School-Level Information for District-Level Plan for information about the CBO that is 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.

Priority Schools receive budget allocations for the new fiscal year by June, 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.

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 June, 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. Central staff 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

The LEA must have clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency.

i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.
ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.
iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

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

The NYCDOE operates a school choice-based system for students and families from Pre-Kindergarten 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, English Language Learners, and students performing below proficiency have access to all public schools as part of the choice-based enrollment system. Students participating in Pre-Kindergarten admissions can access NYCDOE district schools and New York City Early Education Centers (NYCEECs). The NYCDOE works to make as many pre-K programs as possible available to families. This year, families had the benefit of a new streamlined application process. This single application process allowed families to rank their options in order of preference, including both NYCDOE district schools and NYCEECs. Students participating in Kindergarten admissions can access all elementary choice 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. The Kindergarten application process is a single application that allows parents to rank their school options in order of preference, including both zoned and choice schools.

At the middle school level, families also may submit a single application that allows them to rank their school options in order of preference. Some community school districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts also have choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or a lottery (unscreened). At the high school level, approximately 75,000 students participate annually in a single application process that covers over 400 schools. The citywide choice process provides an opportunity for all participants to select up to 12 choices from 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. Students may participate for both 9th grade and 10th grade admissions.

Since the 2012-13 school year, students with disabilities who have IEPs have benefited from improved access to zoned and choice schools. Rather than being assigned to a school based solely on availability of their recommended special education program, students with IEPs participated fully in the standard Kindergarten, middle school, and high school admissions process alongside their peers. This increased level of access will continue to scale up until the NYCDOE can ensure all students with disabilities have access to the schools they would otherwise attend if they did not have an IEP and, furthermore, that their special education programs, supports, and services be available in the schools to which they are matched.

Throughout the 2013-14 and 2014-15 school years, the Division of Specialized Instruction and Student Support (DSISS) partnered with field-based school support teams and schools to proactively support students with disabilities in the following four areas: student engagement in rigorous curriculum with full access to community schools and classrooms, development and implementation of quality IEPs, infusing school-wide and individualized positive behavioral supports, and effective transition planning. For the 2015-16 school year, DSISS will continue this work. All stakeholders will continue to be 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, schools will engage in professional learning opportunities that focus on the continued 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 for professional development are built on themes that reflect research- and evidence-based best practices and are fully integrated with the Common Core Learning Standards and *Advance*.

The NYCDOE has begun to put in place policies and practices designed 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 and guidance not only support schools in focusing their programming practices around student needs, but also encourage schools to develop a deep knowledge and understanding of their students' strengths, needs, and preferences in order to drive programmatic planning and/or shifts. Schools are supported in expanding their continuum of services to provide differentiated and individualized levels of support rather than stand-alone special education programs, so that students may receive recommended services based on individual needs at their schools of choice. For ELLs specifically, the NYCDOE encourages families of eligible students to request a bilingual program in their schools, knowing that if there is sufficient interest then schools will create and sustain bilingual programs that benefit not only ELLs, but also students interested in learning a second language.

In addition, for students with specific disabilities who may benefit from specialized instructional and/or social-emotional strategies, the NYCDOE continues to create and expand specialized programs in community schools and specialized schools. For SWDs, the NYCDOE has grown the number of District 75 (D75) specialized schools for students with disabilities, specialized programs in community schools for students with Autism Spectrum Disorders (ASD) known as the ASD Nest Program and the ASD Horizon Program, specialized programs in community schools for students with intellectual disability or multiple disabilities know as Academic,

Career, and Essential Skills (ACES) Programs, and also Bilingual Special Education (BSE) Programs for ELLs with IEPs who are recommended for a special education program in their home/native language. Families of students with specific disabilities may also elect to enroll in their zoned school.

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. Specialized Programs in community schools (ASD Nest, ASD Horizon, ACES, and BSE Programs) are intended to increase access to community schools even further, for students with these specific disabilities for whom a District 75 school was historically more likely to be recommended. The ASD Nest Program and ASD Horizon Program are two different programs in community schools that serve admitted students with a disability classification of autism. Each program is designed to develop students' academic and social skills, but has different service delivery models and admissions criteria. The ASD Nest Program is primarily designed to support students with ASD who would benefit from intensive social skills development. As the result of significant growth in these programs, in 2014-15, a student on the autism spectrum was more than three times as likely (from 9% to 29%) to attend a community school than in 2007-8. This is especially significant given that over the same time period, the numbers of students classified as autistic has more than doubled, from 5,365 to 13,161 students.

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 has 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.

In addition to expanding access to high-quality school and program options for SWDs, ELLs, and students performing below proficiency, the NYCDOE is committed to supporting schools in meeting students' 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.

Meeting the needs of ELLs and SWDs is an area of special need in our schools. The UFT Teacher Center will support educators in SIG Cohort 6 schools through customized professional learning opportunities targeted to meet the unique needs of each school. Three Teacher Center Field Liaisons will collaborate with administrators and the school-based staff development committee to design learning opportunities to meet the needs of all learners, including ELLs and

SWDs.

The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to:

- Design customized professional development
- Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement
- Collect, analyze and interpret data for making instructional decisions
- Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc.
- Integrate instructional technology into teaching and learning

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. One 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. For the past several years, the NYCDOE has added seats to every high school's OTC count. 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.

For fall 2015, the NYCDOE Chancellor has publicly committed to reducing OTC in Renewal Schools, including all the schools applying for SIG Cohort 6. Additionally, in 2014-15, NYCDOE implemented a one-year elimination of OTC enrollment for the two State-identified Out of Time schools.

Another important strategy is the NYCDOE enrollment "targets" for Students with Disabilities, in which elementary, middle, and high schools allot a percentage of their seats to SWDs, equivalent to the district or borough rate of SWDs. In 2014, students with recommendations of services for 20% or more of their day were included in these targets. This strategy has contributed to an impressive decline in the number of schools serve few SWDs. Between 2007-08 and 2014-15, the percentage of schools that enroll SWDs at a rate of 10% or less has been cut in half, from 19% of schools in 2007-08 to just 9% of schools in 2014-15.

Furthermore, to increase access to some of NYCDOE's highest performing schools, NYCDOE has reduced 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. Since 2012, the NYCDOE has worked with screened schools to increase the number of SWDs ranked and matched to their programs. In situations where schools do not rank a sufficient number of SWDs, additional SWDs are matched 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 placed almost 1,300 students were placed into these programs. The NYCDOE will continue this work in the upcoming school year.

The Public School Choice transfer process is another strategy that NYCDOE uses to help reduce the number of higher-needs, lower-performing students in Priority schools. Through Public School Choice, all students attending Priority schools are given the opportunity to transfer out of their current school and into a school that is "In Good Standing." Students submit an application in the spring listing their choices, and they receive an offer over the summer for the upcoming fall. Lower-performing students and lower-income students are prioritized to receive an offer of their choosing. Furthermore, the NYCDOE has slightly revised the process in recent years to make the following two changes: the lowest-performing students within Priority Schools are more accurately identified through the use of indicators beyond merely test scores (including a promotion-in-doubt indicator based on grades and an indicator for students in temporary housing); students attending Priority Schools are prioritized to receive an offer above students attending Focus Schools. In 2014, over 6,500 families applied for transfers through Public School Choice and over 4,500 students received an offer.

G. District-level Labor and Management Consultation and Collaboration

The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements:

i. Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.
ii. Complete the Consultation and Collaboration Form and submit with this application (Attachment A).

The NYCDOE has consulted and collaborated with key stakeholders on the development of SIG Cohort 6 plans. Application and NYCDOE-developed guidance materials were shared directly by staff with the parent leadership group, CPAC; the principals' union, CSA; and the teachers' union, UFT. The engagement process with each group took place via meetings, phone calls, and emails about the applications. School Leadership Team (SLT) meetings took place to discuss school plans, which includes the principal, parent representatives, and UFT school leadership.

NYCDOE staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on June 11 to discuss SIG Cohort 6. 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. NYCDOE staff met with UFT leadership on June 29 and engaged in multiple phone calls and emails with UFT regarding plan and overall school feedback subsequent to this meeting. CSA was also consulted with via phone calls and emails. All groups received district and school drafts for review and feedback.

The NYCDOE is committed to collaboration in its efforts to improve Renewal Schools. Teacher leaders in particular are integral to the successful implementation of all other school improvement measures. They serve as indispensable colleagues for school leaders, ensuring that the school community retains its most effective teachers, is supportive of all teachers' growth, and increases student achievement. School-level plans include information about faculty senates or other structures to promote shared school-based governance, responsibility, and collaboration in the interests of furthering the educational mission of each school. Moreover, the success of these schools depends largely on developing in parents an ownership and leadership in schools. This means shifting the paradigm from parents as participants to parents as leaders and decision-makers who work hand-in-hand with school staff and CBOs. Stakeholder collaboration will continue to be a focus for each SIG Cohort 6 school.

In addition to the district-level Attachment A, NYCDOE asked that schools 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. Signatures include the school's principal, parent group president, and UFT representative. These school-level forms are also attached in addition to the required district-level Attachment A. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body as of July 17 and July 20. The individuals who signed are Michael Mulgrew, UFT President; Ernest Logan, CSA President; and Nancy Northrup, CPAC Co-Chair.

A. District Overview

The LEA must demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed. The district overview must contain the following elements:

i. Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers.
ii. Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.
iii. Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools.

Under the leadership of Schools Chancellor Carmen Fariña, the New York City Department of Education (NYCDOE) is fundamentally changing the way in which it partners with and provides support to schools, and holds everyone in the system accountable for results. The NYCDOE created *Strong Schools, Strong Communities* (see plan here), which outlines the motivation/intention and theories of action guiding NYCDOE strategies to support the lowest achieving schools and ensure that all students graduate high school ready for college and careers. The plan describes a new approach to supporting New York City's public schools and all of our students, which consists of three key components:

1. The Framework for Great Schools – a roadmap to school improvement for school leaders
2. School Quality Reports that give schools and families well-rounded and actionable information about school performance
3. A streamlined system to deliver customized support to schools

The Framework for Great Schools provides the NYCDOE approach in supporting the turnaround of our lowest achieving schools and ensuring that all students graduate high school ready for college and careers. There are six essential interconnected elements of the framework which are the foundation for our approach:

1. **Rigorous instruction:** Classes are driven by high educational standards and engage students by emphasizing the application of knowledge.
2. **Collaborative Teachers:** The staff is committed to the school, receives strong professional development, and works together to improve the school.
3. **Supportive Environment:** The school is safe and orderly. Teachers have high expectations for students. Students are socially and emotionally supported by their teachers and peers.
4. **Strong Family-Community Ties:** The entire school staff builds strong relationships with families and communities to support learning.
5. **Effective Leaders:** The principal and other school leaders work with fellow teachers and school staff, families, and students to implement a clear and strategic vision for school success.
6. **Trust:** The entire school community works to establish and maintain trusting relationships that will enable students, families, teachers, and principals to take the risks necessary to mount ambitious improvement efforts.

The NYCDOE School Renewal Program was recently created for the most struggling schools, including Priority Schools. All of the schools for which the NYCDOE is applying for the School Improvement Grant (SIG) Cohort 6 opportunity are Renewal Schools. The School Renewal Program provides a more targeted approach for school improvement, and demonstrates the readiness of the NYCDOE to build upon current strengths and identify further opportunities for improvement. The NYCDOE is working intensively with each Renewal School community over three years, setting clear goals and holding each school community accountable for rapid improvement. More information about the School Renewal Program is here.

Renewal Schools are transforming into Community Schools as the New York City Community Schools Initiative is a central element of Mayor Bill de Blasio's vision to re-imagine the City's school system; this direction is aligned with the New York State Education Department (NYSED) state-determined SIG model: the Innovation Framework Community-Oriented School Design, the model selected for NYCDOE SIG Cohort 6 applications. Community Schools are neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address common challenges. The Mayor has pledged to create more than 100 Community Schools over the next several years, including this school. More information on the Community Schools Initiative is here.

This SIG plan is based on the school's unique Renewal Schools Comprehensive Education Plan (RSCEP), which was crafted this past spring based on needs assessments for each school and includes a Community School description along with SCEP required information. NYCDOE Renewal Schools will be transformed into Community Schools, have an additional hour of instruction each day, increase professional development in key areas like student writing, and launch a summer learning program – with concrete targets in student achievement. This SIG plan will support key improvement strategies in the Renewal School.

Another strength of the NYCDOE includes control of the schools under the Chancellor and Mayor, which ultimately has given more independence to principals. One of the most important reforms has been giving principals control over hiring and budget decisions. An opportunity for improvement, however, is that while some principals were able to use this autonomy to drive achievement in their schools, others struggled without direction on how to improve, particularly in struggling schools. Moving forward, each NYCDOE Community and High School Superintendent will be responsible for providing schools with the resources they need to succeed and hold school leaders accountable for results. Superintendents will utilize a school's performance data, the Framework for Great Schools, and the professional judgment they have gained through experience to raise student achievement in struggling schools.

The Mayor, Chancellor, and NYCDOE leadership will closely monitor Renewal School progress via regular data reports and frequent visits to the school. Renewal Schools have at most three years to show significant improvement before the NYCDOE considers restructuring the school. If the school fails to meet benchmarks each year, or the Superintendent loses confidence in the school leadership, the Superintendent will make the changes necessary to ensure that each child in the school has a high-quality education. Such changes may include school consolidation/merger or closure.

The NYCDOE is monitoring schools with low student enrollment for possible consolidations/mergers. By the end of the 2014-15 school year, proposals to consolidate four low enrollment schools were announced for proposal to the Panel on Educational Policy (PEP) in fall 2015. In addition, there are other schools that could benefit from consolidation, and school leaders are working closely with their communities and Superintendents with the intention of aligning resources and building consensus for consolidation. We anticipate making further announcements this fall if there are viable school redesigns, which may include SIG Cohort 6 schools. Our budget requests for schools with currently less than a 200 student enrollment reflect a reduced amount for school year 2015-16 as we took into consideration the relatively low student enrollment. We believe that our school redesign efforts will ultimately provide a much richer educational experience for our students.

B. Operational Autonomies

The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection. In addition to providing quality responses to each element requested in this section of the Project Narrative, the Priority School must have school-level autonomy in at least two of these areas for an *acceptable* rating in this category. Applications that provide quality responses and that are granted anywhere from 3 to 5 of these autonomies will receive a rating of *exemplary* for this category. The LEA must respond to each of the following:

i. Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.
ii. Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.
iii. Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.

As a Renewal School, the school is provided increased supports for increased accountability for performance results. Key elements of the School Renewal Program are:

- Transforming Renewal Schools into Community Schools
- Creating expanded learning time
- Supplying resources and supports to ensure effective school leadership and rigorous instruction with collaborative teachers
- Underperforming schools will undergo needs assessments in six elements of the Framework for Great Schools to identify key areas for additional resources
- Bringing increased oversight and accountability including strict goals and clear consequences for schools that do not meet them

Budgeting: A budget for the school is based on the Fair Student Funding (FSF) formula. Funding follows each student to the 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). Recently the NYCDOE committed $60 million in additional funding to ensure that struggling schools have the resources they need to succeed. Renewal Schools will be brought to 100 percent of their FSF recommendation within two years. Also as a Priority School, the school receives funding through Title I allocations to support its goals outlined in its school improvement plan as a struggling school. Priority Schools select to use this funding towards identified areas of need, for example expanding learning time. Priority Schools may also receive School Achievement Funding from the NYCDOE to improve instructional programs.

A description of Fair Student Funding, which can be used at principal discretion, is posted here. A description of School Achievement Funding can be found here. 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 2014-15 is posted here and is also attached.

Staffing: Renewal School principals select staff to fill vacancies. Principal 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. The NYCDOE provides organizational assistance to Priority Schools. The Office of State/Federal Education Policy & School Improvement Programs 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) work with SIG schools on school improvement efforts and SIG compliance requirements.

Renewal School principals and their leadership teams were targeted by NYCDOE central for ongoing consultation recruitment and retention needs as well as a series of trainings, workshops, and activities that are customized to fit the specific needs of the school. Focus areas include recruitment and marketing to candidates, determining "right-fit" teachers, teacher selection, and supporting and retaining new and existing teachers.

Through the 2014 teachers' contract and subsequent amendments (see the attached UFT MOA) three new teacher leader roles were created. All Renewal Schools had the opportunity to establish teacher leader roles with a designated funding allocation; below is additional information on three key new roles.

- Model Teacher: Takes on additional responsibilities such as establishing a laboratory classroom; demonstrating lessons; exploring emerging instructional practices; reflecting on and debriefing a visit from a colleague.
- Peer Collaborative Teacher: Released from the classroom for a minimum of 20% of the time to take on additional responsibilities to support the professional learning of their colleagues through peer coaching and intervisitation.
- Master Teacher: Released from the classroom for a minimum of 20% of the time to take on additional responsibilities to support the entire school or across multiple schools; responsible for school-level progress.

Teacher leaders are integral to the school improvement process as well as a way to retain high-performing teachers, recruit and attract experienced educators, create opportunities for collaboration, and further develop and refine teacher practice. As one principal explained, "Having a distributed leadership structure in this school is not only effective for building effective teaching practices, but also for running a school. It makes my day and my job infinitely easier. One example is planning [professional learning time] on Mondays… it is a big task. Knowing that we have teacher leaders working with teachers who are putting forth things they would like to work on makes that time more effective and the teachers more invested."

Each school will receive up to $27,500 to fund a team of teacher leaders. The allocation will be issued through a SAM following the completion of the teacher leader selection and staffing cycle. The selection process is a joint UFT-NYCDOE designed and implemented process. In addition, only teachers rated Effective and Highly Effective are eligible to apply.

Guidance provided by the NYCDOE includes that schools may use the allocation to fund one Peer Collaborative Teacher and two Model Teachers:

- Schools where teacher leadership has been the most successful in building school culture have staffed more than one teacher leader role at their school – ideally a team of at least three. Having more than one teacher leader at a school, formalizes teacher leadership to the rest of the staff and makes the work of the teacher leaders a larger part of the school culture.

- Given that the Peer Collaborative Teacher has release time, they are well positioned to organize the teacher leadership team in a way that broadens the impact of the teacher leader team and increases the potential supports for other teachers in the school. The Model Teachers act as key partners in the work to support growth through sharing their classroom with other teachers in the building.

Program selection: NYCDOE was 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. The NYCDOE conducted an extensive research and review process in order to identify high-quality Core Curriculum materials that align to the CCLS and promote the Common Core Instructional Shifts for ELA and Mathematics. Additional information on NYCDOE and the Common Core may be found here.

Each Renewal School participated in a needs assessment, which included the Surveys of Enacted Curriculum (SEC), a research-based, nationally validated set of online surveys that align teacher-reported data on ELA and mathematics instruction against the Common Core standards. The SEC is used as one set of data to help inform the school how what is happening in the classroom—the enacted curriculum—compares to the written curriculum and tested curriculum, including state assessments. It helps begin conversations about how to better align the three types of curricula. Reports were provided to each school to inform their SIG Cohort 6 plan.

There are differentiated professional supports provided to Renewal Schools. Teachers in K-8 schools are provided professional development through the Teacher's College Writing Project and the ReadyGen Independent Reading Initiative. Teachers in high schools are provided with professional development through the WITsi (Writing is Thinking Through Strategic Inquiry) process, included in the school-level SIG plans. Effective strategies for teaching expository writing will be taught explicitly up front and integrated into the strategic inquiry process. The rationale for their central role is that they are high-leverage strategies that target struggling students' deficiencies and that improve content knowledge, academic vocabulary, written language, oral language and reading comprehension simultaneously. They also help teachers pinpoint what struggling students need and how to provide it. The strategy is to begin (year 1) with a focus on the 9th grade and to focus on one additional grade each subsequent year (9th and 10th in year 2; 9th through 11th in year 3).

Schools are also selecting programs to improve school climate and safety with the goal of decreasing incident rates, suspension rates, and disruptive behavior, and an increase in teachers' ability to manage challenging student behaviors and an increase in student academic achievement. To help strengthen school communities and improve academic outcomes, staff members need support to understand and anticipate behavior issues before they escalate. The Positive Learning Collaborative (PLC) is a joint initiative between the NYCDOE and teachers' union, UFT, which provides intensive training and direct consultation to educators in order to develop the skills that prevent crises and help students focus on academic goals. Information about PLCs will be shared with SIG Cohort 6 schools for consideration of implementation.

Educational partner selection: As part of being a Renewal School and under the Community-Oriented School Design model, the school has selected partnerships with community-based organizations (CBOs) that offer tailored whole-student supports, including mental health services and after school programs. Principals have discretion over selecting educational partners, including those outlined in the SIG 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.

Educational partner selection from pre-qualified organizations is accomplished through the Multiple Task Award Contract (MTAC) procedure, which provides a streamlined process for schools to follow, posted below. All RFPs are on the NYCDOE public website here. Renewal Schools have selected from the following community-based organizations (CBOs) listed here. CBOs selected for SIG Cohort 6 applicant schools include Zone 26, Grand Street Settlement, Center for Supportive Schools, Phipps Neighborhood, Good Shepard Services, Fordham University, the Child Care Center of New York, Westhab, and El Puente. More information about the chosen CBO is in Attachment Z.

The MOUs submitted under the SIG Innovation Framework for each school and CBO outline their partnership. The CBO selected is the lead partner in the SIG Innovation Framework

Community-Oriented School Design. The process for CBO selection involved the NYCDOE issuing a request for proposals to CBOs to partner with Renewal Schools. Once the pool of CBOs was selected, School Leadership Teams (SLTs) were able to interview CBO representatives to determine fit with the school. The SLT utilized a rubric that included questions on whether the CBO could support the vision of the school through understanding the student population and needs. The CBO works in collaboration with the school principal, SLT, and the community school director assigned to the school to coordinate resources.

Use of Time During and After School: The school has a variety of opportunities for changing the use of time during and after school. NYCDOE Priority Schools are implementing an additional 200 hours of Expanded Learning Time (ELT). NYCDOE created guidance for schools to implement ELT called Guidelines for Implementing Expanded Learning Time at Priority Schools; see here. The Priority School has the option to have ELT providers support students through extended learning time.

All students in Renewal Schools will be given an opportunity for an additional hour of supplemental instruction each school day, beginning next school year; a separate budget allocation is provided for this purpose. The approach is that at least one hour of ELT is offered to every student, known as the Renewal Hour. Schools may offer both the Renewal Hour and other ELT programming. In addition, the lead CBO has funds budgeted in their Community Schools contract to hire staff for the ELT initiative. There are two basic models for the Renewal Hour: integration into the regular student school day or offering the ELT before or after the school day. The attachment "Guidance for Use of Expanded Learning Time" outlines the options for the implementation of Expanded Learning Time that Renewal Schools in more detail.

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. The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here and is also attached.

C. District Accountability and Support

The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan for accountability and support must contain each of the following elements:

i. Describe in detail the manner by which the district ensures that all federal requirements of a school's chosen model are fulfilled and continue to be fulfilled throughout the duration of the grant.
ii. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.

iii. Describe in detail how the structures identified in "i" of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application.

iv. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.

The central Office of State/Federal Education Policy & School Improvement Programs (organizational chart attached) works to identify and monitor Priority School whole school reform model selection and SIG progress monitoring. The School Implementation Manager (SIM) ensures SIG application development, implementation, and monitoring of the approved plan. Specific activities of the SIM include:

- Review quantitative and qualitative data to assess student strengths and weaknesses;
- Investigate root causes or contributing factors for low 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.

Schools Chancellor Carmen Fariña assumed leadership of the NYCDOE in January 2014. Dr. Dorita Gibson is the Senior Deputy Chancellor and the Chancellor's second in command overseeing all aspects of school support, Superintendents, support for struggling schools, District 75 and 79 programs, and school communications. Phil Weinberg is the Deputy Chancellor for Teaching and Learning overseeing professional development and curriculum, performance and accountability, Common Core and college-readiness initiatives, Career and Technical Education, and instructional support. Attached is a copy of the NYCDOE senior leadership organizational chart which also includes leadership in Family Engagement, Operations, Students with Disabilities, and English Language Learners, all of which play an integral role in coordinating turnaround efforts.

The NYCDOE is transitioning to a new school support structure now that will be in place and operational for the first day of school in September 2015. The new approach to school support is guided by six critical principles:

1) Clear lines of authority and accountability so all schools improve.
2) Families have one place to call if they cannot resolve problems at the school.
3) School leaders maintain the critical independence over budget and human resources they have had, so they can continue to drive improvement.
4) Provide customized support so school leaders can focus on those improvement efforts most likely to boost achievement.
5) Provide one-stop support to school leaders.
6) Create equity in the system by providing more intensive support to schools that need it most.

The new school support structure consists of four major parts:

1) Superintendent's Offices: each Community and High School Superintendent will be responsible for providing schools with the resources they need to succeed and hold school leaders accountable for results
2) Borough Field Support Centers: each of the seven geographically located Borough Field Support Centers will utilize a BOCES model (Board of Collaborative Educational Services) in the provision of support to schools. An organizational chart is attached.
3) Central Teams
4) Affinity Groups, formerly called Partnership Support Organizations

As Renewal Schools, under the direction of the Superintendent, the Principal Leadership Facilitators and Directors for School Renewal (DSRs) are the core drivers of school improvement and implementation for Renewal Schools within their district. The DSR oversees and supervises the coordination and delivery of intensive supports to persistently low achieving schools. The DSR assists with needs-aligned instructional and operational supports to a number of underperforming schools, including professional development, intensive interventions, summer programming and extended learning opportunities, to ensure accelerated academic achievement for the schools served. Attached is a copy of the Renewal Schools Program organizational chart.

DSRs work with Renewal Schools to coordinate all school improvement efforts; SIMs work in collaboration with DSRs on SIG requirements. Community School Directors (CSDs) are assigned to each Renewal School to coordinate resources at the school-level with the CBO and school. The attached "Stages of Development in a NYC Community School" provides a rubric for schools to move from exploring to excelling in the features of a community school. Staff are held accountable through performance reviews and grant monitoring. External partner organizations working with Priority Schools are evaluated by schools and the NYCDOE based on performance targets. Regular meetings take place with partners to ensure effectiveness, and through the SIG Innovation Framework Community-Oriented School Design the NYCDOE will convene all lead partners and school leaders as done with its School Innovation Fund (SIF) lead partners last year to share expectations of SIG and as a lead partner.

Interactions with the Renewal School include weekly coaching visits to schools by DSRs and content specialist instructional coaches. There are frequent observations with timely, accurate, and actionable feedback. Superintendents provide professional development for school leaders through organizing bi-monthly, collaborative Principal meetings. Superintendents also conduct school visits and provide feedback to school leaders. Leadership coaches who are former successful principals have been assigned to Renewal School principals. The Principal Leadership Coaches are invited to school visits and debriefs to help support implementation of the feedback and next steps given; they meet regularly with DSRs and Principals to monitor ongoing progress; they observe classroom instruction with the DSR and Principal to ensure a common, calibrated language around instruction and feedback; and they attend Renewal Initiative meetings facilitated by the Superintendent.

SIMs have a caseload of approximately a dozen schools implementing SIG Cohorts 2-6 and SIF. SIMs are in each of their schools at least twice per month, communicate with school teams on progress monitoring, and represent their schools to NYSED in the progress monitoring process. Benchmarks have already been set for the school through the RSCEP, which align to SIG benchmarks, and require an increased level of accountability. Using these measures, Renewal Schools will be further evaluated by their superintendent at the conclusion of each of the next two school years, in June 2016 and June 2017.

One Renewal School benchmark of note is that of student attendance which is also reviewed by NYSED in SIG progress monitoring. This measure is required for all Renewal Schools as it is a key indicator of schools' progress. NYCDOE had 81 schools implementing SIG and SIF grants in school year 2014-15 and participated in U.S. Department of Education SIG monitoring of NYSED to outline its SIG development, implementation, and monitoring process. SIG Cohort 6 school plans outline strategies that will lead to successful outcomes in the leading indicators that are measured in NYSED SIG monitoring, including improvements in the areas of student attendance, teacher attendance, discipline referrals, ELT opportunities, and academic data.

In November 2014, NYCDOE released two new school quality reports, which present information about the school's practices, learning environment, and performance results. The School Quality Snapshot is designed specifically for families, and provides a concise summary of each school's practices, environment, and performance. The School Quality Guide is a more detailed report with additional information, including multiple years of data to show the school's progress over time. The Guide also sets rigorous and realistic targets that are based on the historical performance of schools with similar populations and the city as a whole for schools in areas including student achievement, student progress, and college and career readiness.

Each Renewal School was provided a menu from which they chose leading indicators and student achievement benchmarks. Generally the targets included in the NYCDOE High School and Elementary/Middle School Quality Guides were used as the basis for setting these benchmarks. The attached shows samples from the benchmarks menus provided 1) for an elementary/middle school and 2) for a high school. The guidelines for choosing benchmarks are similar; the leading indicators and student achievement benchmarks are different based on the school grade level.

Schools began receiving new data tools this year to help them track student progress and school improvement. The Progress to Graduation Tracker provides high schools and transfer high schools with credit and Regents data to more easily track individual students' progress toward graduation. The Tracker is updated on a daily basis so that educators can use the most up-to-date information possible when identifying students who may be in need of additional supports and interventions to help them succeed. The School Performance Data Explorer allows elementary, middle and high schools to easily search, sort, and monitor metrics for current students across subgroups and overtime. The tool includes information on how former students are doing academically since they have left the school. By allowing educators to examine both whole-school and individual-student metrics and trends, the Data Explorer is meant to help schools

better identify and support struggling students earlier than ever before, identify and address performance trends at their school, and track current and former students' progress over time.

The following chart summarizes the interactions, timeframe, and persons responsible that are discussed in this section:

Planned School Improvement Interaction	Timeframe	Person Responsible
Professional development for school leaders. School visits & feedback for school leaders.	Bi-monthly collaborative Principal meetings On-site school visits	Superintendent
Professional support to implement feedback provided by the Superintendent. Monitor progress and help to make adjustments when necessary.	On-going	Principal Leadership Facilitator (PLF)
Supervises the coordination and delivery of multiple supports from NYCDOE. Provides instructional and operational support for schools. Supports professional development needs of the school. Supports interventions, summer programming and extended learning opportunities for schools. Provides content coaching and classroom observations and feedback.	Weekly visits to School	Director for School Renewal (DSR)
Coordinate resources at the school-level with the CBO and school.	On-site daily	Community School Director (CSD)
Support and monitors SIG implementation. Coordinate with Superintendent teams on school improvement initiatives for SIG	Bi-monthly on site visits	School Implementation Manager (SIM)

D. Teacher and Leader Pipeline

The LEA must have a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, the LEA must have a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. The LEA's plan must include each of the following elements:

i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.
ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.
iii. Identify and describe any district-wide training programs designed to build the capacity of *leaders* to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the implementation of the specific model chosen (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*
iv. Identify and describe any district-wide training programs designed to build the capacity of *teachers* to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*
v. Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). 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 a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

*The district-wide training and professional development programs to be identified in this section are those that are offered by the district to a group or cluster of like schools (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*) and/or to cohorts of teachers and leaders who will serve in them (e.g., training for turnaround leaders; training for teachers who need to accelerate learning in Priority Schools where students are several levels below proficiency; training for school climate and culture in Priority Schools, etc.). NYSED's Strengthening Teacher and Leader Effectiveness (STLE) grant may provide suitable examples of the types of training and professional development expected in this section. See https://www.engageny.org/resource/improving-practice. School-specific and embedded training and professional-development should be detailed in Section II. I.

The NYCDOE believes in its talent: the teachers, school leaders, and other personnel who work with our city's 1.1 million students. The mission of the Office of Leadership is to build and sustain a leadership pipeline that yields high-quality leaders at all levels of the system, including teacher leaders, assistant principals, principals, and systems-level leaders. The pipeline structure has systemic supports and effective leadership development programs at each stage to identify and cultivate:

1. Strong teachers to meet the citywide instructional expectations and move into more formal teacher leadership development programs;
2. Effective teacher leaders and assistant principals to move into principal pipeline programs and then into principal positions;

3. Quality support for novice principals; and
4. Opportunities for experienced principals to mentor aspiring leaders.

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 developed 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, we have strengthened our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators and nurturing their leadership skills while they remain in teacher leadership roles. Our theory of action is that if we invest in providing job-embedded leadership development opportunities for our most promising emerging leaders and supporting our strongest current leaders to build leadership capacity in others, then we will build a leadership pipeline that is more cost-effective and sustainable, and produces more high quality next-level leaders.

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.

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. In addition to the NYC Teaching Fellows program, the NYCDOE has created an innovative residency program called the NYC Teaching Collaborative that recruits and trains a cohort of 50 new teachers annually through a practice-based teacher training model in hard-to-staff schools. This program is modeled after the nationally known program run by AUSL in Chicago. Additionally, the NYCDOE recruits annually a cohort of new hires that have been identified as top tier recruits to fill positions in struggling schools called the "Select Recruits" program.

The NYCDOE created teacher recruitment initiatives to build a pipeline of teachers prepared to turnaround the performance of our lowest-performing schools and teacher leadership programs for experienced educators to support professional development in their schools. In June 2014 the NYCDOE and UFT negotiated a set of teacher leadership positions and those positions have been focused in a subset of schools to serve as a vehicle to attract new talent to struggling schools and create leadership opportunities for current teachers on staff. In spring 2015 a cohort

of school participated in a foundational teacher leadership professional learning series that oriented teachers to the new positions and provided opportunities for foundational skill development in key teacher leadership skills. 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.

To support schools in recruiting and retaining this new talent at the school level, the DOE produces annual "Smart Retention" reports which create a picture of a school's history in retaining talent year over year. Alongside the report, NYCDOE offers coaching in recruitment and retention strategies for a subset of identified schools. Each year the NYCDOE sets hiring policies to ensure that teachers and principals can be recruited and placed into our 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. Schools receive their budgets for the new fiscal year by June.

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.

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. The NYCDOE is now committed to hiring principals with at least seven years of education experience. LEAP, launched in 2009, is a rigorous 12-month on-the-job program. 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.

Leadership coaches who are former successful principals have been assigned to Renewal School Principals that are leading high schools. The DSRs collaborate closely with the ELI Principal Leadership Coaches and Leadership Academy coaches. The Principal Leadership Coaches are invited to school visits and debriefs to help support implementation of the feedback and next steps given; they meet regularly with DSRs and Principals to monitor the ongoing progress of the Renewal efforts; they observe classroom instruction with the DSR and Principal to ensure a common, calibrated language around instruction and feedback; and they attend Renewal Initiative meetings facilitated by the Superintendent to stay apprised of all the initiatives.

K-8 Renewal School principals are provided professional development and support through the School Renewal Principal Learning Community, which meets five times per year around thematically organized sessions designed to engage school leaders in their own professional learning. The sessions also involve guest speakers and experts in the field. Renewal Principals Study Groups are led by a panel of advisory principals and focus on developing leadership expertise in one or more of the following areas: budgeting, data analysis, curriculum and instruction, parent engagement and rebranding which involves re-visiting the mission and vision. Please see Attachment Z: School-Level Information for District-Level Plan for information about the principal chosen to lead the school design.

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, online courses, and Teacher Evaluation and Development Coaches (TDECs) who work across multiple schools within their district. 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.

As of July 1, 2015, the NYCDOE Talent Coach and MOSL Specialist positions have been combined to create a new role: the Teacher Development and Evaluation Coach (TDEC). TDECs are supervised by superintendents and as such support school leaders throughout their district with *Advance*, NYCDOE's teacher development and evaluation system. Teacher Development and Evaluation Coaches (TDECs) collaborate with and support instructional leaders in using Advance to assess teacher practice, utilize measures of student learning to assess teacher effectiveness, and deliver high-quality developmental feedback to improve teacher effectiveness and student learning. Coaches also inform central efforts to develop and refine systems, research tools and program policies that support school leaders across New York City in providing meaningful evaluations and targeted professional development to teachers.

New teachers who work in low-achieving schools are provided differentiated levels of support, depending on their pathway to teaching. The New York City Teaching Collaborative offers a subsidized Master's degree program and focuses on supporting our highest-need schools, provides intensive training and school placement during the spring, with ongoing mentoring and training throughout the fall.

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, the three new identified teacher leadership positions, and the Learning Partners Program which allow teachers to stay in the classroom while collaborating with colleagues

within and across schools. Professional development is also offered through collaboration with the UFT Teacher Center. More information about teacher career pathways is here.

A chart is included as an attachment on NYCDOE trainings offered, and additional information is included as an attachment as "Programs and Partnerships 2015."

E. External Partner Recruitment, Screening, and Matching

The LEA must have a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools.

i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.
ii. Describe the LEA processes for procurement and budget timelines (and/or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one pre-implementation period and subsequent implementation periods.
iii. Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.
iv. If the model chosen is *Restart*, the LEA/school must describe in detail the rigorous review process that includes a determination by the LEA that the selected CMO or EMO is likely to produce strong results for the school. See federal definition of 'strong results' at http://www2.ed.gov/programs/sif/index.html. Federal Register, vol. 80, no. 26, pg. 7242.

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.

Please see Attachment Z: School-Level Information for District-Level Plan for information about the CBO that is 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.

Priority Schools receive budget allocations for the new fiscal year by June, 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.

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 June, 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. Central staff 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

The LEA must have clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency.

i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.
ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.
iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

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

The NYCDOE operates a school choice-based system for students and families from Pre-Kindergarten 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, English Language Learners, and students performing below proficiency have access to all public schools as part of the choice-based enrollment system. Students participating in Pre-Kindergarten admissions can access NYCDOE district schools and New York City Early Education Centers (NYCEECs). The NYCDOE works to make as many pre-K programs as possible available to families. This year, families had the benefit of a new streamlined application process. This single application process allowed families to rank their options in order of preference, including both NYCDOE district schools and NYCEECs. Students participating in Kindergarten admissions can access all elementary choice 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. The Kindergarten application process is a single application that allows parents to rank their school options in order of preference, including both zoned and choice schools.

At the middle school level, families also may submit a single application that allows them to rank their school options in order of preference. Some community school districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts also have choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or a lottery (unscreened). At the high school level, approximately 75,000 students participate annually in a single application process that covers over 400 schools. The citywide choice process provides an opportunity for all participants to select up to 12 choices from 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. Students may participate for both 9th grade and 10th grade admissions.

Since the 2012-13 school year, students with disabilities who have IEPs have benefited from improved access to zoned and choice schools. Rather than being assigned to a school based solely on availability of their recommended special education program, students with IEPs participated fully in the standard Kindergarten, middle school, and high school admissions process alongside their peers. This increased level of access will continue to scale up until the NYCDOE can ensure all students with disabilities have access to the schools they would otherwise attend if they did not have an IEP and, furthermore, that their special education programs, supports, and services be available in the schools to which they are matched.

Throughout the 2013-14 and 2014-15 school years, the Division of Specialized Instruction and Student Support (DSISS) partnered with field-based school support teams and schools to proactively support students with disabilities in the following four areas: student engagement in rigorous curriculum with full access to community schools and classrooms, development and implementation of quality IEPs, infusing school-wide and individualized positive behavioral supports, and effective transition planning. For the 2015-16 school year, DSISS will continue this work. All stakeholders will continue to be 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, schools will engage in professional learning opportunities that focus on the continued 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 for professional development are built on themes that reflect research- and evidence-based best practices and are fully integrated with the Common Core Learning Standards and *Advance*.

The NYCDOE has begun to put in place policies and practices designed 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 and guidance not only support schools in focusing their programming practices around student needs, but also encourage schools to develop a deep knowledge and understanding of their students' strengths, needs, and preferences in order to drive programmatic planning and/or shifts. Schools are supported in expanding their continuum of services to provide differentiated and individualized levels of support rather than stand-alone special education programs, so that students may receive recommended services based on individual needs at their schools of choice. For ELLs specifically, the NYCDOE encourages families of eligible students to request a bilingual program in their schools, knowing that if there is sufficient interest then schools will create and sustain bilingual programs that benefit not only ELLs, but also students interested in learning a second language.

In addition, for students with specific disabilities who may benefit from specialized instructional and/or social-emotional strategies, the NYCDOE continues to create and expand specialized programs in community schools and specialized schools. For SWDs, the NYCDOE has grown the number of District 75 (D75) specialized schools for students with disabilities, specialized programs in community schools for students with Autism Spectrum Disorders (ASD) known as the ASD Nest Program and the ASD Horizon Program, specialized programs in community schools for students with intellectual disability or multiple disabilities know as Academic,

Career, and Essential Skills (ACES) Programs, and also Bilingual Special Education (BSE) Programs for ELLs with IEPs who are recommended for a special education program in their home/native language. Families of students with specific disabilities may also elect to enroll in their zoned school.

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. Specialized Programs in community schools (ASD Nest, ASD Horizon, ACES, and BSE Programs) are intended to increase access to community schools even further, for students with these specific disabilities for whom a District 75 school was historically more likely to be recommended. The ASD Nest Program and ASD Horizon Program are two different programs in community schools that serve admitted students with a disability classification of autism. Each program is designed to develop students' academic and social skills, but has different service delivery models and admissions criteria. The ASD Nest Program is primarily designed to support students with ASD who would benefit from intensive social skills development. As the result of significant growth in these programs, in 2014-15, a student on the autism spectrum was more than three times as likely (from 9% to 29%) to attend a community school than in 2007-8. This is especially significant given that over the same time period, the numbers of students classified as autistic has more than doubled, from 5,365 to 13,161 students.

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 has 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.

In addition to expanding access to high-quality school and program options for SWDs, ELLs, and students performing below proficiency, the NYCDOE is committed to supporting schools in meeting students' 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.

Meeting the needs of ELLs and SWDs is an area of special need in our schools. The UFT Teacher Center will support educators in SIG Cohort 6 schools through customized professional learning opportunities targeted to meet the unique needs of each school. Three Teacher Center Field Liaisons will collaborate with administrators and the school-based staff development committee to design learning opportunities to meet the needs of all learners, including ELLs and

SWDs.

The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to:

- Design customized professional development
- Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement
- Collect, analyze and interpret data for making instructional decisions
- Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc.
- Integrate instructional technology into teaching and learning

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. One 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. For the past several years, the NYCDOE has added seats to every high school's OTC count. 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.

For fall 2015, the NYCDOE Chancellor has publicly committed to reducing OTC in Renewal Schools, including all the schools applying for SIG Cohort 6. Additionally, in 2014-15, NYCDOE implemented a one-year elimination of OTC enrollment for the two State-identified Out of Time schools.

Another important strategy is the NYCDOE enrollment "targets" for Students with Disabilities, in which elementary, middle, and high schools allot a percentage of their seats to SWDs, equivalent to the district or borough rate of SWDs. In 2014, students with recommendations of services for 20% or more of their day were included in these targets. This strategy has contributed to an impressive decline in the number of schools serve few SWDs. Between 2007-08 and 2014-15, the percentage of schools that enroll SWDs at a rate of 10% or less has been cut in half, from 19% of schools in 2007-08 to just 9% of schools in 2014-15.

Furthermore, to increase access to some of NYCDOE's highest performing schools, NYCDOE has reduced 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. Since 2012, the NYCDOE has worked with screened schools to increase the number of SWDs ranked and matched to their programs. In situations where schools do not rank a sufficient number of SWDs, additional SWDs are matched 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 placed almost 1,300 students were placed into these programs. The NYCDOE will continue this work in the upcoming school year.

The Public School Choice transfer process is another strategy that NYCDOE uses to help reduce the number of higher-needs, lower-performing students in Priority schools. Through Public School Choice, all students attending Priority schools are given the opportunity to transfer out of their current school and into a school that is "In Good Standing." Students submit an application in the spring listing their choices, and they receive an offer over the summer for the upcoming fall. Lower-performing students and lower-income students are prioritized to receive an offer of their choosing. Furthermore, the NYCDOE has slightly revised the process in recent years to make the following two changes: the lowest-performing students within Priority Schools are more accurately identified through the use of indicators beyond merely test scores (including a promotion-in-doubt indicator based on grades and an indicator for students in temporary housing); students attending Priority Schools are prioritized to receive an offer above students attending Focus Schools. In 2014, over 6,500 families applied for transfers through Public School Choice and over 4,500 students received an offer.

G. District-level Labor and Management Consultation and Collaboration

The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements:

i. Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.
ii. Complete the Consultation and Collaboration Form and submit with this application (Attachment A).

The NYCDOE has consulted and collaborated with key stakeholders on the development of SIG Cohort 6 plans. Application and NYCDOE-developed guidance materials were shared directly by staff with the parent leadership group, CPAC; the principals' union, CSA; and the teachers' union, UFT. The engagement process with each group took place via meetings, phone calls, and emails about the applications. School Leadership Team (SLT) meetings took place to discuss school plans, which includes the principal, parent representatives, and UFT school leadership.

NYCDOE staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on June 11 to discuss SIG Cohort 6. 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. NYCDOE staff met with UFT leadership on June 29 and engaged in multiple phone calls and emails with UFT regarding plan and overall school feedback subsequent to this meeting. CSA was also consulted with via phone calls and emails. All groups received district and school drafts for review and feedback.

The NYCDOE is committed to collaboration in its efforts to improve Renewal Schools. Teacher leaders in particular are integral to the successful implementation of all other school improvement measures. They serve as indispensable colleagues for school leaders, ensuring that the school community retains its most effective teachers, is supportive of all teachers' growth, and increases student achievement. School-level plans include information about faculty senates or other structures to promote shared school-based governance, responsibility, and collaboration in the interests of furthering the educational mission of each school. Moreover, the success of these schools depends largely on developing in parents an ownership and leadership in schools. This means shifting the paradigm from parents as participants to parents as leaders and decision-makers who work hand-in-hand with school staff and CBOs. Stakeholder collaboration will continue to be a focus for each SIG Cohort 6 school.

In addition to the district-level Attachment A, NYCDOE asked that schools 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. Signatures include the school's principal, parent group president, and UFT representative. These school-level forms are also attached in addition to the required district-level Attachment A. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body as of July 17 and July 20. The individuals who signed are Michael Mulgrew, UFT President; Ernest Logan, CSA President; and Nancy Northrup, CPAC Co-Chair.

AGREEMENT

between

THE BOARD OF EDUCATION

of the

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of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools[9]

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

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

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

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

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

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

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

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

4. Any remaining vacancies will be filled by the Personnel Committee from among transferees, excessees, 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

A. District Overview

The LEA must demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed. The district overview must contain the following elements:

i. Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers.
ii. Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.
iii. Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools.

Under the leadership of Schools Chancellor Carmen Fariña, the New York City Department of Education (NYCDOE) is fundamentally changing the way in which it partners with and provides support to schools, and holds everyone in the system accountable for results. The NYCDOE created *Strong Schools, Strong Communities* (see plan here), which outlines the motivation/intention and theories of action guiding NYCDOE strategies to support the lowest achieving schools and ensure that all students graduate high school ready for college and careers. The plan describes a new approach to supporting New York City's public schools and all of our students, which consists of three key components:

1. The Framework for Great Schools – a roadmap to school improvement for school leaders
2. School Quality Reports that give schools and families well-rounded and actionable information about school performance
3. A streamlined system to deliver customized support to schools

The Framework for Great Schools provides the NYCDOE approach in supporting the turnaround of our lowest achieving schools and ensuring that all students graduate high school ready for college and careers. There are six essential interconnected elements of the framework which are the foundation for our approach:

1. **Rigorous instruction:** Classes are driven by high educational standards and engage students by emphasizing the application of knowledge.
2. **Collaborative Teachers:** The staff is committed to the school, receives strong professional development, and works together to improve the school.
3. **Supportive Environment:** The school is safe and orderly. Teachers have high expectations for students. Students are socially and emotionally supported by their teachers and peers.
4. **Strong Family-Community Ties:** The entire school staff builds strong relationships with families and communities to support learning.
5. **Effective Leaders:** The principal and other school leaders work with fellow teachers and school staff, families, and students to implement a clear and strategic vision for school success.
6. **Trust:** The entire school community works to establish and maintain trusting relationships that will enable students, families, teachers, and principals to take the risks necessary to mount ambitious improvement efforts.

The NYCDOE School Renewal Program was recently created for the most struggling schools, including Priority Schools. All of the schools for which the NYCDOE is applying for the School Improvement Grant (SIG) Cohort 6 opportunity are Renewal Schools. The School Renewal Program provides a more targeted approach for school improvement, and demonstrates the readiness of the NYCDOE to build upon current strengths and identify further opportunities for improvement. The NYCDOE is working intensively with each Renewal School community over three years, setting clear goals and holding each school community accountable for rapid improvement. More information about the School Renewal Program is here.

Renewal Schools are transforming into Community Schools as the New York City Community Schools Initiative is a central element of Mayor Bill de Blasio's vision to re-imagine the City's school system; this direction is aligned with the New York State Education Department (NYSED) state-determined SIG model: the Innovation Framework Community-Oriented School Design, the model selected for NYCDOE SIG Cohort 6 applications. Community Schools are neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address common challenges. The Mayor has pledged to create more than 100 Community Schools over the next several years, including this school. More information on the Community Schools Initiative is here.

This SIG plan is based on the school's unique Renewal Schools Comprehensive Education Plan (RSCEP), which was crafted this past spring based on needs assessments for each school and includes a Community School description along with SCEP required information. NYCDOE Renewal Schools will be transformed into Community Schools, have an additional hour of instruction each day, increase professional development in key areas like student writing, and launch a summer learning program – with concrete targets in student achievement. This SIG plan will support key improvement strategies in the Renewal School.

Another strength of the NYCDOE includes control of the schools under the Chancellor and Mayor, which ultimately has given more independence to principals. One of the most important reforms has been giving principals control over hiring and budget decisions. An opportunity for improvement, however, is that while some principals were able to use this autonomy to drive achievement in their schools, others struggled without direction on how to improve, particularly in struggling schools. Moving forward, each NYCDOE Community and High School Superintendent will be responsible for providing schools with the resources they need to succeed and hold school leaders accountable for results. Superintendents will utilize a school's performance data, the Framework for Great Schools, and the professional judgment they have gained through experience to raise student achievement in struggling schools.

The Mayor, Chancellor, and NYCDOE leadership will closely monitor Renewal School progress via regular data reports and frequent visits to the school. Renewal Schools have at most three years to show significant improvement before the NYCDOE considers restructuring the school. If the school fails to meet benchmarks each year, or the Superintendent loses confidence in the school leadership, the Superintendent will make the changes necessary to ensure that each child in the school has a high-quality education. Such changes may include school consolidation/merger or closure.

The NYCDOE is monitoring schools with low student enrollment for possible consolidations/mergers. By the end of the 2014-15 school year, proposals to consolidate four low enrollment schools were announced for proposal to the Panel on Educational Policy (PEP) in fall 2015. In addition, there are other schools that could benefit from consolidation, and school leaders are working closely with their communities and Superintendents with the intention of aligning resources and building consensus for consolidation. We anticipate making further announcements this fall if there are viable school redesigns, which may include SIG Cohort 6 schools. Our budget requests for schools with currently less than a 200 student enrollment reflect a reduced amount for school year 2015-16 as we took into consideration the relatively low student enrollment. We believe that our school redesign efforts will ultimately provide a much richer educational experience for our students.

B. Operational Autonomies

The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection. In addition to providing quality responses to each element requested in this section of the Project Narrative, the Priority School must have school-level autonomy in at least two of these areas for an *acceptable* rating in this category. Applications that provide quality responses and that are granted anywhere from 3 to 5 of these autonomies will receive a rating of *exemplary* for this category. The LEA must respond to each of the following:

i. Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.
ii. Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.
iii. Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.

As a Renewal School, the school is provided increased supports for increased accountability for performance results. Key elements of the School Renewal Program are:

- Transforming Renewal Schools into Community Schools
- Creating expanded learning time
- Supplying resources and supports to ensure effective school leadership and rigorous instruction with collaborative teachers
- Underperforming schools will undergo needs assessments in six elements of the Framework for Great Schools to identify key areas for additional resources
- Bringing increased oversight and accountability including strict goals and clear consequences for schools that do not meet them

Budgeting: A budget for the school is based on the Fair Student Funding (FSF) formula. Funding follows each student to the 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). Recently the NYCDOE committed $60 million in additional funding to ensure that struggling schools have the resources they need to succeed. Renewal Schools will be brought to 100 percent of their FSF recommendation within two years. Also as a Priority School, the school receives funding through Title I allocations to support its goals outlined in its school improvement plan as a struggling school. Priority Schools select to use this funding towards identified areas of need, for example expanding learning time. Priority Schools may also receive School Achievement Funding from the NYCDOE to improve instructional programs.

A description of Fair Student Funding, which can be used at principal discretion, is posted here. A description of School Achievement Funding can be found here. 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 2014-15 is posted here and is also attached.

Staffing: Renewal School principals select staff to fill vacancies. Principal 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. The NYCDOE provides organizational assistance to Priority Schools. The Office of State/Federal Education Policy & School Improvement Programs 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) work with SIG schools on school improvement efforts and SIG compliance requirements.

Renewal School principals and their leadership teams were targeted by NYCDOE central for ongoing consultation recruitment and retention needs as well as a series of trainings, workshops, and activities that are customized to fit the specific needs of the school. Focus areas include recruitment and marketing to candidates, determining "right-fit" teachers, teacher selection, and supporting and retaining new and existing teachers.

Through the 2014 teachers' contract and subsequent amendments (see the attached UFT MOA) three new teacher leader roles were created. All Renewal Schools had the opportunity to establish teacher leader roles with a designated funding allocation; below is additional information on three key new roles.

- Model Teacher: Takes on additional responsibilities such as establishing a laboratory classroom; demonstrating lessons; exploring emerging instructional practices; reflecting on and debriefing a visit from a colleague.
- Peer Collaborative Teacher: Released from the classroom for a minimum of 20% of the time to take on additional responsibilities to support the professional learning of their colleagues through peer coaching and intervisitation.
- Master Teacher: Released from the classroom for a minimum of 20% of the time to take on additional responsibilities to support the entire school or across multiple schools; responsible for school-level progress.

Teacher leaders are integral to the school improvement process as well as a way to retain high-performing teachers, recruit and attract experienced educators, create opportunities for collaboration, and further develop and refine teacher practice. As one principal explained, "Having a distributed leadership structure in this school is not only effective for building effective teaching practices, but also for running a school. It makes my day and my job infinitely easier. One example is planning [professional learning time] on Mondays… it is a big task. Knowing that we have teacher leaders working with teachers who are putting forth things they would like to work on makes that time more effective and the teachers more invested."

Each school will receive up to $27,500 to fund a team of teacher leaders. The allocation will be issued through a SAM following the completion of the teacher leader selection and staffing cycle. The selection process is a joint UFT-NYCDOE designed and implemented process. In addition, only teachers rated Effective and Highly Effective are eligible to apply.

Guidance provided by the NYCDOE includes that schools may use the allocation to fund one Peer Collaborative Teacher and two Model Teachers:

- Schools where teacher leadership has been the most successful in building school culture have staffed more than one teacher leader role at their school – ideally a team of at least three. Having more than one teacher leader at a school, formalizes teacher leadership to the rest of the staff and makes the work of the teacher leaders a larger part of the school culture.

- Given that the Peer Collaborative Teacher has release time, they are well positioned to organize the teacher leadership team in a way that broadens the impact of the teacher leader team and increases the potential supports for other teachers in the school. The Model Teachers act as key partners in the work to support growth through sharing their classroom with other teachers in the building.

Program selection: NYCDOE was 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. The NYCDOE conducted an extensive research and review process in order to identify high-quality Core Curriculum materials that align to the CCLS and promote the Common Core Instructional Shifts for ELA and Mathematics. Additional information on NYCDOE and the Common Core may be found here.

Each Renewal School participated in a needs assessment, which included the Surveys of Enacted Curriculum (SEC), a research-based, nationally validated set of online surveys that align teacher-reported data on ELA and mathematics instruction against the Common Core standards. The SEC is used as one set of data to help inform the school how what is happening in the classroom—the enacted curriculum—compares to the written curriculum and tested curriculum, including state assessments. It helps begin conversations about how to better align the three types of curricula. Reports were provided to each school to inform their SIG Cohort 6 plan.

There are differentiated professional supports provided to Renewal Schools. Teachers in K-8 schools are provided professional development through the Teacher's College Writing Project and the ReadyGen Independent Reading Initiative. Teachers in high schools are provided with professional development through the WITsi (Writing is Thinking Through Strategic Inquiry) process, included in the school-level SIG plans. Effective strategies for teaching expository writing will be taught explicitly up front and integrated into the strategic inquiry process. The rationale for their central role is that they are high-leverage strategies that target struggling students' deficiencies and that improve content knowledge, academic vocabulary, written language, oral language and reading comprehension simultaneously. They also help teachers pinpoint what struggling students need and how to provide it. The strategy is to begin (year 1) with a focus on the 9th grade and to focus on one additional grade each subsequent year (9th and 10th in year 2; 9th through 11th in year 3).

Schools are also selecting programs to improve school climate and safety with the goal of decreasing incident rates, suspension rates, and disruptive behavior, and an increase in teachers' ability to manage challenging student behaviors and an increase in student academic achievement. To help strengthen school communities and improve academic outcomes, staff members need support to understand and anticipate behavior issues before they escalate. The Positive Learning Collaborative (PLC) is a joint initiative between the NYCDOE and teachers' union, UFT, which provides intensive training and direct consultation to educators in order to develop the skills that prevent crises and help students focus on academic goals. Information about PLCs will be shared with SIG Cohort 6 schools for consideration of implementation.

Educational partner selection: As part of being a Renewal School and under the Community-Oriented School Design model, the school has selected partnerships with community-based organizations (CBOs) that offer tailored whole-student supports, including mental health services and after school programs. Principals have discretion over selecting educational partners, including those outlined in the SIG 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.

Educational partner selection from pre-qualified organizations is accomplished through the Multiple Task Award Contract (MTAC) procedure, which provides a streamlined process for schools to follow, posted below. All RFPs are on the NYCDOE public website here. Renewal Schools have selected from the following community-based organizations (CBOs) listed here. CBOs selected for SIG Cohort 6 applicant schools include Zone 26, Grand Street Settlement, Center for Supportive Schools, Phipps Neighborhood, Good Shepard Services, Fordham University, the Child Care Center of New York, Westhab, and El Puente. More information about the chosen CBO is in Attachment Z.

The MOUs submitted under the SIG Innovation Framework for each school and CBO outline their partnership. The CBO selected is the lead partner in the SIG Innovation Framework

Community-Oriented School Design. The process for CBO selection involved the NYCDOE issuing a request for proposals to CBOs to partner with Renewal Schools. Once the pool of CBOs was selected, School Leadership Teams (SLTs) were able to interview CBO representatives to determine fit with the school. The SLT utilized a rubric that included questions on whether the CBO could support the vision of the school through understanding the student population and needs. The CBO works in collaboration with the school principal, SLT, and the community school director assigned to the school to coordinate resources.

Use of Time During and After School: The school has a variety of opportunities for changing the use of time during and after school. NYCDOE Priority Schools are implementing an additional 200 hours of Expanded Learning Time (ELT). NYCDOE created guidance for schools to implement ELT called Guidelines for Implementing Expanded Learning Time at Priority Schools; see here. The Priority School has the option to have ELT providers support students through extended learning time.

All students in Renewal Schools will be given an opportunity for an additional hour of supplemental instruction each school day, beginning next school year; a separate budget allocation is provided for this purpose. The approach is that at least one hour of ELT is offered to every student, known as the Renewal Hour. Schools may offer both the Renewal Hour and other ELT programming. In addition, the lead CBO has funds budgeted in their Community Schools contract to hire staff for the ELT initiative. There are two basic models for the Renewal Hour: integration into the regular student school day or offering the ELT before or after the school day. The attachment "Guidance for Use of Expanded Learning Time" outlines the options for the implementation of Expanded Learning Time that Renewal Schools in more detail.

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. The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here and is also attached.

C. District Accountability and Support

The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan for accountability and support must contain each of the following elements:

i. Describe in detail the manner by which the district ensures that all federal requirements of a school's chosen model are fulfilled and continue to be fulfilled throughout the duration of the grant.
ii. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.

iii. Describe in detail how the structures identified in "i" of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application.

iv. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.

The central Office of State/Federal Education Policy & School Improvement Programs (organizational chart attached) works to identify and monitor Priority School whole school reform model selection and SIG progress monitoring. The School Implementation Manager (SIM) ensures SIG application development, implementation, and monitoring of the approved plan. Specific activities of the SIM include:

- Review quantitative and qualitative data to assess student strengths and weaknesses;
- Investigate root causes or contributing factors for low 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.

Schools Chancellor Carmen Fariña assumed leadership of the NYCDOE in January 2014. Dr. Dorita Gibson is the Senior Deputy Chancellor and the Chancellor's second in command overseeing all aspects of school support, Superintendents, support for struggling schools, District 75 and 79 programs, and school communications. Phil Weinberg is the Deputy Chancellor for Teaching and Learning overseeing professional development and curriculum, performance and accountability, Common Core and college-readiness initiatives, Career and Technical Education, and instructional support. Attached is a copy of the NYCDOE senior leadership organizational chart which also includes leadership in Family Engagement, Operations, Students with Disabilities, and English Language Learners, all of which play an integral role in coordinating turnaround efforts.

The NYCDOE is transitioning to a new school support structure now that will be in place and operational for the first day of school in September 2015. The new approach to school support is guided by six critical principles:

1) Clear lines of authority and accountability so all schools improve.
2) Families have one place to call if they cannot resolve problems at the school.
3) School leaders maintain the critical independence over budget and human resources they have had, so they can continue to drive improvement.
4) Provide customized support so school leaders can focus on those improvement efforts most likely to boost achievement.
5) Provide one-stop support to school leaders.
6) Create equity in the system by providing more intensive support to schools that need it most.

The new school support structure consists of four major parts:

1) Superintendent's Offices: each Community and High School Superintendent will be responsible for providing schools with the resources they need to succeed and hold school leaders accountable for results
2) Borough Field Support Centers: each of the seven geographically located Borough Field Support Centers will utilize a BOCES model (Board of Collaborative Educational Services) in the provision of support to schools. An organizational chart is attached.
3) Central Teams
4) Affinity Groups, formerly called Partnership Support Organizations

As Renewal Schools, under the direction of the Superintendent, the Principal Leadership Facilitators and Directors for School Renewal (DSRs) are the core drivers of school improvement and implementation for Renewal Schools within their district. The DSR oversees and supervises the coordination and delivery of intensive supports to persistently low achieving schools. The DSR assists with needs-aligned instructional and operational supports to a number of underperforming schools, including professional development, intensive interventions, summer programming and extended learning opportunities, to ensure accelerated academic achievement for the schools served. Attached is a copy of the Renewal Schools Program organizational chart.

DSRs work with Renewal Schools to coordinate all school improvement efforts; SIMs work in collaboration with DSRs on SIG requirements. Community School Directors (CSDs) are assigned to each Renewal School to coordinate resources at the school-level with the CBO and school. The attached "Stages of Development in a NYC Community School" provides a rubric for schools to move from exploring to excelling in the features of a community school. Staff are held accountable through performance reviews and grant monitoring. External partner organizations working with Priority Schools are evaluated by schools and the NYCDOE based on performance targets. Regular meetings take place with partners to ensure effectiveness, and through the SIG Innovation Framework Community-Oriented School Design the NYCDOE will convene all lead partners and school leaders as done with its School Innovation Fund (SIF) lead partners last year to share expectations of SIG and as a lead partner.

Interactions with the Renewal School include weekly coaching visits to schools by DSRs and content specialist instructional coaches. There are frequent observations with timely, accurate, and actionable feedback. Superintendents provide professional development for school leaders through organizing bi-monthly, collaborative Principal meetings. Superintendents also conduct school visits and provide feedback to school leaders. Leadership coaches who are former successful principals have been assigned to Renewal School principals. The Principal Leadership Coaches are invited to school visits and debriefs to help support implementation of the feedback and next steps given; they meet regularly with DSRs and Principals to monitor ongoing progress; they observe classroom instruction with the DSR and Principal to ensure a common, calibrated language around instruction and feedback; and they attend Renewal Initiative meetings facilitated by the Superintendent.

SIMs have a caseload of approximately a dozen schools implementing SIG Cohorts 2-6 and SIF. SIMs are in each of their schools at least twice per month, communicate with school teams on progress monitoring, and represent their schools to NYSED in the progress monitoring process. Benchmarks have already been set for the school through the RSCEP, which align to SIG benchmarks, and require an increased level of accountability. Using these measures, Renewal Schools will be further evaluated by their superintendent at the conclusion of each of the next two school years, in June 2016 and June 2017.

One Renewal School benchmark of note is that of student attendance which is also reviewed by NYSED in SIG progress monitoring. This measure is required for all Renewal Schools as it is a key indicator of schools' progress. NYCDOE had 81 schools implementing SIG and SIF grants in school year 2014-15 and participated in U.S. Department of Education SIG monitoring of NYSED to outline its SIG development, implementation, and monitoring process. SIG Cohort 6 school plans outline strategies that will lead to successful outcomes in the leading indicators that are measured in NYSED SIG monitoring, including improvements in the areas of student attendance, teacher attendance, discipline referrals, ELT opportunities, and academic data.

In November 2014, NYCDOE released two new school quality reports, which present information about the school's practices, learning environment, and performance results. The School Quality Snapshot is designed specifically for families, and provides a concise summary of each school's practices, environment, and performance. The School Quality Guide is a more detailed report with additional information, including multiple years of data to show the school's progress over time. The Guide also sets rigorous and realistic targets that are based on the historical performance of schools with similar populations and the city as a whole for schools in areas including student achievement, student progress, and college and career readiness.

Each Renewal School was provided a menu from which they chose leading indicators and student achievement benchmarks. Generally the targets included in the NYCDOE High School and Elementary/Middle School Quality Guides were used as the basis for setting these benchmarks. The attached shows samples from the benchmarks menus provided 1) for an elementary/middle school and 2) for a high school. The guidelines for choosing benchmarks are similar; the leading indicators and student achievement benchmarks are different based on the school grade level.

Schools began receiving new data tools this year to help them track student progress and school improvement. The Progress to Graduation Tracker provides high schools and transfer high schools with credit and Regents data to more easily track individual students' progress toward graduation. The Tracker is updated on a daily basis so that educators can use the most up-to-date information possible when identifying students who may be in need of additional supports and interventions to help them succeed. The School Performance Data Explorer allows elementary, middle and high schools to easily search, sort, and monitor metrics for current students across subgroups and overtime. The tool includes information on how former students are doing academically since they have left the school. By allowing educators to examine both whole-school and individual-student metrics and trends, the Data Explorer is meant to help schools

better identify and support struggling students earlier than ever before, identify and address performance trends at their school, and track current and former students' progress over time.

The following chart summarizes the interactions, timeframe, and persons responsible that are discussed in this section:

Planned School Improvement Interaction	Timeframe	Person Responsible
Professional development for school leaders. School visits & feedback for school leaders.	Bi-monthly collaborative Principal meetings On-site school visits	Superintendent
Professional support to implement feedback provided by the Superintendent. Monitor progress and help to make adjustments when necessary.	On-going	Principal Leadership Facilitator (PLF)
Supervises the coordination and delivery of multiple supports from NYCDOE. Provides instructional and operational support for schools. Supports professional development needs of the school. Supports interventions, summer programming and extended learning opportunities for schools. Provides content coaching and classroom observations and feedback.	Weekly visits to School	Director for School Renewal (DSR)
Coordinate resources at the school-level with the CBO and school.	On-site daily	Community School Director (CSD)
Support and monitors SIG implementation. Coordinate with Superintendent teams on school improvement initiatives for SIG	Bi-monthly on site visits	School Implementation Manager (SIM)

D. Teacher and Leader Pipeline

The LEA must have a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, the LEA must have a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. The LEA's plan must include each of the following elements:

i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.
ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.
iii. Identify and describe any district-wide training programs designed to build the capacity of *leaders* to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the implementation of the specific model chosen (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*
iv. Identify and describe any district-wide training programs designed to build the capacity of *teachers* to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*
v. Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). 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 a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

*The district-wide training and professional development programs to be identified in this section are those that are offered by the district to a group or cluster of like schools (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*) and/or to cohorts of teachers and leaders who will serve in them (e.g., training for turnaround leaders; training for teachers who need to accelerate learning in Priority Schools where students are several levels below proficiency; training for school climate and culture in Priority Schools, etc.). NYSED's Strengthening Teacher and Leader Effectiveness (STLE) grant may provide suitable examples of the types of training and professional development expected in this section. See https://www.engageny.org/resource/improving-practice. School-specific and embedded training and professional-development should be detailed in Section II. I.

The NYCDOE believes in its talent: the teachers, school leaders, and other personnel who work with our city's 1.1 million students. The mission of the Office of Leadership is to build and sustain a leadership pipeline that yields high-quality leaders at all levels of the system, including teacher leaders, assistant principals, principals, and systems-level leaders. The pipeline structure has systemic supports and effective leadership development programs at each stage to identify and cultivate:

1. Strong teachers to meet the citywide instructional expectations and move into more formal teacher leadership development programs;
2. Effective teacher leaders and assistant principals to move into principal pipeline programs and then into principal positions;

3. Quality support for novice principals; and
4. Opportunities for experienced principals to mentor aspiring leaders.

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 developed 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, we have strengthened our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators and nurturing their leadership skills while they remain in teacher leadership roles. Our theory of action is that if we invest in providing job-embedded leadership development opportunities for our most promising emerging leaders and supporting our strongest current leaders to build leadership capacity in others, then we will build a leadership pipeline that is more cost-effective and sustainable, and produces more high quality next-level leaders.

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.

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. In addition to the NYC Teaching Fellows program, the NYCDOE has created an innovative residency program called the NYC Teaching Collaborative that recruits and trains a cohort of 50 new teachers annually through a practice-based teacher training model in hard-to-staff schools. This program is modeled after the nationally known program run by AUSL in Chicago. Additionally, the NYCDOE recruits annually a cohort of new hires that have been identified as top tier recruits to fill positions in struggling schools called the "Select Recruits" program.

The NYCDOE created teacher recruitment initiatives to build a pipeline of teachers prepared to turnaround the performance of our lowest-performing schools and teacher leadership programs for experienced educators to support professional development in their schools. In June 2014 the NYCDOE and UFT negotiated a set of teacher leadership positions and those positions have been focused in a subset of schools to serve as a vehicle to attract new talent to struggling schools and create leadership opportunities for current teachers on staff. In spring 2015 a cohort

of school participated in a foundational teacher leadership professional learning series that oriented teachers to the new positions and provided opportunities for foundational skill development in key teacher leadership skills. 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.

To support schools in recruiting and retaining this new talent at the school level, the DOE produces annual "Smart Retention" reports which create a picture of a school's history in retaining talent year over year. Alongside the report, NYCDOE offers coaching in recruitment and retention strategies for a subset of identified schools. Each year the NYCDOE sets hiring policies to ensure that teachers and principals can be recruited and placed into our 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. Schools receive their budgets for the new fiscal year by June.

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.

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. The NYCDOE is now committed to hiring principals with at least seven years of education experience. LEAP, launched in 2009, is a rigorous 12-month on-the-job program. 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.

Leadership coaches who are former successful principals have been assigned to Renewal School Principals that are leading high schools. The DSRs collaborate closely with the ELI Principal Leadership Coaches and Leadership Academy coaches. The Principal Leadership Coaches are invited to school visits and debriefs to help support implementation of the feedback and next steps given; they meet regularly with DSRs and Principals to monitor the ongoing progress of the Renewal efforts; they observe classroom instruction with the DSR and Principal to ensure a common, calibrated language around instruction and feedback; and they attend Renewal Initiative meetings facilitated by the Superintendent to stay apprised of all the initiatives.

K-8 Renewal School principals are provided professional development and support through the School Renewal Principal Learning Community, which meets five times per year around thematically organized sessions designed to engage school leaders in their own professional learning. The sessions also involve guest speakers and experts in the field. Renewal Principals Study Groups are led by a panel of advisory principals and focus on developing leadership expertise in one or more of the following areas: budgeting, data analysis, curriculum and instruction, parent engagement and rebranding which involves re-visiting the mission and vision. Please see Attachment Z: School-Level Information for District-Level Plan for information about the principal chosen to lead the school design.

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, online courses, and Teacher Evaluation and Development Coaches (TDECs) who work across multiple schools within their district. 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.

As of July 1, 2015, the NYCDOE Talent Coach and MOSL Specialist positions have been combined to create a new role: the Teacher Development and Evaluation Coach (TDEC). TDECs are supervised by superintendents and as such support school leaders throughout their district with *Advance*, NYCDOE's teacher development and evaluation system. Teacher Development and Evaluation Coaches (TDECs) collaborate with and support instructional leaders in using Advance to assess teacher practice, utilize measures of student learning to assess teacher effectiveness, and deliver high-quality developmental feedback to improve teacher effectiveness and student learning. Coaches also inform central efforts to develop and refine systems, research tools and program policies that support school leaders across New York City in providing meaningful evaluations and targeted professional development to teachers.

New teachers who work in low-achieving schools are provided differentiated levels of support, depending on their pathway to teaching. The New York City Teaching Collaborative offers a subsidized Master's degree program and focuses on supporting our highest-need schools, provides intensive training and school placement during the spring, with ongoing mentoring and training throughout the fall.

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, the three new identified teacher leadership positions, and the Learning Partners Program which allow teachers to stay in the classroom while collaborating with colleagues

within and across schools. Professional development is also offered through collaboration with the UFT Teacher Center. More information about teacher career pathways is here.

A chart is included as an attachment on NYCDOE trainings offered, and additional information is included as an attachment as "Programs and Partnerships 2015."

E. External Partner Recruitment, Screening, and Matching

The LEA must have a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools.

i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.
ii. Describe the LEA processes for procurement and budget timelines (and/or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one pre-implementation period and subsequent implementation periods.
iii. Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.
iv. If the model chosen is *Restart*, the LEA/school must describe in detail the rigorous review process that includes a determination by the LEA that the selected CMO or EMO is likely to produce strong results for the school. See federal definition of 'strong results' at http://www2.ed.gov/programs/sif/index.html. Federal Register, vol. 80, no. 26, pg. 7242.

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.

Please see Attachment Z: School-Level Information for District-Level Plan for information about the CBO that is 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.

Priority Schools receive budget allocations for the new fiscal year by June, 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.

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 June, 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. Central staff 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

The LEA must have clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency.

i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.
ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.
iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

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

The NYCDOE operates a school choice-based system for students and families from Pre-Kindergarten 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, English Language Learners, and students performing below proficiency have access to all public schools as part of the choice-based enrollment system. Students participating in Pre-Kindergarten admissions can access NYCDOE district schools and New York City Early Education Centers (NYCEECs). The NYCDOE works to make as many pre-K programs as possible available to families. This year, families had the benefit of a new streamlined application process. This single application process allowed families to rank their options in order of preference, including both NYCDOE district schools and NYCEECs. Students participating in Kindergarten admissions can access all elementary choice 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. The Kindergarten application process is a single application that allows parents to rank their school options in order of preference, including both zoned and choice schools.

At the middle school level, families also may submit a single application that allows them to rank their school options in order of preference. Some community school districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts also have choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or a lottery (unscreened). At the high school level, approximately 75,000 students participate annually in a single application process that covers over 400 schools. The citywide choice process provides an opportunity for all participants to select up to 12 choices from 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. Students may participate for both 9th grade and 10th grade admissions.

Since the 2012-13 school year, students with disabilities who have IEPs have benefited from improved access to zoned and choice schools. Rather than being assigned to a school based solely on availability of their recommended special education program, students with IEPs participated fully in the standard Kindergarten, middle school, and high school admissions process alongside their peers. This increased level of access will continue to scale up until the NYCDOE can ensure all students with disabilities have access to the schools they would otherwise attend if they did not have an IEP and, furthermore, that their special education programs, supports, and services be available in the schools to which they are matched.

Throughout the 2013-14 and 2014-15 school years, the Division of Specialized Instruction and Student Support (DSISS) partnered with field-based school support teams and schools to proactively support students with disabilities in the following four areas: student engagement in rigorous curriculum with full access to community schools and classrooms, development and implementation of quality IEPs, infusing school-wide and individualized positive behavioral supports, and effective transition planning. For the 2015-16 school year, DSISS will continue this work. All stakeholders will continue to be 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, schools will engage in professional learning opportunities that focus on the continued 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 for professional development are built on themes that reflect research- and evidence-based best practices and are fully integrated with the Common Core Learning Standards and *Advance*.

The NYCDOE has begun to put in place policies and practices designed 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 and guidance not only support schools in focusing their programming practices around student needs, but also encourage schools to develop a deep knowledge and understanding of their students' strengths, needs, and preferences in order to drive programmatic planning and/or shifts. Schools are supported in expanding their continuum of services to provide differentiated and individualized levels of support rather than stand-alone special education programs, so that students may receive recommended services based on individual needs at their schools of choice. For ELLs specifically, the NYCDOE encourages families of eligible students to request a bilingual program in their schools, knowing that if there is sufficient interest then schools will create and sustain bilingual programs that benefit not only ELLs, but also students interested in learning a second language.

In addition, for students with specific disabilities who may benefit from specialized instructional and/or social-emotional strategies, the NYCDOE continues to create and expand specialized programs in community schools and specialized schools. For SWDs, the NYCDOE has grown the number of District 75 (D75) specialized schools for students with disabilities, specialized programs in community schools for students with Autism Spectrum Disorders (ASD) known as the ASD Nest Program and the ASD Horizon Program, specialized programs in community schools for students with intellectual disability or multiple disabilities know as Academic,

Career, and Essential Skills (ACES) Programs, and also Bilingual Special Education (BSE) Programs for ELLs with IEPs who are recommended for a special education program in their home/native language. Families of students with specific disabilities may also elect to enroll in their zoned school.

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. Specialized Programs in community schools (ASD Nest, ASD Horizon, ACES, and BSE Programs) are intended to increase access to community schools even further, for students with these specific disabilities for whom a District 75 school was historically more likely to be recommended. The ASD Nest Program and ASD Horizon Program are two different programs in community schools that serve admitted students with a disability classification of autism. Each program is designed to develop students' academic and social skills, but has different service delivery models and admissions criteria. The ASD Nest Program is primarily designed to support students with ASD who would benefit from intensive social skills development. As the result of significant growth in these programs, in 2014-15, a student on the autism spectrum was more than three times as likely (from 9% to 29%) to attend a community school than in 2007-8. This is especially significant given that over the same time period, the numbers of students classified as autistic has more than doubled, from 5,365 to 13,161 students.

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 has 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.

In addition to expanding access to high-quality school and program options for SWDs, ELLs, and students performing below proficiency, the NYCDOE is committed to supporting schools in meeting students' 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.

Meeting the needs of ELLs and SWDs is an area of special need in our schools. The UFT Teacher Center will support educators in SIG Cohort 6 schools through customized professional learning opportunities targeted to meet the unique needs of each school. Three Teacher Center Field Liaisons will collaborate with administrators and the school-based staff development committee to design learning opportunities to meet the needs of all learners, including ELLs and

SWDs.

The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to:

- Design customized professional development
- Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement
- Collect, analyze and interpret data for making instructional decisions
- Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc.
- Integrate instructional technology into teaching and learning

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. One 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. For the past several years, the NYCDOE has added seats to every high school's OTC count. 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.

For fall 2015, the NYCDOE Chancellor has publicly committed to reducing OTC in Renewal Schools, including all the schools applying for SIG Cohort 6. Additionally, in 2014-15, NYCDOE implemented a one-year elimination of OTC enrollment for the two State-identified Out of Time schools.

Another important strategy is the NYCDOE enrollment "targets" for Students with Disabilities, in which elementary, middle, and high schools allot a percentage of their seats to SWDs, equivalent to the district or borough rate of SWDs. In 2014, students with recommendations of services for 20% or more of their day were included in these targets. This strategy has contributed to an impressive decline in the number of schools serve few SWDs. Between 2007-08 and 2014-15, the percentage of schools that enroll SWDs at a rate of 10% or less has been cut in half, from 19% of schools in 2007-08 to just 9% of schools in 2014-15.

Furthermore, to increase access to some of NYCDOE's highest performing schools, NYCDOE has reduced 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. Since 2012, the NYCDOE has worked with screened schools to increase the number of SWDs ranked and matched to their programs. In situations where schools do not rank a sufficient number of SWDs, additional SWDs are matched 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 placed almost 1,300 students were placed into these programs. The NYCDOE will continue this work in the upcoming school year.

The Public School Choice transfer process is another strategy that NYCDOE uses to help reduce the number of higher-needs, lower-performing students in Priority schools. Through Public School Choice, all students attending Priority schools are given the opportunity to transfer out of their current school and into a school that is "In Good Standing." Students submit an application in the spring listing their choices, and they receive an offer over the summer for the upcoming fall. Lower-performing students and lower-income students are prioritized to receive an offer of their choosing. Furthermore, the NYCDOE has slightly revised the process in recent years to make the following two changes: the lowest-performing students within Priority Schools are more accurately identified through the use of indicators beyond merely test scores (including a promotion-in-doubt indicator based on grades and an indicator for students in temporary housing); students attending Priority Schools are prioritized to receive an offer above students attending Focus Schools. In 2014, over 6,500 families applied for transfers through Public School Choice and over 4,500 students received an offer.

G. District-level Labor and Management Consultation and Collaboration

The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements:

i. Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.
ii. Complete the Consultation and Collaboration Form and submit with this application (Attachment A).

The NYCDOE has consulted and collaborated with key stakeholders on the development of SIG Cohort 6 plans. Application and NYCDOE-developed guidance materials were shared directly by staff with the parent leadership group, CPAC; the principals' union, CSA; and the teachers' union, UFT. The engagement process with each group took place via meetings, phone calls, and emails about the applications. School Leadership Team (SLT) meetings took place to discuss school plans, which includes the principal, parent representatives, and UFT school leadership.

NYCDOE staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on June 11 to discuss SIG Cohort 6. 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. NYCDOE staff met with UFT leadership on June 29 and engaged in multiple phone calls and emails with UFT regarding plan and overall school feedback subsequent to this meeting. CSA was also consulted with via phone calls and emails. All groups received district and school drafts for review and feedback.

The NYCDOE is committed to collaboration in its efforts to improve Renewal Schools. Teacher leaders in particular are integral to the successful implementation of all other school improvement measures. They serve as indispensable colleagues for school leaders, ensuring that the school community retains its most effective teachers, is supportive of all teachers' growth, and increases student achievement. School-level plans include information about faculty senates or other structures to promote shared school-based governance, responsibility, and collaboration in the interests of furthering the educational mission of each school. Moreover, the success of these schools depends largely on developing in parents an ownership and leadership in schools. This means shifting the paradigm from parents as participants to parents as leaders and decision-makers who work hand-in-hand with school staff and CBOs. Stakeholder collaboration will continue to be a focus for each SIG Cohort 6 school.

In addition to the district-level Attachment A, NYCDOE asked that schools 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. Signatures include the school's principal, parent group president, and UFT representative. These school-level forms are also attached in addition to the required district-level Attachment A. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body as of July 17 and July 20. The individuals who signed are Michael Mulgrew, UFT President; Ernest Logan, CSA President; and Nancy Northrup, CPAC Co-Chair.

Department of Education
Carmen Fariña, Chancellor

STRONG SCHOOLS, STRONG COMMUNITIES

OVERVIEW

As Chancellor Fariña announced in January, we are launching our Strong Schools, Strong Communities support structure for school year 2015-16. This new school support structure will ensure that every NYC public school student graduates prepared for college, career, and independent living. The new school support model helps us to achieve this vision by aligning supports to supervision, tailoring supports to individual school needs, and bringing expertise closer to school.

The Strong Schools, Strong Communities support structure is driven by a capacity building approach. The new support structure will provide you and your staff the resources needed to implement meaningful change through continuous cycles of improvement. The new structure includes the following components:

Central Teams	• DOE leadership will work with Borough Field Support Centers and Superintendents to guide policy implementation, provide training, and lead initiatives
Superintendents	• Work to ensure that schools meet student achievement goals and identify areas of focus for support; accountable for all schools in their districts
Borough Field Support Centers	• 7 centers will provide tailored, coordinated delivery of instructional, operational, and student services to schools
Affinity Groups	• 6 providers will work with groups of Secondary and High Schools under a Superintendent and provide integrated supports to schools for a period of 3 years

BOROUGH FIELD SUPPORT CENTERS

Each of the 7 Borough Field Support Centers – overseen by Directors – will provide high-quality, differentiated support in the areas of instruction, operations, student services such as safety, health, and wellness, and support for English Language Learners and Students with Special Needs.

Bronx (Districts 7, 8, 9, 10, 11, 12): Jose Ruiz (JRuiz2@schools.nyc.gov) – *1 Fordham Plaza, Bronx, NY 10458 and 1230 Zerega Ave., Bronx, NY 10462*

Brooklyn (Districts 13, 14, 15, 16, 19, 23, 32): Bernadette Fitzgerald (BFitzge2@schools.nyc.gov) – *131 Livingston St., Brooklyn, NY 11201*

Brooklyn (Districts 17, 18, 20, 21, 22): Cheryl Watson-Harris (CWatsonHarris@gmail.com) – *415 89th St., Brooklyn, 11209 and 4390 Flatlands Ave., Brooklyn, NY 11234*

Manhattan (Districts 1, 2, 3, 4, 5, 6): Yuet Chu (YChu@schools.nyc.gov) – *333 7th Avenue, Manhattan, NY 10001*

Queens (Districts 24, 25, 26, 30): Lawrence Pendergast (LPender@schools.nyc.gov) – *28-11 Queens Plaza North, Queens, NY 11101*

Queens (Districts 27, 28, 29): Marlene Wilks (MWilks@schools.nyc.gov) – *8201 Rockaway Blvd., Queens, NY 11416*

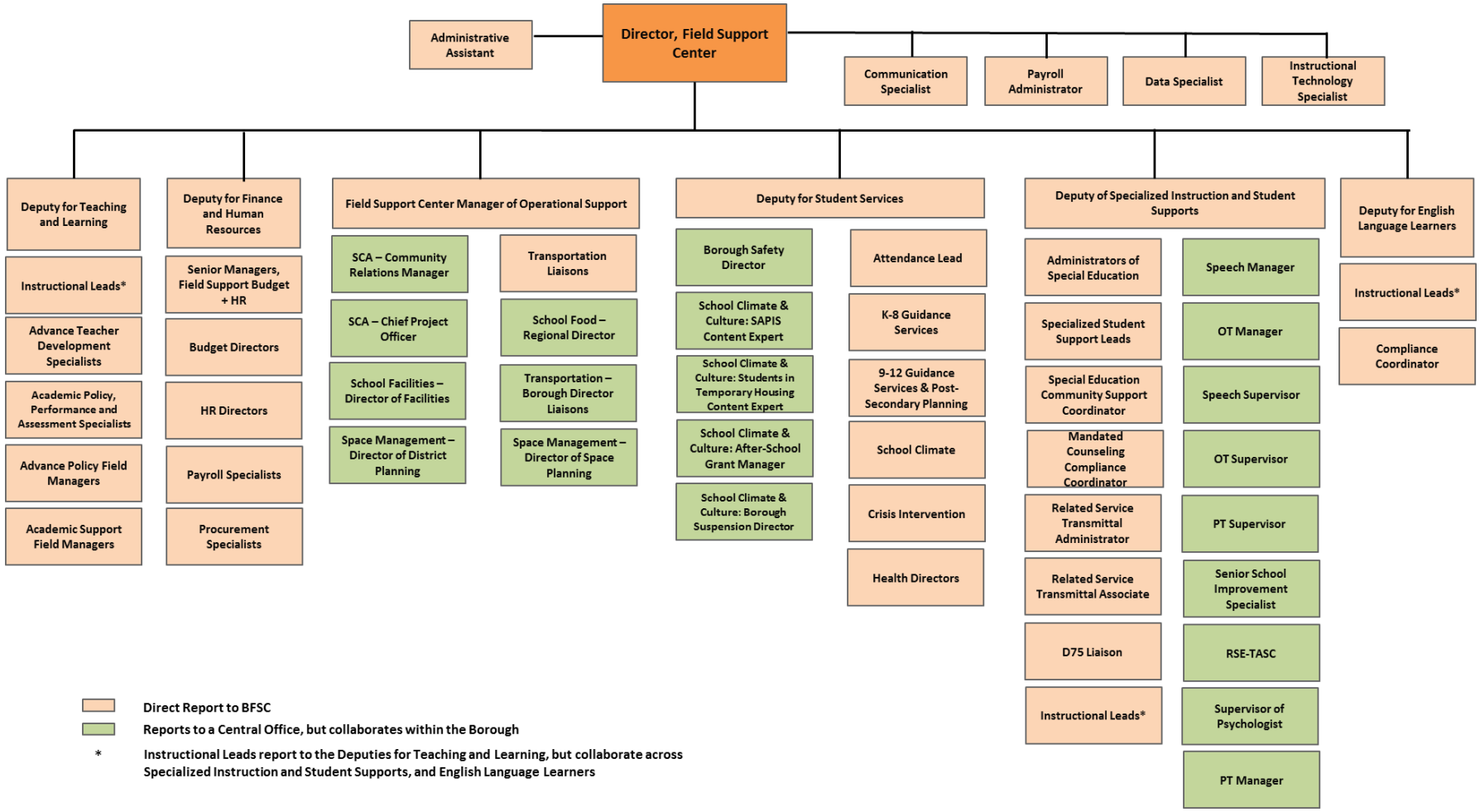
Staten Island (District 31): Kevin Moran (KMoran2@schools.nyc.gov) – *Petrides Complex, 715 Ocean Terrace Staten Island, NY 10301*

For additional information, please visit our Strong Schools For Staff Intranet page:
http://schools.nyc.gov/StrongSchoolsForStaff

Department of Education
Carmen Fariña, Chancellor

STRONG SCHOOLS, STRONG COMMUNITIES

In the new **Borough Field Support Centers**, supports will be integrated and provided from a capacity building approach tailored to each school's needs, with expertise closer to schools. The organization chart denotes how these supports will be organized within the Centers, and demonstrates a pathway for guidance that you can reference. Additional information about each of these roles can be found at *http://schools.nyc.gov/StrongSchoolsForStaff*



For additional information, please visit our Strong Schools For Staff Intranet page:
http://schools.nyc.gov/StrongSchoolsForStaff

A. District Overview

The LEA must demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed. The district overview must contain the following elements:

i. Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers.
ii. Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.
iii. Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools.

Under the leadership of Schools Chancellor Carmen Fariña, the New York City Department of Education (NYCDOE) is fundamentally changing the way in which it partners with and provides support to schools, and holds everyone in the system accountable for results. The NYCDOE created *Strong Schools, Strong Communities* (see plan here), which outlines the motivation/intention and theories of action guiding NYCDOE strategies to support the lowest achieving schools and ensure that all students graduate high school ready for college and careers. The plan describes a new approach to supporting New York City's public schools and all of our students, which consists of three key components:

1. The Framework for Great Schools – a roadmap to school improvement for school leaders
2. School Quality Reports that give schools and families well-rounded and actionable information about school performance
3. A streamlined system to deliver customized support to schools

The Framework for Great Schools provides the NYCDOE approach in supporting the turnaround of our lowest achieving schools and ensuring that all students graduate high school ready for college and careers. There are six essential interconnected elements of the framework which are the foundation for our approach:

1. **Rigorous instruction:** Classes are driven by high educational standards and engage students by emphasizing the application of knowledge.
2. **Collaborative Teachers:** The staff is committed to the school, receives strong professional development, and works together to improve the school.
3. **Supportive Environment:** The school is safe and orderly. Teachers have high expectations for students. Students are socially and emotionally supported by their teachers and peers.
4. **Strong Family-Community Ties:** The entire school staff builds strong relationships with families and communities to support learning.
5. **Effective Leaders:** The principal and other school leaders work with fellow teachers and school staff, families, and students to implement a clear and strategic vision for school success.
6. **Trust:** The entire school community works to establish and maintain trusting relationships that will enable students, families, teachers, and principals to take the risks necessary to mount ambitious improvement efforts.

The NYCDOE School Renewal Program was recently created for the most struggling schools, including Priority Schools. All of the schools for which the NYCDOE is applying for the School Improvement Grant (SIG) Cohort 6 opportunity are Renewal Schools. The School Renewal Program provides a more targeted approach for school improvement, and demonstrates the readiness of the NYCDOE to build upon current strengths and identify further opportunities for improvement. The NYCDOE is working intensively with each Renewal School community over three years, setting clear goals and holding each school community accountable for rapid improvement. More information about the School Renewal Program is here.

Renewal Schools are transforming into Community Schools as the New York City Community Schools Initiative is a central element of Mayor Bill de Blasio's vision to re-imagine the City's school system; this direction is aligned with the New York State Education Department (NYSED) state-determined SIG model: the Innovation Framework Community-Oriented School Design, the model selected for NYCDOE SIG Cohort 6 applications. Community Schools are neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address common challenges. The Mayor has pledged to create more than 100 Community Schools over the next several years, including this school. More information on the Community Schools Initiative is here.

This SIG plan is based on the school's unique Renewal Schools Comprehensive Education Plan (RSCEP), which was crafted this past spring based on needs assessments for each school and includes a Community School description along with SCEP required information. NYCDOE Renewal Schools will be transformed into Community Schools, have an additional hour of instruction each day, increase professional development in key areas like student writing, and launch a summer learning program – with concrete targets in student achievement. This SIG plan will support key improvement strategies in the Renewal School.

Another strength of the NYCDOE includes control of the schools under the Chancellor and Mayor, which ultimately has given more independence to principals. One of the most important reforms has been giving principals control over hiring and budget decisions. An opportunity for improvement, however, is that while some principals were able to use this autonomy to drive achievement in their schools, others struggled without direction on how to improve, particularly in struggling schools. Moving forward, each NYCDOE Community and High School Superintendent will be responsible for providing schools with the resources they need to succeed and hold school leaders accountable for results. Superintendents will utilize a school's performance data, the Framework for Great Schools, and the professional judgment they have gained through experience to raise student achievement in struggling schools.

The Mayor, Chancellor, and NYCDOE leadership will closely monitor Renewal School progress via regular data reports and frequent visits to the school. Renewal Schools have at most three years to show significant improvement before the NYCDOE considers restructuring the school. If the school fails to meet benchmarks each year, or the Superintendent loses confidence in the school leadership, the Superintendent will make the changes necessary to ensure that each child in the school has a high-quality education. Such changes may include school consolidation/merger or closure.

The NYCDOE is monitoring schools with low student enrollment for possible consolidations/mergers. By the end of the 2014-15 school year, proposals to consolidate four low enrollment schools were announced for proposal to the Panel on Educational Policy (PEP) in fall 2015. In addition, there are other schools that could benefit from consolidation, and school leaders are working closely with their communities and Superintendents with the intention of aligning resources and building consensus for consolidation. We anticipate making further announcements this fall if there are viable school redesigns, which may include SIG Cohort 6 schools. Our budget requests for schools with currently less than a 200 student enrollment reflect a reduced amount for school year 2015-16 as we took into consideration the relatively low student enrollment. We believe that our school redesign efforts will ultimately provide a much richer educational experience for our students.

B. Operational Autonomies

The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection. In addition to providing quality responses to each element requested in this section of the Project Narrative, the Priority School must have school-level autonomy in at least two of these areas for an *acceptable* rating in this category. Applications that provide quality responses and that are granted anywhere from 3 to 5 of these autonomies will receive a rating of *exemplary* for this category. The LEA must respond to each of the following:

i. Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.
ii. Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.
iii. Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.

As a Renewal School, the school is provided increased supports for increased accountability for performance results. Key elements of the School Renewal Program are:

- Transforming Renewal Schools into Community Schools
- Creating expanded learning time
- Supplying resources and supports to ensure effective school leadership and rigorous instruction with collaborative teachers
- Underperforming schools will undergo needs assessments in six elements of the Framework for Great Schools to identify key areas for additional resources
- Bringing increased oversight and accountability including strict goals and clear consequences for schools that do not meet them

Budgeting: A budget for the school is based on the Fair Student Funding (FSF) formula. Funding follows each student to the 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). Recently the NYCDOE committed $60 million in additional funding to ensure that struggling schools have the resources they need to succeed. Renewal Schools will be brought to 100 percent of their FSF recommendation within two years. Also as a Priority School, the school receives funding through Title I allocations to support its goals outlined in its school improvement plan as a struggling school. Priority Schools select to use this funding towards identified areas of need, for example expanding learning time. Priority Schools may also receive School Achievement Funding from the NYCDOE to improve instructional programs.

A description of Fair Student Funding, which can be used at principal discretion, is posted here. A description of School Achievement Funding can be found here. 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 2014-15 is posted here and is also attached.

Staffing: Renewal School principals select staff to fill vacancies. Principal 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. The NYCDOE provides organizational assistance to Priority Schools. The Office of State/Federal Education Policy & School Improvement Programs 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) work with SIG schools on school improvement efforts and SIG compliance requirements.

Renewal School principals and their leadership teams were targeted by NYCDOE central for ongoing consultation recruitment and retention needs as well as a series of trainings, workshops, and activities that are customized to fit the specific needs of the school. Focus areas include recruitment and marketing to candidates, determining "right-fit" teachers, teacher selection, and supporting and retaining new and existing teachers.

Through the 2014 teachers' contract and subsequent amendments (see the attached UFT MOA) three new teacher leader roles were created. All Renewal Schools had the opportunity to establish teacher leader roles with a designated funding allocation; below is additional information on three key new roles.

- Model Teacher: Takes on additional responsibilities such as establishing a laboratory classroom; demonstrating lessons; exploring emerging instructional practices; reflecting on and debriefing a visit from a colleague.
- Peer Collaborative Teacher: Released from the classroom for a minimum of 20% of the time to take on additional responsibilities to support the professional learning of their colleagues through peer coaching and intervisitation.
- Master Teacher: Released from the classroom for a minimum of 20% of the time to take on additional responsibilities to support the entire school or across multiple schools; responsible for school-level progress.

Teacher leaders are integral to the school improvement process as well as a way to retain high-performing teachers, recruit and attract experienced educators, create opportunities for collaboration, and further develop and refine teacher practice. As one principal explained, "Having a distributed leadership structure in this school is not only effective for building effective teaching practices, but also for running a school. It makes my day and my job infinitely easier. One example is planning [professional learning time] on Mondays… it is a big task. Knowing that we have teacher leaders working with teachers who are putting forth things they would like to work on makes that time more effective and the teachers more invested."

Each school will receive up to $27,500 to fund a team of teacher leaders. The allocation will be issued through a SAM following the completion of the teacher leader selection and staffing cycle. The selection process is a joint UFT-NYCDOE designed and implemented process. In addition, only teachers rated Effective and Highly Effective are eligible to apply.

Guidance provided by the NYCDOE includes that schools may use the allocation to fund one Peer Collaborative Teacher and two Model Teachers:

- Schools where teacher leadership has been the most successful in building school culture have staffed more than one teacher leader role at their school – ideally a team of at least three. Having more than one teacher leader at a school, formalizes teacher leadership to the rest of the staff and makes the work of the teacher leaders a larger part of the school culture.

- Given that the Peer Collaborative Teacher has release time, they are well positioned to organize the teacher leadership team in a way that broadens the impact of the teacher leader team and increases the potential supports for other teachers in the school. The Model Teachers act as key partners in the work to support growth through sharing their classroom with other teachers in the building.

Program selection: NYCDOE was 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. The NYCDOE conducted an extensive research and review process in order to identify high-quality Core Curriculum materials that align to the CCLS and promote the Common Core Instructional Shifts for ELA and Mathematics. Additional information on NYCDOE and the Common Core may be found here.

Each Renewal School participated in a needs assessment, which included the Surveys of Enacted Curriculum (SEC), a research-based, nationally validated set of online surveys that align teacher-reported data on ELA and mathematics instruction against the Common Core standards. The SEC is used as one set of data to help inform the school how what is happening in the classroom—the enacted curriculum—compares to the written curriculum and tested curriculum, including state assessments. It helps begin conversations about how to better align the three types of curricula. Reports were provided to each school to inform their SIG Cohort 6 plan.

There are differentiated professional supports provided to Renewal Schools. Teachers in K-8 schools are provided professional development through the Teacher's College Writing Project and the ReadyGen Independent Reading Initiative. Teachers in high schools are provided with professional development through the WITsi (Writing is Thinking Through Strategic Inquiry) process, included in the school-level SIG plans. Effective strategies for teaching expository writing will be taught explicitly up front and integrated into the strategic inquiry process. The rationale for their central role is that they are high-leverage strategies that target struggling students' deficiencies and that improve content knowledge, academic vocabulary, written language, oral language and reading comprehension simultaneously. They also help teachers pinpoint what struggling students need and how to provide it. The strategy is to begin (year 1) with a focus on the 9th grade and to focus on one additional grade each subsequent year (9th and 10th in year 2; 9th through 11th in year 3).

Schools are also selecting programs to improve school climate and safety with the goal of decreasing incident rates, suspension rates, and disruptive behavior, and an increase in teachers' ability to manage challenging student behaviors and an increase in student academic achievement. To help strengthen school communities and improve academic outcomes, staff members need support to understand and anticipate behavior issues before they escalate. The Positive Learning Collaborative (PLC) is a joint initiative between the NYCDOE and teachers' union, UFT, which provides intensive training and direct consultation to educators in order to develop the skills that prevent crises and help students focus on academic goals. Information about PLCs will be shared with SIG Cohort 6 schools for consideration of implementation.

Educational partner selection: As part of being a Renewal School and under the Community-Oriented School Design model, the school has selected partnerships with community-based organizations (CBOs) that offer tailored whole-student supports, including mental health services and after school programs. Principals have discretion over selecting educational partners, including those outlined in the SIG 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.

Educational partner selection from pre-qualified organizations is accomplished through the Multiple Task Award Contract (MTAC) procedure, which provides a streamlined process for schools to follow, posted below. All RFPs are on the NYCDOE public website here. Renewal Schools have selected from the following community-based organizations (CBOs) listed here. CBOs selected for SIG Cohort 6 applicant schools include Zone 26, Grand Street Settlement, Center for Supportive Schools, Phipps Neighborhood, Good Shepard Services, Fordham University, the Child Care Center of New York, Westhab, and El Puente. More information about the chosen CBO is in Attachment Z.

The MOUs submitted under the SIG Innovation Framework for each school and CBO outline their partnership. The CBO selected is the lead partner in the SIG Innovation Framework

Community-Oriented School Design. The process for CBO selection involved the NYCDOE issuing a request for proposals to CBOs to partner with Renewal Schools. Once the pool of CBOs was selected, School Leadership Teams (SLTs) were able to interview CBO representatives to determine fit with the school. The SLT utilized a rubric that included questions on whether the CBO could support the vision of the school through understanding the student population and needs. The CBO works in collaboration with the school principal, SLT, and the community school director assigned to the school to coordinate resources.

Use of Time During and After School: The school has a variety of opportunities for changing the use of time during and after school. NYCDOE Priority Schools are implementing an additional 200 hours of Expanded Learning Time (ELT). NYCDOE created guidance for schools to implement ELT called Guidelines for Implementing Expanded Learning Time at Priority Schools; see here. The Priority School has the option to have ELT providers support students through extended learning time.

All students in Renewal Schools will be given an opportunity for an additional hour of supplemental instruction each school day, beginning next school year; a separate budget allocation is provided for this purpose. The approach is that at least one hour of ELT is offered to every student, known as the Renewal Hour. Schools may offer both the Renewal Hour and other ELT programming. In addition, the lead CBO has funds budgeted in their Community Schools contract to hire staff for the ELT initiative. There are two basic models for the Renewal Hour: integration into the regular student school day or offering the ELT before or after the school day. The attachment "Guidance for Use of Expanded Learning Time" outlines the options for the implementation of Expanded Learning Time that Renewal Schools in more detail.

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. The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here and is also attached.

C. District Accountability and Support

The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan for accountability and support must contain each of the following elements:

i. Describe in detail the manner by which the district ensures that all federal requirements of a school's chosen model are fulfilled and continue to be fulfilled throughout the duration of the grant.
ii. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.

iii. Describe in detail how the structures identified in "i" of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application.

iv. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.

The central Office of State/Federal Education Policy & School Improvement Programs (organizational chart attached) works to identify and monitor Priority School whole school reform model selection and SIG progress monitoring. The School Implementation Manager (SIM) ensures SIG application development, implementation, and monitoring of the approved plan. Specific activities of the SIM include:

- Review quantitative and qualitative data to assess student strengths and weaknesses;
- Investigate root causes or contributing factors for low 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.

Schools Chancellor Carmen Fariña assumed leadership of the NYCDOE in January 2014. Dr. Dorita Gibson is the Senior Deputy Chancellor and the Chancellor's second in command overseeing all aspects of school support, Superintendents, support for struggling schools, District 75 and 79 programs, and school communications. Phil Weinberg is the Deputy Chancellor for Teaching and Learning overseeing professional development and curriculum, performance and accountability, Common Core and college-readiness initiatives, Career and Technical Education, and instructional support. Attached is a copy of the NYCDOE senior leadership organizational chart which also includes leadership in Family Engagement, Operations, Students with Disabilities, and English Language Learners, all of which play an integral role in coordinating turnaround efforts.

The NYCDOE is transitioning to a new school support structure now that will be in place and operational for the first day of school in September 2015. The new approach to school support is guided by six critical principles:

1) Clear lines of authority and accountability so all schools improve.
2) Families have one place to call if they cannot resolve problems at the school.
3) School leaders maintain the critical independence over budget and human resources they have had, so they can continue to drive improvement.
4) Provide customized support so school leaders can focus on those improvement efforts most likely to boost achievement.
5) Provide one-stop support to school leaders.
6) Create equity in the system by providing more intensive support to schools that need it most.

The new school support structure consists of four major parts:

1) Superintendent's Offices: each Community and High School Superintendent will be responsible for providing schools with the resources they need to succeed and hold school leaders accountable for results
2) Borough Field Support Centers: each of the seven geographically located Borough Field Support Centers will utilize a BOCES model (Board of Collaborative Educational Services) in the provision of support to schools. An organizational chart is attached.
3) Central Teams
4) Affinity Groups, formerly called Partnership Support Organizations

As Renewal Schools, under the direction of the Superintendent, the Principal Leadership Facilitators and Directors for School Renewal (DSRs) are the core drivers of school improvement and implementation for Renewal Schools within their district. The DSR oversees and supervises the coordination and delivery of intensive supports to persistently low achieving schools. The DSR assists with needs-aligned instructional and operational supports to a number of underperforming schools, including professional development, intensive interventions, summer programming and extended learning opportunities, to ensure accelerated academic achievement for the schools served. Attached is a copy of the Renewal Schools Program organizational chart.

DSRs work with Renewal Schools to coordinate all school improvement efforts; SIMs work in collaboration with DSRs on SIG requirements. Community School Directors (CSDs) are assigned to each Renewal School to coordinate resources at the school-level with the CBO and school. The attached "Stages of Development in a NYC Community School" provides a rubric for schools to move from exploring to excelling in the features of a community school. Staff are held accountable through performance reviews and grant monitoring. External partner organizations working with Priority Schools are evaluated by schools and the NYCDOE based on performance targets. Regular meetings take place with partners to ensure effectiveness, and through the SIG Innovation Framework Community-Oriented School Design the NYCDOE will convene all lead partners and school leaders as done with its School Innovation Fund (SIF) lead partners last year to share expectations of SIG and as a lead partner.

Interactions with the Renewal School include weekly coaching visits to schools by DSRs and content specialist instructional coaches. There are frequent observations with timely, accurate, and actionable feedback. Superintendents provide professional development for school leaders through organizing bi-monthly, collaborative Principal meetings. Superintendents also conduct school visits and provide feedback to school leaders. Leadership coaches who are former successful principals have been assigned to Renewal School principals. The Principal Leadership Coaches are invited to school visits and debriefs to help support implementation of the feedback and next steps given; they meet regularly with DSRs and Principals to monitor ongoing progress; they observe classroom instruction with the DSR and Principal to ensure a common, calibrated language around instruction and feedback; and they attend Renewal Initiative meetings facilitated by the Superintendent.

SIMs have a caseload of approximately a dozen schools implementing SIG Cohorts 2-6 and SIF. SIMs are in each of their schools at least twice per month, communicate with school teams on progress monitoring, and represent their schools to NYSED in the progress monitoring process. Benchmarks have already been set for the school through the RSCEP, which align to SIG benchmarks, and require an increased level of accountability. Using these measures, Renewal Schools will be further evaluated by their superintendent at the conclusion of each of the next two school years, in June 2016 and June 2017.

One Renewal School benchmark of note is that of student attendance which is also reviewed by NYSED in SIG progress monitoring. This measure is required for all Renewal Schools as it is a key indicator of schools' progress. NYCDOE had 81 schools implementing SIG and SIF grants in school year 2014-15 and participated in U.S. Department of Education SIG monitoring of NYSED to outline its SIG development, implementation, and monitoring process. SIG Cohort 6 school plans outline strategies that will lead to successful outcomes in the leading indicators that are measured in NYSED SIG monitoring, including improvements in the areas of student attendance, teacher attendance, discipline referrals, ELT opportunities, and academic data.

In November 2014, NYCDOE released two new school quality reports, which present information about the school's practices, learning environment, and performance results. The School Quality Snapshot is designed specifically for families, and provides a concise summary of each school's practices, environment, and performance. The School Quality Guide is a more detailed report with additional information, including multiple years of data to show the school's progress over time. The Guide also sets rigorous and realistic targets that are based on the historical performance of schools with similar populations and the city as a whole for schools in areas including student achievement, student progress, and college and career readiness.

Each Renewal School was provided a menu from which they chose leading indicators and student achievement benchmarks. Generally the targets included in the NYCDOE High School and Elementary/Middle School Quality Guides were used as the basis for setting these benchmarks. The attached shows samples from the benchmarks menus provided 1) for an elementary/middle school and 2) for a high school. The guidelines for choosing benchmarks are similar; the leading indicators and student achievement benchmarks are different based on the school grade level.

Schools began receiving new data tools this year to help them track student progress and school improvement. The Progress to Graduation Tracker provides high schools and transfer high schools with credit and Regents data to more easily track individual students' progress toward graduation. The Tracker is updated on a daily basis so that educators can use the most up-to-date information possible when identifying students who may be in need of additional supports and interventions to help them succeed. The School Performance Data Explorer allows elementary, middle and high schools to easily search, sort, and monitor metrics for current students across subgroups and overtime. The tool includes information on how former students are doing academically since they have left the school. By allowing educators to examine both whole-school and individual-student metrics and trends, the Data Explorer is meant to help schools

better identify and support struggling students earlier than ever before, identify and address performance trends at their school, and track current and former students' progress over time.

The following chart summarizes the interactions, timeframe, and persons responsible that are discussed in this section:

Planned School Improvement Interaction	Timeframe	Person Responsible
Professional development for school leaders. School visits & feedback for school leaders.	Bi-monthly collaborative Principal meetings On-site school visits	Superintendent
Professional support to implement feedback provided by the Superintendent. Monitor progress and help to make adjustments when necessary.	On-going	Principal Leadership Facilitator (PLF)
Supervises the coordination and delivery of multiple supports from NYCDOE. Provides instructional and operational support for schools. Supports professional development needs of the school. Supports interventions, summer programming and extended learning opportunities for schools. Provides content coaching and classroom observations and feedback.	Weekly visits to School	Director for School Renewal (DSR)
Coordinate resources at the school-level with the CBO and school.	On-site daily	Community School Director (CSD)
Support and monitors SIG implementation. Coordinate with Superintendent teams on school improvement initiatives for SIG	Bi-monthly on site visits	School Implementation Manager (SIM)

D. Teacher and Leader Pipeline

The LEA must have a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, the LEA must have a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. The LEA's plan must include each of the following elements:

i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.
ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.
iii. Identify and describe any district-wide training programs designed to build the capacity of *leaders* to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the implementation of the specific model chosen (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*
iv. Identify and describe any district-wide training programs designed to build the capacity of *teachers* to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*
v. Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). 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 a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

*The district-wide training and professional development programs to be identified in this section are those that are offered by the district to a group or cluster of like schools (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*) and/or to cohorts of teachers and leaders who will serve in them (e.g., training for turnaround leaders; training for teachers who need to accelerate learning in Priority Schools where students are several levels below proficiency; training for school climate and culture in Priority Schools, etc.). NYSED's Strengthening Teacher and Leader Effectiveness (STLE) grant may provide suitable examples of the types of training and professional development expected in this section. See https://www.engageny.org/resource/improving-practice. School-specific and embedded training and professional-development should be detailed in Section II. I.

The NYCDOE believes in its talent: the teachers, school leaders, and other personnel who work with our city's 1.1 million students. The mission of the Office of Leadership is to build and sustain a leadership pipeline that yields high-quality leaders at all levels of the system, including teacher leaders, assistant principals, principals, and systems-level leaders. The pipeline structure has systemic supports and effective leadership development programs at each stage to identify and cultivate:

1. Strong teachers to meet the citywide instructional expectations and move into more formal teacher leadership development programs;
2. Effective teacher leaders and assistant principals to move into principal pipeline programs and then into principal positions;

3. Quality support for novice principals; and
4. Opportunities for experienced principals to mentor aspiring leaders.

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 developed 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, we have strengthened our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators and nurturing their leadership skills while they remain in teacher leadership roles. Our theory of action is that if we invest in providing job-embedded leadership development opportunities for our most promising emerging leaders and supporting our strongest current leaders to build leadership capacity in others, then we will build a leadership pipeline that is more cost-effective and sustainable, and produces more high quality next-level leaders.

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.

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. In addition to the NYC Teaching Fellows program, the NYCDOE has created an innovative residency program called the NYC Teaching Collaborative that recruits and trains a cohort of 50 new teachers annually through a practice-based teacher training model in hard-to-staff schools. This program is modeled after the nationally known program run by AUSL in Chicago. Additionally, the NYCDOE recruits annually a cohort of new hires that have been identified as top tier recruits to fill positions in struggling schools called the "Select Recruits" program.

The NYCDOE created teacher recruitment initiatives to build a pipeline of teachers prepared to turnaround the performance of our lowest-performing schools and teacher leadership programs for experienced educators to support professional development in their schools. In June 2014 the NYCDOE and UFT negotiated a set of teacher leadership positions and those positions have been focused in a subset of schools to serve as a vehicle to attract new talent to struggling schools and create leadership opportunities for current teachers on staff. In spring 2015 a cohort

of school participated in a foundational teacher leadership professional learning series that oriented teachers to the new positions and provided opportunities for foundational skill development in key teacher leadership skills. 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.

To support schools in recruiting and retaining this new talent at the school level, the DOE produces annual "Smart Retention" reports which create a picture of a school's history in retaining talent year over year. Alongside the report, NYCDOE offers coaching in recruitment and retention strategies for a subset of identified schools. Each year the NYCDOE sets hiring policies to ensure that teachers and principals can be recruited and placed into our 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. Schools receive their budgets for the new fiscal year by June.

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.

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. The NYCDOE is now committed to hiring principals with at least seven years of education experience. LEAP, launched in 2009, is a rigorous 12-month on-the-job program. 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.

Leadership coaches who are former successful principals have been assigned to Renewal School Principals that are leading high schools. The DSRs collaborate closely with the ELI Principal Leadership Coaches and Leadership Academy coaches. The Principal Leadership Coaches are invited to school visits and debriefs to help support implementation of the feedback and next steps given; they meet regularly with DSRs and Principals to monitor the ongoing progress of the Renewal efforts; they observe classroom instruction with the DSR and Principal to ensure a common, calibrated language around instruction and feedback; and they attend Renewal Initiative meetings facilitated by the Superintendent to stay apprised of all the initiatives.

K-8 Renewal School principals are provided professional development and support through the School Renewal Principal Learning Community, which meets five times per year around thematically organized sessions designed to engage school leaders in their own professional learning. The sessions also involve guest speakers and experts in the field. Renewal Principals Study Groups are led by a panel of advisory principals and focus on developing leadership expertise in one or more of the following areas: budgeting, data analysis, curriculum and instruction, parent engagement and rebranding which involves re-visiting the mission and vision. Please see Attachment Z: School-Level Information for District-Level Plan for information about the principal chosen to lead the school design.

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, online courses, and Teacher Evaluation and Development Coaches (TDECs) who work across multiple schools within their district. 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.

As of July 1, 2015, the NYCDOE Talent Coach and MOSL Specialist positions have been combined to create a new role: the Teacher Development and Evaluation Coach (TDEC). TDECs are supervised by superintendents and as such support school leaders throughout their district with *Advance*, NYCDOE's teacher development and evaluation system. Teacher Development and Evaluation Coaches (TDECs) collaborate with and support instructional leaders in using Advance to assess teacher practice, utilize measures of student learning to assess teacher effectiveness, and deliver high-quality developmental feedback to improve teacher effectiveness and student learning. Coaches also inform central efforts to develop and refine systems, research tools and program policies that support school leaders across New York City in providing meaningful evaluations and targeted professional development to teachers.

New teachers who work in low-achieving schools are provided differentiated levels of support, depending on their pathway to teaching. The New York City Teaching Collaborative offers a subsidized Master's degree program and focuses on supporting our highest-need schools, provides intensive training and school placement during the spring, with ongoing mentoring and training throughout the fall.

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, the three new identified teacher leadership positions, and the Learning Partners Program which allow teachers to stay in the classroom while collaborating with colleagues

within and across schools. Professional development is also offered through collaboration with the UFT Teacher Center. More information about teacher career pathways is here.

A chart is included as an attachment on NYCDOE trainings offered, and additional information is included as an attachment as "Programs and Partnerships 2015."

E. External Partner Recruitment, Screening, and Matching

The LEA must have a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools.

i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.
ii. Describe the LEA processes for procurement and budget timelines (and/or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one pre-implementation period and subsequent implementation periods.
iii. Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.
iv. If the model chosen is *Restart*, the LEA/school must describe in detail the rigorous review process that includes a determination by the LEA that the selected CMO or EMO is likely to produce strong results for the school. See federal definition of 'strong results' at http://www2.ed.gov/programs/sif/index.html. Federal Register, vol. 80, no. 26, pg. 7242.

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.

Please see Attachment Z: School-Level Information for District-Level Plan for information about the CBO that is 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.

Priority Schools receive budget allocations for the new fiscal year by June, 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.

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 June, 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. Central staff 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

The LEA must have clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency.

i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.
ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.
iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

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

The NYCDOE operates a school choice-based system for students and families from Pre-Kindergarten 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, English Language Learners, and students performing below proficiency have access to all public schools as part of the choice-based enrollment system. Students participating in Pre-Kindergarten admissions can access NYCDOE district schools and New York City Early Education Centers (NYCEECs). The NYCDOE works to make as many pre-K programs as possible available to families. This year, families had the benefit of a new streamlined application process. This single application process allowed families to rank their options in order of preference, including both NYCDOE district schools and NYCEECs. Students participating in Kindergarten admissions can access all elementary choice 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. The Kindergarten application process is a single application that allows parents to rank their school options in order of preference, including both zoned and choice schools.

At the middle school level, families also may submit a single application that allows them to rank their school options in order of preference. Some community school districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts also have choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or a lottery (unscreened). At the high school level, approximately 75,000 students participate annually in a single application process that covers over 400 schools. The citywide choice process provides an opportunity for all participants to select up to 12 choices from 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. Students may participate for both 9th grade and 10th grade admissions.

Since the 2012-13 school year, students with disabilities who have IEPs have benefited from improved access to zoned and choice schools. Rather than being assigned to a school based solely on availability of their recommended special education program, students with IEPs participated fully in the standard Kindergarten, middle school, and high school admissions process alongside their peers. This increased level of access will continue to scale up until the NYCDOE can ensure all students with disabilities have access to the schools they would otherwise attend if they did not have an IEP and, furthermore, that their special education programs, supports, and services be available in the schools to which they are matched.

Throughout the 2013-14 and 2014-15 school years, the Division of Specialized Instruction and Student Support (DSISS) partnered with field-based school support teams and schools to proactively support students with disabilities in the following four areas: student engagement in rigorous curriculum with full access to community schools and classrooms, development and implementation of quality IEPs, infusing school-wide and individualized positive behavioral supports, and effective transition planning. For the 2015-16 school year, DSISS will continue this work. All stakeholders will continue to be 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, schools will engage in professional learning opportunities that focus on the continued 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 for professional development are built on themes that reflect research- and evidence-based best practices and are fully integrated with the Common Core Learning Standards and *Advance*.

The NYCDOE has begun to put in place policies and practices designed 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 and guidance not only support schools in focusing their programming practices around student needs, but also encourage schools to develop a deep knowledge and understanding of their students' strengths, needs, and preferences in order to drive programmatic planning and/or shifts. Schools are supported in expanding their continuum of services to provide differentiated and individualized levels of support rather than stand-alone special education programs, so that students may receive recommended services based on individual needs at their schools of choice. For ELLs specifically, the NYCDOE encourages families of eligible students to request a bilingual program in their schools, knowing that if there is sufficient interest then schools will create and sustain bilingual programs that benefit not only ELLs, but also students interested in learning a second language.

In addition, for students with specific disabilities who may benefit from specialized instructional and/or social-emotional strategies, the NYCDOE continues to create and expand specialized programs in community schools and specialized schools. For SWDs, the NYCDOE has grown the number of District 75 (D75) specialized schools for students with disabilities, specialized programs in community schools for students with Autism Spectrum Disorders (ASD) known as the ASD Nest Program and the ASD Horizon Program, specialized programs in community schools for students with intellectual disability or multiple disabilities know as Academic,

Career, and Essential Skills (ACES) Programs, and also Bilingual Special Education (BSE) Programs for ELLs with IEPs who are recommended for a special education program in their home/native language. Families of students with specific disabilities may also elect to enroll in their zoned school.

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. Specialized Programs in community schools (ASD Nest, ASD Horizon, ACES, and BSE Programs) are intended to increase access to community schools even further, for students with these specific disabilities for whom a District 75 school was historically more likely to be recommended. The ASD Nest Program and ASD Horizon Program are two different programs in community schools that serve admitted students with a disability classification of autism. Each program is designed to develop students' academic and social skills, but has different service delivery models and admissions criteria. The ASD Nest Program is primarily designed to support students with ASD who would benefit from intensive social skills development. As the result of significant growth in these programs, in 2014-15, a student on the autism spectrum was more than three times as likely (from 9% to 29%) to attend a community school than in 2007-8. This is especially significant given that over the same time period, the numbers of students classified as autistic has more than doubled, from 5,365 to 13,161 students.

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 has 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.

In addition to expanding access to high-quality school and program options for SWDs, ELLs, and students performing below proficiency, the NYCDOE is committed to supporting schools in meeting students' 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.

Meeting the needs of ELLs and SWDs is an area of special need in our schools. The UFT Teacher Center will support educators in SIG Cohort 6 schools through customized professional learning opportunities targeted to meet the unique needs of each school. Three Teacher Center Field Liaisons will collaborate with administrators and the school-based staff development committee to design learning opportunities to meet the needs of all learners, including ELLs and

SWDs.

The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to:

- Design customized professional development
- Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement
- Collect, analyze and interpret data for making instructional decisions
- Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc.
- Integrate instructional technology into teaching and learning

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. One 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. For the past several years, the NYCDOE has added seats to every high school's OTC count. 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.

For fall 2015, the NYCDOE Chancellor has publicly committed to reducing OTC in Renewal Schools, including all the schools applying for SIG Cohort 6. Additionally, in 2014-15, NYCDOE implemented a one-year elimination of OTC enrollment for the two State-identified Out of Time schools.

Another important strategy is the NYCDOE enrollment "targets" for Students with Disabilities, in which elementary, middle, and high schools allot a percentage of their seats to SWDs, equivalent to the district or borough rate of SWDs. In 2014, students with recommendations of services for 20% or more of their day were included in these targets. This strategy has contributed to an impressive decline in the number of schools serve few SWDs. Between 2007-08 and 2014-15, the percentage of schools that enroll SWDs at a rate of 10% or less has been cut in half, from 19% of schools in 2007-08 to just 9% of schools in 2014-15.

Furthermore, to increase access to some of NYCDOE's highest performing schools, NYCDOE has reduced 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. Since 2012, the NYCDOE has worked with screened schools to increase the number of SWDs ranked and matched to their programs. In situations where schools do not rank a sufficient number of SWDs, additional SWDs are matched 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 placed almost 1,300 students were placed into these programs. The NYCDOE will continue this work in the upcoming school year.

The Public School Choice transfer process is another strategy that NYCDOE uses to help reduce the number of higher-needs, lower-performing students in Priority schools. Through Public School Choice, all students attending Priority schools are given the opportunity to transfer out of their current school and into a school that is "In Good Standing." Students submit an application in the spring listing their choices, and they receive an offer over the summer for the upcoming fall. Lower-performing students and lower-income students are prioritized to receive an offer of their choosing. Furthermore, the NYCDOE has slightly revised the process in recent years to make the following two changes: the lowest-performing students within Priority Schools are more accurately identified through the use of indicators beyond merely test scores (including a promotion-in-doubt indicator based on grades and an indicator for students in temporary housing); students attending Priority Schools are prioritized to receive an offer above students attending Focus Schools. In 2014, over 6,500 families applied for transfers through Public School Choice and over 4,500 students received an offer.

G. District-level Labor and Management Consultation and Collaboration

The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements:

i. Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.
ii. Complete the Consultation and Collaboration Form and submit with this application (Attachment A).

The NYCDOE has consulted and collaborated with key stakeholders on the development of SIG Cohort 6 plans. Application and NYCDOE-developed guidance materials were shared directly by staff with the parent leadership group, CPAC; the principals' union, CSA; and the teachers' union, UFT. The engagement process with each group took place via meetings, phone calls, and emails about the applications. School Leadership Team (SLT) meetings took place to discuss school plans, which includes the principal, parent representatives, and UFT school leadership.

NYCDOE staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on June 11 to discuss SIG Cohort 6. 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. NYCDOE staff met with UFT leadership on June 29 and engaged in multiple phone calls and emails with UFT regarding plan and overall school feedback subsequent to this meeting. CSA was also consulted with via phone calls and emails. All groups received district and school drafts for review and feedback.

The NYCDOE is committed to collaboration in its efforts to improve Renewal Schools. Teacher leaders in particular are integral to the successful implementation of all other school improvement measures. They serve as indispensable colleagues for school leaders, ensuring that the school community retains its most effective teachers, is supportive of all teachers' growth, and increases student achievement. School-level plans include information about faculty senates or other structures to promote shared school-based governance, responsibility, and collaboration in the interests of furthering the educational mission of each school. Moreover, the success of these schools depends largely on developing in parents an ownership and leadership in schools. This means shifting the paradigm from parents as participants to parents as leaders and decision-makers who work hand-in-hand with school staff and CBOs. Stakeholder collaboration will continue to be a focus for each SIG Cohort 6 school.

In addition to the district-level Attachment A, NYCDOE asked that schools 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. Signatures include the school's principal, parent group president, and UFT representative. These school-level forms are also attached in addition to the required district-level Attachment A. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body as of July 17 and July 20. The individuals who signed are Michael Mulgrew, UFT President; Ernest Logan, CSA President; and Nancy Northrup, CPAC Co-Chair.

Section D: District trainings offered for Year One

Planned Event	Office Responsible	Rationale	Outcomes
New Teacher Mentoring	Office of Leadership	The mentor's role is to promote growth and development of new teachers to improve student learning by providing instructional coaching and non-evaluative feedback. The NYCDOE believes that one of the first leadership opportunities for teachers is to become a new teacher mentor; there are new teacher mentor certification courses held.	In 2014-15 there were approximately 6,000 new teacher mentors
Teacher Leadership Program (TLP)	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; TLP is an opportunity for teacher leaders to develop their facilitative and instructional leadership skills. It is designed to challenge and support teacher leaders across the city in developing the content knowledge and facilitative leadership skills needed to guide instructional improvements in schools. Upon completion of the program, teachers may choose to remain in teacher leadership roles within their schools or consider applying to a principal preparation program to further strengthen their leadership skills and prepare for roles as school leaders.	Approximately 350 schools selected with 50 principals and 700 teachers actively involved for 2015-16

New Leaders Emerging Leaders Program	External Partnership with New Leaders and the 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
Leaders in Education Apprenticeship Program (LEAP)	Office of Leadership	Develops individuals who demonstrate leadership capacity and readiness to take on school leadership positions in their existing school environments.	Approximately 100 apprentices per year Number of certificates obtained for: School Building Leader (SBL) certification Program certificate of completion
NYC Leadership Academy Aspiring Principal Program	External Partnership with NYCLA and Office of Leadership	Focuses on leaders interested in ensuring high academic achievement for all children, particularly students in poverty and students of color.	15 aspiring principals for 2015-16: Program certificate of completion
NYC Leadership Academy Leadership Advancement Program	External Partnership with NYCLA and 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
Assistant Principal Institute (API)	Office of Leadership	A year-long program designed to prepare strong assistant principals for principal positions in one to three years.	Approximately 60-75 assistant principals for 2015-16
Wallace Fellowship	Office of Leadership and External Partnerships with	Partnership with Bank Street, Relay Graduate School, Fordham, Queens College, Hunter College,	Approximately 100-150 candidates enrolled in these programs apply and

	Universities in NYC	Brooklyn College, and Lehman College to prepare teachers with the credentials necessary to obtain NYS SBLs.	are selected for a fellowship where they receive additional opportunities to engage in NYCDOE professional learning and preparation to become an assistant principal or principal in NYC
Principal Candidate Pool	Office of Leadership	To positively impact student achievement by ensuring that strong leaders are considered for principal roles. This is one of the first steps before a candidate is eligible to apply for a principal position. In 2013, the process was aligned explicitly to the Quality Review Rubric.	High-quality reports about potential principal candidates
Advanced Leadership Institute (ALI)	Office of Leadership	The New York City Department of Education's (DOE) Advanced Leadership Institute (ALI), in partnership with Baruch College, is a one-year leadership development program for high-performing principals, network, cluster, or central leaders. Taught by current DOE leaders, ALI combines theory with clinically-rich learning experiences to develop the knowledge, skills, and aptitudes necessary to effectively lead at the systems-level. Participants accepted into ALI will be eligible for a 60% reduction of SDL tuition fees through Baruch College. Those who meet and demonstrate success will receive a certificate of completion from the DOE and be considered for New York State (NYS) School District Leader (SDL) certification. Candidates who already hold School District Leader (SDL) certification are also eligible to apply.	Approximately 30 candidates for the 2015-16 school year

Chancellors Fellowship	Office of Leadership	The Chancellor's Fellowship is a leadership development opportunity for top talent at the New York City Department of Education (NYCDOE). The program is designed for exemplary principals and central leaders who are committed to public education and have a proven record of success. The Fellowship provides tangible tools and non-monetary rewards to our 'best and brightest' including professional development; executive coaching, career guidance and a network of peers and alumni. The Chancellor's Fellowship is a highly selective program for up to twelve participants. Chancellor's Fellows will be trained and provided opportunities in six competency categories that collectively define what it takes to be an effective system-level leader. Each Chancellor's Fellow will also receive a 360-degree review and five hours of executive coaching.	20 participants per calendar year
Teacher Career Pathways Program	Office of Teacher Recruitment and Quality	In the classroom for half of the day, Peer Collaborative Teachers (PCTs), formerly known as Lead Teachers, create model classrooms to demonstrate best practices and try out new curriculum and pedagogical strategies. PCTs spend the remainder of their time coaching peers, co-teaching, and facilitating teacher teams. Model Teachers create laboratory classrooms and share best practices with colleagues. Master Teachers play a school-wide role in driving instructional initiatives. They may also work as a leader coaching other teachers across schools.	SY14-15: 225 PCTs (140 schools); SY15-16 numbers not finalized yet

A. District Overview

The LEA must demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed. The district overview must contain the following elements:

i. Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers.
ii. Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.
iii. Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools.

Under the leadership of Schools Chancellor Carmen Fariña, the New York City Department of Education (NYCDOE) is fundamentally changing the way in which it partners with and provides support to schools, and holds everyone in the system accountable for results. The NYCDOE created *Strong Schools, Strong Communities* (see plan here), which outlines the motivation/intention and theories of action guiding NYCDOE strategies to support the lowest achieving schools and ensure that all students graduate high school ready for college and careers. The plan describes a new approach to supporting New York City's public schools and all of our students, which consists of three key components:

1. The Framework for Great Schools – a roadmap to school improvement for school leaders
2. School Quality Reports that give schools and families well-rounded and actionable information about school performance
3. A streamlined system to deliver customized support to schools

The Framework for Great Schools provides the NYCDOE approach in supporting the turnaround of our lowest achieving schools and ensuring that all students graduate high school ready for college and careers. There are six essential interconnected elements of the framework which are the foundation for our approach:

1. **Rigorous instruction:** Classes are driven by high educational standards and engage students by emphasizing the application of knowledge.
2. **Collaborative Teachers:** The staff is committed to the school, receives strong professional development, and works together to improve the school.
3. **Supportive Environment:** The school is safe and orderly. Teachers have high expectations for students. Students are socially and emotionally supported by their teachers and peers.
4. **Strong Family-Community Ties:** The entire school staff builds strong relationships with families and communities to support learning.
5. **Effective Leaders:** The principal and other school leaders work with fellow teachers and school staff, families, and students to implement a clear and strategic vision for school success.
6. **Trust:** The entire school community works to establish and maintain trusting relationships that will enable students, families, teachers, and principals to take the risks necessary to mount ambitious improvement efforts.

The NYCDOE School Renewal Program was recently created for the most struggling schools, including Priority Schools. All of the schools for which the NYCDOE is applying for the School Improvement Grant (SIG) Cohort 6 opportunity are Renewal Schools. The School Renewal Program provides a more targeted approach for school improvement, and demonstrates the readiness of the NYCDOE to build upon current strengths and identify further opportunities for improvement. The NYCDOE is working intensively with each Renewal School community over three years, setting clear goals and holding each school community accountable for rapid improvement. More information about the School Renewal Program is here.

Renewal Schools are transforming into Community Schools as the New York City Community Schools Initiative is a central element of Mayor Bill de Blasio's vision to re-imagine the City's school system; this direction is aligned with the New York State Education Department (NYSED) state-determined SIG model: the Innovation Framework Community-Oriented School Design, the model selected for NYCDOE SIG Cohort 6 applications. Community Schools are neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address common challenges. The Mayor has pledged to create more than 100 Community Schools over the next several years, including this school. More information on the Community Schools Initiative is here.

This SIG plan is based on the school's unique Renewal Schools Comprehensive Education Plan (RSCEP), which was crafted this past spring based on needs assessments for each school and includes a Community School description along with SCEP required information. NYCDOE Renewal Schools will be transformed into Community Schools, have an additional hour of instruction each day, increase professional development in key areas like student writing, and launch a summer learning program – with concrete targets in student achievement. This SIG plan will support key improvement strategies in the Renewal School.

Another strength of the NYCDOE includes control of the schools under the Chancellor and Mayor, which ultimately has given more independence to principals. One of the most important reforms has been giving principals control over hiring and budget decisions. An opportunity for improvement, however, is that while some principals were able to use this autonomy to drive achievement in their schools, others struggled without direction on how to improve, particularly in struggling schools. Moving forward, each NYCDOE Community and High School Superintendent will be responsible for providing schools with the resources they need to succeed and hold school leaders accountable for results. Superintendents will utilize a school's performance data, the Framework for Great Schools, and the professional judgment they have gained through experience to raise student achievement in struggling schools.

The Mayor, Chancellor, and NYCDOE leadership will closely monitor Renewal School progress via regular data reports and frequent visits to the school. Renewal Schools have at most three years to show significant improvement before the NYCDOE considers restructuring the school. If the school fails to meet benchmarks each year, or the Superintendent loses confidence in the school leadership, the Superintendent will make the changes necessary to ensure that each child in the school has a high-quality education. Such changes may include school consolidation/merger or closure.

The NYCDOE is monitoring schools with low student enrollment for possible consolidations/mergers. By the end of the 2014-15 school year, proposals to consolidate four low enrollment schools were announced for proposal to the Panel on Educational Policy (PEP) in fall 2015. In addition, there are other schools that could benefit from consolidation, and school leaders are working closely with their communities and Superintendents with the intention of aligning resources and building consensus for consolidation. We anticipate making further announcements this fall if there are viable school redesigns, which may include SIG Cohort 6 schools. Our budget requests for schools with currently less than a 200 student enrollment reflect a reduced amount for school year 2015-16 as we took into consideration the relatively low student enrollment. We believe that our school redesign efforts will ultimately provide a much richer educational experience for our students.

B. Operational Autonomies

The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection. In addition to providing quality responses to each element requested in this section of the Project Narrative, the Priority School must have school-level autonomy in at least two of these areas for an *acceptable* rating in this category. Applications that provide quality responses and that are granted anywhere from 3 to 5 of these autonomies will receive a rating of *exemplary* for this category. The LEA must respond to each of the following:

i. Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.
ii. Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.
iii. Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.

As a Renewal School, the school is provided increased supports for increased accountability for performance results. Key elements of the School Renewal Program are:

- Transforming Renewal Schools into Community Schools
- Creating expanded learning time
- Supplying resources and supports to ensure effective school leadership and rigorous instruction with collaborative teachers
- Underperforming schools will undergo needs assessments in six elements of the Framework for Great Schools to identify key areas for additional resources
- Bringing increased oversight and accountability including strict goals and clear consequences for schools that do not meet them

Budgeting: A budget for the school is based on the Fair Student Funding (FSF) formula. Funding follows each student to the 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). Recently the NYCDOE committed $60 million in additional funding to ensure that struggling schools have the resources they need to succeed. Renewal Schools will be brought to 100 percent of their FSF recommendation within two years. Also as a Priority School, the school receives funding through Title I allocations to support its goals outlined in its school improvement plan as a struggling school. Priority Schools select to use this funding towards identified areas of need, for example expanding learning time. Priority Schools may also receive School Achievement Funding from the NYCDOE to improve instructional programs.

A description of Fair Student Funding, which can be used at principal discretion, is posted here. A description of School Achievement Funding can be found here. 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 2014-15 is posted here and is also attached.

Staffing: Renewal School principals select staff to fill vacancies. Principal 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. The NYCDOE provides organizational assistance to Priority Schools. The Office of State/Federal Education Policy & School Improvement Programs 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) work with SIG schools on school improvement efforts and SIG compliance requirements.

Renewal School principals and their leadership teams were targeted by NYCDOE central for ongoing consultation recruitment and retention needs as well as a series of trainings, workshops, and activities that are customized to fit the specific needs of the school. Focus areas include recruitment and marketing to candidates, determining "right-fit" teachers, teacher selection, and supporting and retaining new and existing teachers.

Through the 2014 teachers' contract and subsequent amendments (see the attached UFT MOA) three new teacher leader roles were created. All Renewal Schools had the opportunity to establish teacher leader roles with a designated funding allocation; below is additional information on three key new roles.

- Model Teacher: Takes on additional responsibilities such as establishing a laboratory classroom; demonstrating lessons; exploring emerging instructional practices; reflecting on and debriefing a visit from a colleague.
- Peer Collaborative Teacher: Released from the classroom for a minimum of 20% of the time to take on additional responsibilities to support the professional learning of their colleagues through peer coaching and intervisitation.
- Master Teacher: Released from the classroom for a minimum of 20% of the time to take on additional responsibilities to support the entire school or across multiple schools; responsible for school-level progress.

Teacher leaders are integral to the school improvement process as well as a way to retain high-performing teachers, recruit and attract experienced educators, create opportunities for collaboration, and further develop and refine teacher practice. As one principal explained, "Having a distributed leadership structure in this school is not only effective for building effective teaching practices, but also for running a school. It makes my day and my job infinitely easier. One example is planning [professional learning time] on Mondays… it is a big task. Knowing that we have teacher leaders working with teachers who are putting forth things they would like to work on makes that time more effective and the teachers more invested."

Each school will receive up to $27,500 to fund a team of teacher leaders. The allocation will be issued through a SAM following the completion of the teacher leader selection and staffing cycle. The selection process is a joint UFT-NYCDOE designed and implemented process. In addition, only teachers rated Effective and Highly Effective are eligible to apply.

Guidance provided by the NYCDOE includes that schools may use the allocation to fund one Peer Collaborative Teacher and two Model Teachers:

- Schools where teacher leadership has been the most successful in building school culture have staffed more than one teacher leader role at their school – ideally a team of at least three. Having more than one teacher leader at a school, formalizes teacher leadership to the rest of the staff and makes the work of the teacher leaders a larger part of the school culture.

- Given that the Peer Collaborative Teacher has release time, they are well positioned to organize the teacher leadership team in a way that broadens the impact of the teacher leader team and increases the potential supports for other teachers in the school. The Model Teachers act as key partners in the work to support growth through sharing their classroom with other teachers in the building.

Program selection: NYCDOE was 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. The NYCDOE conducted an extensive research and review process in order to identify high-quality Core Curriculum materials that align to the CCLS and promote the Common Core Instructional Shifts for ELA and Mathematics. Additional information on NYCDOE and the Common Core may be found here.

Each Renewal School participated in a needs assessment, which included the Surveys of Enacted Curriculum (SEC), a research-based, nationally validated set of online surveys that align teacher-reported data on ELA and mathematics instruction against the Common Core standards. The SEC is used as one set of data to help inform the school how what is happening in the classroom—the enacted curriculum—compares to the written curriculum and tested curriculum, including state assessments. It helps begin conversations about how to better align the three types of curricula. Reports were provided to each school to inform their SIG Cohort 6 plan.

There are differentiated professional supports provided to Renewal Schools. Teachers in K-8 schools are provided professional development through the Teacher's College Writing Project and the ReadyGen Independent Reading Initiative. Teachers in high schools are provided with professional development through the WITsi (Writing is Thinking Through Strategic Inquiry) process, included in the school-level SIG plans. Effective strategies for teaching expository writing will be taught explicitly up front and integrated into the strategic inquiry process. The rationale for their central role is that they are high-leverage strategies that target struggling students' deficiencies and that improve content knowledge, academic vocabulary, written language, oral language and reading comprehension simultaneously. They also help teachers pinpoint what struggling students need and how to provide it. The strategy is to begin (year 1) with a focus on the 9th grade and to focus on one additional grade each subsequent year (9th and 10th in year 2; 9th through 11th in year 3).

Schools are also selecting programs to improve school climate and safety with the goal of decreasing incident rates, suspension rates, and disruptive behavior, and an increase in teachers' ability to manage challenging student behaviors and an increase in student academic achievement. To help strengthen school communities and improve academic outcomes, staff members need support to understand and anticipate behavior issues before they escalate. The Positive Learning Collaborative (PLC) is a joint initiative between the NYCDOE and teachers' union, UFT, which provides intensive training and direct consultation to educators in order to develop the skills that prevent crises and help students focus on academic goals. Information about PLCs will be shared with SIG Cohort 6 schools for consideration of implementation.

Educational partner selection: As part of being a Renewal School and under the Community-Oriented School Design model, the school has selected partnerships with community-based organizations (CBOs) that offer tailored whole-student supports, including mental health services and after school programs. Principals have discretion over selecting educational partners, including those outlined in the SIG 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.

Educational partner selection from pre-qualified organizations is accomplished through the Multiple Task Award Contract (MTAC) procedure, which provides a streamlined process for schools to follow, posted below. All RFPs are on the NYCDOE public website here. Renewal Schools have selected from the following community-based organizations (CBOs) listed here. CBOs selected for SIG Cohort 6 applicant schools include Zone 26, Grand Street Settlement, Center for Supportive Schools, Phipps Neighborhood, Good Shepard Services, Fordham University, the Child Care Center of New York, Westhab, and El Puente. More information about the chosen CBO is in Attachment Z.

The MOUs submitted under the SIG Innovation Framework for each school and CBO outline their partnership. The CBO selected is the lead partner in the SIG Innovation Framework

Community-Oriented School Design. The process for CBO selection involved the NYCDOE issuing a request for proposals to CBOs to partner with Renewal Schools. Once the pool of CBOs was selected, School Leadership Teams (SLTs) were able to interview CBO representatives to determine fit with the school. The SLT utilized a rubric that included questions on whether the CBO could support the vision of the school through understanding the student population and needs. The CBO works in collaboration with the school principal, SLT, and the community school director assigned to the school to coordinate resources.

Use of Time During and After School: The school has a variety of opportunities for changing the use of time during and after school. NYCDOE Priority Schools are implementing an additional 200 hours of Expanded Learning Time (ELT). NYCDOE created guidance for schools to implement ELT called Guidelines for Implementing Expanded Learning Time at Priority Schools; see here. The Priority School has the option to have ELT providers support students through extended learning time.

All students in Renewal Schools will be given an opportunity for an additional hour of supplemental instruction each school day, beginning next school year; a separate budget allocation is provided for this purpose. The approach is that at least one hour of ELT is offered to every student, known as the Renewal Hour. Schools may offer both the Renewal Hour and other ELT programming. In addition, the lead CBO has funds budgeted in their Community Schools contract to hire staff for the ELT initiative. There are two basic models for the Renewal Hour: integration into the regular student school day or offering the ELT before or after the school day. The attachment "Guidance for Use of Expanded Learning Time" outlines the options for the implementation of Expanded Learning Time that Renewal Schools in more detail.

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. The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here and is also attached.

C. District Accountability and Support

The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan for accountability and support must contain each of the following elements:

i. Describe in detail the manner by which the district ensures that all federal requirements of a school's chosen model are fulfilled and continue to be fulfilled throughout the duration of the grant.
ii. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.

iii. Describe in detail how the structures identified in "i" of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application.

iv. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.

The central Office of State/Federal Education Policy & School Improvement Programs (organizational chart attached) works to identify and monitor Priority School whole school reform model selection and SIG progress monitoring. The School Implementation Manager (SIM) ensures SIG application development, implementation, and monitoring of the approved plan. Specific activities of the SIM include:

- Review quantitative and qualitative data to assess student strengths and weaknesses;
- Investigate root causes or contributing factors for low 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.

Schools Chancellor Carmen Fariña assumed leadership of the NYCDOE in January 2014. Dr. Dorita Gibson is the Senior Deputy Chancellor and the Chancellor's second in command overseeing all aspects of school support, Superintendents, support for struggling schools, District 75 and 79 programs, and school communications. Phil Weinberg is the Deputy Chancellor for Teaching and Learning overseeing professional development and curriculum, performance and accountability, Common Core and college-readiness initiatives, Career and Technical Education, and instructional support. Attached is a copy of the NYCDOE senior leadership organizational chart which also includes leadership in Family Engagement, Operations, Students with Disabilities, and English Language Learners, all of which play an integral role in coordinating turnaround efforts.

The NYCDOE is transitioning to a new school support structure now that will be in place and operational for the first day of school in September 2015. The new approach to school support is guided by six critical principles:

1) Clear lines of authority and accountability so all schools improve.
2) Families have one place to call if they cannot resolve problems at the school.
3) School leaders maintain the critical independence over budget and human resources they have had, so they can continue to drive improvement.
4) Provide customized support so school leaders can focus on those improvement efforts most likely to boost achievement.
5) Provide one-stop support to school leaders.
6) Create equity in the system by providing more intensive support to schools that need it most.

The new school support structure consists of four major parts:

1) Superintendent's Offices: each Community and High School Superintendent will be responsible for providing schools with the resources they need to succeed and hold school leaders accountable for results
2) Borough Field Support Centers: each of the seven geographically located Borough Field Support Centers will utilize a BOCES model (Board of Collaborative Educational Services) in the provision of support to schools. An organizational chart is attached.
3) Central Teams
4) Affinity Groups, formerly called Partnership Support Organizations

As Renewal Schools, under the direction of the Superintendent, the Principal Leadership Facilitators and Directors for School Renewal (DSRs) are the core drivers of school improvement and implementation for Renewal Schools within their district. The DSR oversees and supervises the coordination and delivery of intensive supports to persistently low achieving schools. The DSR assists with needs-aligned instructional and operational supports to a number of underperforming schools, including professional development, intensive interventions, summer programming and extended learning opportunities, to ensure accelerated academic achievement for the schools served. Attached is a copy of the Renewal Schools Program organizational chart.

DSRs work with Renewal Schools to coordinate all school improvement efforts; SIMs work in collaboration with DSRs on SIG requirements. Community School Directors (CSDs) are assigned to each Renewal School to coordinate resources at the school-level with the CBO and school. The attached "Stages of Development in a NYC Community School" provides a rubric for schools to move from exploring to excelling in the features of a community school. Staff are held accountable through performance reviews and grant monitoring. External partner organizations working with Priority Schools are evaluated by schools and the NYCDOE based on performance targets. Regular meetings take place with partners to ensure effectiveness, and through the SIG Innovation Framework Community-Oriented School Design the NYCDOE will convene all lead partners and school leaders as done with its School Innovation Fund (SIF) lead partners last year to share expectations of SIG and as a lead partner.

Interactions with the Renewal School include weekly coaching visits to schools by DSRs and content specialist instructional coaches. There are frequent observations with timely, accurate, and actionable feedback. Superintendents provide professional development for school leaders through organizing bi-monthly, collaborative Principal meetings. Superintendents also conduct school visits and provide feedback to school leaders. Leadership coaches who are former successful principals have been assigned to Renewal School principals. The Principal Leadership Coaches are invited to school visits and debriefs to help support implementation of the feedback and next steps given; they meet regularly with DSRs and Principals to monitor ongoing progress; they observe classroom instruction with the DSR and Principal to ensure a common, calibrated language around instruction and feedback; and they attend Renewal Initiative meetings facilitated by the Superintendent.

SIMs have a caseload of approximately a dozen schools implementing SIG Cohorts 2-6 and SIF. SIMs are in each of their schools at least twice per month, communicate with school teams on progress monitoring, and represent their schools to NYSED in the progress monitoring process. Benchmarks have already been set for the school through the RSCEP, which align to SIG benchmarks, and require an increased level of accountability. Using these measures, Renewal Schools will be further evaluated by their superintendent at the conclusion of each of the next two school years, in June 2016 and June 2017.

One Renewal School benchmark of note is that of student attendance which is also reviewed by NYSED in SIG progress monitoring. This measure is required for all Renewal Schools as it is a key indicator of schools' progress. NYCDOE had 81 schools implementing SIG and SIF grants in school year 2014-15 and participated in U.S. Department of Education SIG monitoring of NYSED to outline its SIG development, implementation, and monitoring process. SIG Cohort 6 school plans outline strategies that will lead to successful outcomes in the leading indicators that are measured in NYSED SIG monitoring, including improvements in the areas of student attendance, teacher attendance, discipline referrals, ELT opportunities, and academic data.

In November 2014, NYCDOE released two new school quality reports, which present information about the school's practices, learning environment, and performance results. The School Quality Snapshot is designed specifically for families, and provides a concise summary of each school's practices, environment, and performance. The School Quality Guide is a more detailed report with additional information, including multiple years of data to show the school's progress over time. The Guide also sets rigorous and realistic targets that are based on the historical performance of schools with similar populations and the city as a whole for schools in areas including student achievement, student progress, and college and career readiness.

Each Renewal School was provided a menu from which they chose leading indicators and student achievement benchmarks. Generally the targets included in the NYCDOE High School and Elementary/Middle School Quality Guides were used as the basis for setting these benchmarks. The attached shows samples from the benchmarks menus provided 1) for an elementary/middle school and 2) for a high school. The guidelines for choosing benchmarks are similar; the leading indicators and student achievement benchmarks are different based on the school grade level.

Schools began receiving new data tools this year to help them track student progress and school improvement. The Progress to Graduation Tracker provides high schools and transfer high schools with credit and Regents data to more easily track individual students' progress toward graduation. The Tracker is updated on a daily basis so that educators can use the most up-to-date information possible when identifying students who may be in need of additional supports and interventions to help them succeed. The School Performance Data Explorer allows elementary, middle and high schools to easily search, sort, and monitor metrics for current students across subgroups and overtime. The tool includes information on how former students are doing academically since they have left the school. By allowing educators to examine both whole-school and individual-student metrics and trends, the Data Explorer is meant to help schools

better identify and support struggling students earlier than ever before, identify and address performance trends at their school, and track current and former students' progress over time.

The following chart summarizes the interactions, timeframe, and persons responsible that are discussed in this section:

Planned School Improvement Interaction	Timeframe	Person Responsible
Professional development for school leaders. School visits & feedback for school leaders.	Bi-monthly collaborative Principal meetings On-site school visits	Superintendent
Professional support to implement feedback provided by the Superintendent. Monitor progress and help to make adjustments when necessary.	On-going	Principal Leadership Facilitator (PLF)
Supervises the coordination and delivery of multiple supports from NYCDOE. Provides instructional and operational support for schools. Supports professional development needs of the school. Supports interventions, summer programming and extended learning opportunities for schools. Provides content coaching and classroom observations and feedback.	Weekly visits to School	Director for School Renewal (DSR)
Coordinate resources at the school-level with the CBO and school.	On-site daily	Community School Director (CSD)
Support and monitors SIG implementation. Coordinate with Superintendent teams on school improvement initiatives for SIG	Bi-monthly on site visits	School Implementation Manager (SIM)

D. Teacher and Leader Pipeline

The LEA must have a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, the LEA must have a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. The LEA's plan must include each of the following elements:

i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.
ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.
iii. Identify and describe any district-wide training programs designed to build the capacity of *leaders* to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the implementation of the specific model chosen (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*
iv. Identify and describe any district-wide training programs designed to build the capacity of *teachers* to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*
v. Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). 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 a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

*The district-wide training and professional development programs to be identified in this section are those that are offered by the district to a group or cluster of like schools (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*) and/or to cohorts of teachers and leaders who will serve in them (e.g., training for turnaround leaders; training for teachers who need to accelerate learning in Priority Schools where students are several levels below proficiency; training for school climate and culture in Priority Schools, etc.). NYSED's Strengthening Teacher and Leader Effectiveness (STLE) grant may provide suitable examples of the types of training and professional development expected in this section. See https://www.engageny.org/resource/improving-practice. School-specific and embedded training and professional-development should be detailed in Section II. I.

The NYCDOE believes in its talent: the teachers, school leaders, and other personnel who work with our city's 1.1 million students. The mission of the Office of Leadership is to build and sustain a leadership pipeline that yields high-quality leaders at all levels of the system, including teacher leaders, assistant principals, principals, and systems-level leaders. The pipeline structure has systemic supports and effective leadership development programs at each stage to identify and cultivate:

1. Strong teachers to meet the citywide instructional expectations and move into more formal teacher leadership development programs;
2. Effective teacher leaders and assistant principals to move into principal pipeline programs and then into principal positions;

3. Quality support for novice principals; and
4. Opportunities for experienced principals to mentor aspiring leaders.

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 developed 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, we have strengthened our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators and nurturing their leadership skills while they remain in teacher leadership roles. Our theory of action is that if we invest in providing job-embedded leadership development opportunities for our most promising emerging leaders and supporting our strongest current leaders to build leadership capacity in others, then we will build a leadership pipeline that is more cost-effective and sustainable, and produces more high quality next-level leaders.

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.

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. In addition to the NYC Teaching Fellows program, the NYCDOE has created an innovative residency program called the NYC Teaching Collaborative that recruits and trains a cohort of 50 new teachers annually through a practice-based teacher training model in hard-to-staff schools. This program is modeled after the nationally known program run by AUSL in Chicago. Additionally, the NYCDOE recruits annually a cohort of new hires that have been identified as top tier recruits to fill positions in struggling schools called the "Select Recruits" program.

The NYCDOE created teacher recruitment initiatives to build a pipeline of teachers prepared to turnaround the performance of our lowest-performing schools and teacher leadership programs for experienced educators to support professional development in their schools. In June 2014 the NYCDOE and UFT negotiated a set of teacher leadership positions and those positions have been focused in a subset of schools to serve as a vehicle to attract new talent to struggling schools and create leadership opportunities for current teachers on staff. In spring 2015 a cohort

of school participated in a foundational teacher leadership professional learning series that oriented teachers to the new positions and provided opportunities for foundational skill development in key teacher leadership skills. 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.

To support schools in recruiting and retaining this new talent at the school level, the DOE produces annual "Smart Retention" reports which create a picture of a school's history in retaining talent year over year. Alongside the report, NYCDOE offers coaching in recruitment and retention strategies for a subset of identified schools. Each year the NYCDOE sets hiring policies to ensure that teachers and principals can be recruited and placed into our 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. Schools receive their budgets for the new fiscal year by June.

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.

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. The NYCDOE is now committed to hiring principals with at least seven years of education experience. LEAP, launched in 2009, is a rigorous 12-month on-the-job program. 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.

Leadership coaches who are former successful principals have been assigned to Renewal School Principals that are leading high schools. The DSRs collaborate closely with the ELI Principal Leadership Coaches and Leadership Academy coaches. The Principal Leadership Coaches are invited to school visits and debriefs to help support implementation of the feedback and next steps given; they meet regularly with DSRs and Principals to monitor the ongoing progress of the Renewal efforts; they observe classroom instruction with the DSR and Principal to ensure a common, calibrated language around instruction and feedback; and they attend Renewal Initiative meetings facilitated by the Superintendent to stay apprised of all the initiatives.

K-8 Renewal School principals are provided professional development and support through the School Renewal Principal Learning Community, which meets five times per year around thematically organized sessions designed to engage school leaders in their own professional learning. The sessions also involve guest speakers and experts in the field. Renewal Principals Study Groups are led by a panel of advisory principals and focus on developing leadership expertise in one or more of the following areas: budgeting, data analysis, curriculum and instruction, parent engagement and rebranding which involves re-visiting the mission and vision. Please see Attachment Z: School-Level Information for District-Level Plan for information about the principal chosen to lead the school design.

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, online courses, and Teacher Evaluation and Development Coaches (TDECs) who work across multiple schools within their district. 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.

As of July 1, 2015, the NYCDOE Talent Coach and MOSL Specialist positions have been combined to create a new role: the Teacher Development and Evaluation Coach (TDEC). TDECs are supervised by superintendents and as such support school leaders throughout their district with *Advance*, NYCDOE's teacher development and evaluation system. Teacher Development and Evaluation Coaches (TDECs) collaborate with and support instructional leaders in using Advance to assess teacher practice, utilize measures of student learning to assess teacher effectiveness, and deliver high-quality developmental feedback to improve teacher effectiveness and student learning. Coaches also inform central efforts to develop and refine systems, research tools and program policies that support school leaders across New York City in providing meaningful evaluations and targeted professional development to teachers.

New teachers who work in low-achieving schools are provided differentiated levels of support, depending on their pathway to teaching. The New York City Teaching Collaborative offers a subsidized Master's degree program and focuses on supporting our highest-need schools, provides intensive training and school placement during the spring, with ongoing mentoring and training throughout the fall.

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, the three new identified teacher leadership positions, and the Learning Partners Program which allow teachers to stay in the classroom while collaborating with colleagues

within and across schools. Professional development is also offered through collaboration with the UFT Teacher Center. More information about teacher career pathways is here.

A chart is included as an attachment on NYCDOE trainings offered, and additional information is included as an attachment as "Programs and Partnerships 2015."

E. External Partner Recruitment, Screening, and Matching

The LEA must have a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools.

i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.
ii. Describe the LEA processes for procurement and budget timelines (and/or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one pre-implementation period and subsequent implementation periods.
iii. Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.
iv. If the model chosen is *Restart*, the LEA/school must describe in detail the rigorous review process that includes a determination by the LEA that the selected CMO or EMO is likely to produce strong results for the school. See federal definition of 'strong results' at http://www2.ed.gov/programs/sif/index.html. Federal Register, vol. 80, no. 26, pg. 7242.

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.

Please see Attachment Z: School-Level Information for District-Level Plan for information about the CBO that is 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.

Priority Schools receive budget allocations for the new fiscal year by June, 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.

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 June, 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. Central staff 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

The LEA must have clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency.

i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.
ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.
iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

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

The NYCDOE operates a school choice-based system for students and families from Pre-Kindergarten 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, English Language Learners, and students performing below proficiency have access to all public schools as part of the choice-based enrollment system. Students participating in Pre-Kindergarten admissions can access NYCDOE district schools and New York City Early Education Centers (NYCEECs). The NYCDOE works to make as many pre-K programs as possible available to families. This year, families had the benefit of a new streamlined application process. This single application process allowed families to rank their options in order of preference, including both NYCDOE district schools and NYCEECs. Students participating in Kindergarten admissions can access all elementary choice 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. The Kindergarten application process is a single application that allows parents to rank their school options in order of preference, including both zoned and choice schools.

At the middle school level, families also may submit a single application that allows them to rank their school options in order of preference. Some community school districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts also have choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or a lottery (unscreened). At the high school level, approximately 75,000 students participate annually in a single application process that covers over 400 schools. The citywide choice process provides an opportunity for all participants to select up to 12 choices from 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. Students may participate for both 9th grade and 10th grade admissions.

Since the 2012-13 school year, students with disabilities who have IEPs have benefited from improved access to zoned and choice schools. Rather than being assigned to a school based solely on availability of their recommended special education program, students with IEPs participated fully in the standard Kindergarten, middle school, and high school admissions process alongside their peers. This increased level of access will continue to scale up until the NYCDOE can ensure all students with disabilities have access to the schools they would otherwise attend if they did not have an IEP and, furthermore, that their special education programs, supports, and services be available in the schools to which they are matched.

Throughout the 2013-14 and 2014-15 school years, the Division of Specialized Instruction and Student Support (DSISS) partnered with field-based school support teams and schools to proactively support students with disabilities in the following four areas: student engagement in rigorous curriculum with full access to community schools and classrooms, development and implementation of quality IEPs, infusing school-wide and individualized positive behavioral supports, and effective transition planning. For the 2015-16 school year, DSISS will continue this work. All stakeholders will continue to be 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, schools will engage in professional learning opportunities that focus on the continued 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 for professional development are built on themes that reflect research- and evidence-based best practices and are fully integrated with the Common Core Learning Standards and *Advance*.

The NYCDOE has begun to put in place policies and practices designed 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 and guidance not only support schools in focusing their programming practices around student needs, but also encourage schools to develop a deep knowledge and understanding of their students' strengths, needs, and preferences in order to drive programmatic planning and/or shifts. Schools are supported in expanding their continuum of services to provide differentiated and individualized levels of support rather than stand-alone special education programs, so that students may receive recommended services based on individual needs at their schools of choice. For ELLs specifically, the NYCDOE encourages families of eligible students to request a bilingual program in their schools, knowing that if there is sufficient interest then schools will create and sustain bilingual programs that benefit not only ELLs, but also students interested in learning a second language.

In addition, for students with specific disabilities who may benefit from specialized instructional and/or social-emotional strategies, the NYCDOE continues to create and expand specialized programs in community schools and specialized schools. For SWDs, the NYCDOE has grown the number of District 75 (D75) specialized schools for students with disabilities, specialized programs in community schools for students with Autism Spectrum Disorders (ASD) known as the ASD Nest Program and the ASD Horizon Program, specialized programs in community schools for students with intellectual disability or multiple disabilities know as Academic,

Career, and Essential Skills (ACES) Programs, and also Bilingual Special Education (BSE) Programs for ELLs with IEPs who are recommended for a special education program in their home/native language. Families of students with specific disabilities may also elect to enroll in their zoned school.

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. Specialized Programs in community schools (ASD Nest, ASD Horizon, ACES, and BSE Programs) are intended to increase access to community schools even further, for students with these specific disabilities for whom a District 75 school was historically more likely to be recommended. The ASD Nest Program and ASD Horizon Program are two different programs in community schools that serve admitted students with a disability classification of autism. Each program is designed to develop students' academic and social skills, but has different service delivery models and admissions criteria. The ASD Nest Program is primarily designed to support students with ASD who would benefit from intensive social skills development. As the result of significant growth in these programs, in 2014-15, a student on the autism spectrum was more than three times as likely (from 9% to 29%) to attend a community school than in 2007-8. This is especially significant given that over the same time period, the numbers of students classified as autistic has more than doubled, from 5,365 to 13,161 students.

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 has 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.

In addition to expanding access to high-quality school and program options for SWDs, ELLs, and students performing below proficiency, the NYCDOE is committed to supporting schools in meeting students' 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.

Meeting the needs of ELLs and SWDs is an area of special need in our schools. The UFT Teacher Center will support educators in SIG Cohort 6 schools through customized professional learning opportunities targeted to meet the unique needs of each school. Three Teacher Center Field Liaisons will collaborate with administrators and the school-based staff development committee to design learning opportunities to meet the needs of all learners, including ELLs and

SWDs.

The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to:

- Design customized professional development
- Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement
- Collect, analyze and interpret data for making instructional decisions
- Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc.
- Integrate instructional technology into teaching and learning

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. One 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. For the past several years, the NYCDOE has added seats to every high school's OTC count. 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.

For fall 2015, the NYCDOE Chancellor has publicly committed to reducing OTC in Renewal Schools, including all the schools applying for SIG Cohort 6. Additionally, in 2014-15, NYCDOE implemented a one-year elimination of OTC enrollment for the two State-identified Out of Time schools.

Another important strategy is the NYCDOE enrollment "targets" for Students with Disabilities, in which elementary, middle, and high schools allot a percentage of their seats to SWDs, equivalent to the district or borough rate of SWDs. In 2014, students with recommendations of services for 20% or more of their day were included in these targets. This strategy has contributed to an impressive decline in the number of schools serve few SWDs. Between 2007-08 and 2014-15, the percentage of schools that enroll SWDs at a rate of 10% or less has been cut in half, from 19% of schools in 2007-08 to just 9% of schools in 2014-15.

Furthermore, to increase access to some of NYCDOE's highest performing schools, NYCDOE has reduced 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. Since 2012, the NYCDOE has worked with screened schools to increase the number of SWDs ranked and matched to their programs. In situations where schools do not rank a sufficient number of SWDs, additional SWDs are matched 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 placed almost 1,300 students were placed into these programs. The NYCDOE will continue this work in the upcoming school year.

The Public School Choice transfer process is another strategy that NYCDOE uses to help reduce the number of higher-needs, lower-performing students in Priority schools. Through Public School Choice, all students attending Priority schools are given the opportunity to transfer out of their current school and into a school that is "In Good Standing." Students submit an application in the spring listing their choices, and they receive an offer over the summer for the upcoming fall. Lower-performing students and lower-income students are prioritized to receive an offer of their choosing. Furthermore, the NYCDOE has slightly revised the process in recent years to make the following two changes: the lowest-performing students within Priority Schools are more accurately identified through the use of indicators beyond merely test scores (including a promotion-in-doubt indicator based on grades and an indicator for students in temporary housing); students attending Priority Schools are prioritized to receive an offer above students attending Focus Schools. In 2014, over 6,500 families applied for transfers through Public School Choice and over 4,500 students received an offer.

G. District-level Labor and Management Consultation and Collaboration

The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements:

i. Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.
ii. Complete the Consultation and Collaboration Form and submit with this application (Attachment A).

The NYCDOE has consulted and collaborated with key stakeholders on the development of SIG Cohort 6 plans. Application and NYCDOE-developed guidance materials were shared directly by staff with the parent leadership group, CPAC; the principals' union, CSA; and the teachers' union, UFT. The engagement process with each group took place via meetings, phone calls, and emails about the applications. School Leadership Team (SLT) meetings took place to discuss school plans, which includes the principal, parent representatives, and UFT school leadership.

NYCDOE staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on June 11 to discuss SIG Cohort 6. 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. NYCDOE staff met with UFT leadership on June 29 and engaged in multiple phone calls and emails with UFT regarding plan and overall school feedback subsequent to this meeting. CSA was also consulted with via phone calls and emails. All groups received district and school drafts for review and feedback.

The NYCDOE is committed to collaboration in its efforts to improve Renewal Schools. Teacher leaders in particular are integral to the successful implementation of all other school improvement measures. They serve as indispensable colleagues for school leaders, ensuring that the school community retains its most effective teachers, is supportive of all teachers' growth, and increases student achievement. School-level plans include information about faculty senates or other structures to promote shared school-based governance, responsibility, and collaboration in the interests of furthering the educational mission of each school. Moreover, the success of these schools depends largely on developing in parents an ownership and leadership in schools. This means shifting the paradigm from parents as participants to parents as leaders and decision-makers who work hand-in-hand with school staff and CBOs. Stakeholder collaboration will continue to be a focus for each SIG Cohort 6 school.

In addition to the district-level Attachment A, NYCDOE asked that schools 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. Signatures include the school's principal, parent group president, and UFT representative. These school-level forms are also attached in addition to the required district-level Attachment A. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body as of July 17 and July 20. The individuals who signed are Michael Mulgrew, UFT President; Ernest Logan, CSA President; and Nancy Northrup, CPAC Co-Chair.

A. District Overview

The LEA must demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed. The district overview must contain the following elements:

i. Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers.
ii. Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.
iii. Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools.

Under the leadership of Schools Chancellor Carmen Fariña, the New York City Department of Education (NYCDOE) is fundamentally changing the way in which it partners with and provides support to schools, and holds everyone in the system accountable for results. The NYCDOE created *Strong Schools, Strong Communities* (see plan here), which outlines the motivation/intention and theories of action guiding NYCDOE strategies to support the lowest achieving schools and ensure that all students graduate high school ready for college and careers. The plan describes a new approach to supporting New York City's public schools and all of our students, which consists of three key components:

1. The Framework for Great Schools – a roadmap to school improvement for school leaders
2. School Quality Reports that give schools and families well-rounded and actionable information about school performance
3. A streamlined system to deliver customized support to schools

The Framework for Great Schools provides the NYCDOE approach in supporting the turnaround of our lowest achieving schools and ensuring that all students graduate high school ready for college and careers. There are six essential interconnected elements of the framework which are the foundation for our approach:

1. **Rigorous instruction:** Classes are driven by high educational standards and engage students by emphasizing the application of knowledge.
2. **Collaborative Teachers:** The staff is committed to the school, receives strong professional development, and works together to improve the school.
3. **Supportive Environment:** The school is safe and orderly. Teachers have high expectations for students. Students are socially and emotionally supported by their teachers and peers.
4. **Strong Family-Community Ties:** The entire school staff builds strong relationships with families and communities to support learning.
5. **Effective Leaders:** The principal and other school leaders work with fellow teachers and school staff, families, and students to implement a clear and strategic vision for school success.
6. **Trust:** The entire school community works to establish and maintain trusting relationships that will enable students, families, teachers, and principals to take the risks necessary to mount ambitious improvement efforts.

The NYCDOE School Renewal Program was recently created for the most struggling schools, including Priority Schools. All of the schools for which the NYCDOE is applying for the School Improvement Grant (SIG) Cohort 6 opportunity are Renewal Schools. The School Renewal Program provides a more targeted approach for school improvement, and demonstrates the readiness of the NYCDOE to build upon current strengths and identify further opportunities for improvement. The NYCDOE is working intensively with each Renewal School community over three years, setting clear goals and holding each school community accountable for rapid improvement. More information about the School Renewal Program is here.

Renewal Schools are transforming into Community Schools as the New York City Community Schools Initiative is a central element of Mayor Bill de Blasio's vision to re-imagine the City's school system; this direction is aligned with the New York State Education Department (NYSED) state-determined SIG model: the Innovation Framework Community-Oriented School Design, the model selected for NYCDOE SIG Cohort 6 applications. Community Schools are neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address common challenges. The Mayor has pledged to create more than 100 Community Schools over the next several years, including this school. More information on the Community Schools Initiative is here.

This SIG plan is based on the school's unique Renewal Schools Comprehensive Education Plan (RSCEP), which was crafted this past spring based on needs assessments for each school and includes a Community School description along with SCEP required information. NYCDOE Renewal Schools will be transformed into Community Schools, have an additional hour of instruction each day, increase professional development in key areas like student writing, and launch a summer learning program – with concrete targets in student achievement. This SIG plan will support key improvement strategies in the Renewal School.

Another strength of the NYCDOE includes control of the schools under the Chancellor and Mayor, which ultimately has given more independence to principals. One of the most important reforms has been giving principals control over hiring and budget decisions. An opportunity for improvement, however, is that while some principals were able to use this autonomy to drive achievement in their schools, others struggled without direction on how to improve, particularly in struggling schools. Moving forward, each NYCDOE Community and High School Superintendent will be responsible for providing schools with the resources they need to succeed and hold school leaders accountable for results. Superintendents will utilize a school's performance data, the Framework for Great Schools, and the professional judgment they have gained through experience to raise student achievement in struggling schools.

The Mayor, Chancellor, and NYCDOE leadership will closely monitor Renewal School progress via regular data reports and frequent visits to the school. Renewal Schools have at most three years to show significant improvement before the NYCDOE considers restructuring the school. If the school fails to meet benchmarks each year, or the Superintendent loses confidence in the school leadership, the Superintendent will make the changes necessary to ensure that each child in the school has a high-quality education. Such changes may include school consolidation/merger or closure.

The NYCDOE is monitoring schools with low student enrollment for possible consolidations/mergers. By the end of the 2014-15 school year, proposals to consolidate four low enrollment schools were announced for proposal to the Panel on Educational Policy (PEP) in fall 2015. In addition, there are other schools that could benefit from consolidation, and school leaders are working closely with their communities and Superintendents with the intention of aligning resources and building consensus for consolidation. We anticipate making further announcements this fall if there are viable school redesigns, which may include SIG Cohort 6 schools. Our budget requests for schools with currently less than a 200 student enrollment reflect a reduced amount for school year 2015-16 as we took into consideration the relatively low student enrollment. We believe that our school redesign efforts will ultimately provide a much richer educational experience for our students.

B. Operational Autonomies

The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection. In addition to providing quality responses to each element requested in this section of the Project Narrative, the Priority School must have school-level autonomy in at least two of these areas for an *acceptable* rating in this category. Applications that provide quality responses and that are granted anywhere from 3 to 5 of these autonomies will receive a rating of *exemplary* for this category. The LEA must respond to each of the following:

i. Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.
ii. Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.
iii. Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.

As a Renewal School, the school is provided increased supports for increased accountability for performance results. Key elements of the School Renewal Program are:

- Transforming Renewal Schools into Community Schools
- Creating expanded learning time
- Supplying resources and supports to ensure effective school leadership and rigorous instruction with collaborative teachers
- Underperforming schools will undergo needs assessments in six elements of the Framework for Great Schools to identify key areas for additional resources
- Bringing increased oversight and accountability including strict goals and clear consequences for schools that do not meet them

Budgeting: A budget for the school is based on the Fair Student Funding (FSF) formula. Funding follows each student to the 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). Recently the NYCDOE committed $60 million in additional funding to ensure that struggling schools have the resources they need to succeed. Renewal Schools will be brought to 100 percent of their FSF recommendation within two years. Also as a Priority School, the school receives funding through Title I allocations to support its goals outlined in its school improvement plan as a struggling school. Priority Schools select to use this funding towards identified areas of need, for example expanding learning time. Priority Schools may also receive School Achievement Funding from the NYCDOE to improve instructional programs.

A description of Fair Student Funding, which can be used at principal discretion, is posted here. A description of School Achievement Funding can be found here. 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 2014-15 is posted here and is also attached.

Staffing: Renewal School principals select staff to fill vacancies. Principal 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. The NYCDOE provides organizational assistance to Priority Schools. The Office of State/Federal Education Policy & School Improvement Programs 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) work with SIG schools on school improvement efforts and SIG compliance requirements.

Renewal School principals and their leadership teams were targeted by NYCDOE central for ongoing consultation recruitment and retention needs as well as a series of trainings, workshops, and activities that are customized to fit the specific needs of the school. Focus areas include recruitment and marketing to candidates, determining "right-fit" teachers, teacher selection, and supporting and retaining new and existing teachers.

Through the 2014 teachers' contract and subsequent amendments (see the attached UFT MOA) three new teacher leader roles were created. All Renewal Schools had the opportunity to establish teacher leader roles with a designated funding allocation; below is additional information on three key new roles.

- Model Teacher: Takes on additional responsibilities such as establishing a laboratory classroom; demonstrating lessons; exploring emerging instructional practices; reflecting on and debriefing a visit from a colleague.
- Peer Collaborative Teacher: Released from the classroom for a minimum of 20% of the time to take on additional responsibilities to support the professional learning of their colleagues through peer coaching and intervisitation.
- Master Teacher: Released from the classroom for a minimum of 20% of the time to take on additional responsibilities to support the entire school or across multiple schools; responsible for school-level progress.

Teacher leaders are integral to the school improvement process as well as a way to retain high-performing teachers, recruit and attract experienced educators, create opportunities for collaboration, and further develop and refine teacher practice. As one principal explained, "Having a distributed leadership structure in this school is not only effective for building effective teaching practices, but also for running a school. It makes my day and my job infinitely easier. One example is planning [professional learning time] on Mondays… it is a big task. Knowing that we have teacher leaders working with teachers who are putting forth things they would like to work on makes that time more effective and the teachers more invested."

Each school will receive up to $27,500 to fund a team of teacher leaders. The allocation will be issued through a SAM following the completion of the teacher leader selection and staffing cycle. The selection process is a joint UFT-NYCDOE designed and implemented process. In addition, only teachers rated Effective and Highly Effective are eligible to apply.

Guidance provided by the NYCDOE includes that schools may use the allocation to fund one Peer Collaborative Teacher and two Model Teachers:

- Schools where teacher leadership has been the most successful in building school culture have staffed more than one teacher leader role at their school – ideally a team of at least three. Having more than one teacher leader at a school, formalizes teacher leadership to the rest of the staff and makes the work of the teacher leaders a larger part of the school culture.

- Given that the Peer Collaborative Teacher has release time, they are well positioned to organize the teacher leadership team in a way that broadens the impact of the teacher leader team and increases the potential supports for other teachers in the school. The Model Teachers act as key partners in the work to support growth through sharing their classroom with other teachers in the building.

Program selection: NYCDOE was 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. The NYCDOE conducted an extensive research and review process in order to identify high-quality Core Curriculum materials that align to the CCLS and promote the Common Core Instructional Shifts for ELA and Mathematics. Additional information on NYCDOE and the Common Core may be found here.

Each Renewal School participated in a needs assessment, which included the Surveys of Enacted Curriculum (SEC), a research-based, nationally validated set of online surveys that align teacher-reported data on ELA and mathematics instruction against the Common Core standards. The SEC is used as one set of data to help inform the school how what is happening in the classroom—the enacted curriculum—compares to the written curriculum and tested curriculum, including state assessments. It helps begin conversations about how to better align the three types of curricula. Reports were provided to each school to inform their SIG Cohort 6 plan.

There are differentiated professional supports provided to Renewal Schools. Teachers in K-8 schools are provided professional development through the Teacher's College Writing Project and the ReadyGen Independent Reading Initiative. Teachers in high schools are provided with professional development through the WITsi (Writing is Thinking Through Strategic Inquiry) process, included in the school-level SIG plans. Effective strategies for teaching expository writing will be taught explicitly up front and integrated into the strategic inquiry process. The rationale for their central role is that they are high-leverage strategies that target struggling students' deficiencies and that improve content knowledge, academic vocabulary, written language, oral language and reading comprehension simultaneously. They also help teachers pinpoint what struggling students need and how to provide it. The strategy is to begin (year 1) with a focus on the 9th grade and to focus on one additional grade each subsequent year (9th and 10th in year 2; 9th through 11th in year 3).

Schools are also selecting programs to improve school climate and safety with the goal of decreasing incident rates, suspension rates, and disruptive behavior, and an increase in teachers' ability to manage challenging student behaviors and an increase in student academic achievement. To help strengthen school communities and improve academic outcomes, staff members need support to understand and anticipate behavior issues before they escalate. The Positive Learning Collaborative (PLC) is a joint initiative between the NYCDOE and teachers' union, UFT, which provides intensive training and direct consultation to educators in order to develop the skills that prevent crises and help students focus on academic goals. Information about PLCs will be shared with SIG Cohort 6 schools for consideration of implementation.

Educational partner selection: As part of being a Renewal School and under the Community-Oriented School Design model, the school has selected partnerships with community-based organizations (CBOs) that offer tailored whole-student supports, including mental health services and after school programs. Principals have discretion over selecting educational partners, including those outlined in the SIG 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.

Educational partner selection from pre-qualified organizations is accomplished through the Multiple Task Award Contract (MTAC) procedure, which provides a streamlined process for schools to follow, posted below. All RFPs are on the NYCDOE public website here. Renewal Schools have selected from the following community-based organizations (CBOs) listed here. CBOs selected for SIG Cohort 6 applicant schools include Zone 26, Grand Street Settlement, Center for Supportive Schools, Phipps Neighborhood, Good Shepard Services, Fordham University, the Child Care Center of New York, Westhab, and El Puente. More information about the chosen CBO is in Attachment Z.

The MOUs submitted under the SIG Innovation Framework for each school and CBO outline their partnership. The CBO selected is the lead partner in the SIG Innovation Framework

Community-Oriented School Design. The process for CBO selection involved the NYCDOE issuing a request for proposals to CBOs to partner with Renewal Schools. Once the pool of CBOs was selected, School Leadership Teams (SLTs) were able to interview CBO representatives to determine fit with the school. The SLT utilized a rubric that included questions on whether the CBO could support the vision of the school through understanding the student population and needs. The CBO works in collaboration with the school principal, SLT, and the community school director assigned to the school to coordinate resources.

Use of Time During and After School: The school has a variety of opportunities for changing the use of time during and after school. NYCDOE Priority Schools are implementing an additional 200 hours of Expanded Learning Time (ELT). NYCDOE created guidance for schools to implement ELT called Guidelines for Implementing Expanded Learning Time at Priority Schools; see here. The Priority School has the option to have ELT providers support students through extended learning time.

All students in Renewal Schools will be given an opportunity for an additional hour of supplemental instruction each school day, beginning next school year; a separate budget allocation is provided for this purpose. The approach is that at least one hour of ELT is offered to every student, known as the Renewal Hour. Schools may offer both the Renewal Hour and other ELT programming. In addition, the lead CBO has funds budgeted in their Community Schools contract to hire staff for the ELT initiative. There are two basic models for the Renewal Hour: integration into the regular student school day or offering the ELT before or after the school day. The attachment "Guidance for Use of Expanded Learning Time" outlines the options for the implementation of Expanded Learning Time that Renewal Schools in more detail.

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. The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here and is also attached.

C. District Accountability and Support

The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan for accountability and support must contain each of the following elements:

i. Describe in detail the manner by which the district ensures that all federal requirements of a school's chosen model are fulfilled and continue to be fulfilled throughout the duration of the grant.
ii. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.

iii. Describe in detail how the structures identified in "i" of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application.

iv. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.

The central Office of State/Federal Education Policy & School Improvement Programs (organizational chart attached) works to identify and monitor Priority School whole school reform model selection and SIG progress monitoring. The School Implementation Manager (SIM) ensures SIG application development, implementation, and monitoring of the approved plan. Specific activities of the SIM include:

- Review quantitative and qualitative data to assess student strengths and weaknesses;
- Investigate root causes or contributing factors for low 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.

Schools Chancellor Carmen Fariña assumed leadership of the NYCDOE in January 2014. Dr. Dorita Gibson is the Senior Deputy Chancellor and the Chancellor's second in command overseeing all aspects of school support, Superintendents, support for struggling schools, District 75 and 79 programs, and school communications. Phil Weinberg is the Deputy Chancellor for Teaching and Learning overseeing professional development and curriculum, performance and accountability, Common Core and college-readiness initiatives, Career and Technical Education, and instructional support. Attached is a copy of the NYCDOE senior leadership organizational chart which also includes leadership in Family Engagement, Operations, Students with Disabilities, and English Language Learners, all of which play an integral role in coordinating turnaround efforts.

The NYCDOE is transitioning to a new school support structure now that will be in place and operational for the first day of school in September 2015. The new approach to school support is guided by six critical principles:

1) Clear lines of authority and accountability so all schools improve.
2) Families have one place to call if they cannot resolve problems at the school.
3) School leaders maintain the critical independence over budget and human resources they have had, so they can continue to drive improvement.
4) Provide customized support so school leaders can focus on those improvement efforts most likely to boost achievement.
5) Provide one-stop support to school leaders.
6) Create equity in the system by providing more intensive support to schools that need it most.

The new school support structure consists of four major parts:

1) Superintendent's Offices: each Community and High School Superintendent will be responsible for providing schools with the resources they need to succeed and hold school leaders accountable for results
2) Borough Field Support Centers: each of the seven geographically located Borough Field Support Centers will utilize a BOCES model (Board of Collaborative Educational Services) in the provision of support to schools. An organizational chart is attached.
3) Central Teams
4) Affinity Groups, formerly called Partnership Support Organizations

As Renewal Schools, under the direction of the Superintendent, the Principal Leadership Facilitators and Directors for School Renewal (DSRs) are the core drivers of school improvement and implementation for Renewal Schools within their district. The DSR oversees and supervises the coordination and delivery of intensive supports to persistently low achieving schools. The DSR assists with needs-aligned instructional and operational supports to a number of underperforming schools, including professional development, intensive interventions, summer programming and extended learning opportunities, to ensure accelerated academic achievement for the schools served. Attached is a copy of the Renewal Schools Program organizational chart.

DSRs work with Renewal Schools to coordinate all school improvement efforts; SIMs work in collaboration with DSRs on SIG requirements. Community School Directors (CSDs) are assigned to each Renewal School to coordinate resources at the school-level with the CBO and school. The attached "Stages of Development in a NYC Community School" provides a rubric for schools to move from exploring to excelling in the features of a community school. Staff are held accountable through performance reviews and grant monitoring. External partner organizations working with Priority Schools are evaluated by schools and the NYCDOE based on performance targets. Regular meetings take place with partners to ensure effectiveness, and through the SIG Innovation Framework Community-Oriented School Design the NYCDOE will convene all lead partners and school leaders as done with its School Innovation Fund (SIF) lead partners last year to share expectations of SIG and as a lead partner.

Interactions with the Renewal School include weekly coaching visits to schools by DSRs and content specialist instructional coaches. There are frequent observations with timely, accurate, and actionable feedback. Superintendents provide professional development for school leaders through organizing bi-monthly, collaborative Principal meetings. Superintendents also conduct school visits and provide feedback to school leaders. Leadership coaches who are former successful principals have been assigned to Renewal School principals. The Principal Leadership Coaches are invited to school visits and debriefs to help support implementation of the feedback and next steps given; they meet regularly with DSRs and Principals to monitor ongoing progress; they observe classroom instruction with the DSR and Principal to ensure a common, calibrated language around instruction and feedback; and they attend Renewal Initiative meetings facilitated by the Superintendent.

SIMs have a caseload of approximately a dozen schools implementing SIG Cohorts 2-6 and SIF. SIMs are in each of their schools at least twice per month, communicate with school teams on progress monitoring, and represent their schools to NYSED in the progress monitoring process. Benchmarks have already been set for the school through the RSCEP, which align to SIG benchmarks, and require an increased level of accountability. Using these measures, Renewal Schools will be further evaluated by their superintendent at the conclusion of each of the next two school years, in June 2016 and June 2017.

One Renewal School benchmark of note is that of student attendance which is also reviewed by NYSED in SIG progress monitoring. This measure is required for all Renewal Schools as it is a key indicator of schools' progress. NYCDOE had 81 schools implementing SIG and SIF grants in school year 2014-15 and participated in U.S. Department of Education SIG monitoring of NYSED to outline its SIG development, implementation, and monitoring process. SIG Cohort 6 school plans outline strategies that will lead to successful outcomes in the leading indicators that are measured in NYSED SIG monitoring, including improvements in the areas of student attendance, teacher attendance, discipline referrals, ELT opportunities, and academic data.

In November 2014, NYCDOE released two new school quality reports, which present information about the school's practices, learning environment, and performance results. The School Quality Snapshot is designed specifically for families, and provides a concise summary of each school's practices, environment, and performance. The School Quality Guide is a more detailed report with additional information, including multiple years of data to show the school's progress over time. The Guide also sets rigorous and realistic targets that are based on the historical performance of schools with similar populations and the city as a whole for schools in areas including student achievement, student progress, and college and career readiness.

Each Renewal School was provided a menu from which they chose leading indicators and student achievement benchmarks. Generally the targets included in the NYCDOE High School and Elementary/Middle School Quality Guides were used as the basis for setting these benchmarks. The attached shows samples from the benchmarks menus provided 1) for an elementary/middle school and 2) for a high school. The guidelines for choosing benchmarks are similar; the leading indicators and student achievement benchmarks are different based on the school grade level.

Schools began receiving new data tools this year to help them track student progress and school improvement. The Progress to Graduation Tracker provides high schools and transfer high schools with credit and Regents data to more easily track individual students' progress toward graduation. The Tracker is updated on a daily basis so that educators can use the most up-to-date information possible when identifying students who may be in need of additional supports and interventions to help them succeed. The School Performance Data Explorer allows elementary, middle and high schools to easily search, sort, and monitor metrics for current students across subgroups and overtime. The tool includes information on how former students are doing academically since they have left the school. By allowing educators to examine both whole-school and individual-student metrics and trends, the Data Explorer is meant to help schools

better identify and support struggling students earlier than ever before, identify and address performance trends at their school, and track current and former students' progress over time.

The following chart summarizes the interactions, timeframe, and persons responsible that are discussed in this section:

Planned School Improvement Interaction	Timeframe	Person Responsible
Professional development for school leaders. School visits & feedback for school leaders.	Bi-monthly collaborative Principal meetings On-site school visits	Superintendent
Professional support to implement feedback provided by the Superintendent. Monitor progress and help to make adjustments when necessary.	On-going	Principal Leadership Facilitator (PLF)
Supervises the coordination and delivery of multiple supports from NYCDOE. Provides instructional and operational support for schools. Supports professional development needs of the school. Supports interventions, summer programming and extended learning opportunities for schools. Provides content coaching and classroom observations and feedback.	Weekly visits to School	Director for School Renewal (DSR)
Coordinate resources at the school-level with the CBO and school.	On-site daily	Community School Director (CSD)
Support and monitors SIG implementation. Coordinate with Superintendent teams on school improvement initiatives for SIG	Bi-monthly on site visits	School Implementation Manager (SIM)

D. Teacher and Leader Pipeline

The LEA must have a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, the LEA must have a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. The LEA's plan must include each of the following elements:

i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.
ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.
iii. Identify and describe any district-wide training programs designed to build the capacity of *leaders* to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the implementation of the specific model chosen (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*
iv. Identify and describe any district-wide training programs designed to build the capacity of *teachers* to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*
v. Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). 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 a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

*The district-wide training and professional development programs to be identified in this section are those that are offered by the district to a group or cluster of like schools (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*) and/or to cohorts of teachers and leaders who will serve in them (e.g., training for turnaround leaders; training for teachers who need to accelerate learning in Priority Schools where students are several levels below proficiency; training for school climate and culture in Priority Schools, etc.). NYSED's Strengthening Teacher and Leader Effectiveness (STLE) grant may provide suitable examples of the types of training and professional development expected in this section. See https://www.engageny.org/resource/improving-practice. School-specific and embedded training and professional-development should be detailed in Section II. I.

The NYCDOE believes in its talent: the teachers, school leaders, and other personnel who work with our city's 1.1 million students. The mission of the Office of Leadership is to build and sustain a leadership pipeline that yields high-quality leaders at all levels of the system, including teacher leaders, assistant principals, principals, and systems-level leaders. The pipeline structure has systemic supports and effective leadership development programs at each stage to identify and cultivate:

1. Strong teachers to meet the citywide instructional expectations and move into more formal teacher leadership development programs;
2. Effective teacher leaders and assistant principals to move into principal pipeline programs and then into principal positions;

3. Quality support for novice principals; and
4. Opportunities for experienced principals to mentor aspiring leaders.

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 developed 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, we have strengthened our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators and nurturing their leadership skills while they remain in teacher leadership roles. Our theory of action is that if we invest in providing job-embedded leadership development opportunities for our most promising emerging leaders and supporting our strongest current leaders to build leadership capacity in others, then we will build a leadership pipeline that is more cost-effective and sustainable, and produces more high quality next-level leaders.

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.

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. In addition to the NYC Teaching Fellows program, the NYCDOE has created an innovative residency program called the NYC Teaching Collaborative that recruits and trains a cohort of 50 new teachers annually through a practice-based teacher training model in hard-to-staff schools. This program is modeled after the nationally known program run by AUSL in Chicago. Additionally, the NYCDOE recruits annually a cohort of new hires that have been identified as top tier recruits to fill positions in struggling schools called the "Select Recruits" program.

The NYCDOE created teacher recruitment initiatives to build a pipeline of teachers prepared to turnaround the performance of our lowest-performing schools and teacher leadership programs for experienced educators to support professional development in their schools. In June 2014 the NYCDOE and UFT negotiated a set of teacher leadership positions and those positions have been focused in a subset of schools to serve as a vehicle to attract new talent to struggling schools and create leadership opportunities for current teachers on staff. In spring 2015 a cohort

of school participated in a foundational teacher leadership professional learning series that oriented teachers to the new positions and provided opportunities for foundational skill development in key teacher leadership skills. 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.

To support schools in recruiting and retaining this new talent at the school level, the DOE produces annual "Smart Retention" reports which create a picture of a school's history in retaining talent year over year. Alongside the report, NYCDOE offers coaching in recruitment and retention strategies for a subset of identified schools. Each year the NYCDOE sets hiring policies to ensure that teachers and principals can be recruited and placed into our 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. Schools receive their budgets for the new fiscal year by June.

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.

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. The NYCDOE is now committed to hiring principals with at least seven years of education experience. LEAP, launched in 2009, is a rigorous 12-month on-the-job program. 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.

Leadership coaches who are former successful principals have been assigned to Renewal School Principals that are leading high schools. The DSRs collaborate closely with the ELI Principal Leadership Coaches and Leadership Academy coaches. The Principal Leadership Coaches are invited to school visits and debriefs to help support implementation of the feedback and next steps given; they meet regularly with DSRs and Principals to monitor the ongoing progress of the Renewal efforts; they observe classroom instruction with the DSR and Principal to ensure a common, calibrated language around instruction and feedback; and they attend Renewal Initiative meetings facilitated by the Superintendent to stay apprised of all the initiatives.

K-8 Renewal School principals are provided professional development and support through the School Renewal Principal Learning Community, which meets five times per year around thematically organized sessions designed to engage school leaders in their own professional learning. The sessions also involve guest speakers and experts in the field. Renewal Principals Study Groups are led by a panel of advisory principals and focus on developing leadership expertise in one or more of the following areas: budgeting, data analysis, curriculum and instruction, parent engagement and rebranding which involves re-visiting the mission and vision. Please see Attachment Z: School-Level Information for District-Level Plan for information about the principal chosen to lead the school design.

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, online courses, and Teacher Evaluation and Development Coaches (TDECs) who work across multiple schools within their district. 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.

As of July 1, 2015, the NYCDOE Talent Coach and MOSL Specialist positions have been combined to create a new role: the Teacher Development and Evaluation Coach (TDEC). TDECs are supervised by superintendents and as such support school leaders throughout their district with *Advance*, NYCDOE's teacher development and evaluation system. Teacher Development and Evaluation Coaches (TDECs) collaborate with and support instructional leaders in using Advance to assess teacher practice, utilize measures of student learning to assess teacher effectiveness, and deliver high-quality developmental feedback to improve teacher effectiveness and student learning. Coaches also inform central efforts to develop and refine systems, research tools and program policies that support school leaders across New York City in providing meaningful evaluations and targeted professional development to teachers.

New teachers who work in low-achieving schools are provided differentiated levels of support, depending on their pathway to teaching. The New York City Teaching Collaborative offers a subsidized Master's degree program and focuses on supporting our highest-need schools, provides intensive training and school placement during the spring, with ongoing mentoring and training throughout the fall.

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, the three new identified teacher leadership positions, and the Learning Partners Program which allow teachers to stay in the classroom while collaborating with colleagues

within and across schools. Professional development is also offered through collaboration with the UFT Teacher Center. More information about teacher career pathways is here.

A chart is included as an attachment on NYCDOE trainings offered, and additional information is included as an attachment as "Programs and Partnerships 2015."

E. External Partner Recruitment, Screening, and Matching

The LEA must have a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools.

i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.
ii. Describe the LEA processes for procurement and budget timelines (and/or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one pre-implementation period and subsequent implementation periods.
iii. Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.
iv. If the model chosen is *Restart*, the LEA/school must describe in detail the rigorous review process that includes a determination by the LEA that the selected CMO or EMO is likely to produce strong results for the school. See federal definition of 'strong results' at http://www2.ed.gov/programs/sif/index.html. Federal Register, vol. 80, no. 26, pg. 7242.

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.

Please see Attachment Z: School-Level Information for District-Level Plan for information about the CBO that is 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.

Priority Schools receive budget allocations for the new fiscal year by June, 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.

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 June, 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. Central staff 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

The LEA must have clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency.

i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.
ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.
iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

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

The NYCDOE operates a school choice-based system for students and families from Pre-Kindergarten 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, English Language Learners, and students performing below proficiency have access to all public schools as part of the choice-based enrollment system. Students participating in Pre-Kindergarten admissions can access NYCDOE district schools and New York City Early Education Centers (NYCEECs). The NYCDOE works to make as many pre-K programs as possible available to families. This year, families had the benefit of a new streamlined application process. This single application process allowed families to rank their options in order of preference, including both NYCDOE district schools and NYCEECs. Students participating in Kindergarten admissions can access all elementary choice 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. The Kindergarten application process is a single application that allows parents to rank their school options in order of preference, including both zoned and choice schools.

At the middle school level, families also may submit a single application that allows them to rank their school options in order of preference. Some community school districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts also have choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or a lottery (unscreened). At the high school level, approximately 75,000 students participate annually in a single application process that covers over 400 schools. The citywide choice process provides an opportunity for all participants to select up to 12 choices from 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. Students may participate for both 9th grade and 10th grade admissions.

Since the 2012-13 school year, students with disabilities who have IEPs have benefited from improved access to zoned and choice schools. Rather than being assigned to a school based solely on availability of their recommended special education program, students with IEPs participated fully in the standard Kindergarten, middle school, and high school admissions process alongside their peers. This increased level of access will continue to scale up until the NYCDOE can ensure all students with disabilities have access to the schools they would otherwise attend if they did not have an IEP and, furthermore, that their special education programs, supports, and services be available in the schools to which they are matched.

Throughout the 2013-14 and 2014-15 school years, the Division of Specialized Instruction and Student Support (DSISS) partnered with field-based school support teams and schools to proactively support students with disabilities in the following four areas: student engagement in rigorous curriculum with full access to community schools and classrooms, development and implementation of quality IEPs, infusing school-wide and individualized positive behavioral supports, and effective transition planning. For the 2015-16 school year, DSISS will continue this work. All stakeholders will continue to be 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, schools will engage in professional learning opportunities that focus on the continued 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 for professional development are built on themes that reflect research- and evidence-based best practices and are fully integrated with the Common Core Learning Standards and *Advance*.

The NYCDOE has begun to put in place policies and practices designed 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 and guidance not only support schools in focusing their programming practices around student needs, but also encourage schools to develop a deep knowledge and understanding of their students' strengths, needs, and preferences in order to drive programmatic planning and/or shifts. Schools are supported in expanding their continuum of services to provide differentiated and individualized levels of support rather than stand-alone special education programs, so that students may receive recommended services based on individual needs at their schools of choice. For ELLs specifically, the NYCDOE encourages families of eligible students to request a bilingual program in their schools, knowing that if there is sufficient interest then schools will create and sustain bilingual programs that benefit not only ELLs, but also students interested in learning a second language.

In addition, for students with specific disabilities who may benefit from specialized instructional and/or social-emotional strategies, the NYCDOE continues to create and expand specialized programs in community schools and specialized schools. For SWDs, the NYCDOE has grown the number of District 75 (D75) specialized schools for students with disabilities, specialized programs in community schools for students with Autism Spectrum Disorders (ASD) known as the ASD Nest Program and the ASD Horizon Program, specialized programs in community schools for students with intellectual disability or multiple disabilities know as Academic,

Career, and Essential Skills (ACES) Programs, and also Bilingual Special Education (BSE) Programs for ELLs with IEPs who are recommended for a special education program in their home/native language. Families of students with specific disabilities may also elect to enroll in their zoned school.

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. Specialized Programs in community schools (ASD Nest, ASD Horizon, ACES, and BSE Programs) are intended to increase access to community schools even further, for students with these specific disabilities for whom a District 75 school was historically more likely to be recommended. The ASD Nest Program and ASD Horizon Program are two different programs in community schools that serve admitted students with a disability classification of autism. Each program is designed to develop students' academic and social skills, but has different service delivery models and admissions criteria. The ASD Nest Program is primarily designed to support students with ASD who would benefit from intensive social skills development. As the result of significant growth in these programs, in 2014-15, a student on the autism spectrum was more than three times as likely (from 9% to 29%) to attend a community school than in 2007-8. This is especially significant given that over the same time period, the numbers of students classified as autistic has more than doubled, from 5,365 to 13,161 students.

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 has 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.

In addition to expanding access to high-quality school and program options for SWDs, ELLs, and students performing below proficiency, the NYCDOE is committed to supporting schools in meeting students' 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.

Meeting the needs of ELLs and SWDs is an area of special need in our schools. The UFT Teacher Center will support educators in SIG Cohort 6 schools through customized professional learning opportunities targeted to meet the unique needs of each school. Three Teacher Center Field Liaisons will collaborate with administrators and the school-based staff development committee to design learning opportunities to meet the needs of all learners, including ELLs and

SWDs.

The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to:

- Design customized professional development
- Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement
- Collect, analyze and interpret data for making instructional decisions
- Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc.
- Integrate instructional technology into teaching and learning

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. One 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. For the past several years, the NYCDOE has added seats to every high school's OTC count. 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.

For fall 2015, the NYCDOE Chancellor has publicly committed to reducing OTC in Renewal Schools, including all the schools applying for SIG Cohort 6. Additionally, in 2014-15, NYCDOE implemented a one-year elimination of OTC enrollment for the two State-identified Out of Time schools.

Another important strategy is the NYCDOE enrollment "targets" for Students with Disabilities, in which elementary, middle, and high schools allot a percentage of their seats to SWDs, equivalent to the district or borough rate of SWDs. In 2014, students with recommendations of services for 20% or more of their day were included in these targets. This strategy has contributed to an impressive decline in the number of schools serve few SWDs. Between 2007-08 and 2014-15, the percentage of schools that enroll SWDs at a rate of 10% or less has been cut in half, from 19% of schools in 2007-08 to just 9% of schools in 2014-15.

Furthermore, to increase access to some of NYCDOE's highest performing schools, NYCDOE has reduced 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. Since 2012, the NYCDOE has worked with screened schools to increase the number of SWDs ranked and matched to their programs. In situations where schools do not rank a sufficient number of SWDs, additional SWDs are matched 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 placed almost 1,300 students were placed into these programs. The NYCDOE will continue this work in the upcoming school year.

The Public School Choice transfer process is another strategy that NYCDOE uses to help reduce the number of higher-needs, lower-performing students in Priority schools. Through Public School Choice, all students attending Priority schools are given the opportunity to transfer out of their current school and into a school that is "In Good Standing." Students submit an application in the spring listing their choices, and they receive an offer over the summer for the upcoming fall. Lower-performing students and lower-income students are prioritized to receive an offer of their choosing. Furthermore, the NYCDOE has slightly revised the process in recent years to make the following two changes: the lowest-performing students within Priority Schools are more accurately identified through the use of indicators beyond merely test scores (including a promotion-in-doubt indicator based on grades and an indicator for students in temporary housing); students attending Priority Schools are prioritized to receive an offer above students attending Focus Schools. In 2014, over 6,500 families applied for transfers through Public School Choice and over 4,500 students received an offer.

G. District-level Labor and Management Consultation and Collaboration

The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements:

i. Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.
ii. Complete the Consultation and Collaboration Form and submit with this application (Attachment A).

The NYCDOE has consulted and collaborated with key stakeholders on the development of SIG Cohort 6 plans. Application and NYCDOE-developed guidance materials were shared directly by staff with the parent leadership group, CPAC; the principals' union, CSA; and the teachers' union, UFT. The engagement process with each group took place via meetings, phone calls, and emails about the applications. School Leadership Team (SLT) meetings took place to discuss school plans, which includes the principal, parent representatives, and UFT school leadership.

NYCDOE staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on June 11 to discuss SIG Cohort 6. 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. NYCDOE staff met with UFT leadership on June 29 and engaged in multiple phone calls and emails with UFT regarding plan and overall school feedback subsequent to this meeting. CSA was also consulted with via phone calls and emails. All groups received district and school drafts for review and feedback.

The NYCDOE is committed to collaboration in its efforts to improve Renewal Schools. Teacher leaders in particular are integral to the successful implementation of all other school improvement measures. They serve as indispensable colleagues for school leaders, ensuring that the school community retains its most effective teachers, is supportive of all teachers' growth, and increases student achievement. School-level plans include information about faculty senates or other structures to promote shared school-based governance, responsibility, and collaboration in the interests of furthering the educational mission of each school. Moreover, the success of these schools depends largely on developing in parents an ownership and leadership in schools. This means shifting the paradigm from parents as participants to parents as leaders and decision-makers who work hand-in-hand with school staff and CBOs. Stakeholder collaboration will continue to be a focus for each SIG Cohort 6 school.

In addition to the district-level Attachment A, NYCDOE asked that schools 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. Signatures include the school's principal, parent group president, and UFT representative. These school-level forms are also attached in addition to the required district-level Attachment A. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body as of July 17 and July 20. The individuals who signed are Michael Mulgrew, UFT President; Ernest Logan, CSA President; and Nancy Northrup, CPAC Co-Chair.

A. District Overview

The LEA must demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed. The district overview must contain the following elements:

i. Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers.
ii. Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.
iii. Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools.

Under the leadership of Schools Chancellor Carmen Fariña, the New York City Department of Education (NYCDOE) is fundamentally changing the way in which it partners with and provides support to schools, and holds everyone in the system accountable for results. The NYCDOE created *Strong Schools, Strong Communities* (see plan here), which outlines the motivation/intention and theories of action guiding NYCDOE strategies to support the lowest achieving schools and ensure that all students graduate high school ready for college and careers. The plan describes a new approach to supporting New York City's public schools and all of our students, which consists of three key components:

1. The Framework for Great Schools – a roadmap to school improvement for school leaders
2. School Quality Reports that give schools and families well-rounded and actionable information about school performance
3. A streamlined system to deliver customized support to schools

The Framework for Great Schools provides the NYCDOE approach in supporting the turnaround of our lowest achieving schools and ensuring that all students graduate high school ready for college and careers. There are six essential interconnected elements of the framework which are the foundation for our approach:

1. **Rigorous instruction:** Classes are driven by high educational standards and engage students by emphasizing the application of knowledge.
2. **Collaborative Teachers:** The staff is committed to the school, receives strong professional development, and works together to improve the school.
3. **Supportive Environment:** The school is safe and orderly. Teachers have high expectations for students. Students are socially and emotionally supported by their teachers and peers.
4. **Strong Family-Community Ties:** The entire school staff builds strong relationships with families and communities to support learning.
5. **Effective Leaders:** The principal and other school leaders work with fellow teachers and school staff, families, and students to implement a clear and strategic vision for school success.
6. **Trust:** The entire school community works to establish and maintain trusting relationships that will enable students, families, teachers, and principals to take the risks necessary to mount ambitious improvement efforts.

The NYCDOE School Renewal Program was recently created for the most struggling schools, including Priority Schools. All of the schools for which the NYCDOE is applying for the School Improvement Grant (SIG) Cohort 6 opportunity are Renewal Schools. The School Renewal Program provides a more targeted approach for school improvement, and demonstrates the readiness of the NYCDOE to build upon current strengths and identify further opportunities for improvement. The NYCDOE is working intensively with each Renewal School community over three years, setting clear goals and holding each school community accountable for rapid improvement. More information about the School Renewal Program is here.

Renewal Schools are transforming into Community Schools as the New York City Community Schools Initiative is a central element of Mayor Bill de Blasio's vision to re-imagine the City's school system; this direction is aligned with the New York State Education Department (NYSED) state-determined SIG model: the Innovation Framework Community-Oriented School Design, the model selected for NYCDOE SIG Cohort 6 applications. Community Schools are neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address common challenges. The Mayor has pledged to create more than 100 Community Schools over the next several years, including this school. More information on the Community Schools Initiative is here.

This SIG plan is based on the school's unique Renewal Schools Comprehensive Education Plan (RSCEP), which was crafted this past spring based on needs assessments for each school and includes a Community School description along with SCEP required information. NYCDOE Renewal Schools will be transformed into Community Schools, have an additional hour of instruction each day, increase professional development in key areas like student writing, and launch a summer learning program – with concrete targets in student achievement. This SIG plan will support key improvement strategies in the Renewal School.

Another strength of the NYCDOE includes control of the schools under the Chancellor and Mayor, which ultimately has given more independence to principals. One of the most important reforms has been giving principals control over hiring and budget decisions. An opportunity for improvement, however, is that while some principals were able to use this autonomy to drive achievement in their schools, others struggled without direction on how to improve, particularly in struggling schools. Moving forward, each NYCDOE Community and High School Superintendent will be responsible for providing schools with the resources they need to succeed and hold school leaders accountable for results. Superintendents will utilize a school's performance data, the Framework for Great Schools, and the professional judgment they have gained through experience to raise student achievement in struggling schools.

The Mayor, Chancellor, and NYCDOE leadership will closely monitor Renewal School progress via regular data reports and frequent visits to the school. Renewal Schools have at most three years to show significant improvement before the NYCDOE considers restructuring the school. If the school fails to meet benchmarks each year, or the Superintendent loses confidence in the school leadership, the Superintendent will make the changes necessary to ensure that each child in the school has a high-quality education. Such changes may include school consolidation/merger or closure.

The NYCDOE is monitoring schools with low student enrollment for possible consolidations/mergers. By the end of the 2014-15 school year, proposals to consolidate four low enrollment schools were announced for proposal to the Panel on Educational Policy (PEP) in fall 2015. In addition, there are other schools that could benefit from consolidation, and school leaders are working closely with their communities and Superintendents with the intention of aligning resources and building consensus for consolidation. We anticipate making further announcements this fall if there are viable school redesigns, which may include SIG Cohort 6 schools. Our budget requests for schools with currently less than a 200 student enrollment reflect a reduced amount for school year 2015-16 as we took into consideration the relatively low student enrollment. We believe that our school redesign efforts will ultimately provide a much richer educational experience for our students.

B. Operational Autonomies

The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection. In addition to providing quality responses to each element requested in this section of the Project Narrative, the Priority School must have school-level autonomy in at least two of these areas for an *acceptable* rating in this category. Applications that provide quality responses and that are granted anywhere from 3 to 5 of these autonomies will receive a rating of *exemplary* for this category. The LEA must respond to each of the following:

i. Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.
ii. Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.
iii. Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.

As a Renewal School, the school is provided increased supports for increased accountability for performance results. Key elements of the School Renewal Program are:

- Transforming Renewal Schools into Community Schools
- Creating expanded learning time
- Supplying resources and supports to ensure effective school leadership and rigorous instruction with collaborative teachers
- Underperforming schools will undergo needs assessments in six elements of the Framework for Great Schools to identify key areas for additional resources
- Bringing increased oversight and accountability including strict goals and clear consequences for schools that do not meet them

Budgeting: A budget for the school is based on the Fair Student Funding (FSF) formula. Funding follows each student to the 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). Recently the NYCDOE committed $60 million in additional funding to ensure that struggling schools have the resources they need to succeed. Renewal Schools will be brought to 100 percent of their FSF recommendation within two years. Also as a Priority School, the school receives funding through Title I allocations to support its goals outlined in its school improvement plan as a struggling school. Priority Schools select to use this funding towards identified areas of need, for example expanding learning time. Priority Schools may also receive School Achievement Funding from the NYCDOE to improve instructional programs.

A description of Fair Student Funding, which can be used at principal discretion, is posted here. A description of School Achievement Funding can be found here. 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 2014-15 is posted here and is also attached.

Staffing: Renewal School principals select staff to fill vacancies. Principal 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. The NYCDOE provides organizational assistance to Priority Schools. The Office of State/Federal Education Policy & School Improvement Programs 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) work with SIG schools on school improvement efforts and SIG compliance requirements.

Renewal School principals and their leadership teams were targeted by NYCDOE central for ongoing consultation recruitment and retention needs as well as a series of trainings, workshops, and activities that are customized to fit the specific needs of the school. Focus areas include recruitment and marketing to candidates, determining "right-fit" teachers, teacher selection, and supporting and retaining new and existing teachers.

Through the 2014 teachers' contract and subsequent amendments (see the attached UFT MOA) three new teacher leader roles were created. All Renewal Schools had the opportunity to establish teacher leader roles with a designated funding allocation; below is additional information on three key new roles.

- Model Teacher: Takes on additional responsibilities such as establishing a laboratory classroom; demonstrating lessons; exploring emerging instructional practices; reflecting on and debriefing a visit from a colleague.
- Peer Collaborative Teacher: Released from the classroom for a minimum of 20% of the time to take on additional responsibilities to support the professional learning of their colleagues through peer coaching and intervisitation.
- Master Teacher: Released from the classroom for a minimum of 20% of the time to take on additional responsibilities to support the entire school or across multiple schools; responsible for school-level progress.

Teacher leaders are integral to the school improvement process as well as a way to retain high-performing teachers, recruit and attract experienced educators, create opportunities for collaboration, and further develop and refine teacher practice. As one principal explained, "Having a distributed leadership structure in this school is not only effective for building effective teaching practices, but also for running a school. It makes my day and my job infinitely easier. One example is planning [professional learning time] on Mondays… it is a big task. Knowing that we have teacher leaders working with teachers who are putting forth things they would like to work on makes that time more effective and the teachers more invested."

Each school will receive up to $27,500 to fund a team of teacher leaders. The allocation will be issued through a SAM following the completion of the teacher leader selection and staffing cycle. The selection process is a joint UFT-NYCDOE designed and implemented process. In addition, only teachers rated Effective and Highly Effective are eligible to apply.

Guidance provided by the NYCDOE includes that schools may use the allocation to fund one Peer Collaborative Teacher and two Model Teachers:

- Schools where teacher leadership has been the most successful in building school culture have staffed more than one teacher leader role at their school – ideally a team of at least three. Having more than one teacher leader at a school, formalizes teacher leadership to the rest of the staff and makes the work of the teacher leaders a larger part of the school culture.

- Given that the Peer Collaborative Teacher has release time, they are well positioned to organize the teacher leadership team in a way that broadens the impact of the teacher leader team and increases the potential supports for other teachers in the school. The Model Teachers act as key partners in the work to support growth through sharing their classroom with other teachers in the building.

Program selection: NYCDOE was 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. The NYCDOE conducted an extensive research and review process in order to identify high-quality Core Curriculum materials that align to the CCLS and promote the Common Core Instructional Shifts for ELA and Mathematics. Additional information on NYCDOE and the Common Core may be found here.

Each Renewal School participated in a needs assessment, which included the Surveys of Enacted Curriculum (SEC), a research-based, nationally validated set of online surveys that align teacher-reported data on ELA and mathematics instruction against the Common Core standards. The SEC is used as one set of data to help inform the school how what is happening in the classroom—the enacted curriculum—compares to the written curriculum and tested curriculum, including state assessments. It helps begin conversations about how to better align the three types of curricula. Reports were provided to each school to inform their SIG Cohort 6 plan.

There are differentiated professional supports provided to Renewal Schools. Teachers in K-8 schools are provided professional development through the Teacher's College Writing Project and the ReadyGen Independent Reading Initiative. Teachers in high schools are provided with professional development through the WITsi (Writing is Thinking Through Strategic Inquiry) process, included in the school-level SIG plans. Effective strategies for teaching expository writing will be taught explicitly up front and integrated into the strategic inquiry process. The rationale for their central role is that they are high-leverage strategies that target struggling students' deficiencies and that improve content knowledge, academic vocabulary, written language, oral language and reading comprehension simultaneously. They also help teachers pinpoint what struggling students need and how to provide it. The strategy is to begin (year 1) with a focus on the 9th grade and to focus on one additional grade each subsequent year (9th and 10th in year 2; 9th through 11th in year 3).

Schools are also selecting programs to improve school climate and safety with the goal of decreasing incident rates, suspension rates, and disruptive behavior, and an increase in teachers' ability to manage challenging student behaviors and an increase in student academic achievement. To help strengthen school communities and improve academic outcomes, staff members need support to understand and anticipate behavior issues before they escalate. The Positive Learning Collaborative (PLC) is a joint initiative between the NYCDOE and teachers' union, UFT, which provides intensive training and direct consultation to educators in order to develop the skills that prevent crises and help students focus on academic goals. Information about PLCs will be shared with SIG Cohort 6 schools for consideration of implementation.

Educational partner selection: As part of being a Renewal School and under the Community-Oriented School Design model, the school has selected partnerships with community-based organizations (CBOs) that offer tailored whole-student supports, including mental health services and after school programs. Principals have discretion over selecting educational partners, including those outlined in the SIG 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.

Educational partner selection from pre-qualified organizations is accomplished through the Multiple Task Award Contract (MTAC) procedure, which provides a streamlined process for schools to follow, posted below. All RFPs are on the NYCDOE public website here. Renewal Schools have selected from the following community-based organizations (CBOs) listed here. CBOs selected for SIG Cohort 6 applicant schools include Zone 26, Grand Street Settlement, Center for Supportive Schools, Phipps Neighborhood, Good Shepard Services, Fordham University, the Child Care Center of New York, Westhab, and El Puente. More information about the chosen CBO is in Attachment Z.

The MOUs submitted under the SIG Innovation Framework for each school and CBO outline their partnership. The CBO selected is the lead partner in the SIG Innovation Framework

Community-Oriented School Design. The process for CBO selection involved the NYCDOE issuing a request for proposals to CBOs to partner with Renewal Schools. Once the pool of CBOs was selected, School Leadership Teams (SLTs) were able to interview CBO representatives to determine fit with the school. The SLT utilized a rubric that included questions on whether the CBO could support the vision of the school through understanding the student population and needs. The CBO works in collaboration with the school principal, SLT, and the community school director assigned to the school to coordinate resources.

Use of Time During and After School: The school has a variety of opportunities for changing the use of time during and after school. NYCDOE Priority Schools are implementing an additional 200 hours of Expanded Learning Time (ELT). NYCDOE created guidance for schools to implement ELT called Guidelines for Implementing Expanded Learning Time at Priority Schools; see here. The Priority School has the option to have ELT providers support students through extended learning time.

All students in Renewal Schools will be given an opportunity for an additional hour of supplemental instruction each school day, beginning next school year; a separate budget allocation is provided for this purpose. The approach is that at least one hour of ELT is offered to every student, known as the Renewal Hour. Schools may offer both the Renewal Hour and other ELT programming. In addition, the lead CBO has funds budgeted in their Community Schools contract to hire staff for the ELT initiative. There are two basic models for the Renewal Hour: integration into the regular student school day or offering the ELT before or after the school day. The attachment "Guidance for Use of Expanded Learning Time" outlines the options for the implementation of Expanded Learning Time that Renewal Schools in more detail.

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. The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here and is also attached.

C. District Accountability and Support

The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan for accountability and support must contain each of the following elements:

i. Describe in detail the manner by which the district ensures that all federal requirements of a school's chosen model are fulfilled and continue to be fulfilled throughout the duration of the grant.
ii. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.

iii. Describe in detail how the structures identified in "i" of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application.

iv. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.

The central Office of State/Federal Education Policy & School Improvement Programs (organizational chart attached) works to identify and monitor Priority School whole school reform model selection and SIG progress monitoring. The School Implementation Manager (SIM) ensures SIG application development, implementation, and monitoring of the approved plan. Specific activities of the SIM include:

- Review quantitative and qualitative data to assess student strengths and weaknesses;
- Investigate root causes or contributing factors for low 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.

Schools Chancellor Carmen Fariña assumed leadership of the NYCDOE in January 2014. Dr. Dorita Gibson is the Senior Deputy Chancellor and the Chancellor's second in command overseeing all aspects of school support, Superintendents, support for struggling schools, District 75 and 79 programs, and school communications. Phil Weinberg is the Deputy Chancellor for Teaching and Learning overseeing professional development and curriculum, performance and accountability, Common Core and college-readiness initiatives, Career and Technical Education, and instructional support. Attached is a copy of the NYCDOE senior leadership organizational chart which also includes leadership in Family Engagement, Operations, Students with Disabilities, and English Language Learners, all of which play an integral role in coordinating turnaround efforts.

The NYCDOE is transitioning to a new school support structure now that will be in place and operational for the first day of school in September 2015. The new approach to school support is guided by six critical principles:

1) Clear lines of authority and accountability so all schools improve.
2) Families have one place to call if they cannot resolve problems at the school.
3) School leaders maintain the critical independence over budget and human resources they have had, so they can continue to drive improvement.
4) Provide customized support so school leaders can focus on those improvement efforts most likely to boost achievement.
5) Provide one-stop support to school leaders.
6) Create equity in the system by providing more intensive support to schools that need it most.

The new school support structure consists of four major parts:

1) Superintendent's Offices: each Community and High School Superintendent will be responsible for providing schools with the resources they need to succeed and hold school leaders accountable for results
2) Borough Field Support Centers: each of the seven geographically located Borough Field Support Centers will utilize a BOCES model (Board of Collaborative Educational Services) in the provision of support to schools. An organizational chart is attached.
3) Central Teams
4) Affinity Groups, formerly called Partnership Support Organizations

As Renewal Schools, under the direction of the Superintendent, the Principal Leadership Facilitators and Directors for School Renewal (DSRs) are the core drivers of school improvement and implementation for Renewal Schools within their district. The DSR oversees and supervises the coordination and delivery of intensive supports to persistently low achieving schools. The DSR assists with needs-aligned instructional and operational supports to a number of underperforming schools, including professional development, intensive interventions, summer programming and extended learning opportunities, to ensure accelerated academic achievement for the schools served. Attached is a copy of the Renewal Schools Program organizational chart.

DSRs work with Renewal Schools to coordinate all school improvement efforts; SIMs work in collaboration with DSRs on SIG requirements. Community School Directors (CSDs) are assigned to each Renewal School to coordinate resources at the school-level with the CBO and school. The attached "Stages of Development in a NYC Community School" provides a rubric for schools to move from exploring to excelling in the features of a community school. Staff are held accountable through performance reviews and grant monitoring. External partner organizations working with Priority Schools are evaluated by schools and the NYCDOE based on performance targets. Regular meetings take place with partners to ensure effectiveness, and through the SIG Innovation Framework Community-Oriented School Design the NYCDOE will convene all lead partners and school leaders as done with its School Innovation Fund (SIF) lead partners last year to share expectations of SIG and as a lead partner.

Interactions with the Renewal School include weekly coaching visits to schools by DSRs and content specialist instructional coaches. There are frequent observations with timely, accurate, and actionable feedback. Superintendents provide professional development for school leaders through organizing bi-monthly, collaborative Principal meetings. Superintendents also conduct school visits and provide feedback to school leaders. Leadership coaches who are former successful principals have been assigned to Renewal School principals. The Principal Leadership Coaches are invited to school visits and debriefs to help support implementation of the feedback and next steps given; they meet regularly with DSRs and Principals to monitor ongoing progress; they observe classroom instruction with the DSR and Principal to ensure a common, calibrated language around instruction and feedback; and they attend Renewal Initiative meetings facilitated by the Superintendent.

SIMs have a caseload of approximately a dozen schools implementing SIG Cohorts 2-6 and SIF. SIMs are in each of their schools at least twice per month, communicate with school teams on progress monitoring, and represent their schools to NYSED in the progress monitoring process. Benchmarks have already been set for the school through the RSCEP, which align to SIG benchmarks, and require an increased level of accountability. Using these measures, Renewal Schools will be further evaluated by their superintendent at the conclusion of each of the next two school years, in June 2016 and June 2017.

One Renewal School benchmark of note is that of student attendance which is also reviewed by NYSED in SIG progress monitoring. This measure is required for all Renewal Schools as it is a key indicator of schools' progress. NYCDOE had 81 schools implementing SIG and SIF grants in school year 2014-15 and participated in U.S. Department of Education SIG monitoring of NYSED to outline its SIG development, implementation, and monitoring process. SIG Cohort 6 school plans outline strategies that will lead to successful outcomes in the leading indicators that are measured in NYSED SIG monitoring, including improvements in the areas of student attendance, teacher attendance, discipline referrals, ELT opportunities, and academic data.

In November 2014, NYCDOE released two new school quality reports, which present information about the school's practices, learning environment, and performance results. The School Quality Snapshot is designed specifically for families, and provides a concise summary of each school's practices, environment, and performance. The School Quality Guide is a more detailed report with additional information, including multiple years of data to show the school's progress over time. The Guide also sets rigorous and realistic targets that are based on the historical performance of schools with similar populations and the city as a whole for schools in areas including student achievement, student progress, and college and career readiness.

Each Renewal School was provided a menu from which they chose leading indicators and student achievement benchmarks. Generally the targets included in the NYCDOE High School and Elementary/Middle School Quality Guides were used as the basis for setting these benchmarks. The attached shows samples from the benchmarks menus provided 1) for an elementary/middle school and 2) for a high school. The guidelines for choosing benchmarks are similar; the leading indicators and student achievement benchmarks are different based on the school grade level.

Schools began receiving new data tools this year to help them track student progress and school improvement. The Progress to Graduation Tracker provides high schools and transfer high schools with credit and Regents data to more easily track individual students' progress toward graduation. The Tracker is updated on a daily basis so that educators can use the most up-to-date information possible when identifying students who may be in need of additional supports and interventions to help them succeed. The School Performance Data Explorer allows elementary, middle and high schools to easily search, sort, and monitor metrics for current students across subgroups and overtime. The tool includes information on how former students are doing academically since they have left the school. By allowing educators to examine both whole-school and individual-student metrics and trends, the Data Explorer is meant to help schools

better identify and support struggling students earlier than ever before, identify and address performance trends at their school, and track current and former students' progress over time.

The following chart summarizes the interactions, timeframe, and persons responsible that are discussed in this section:

Planned School Improvement Interaction	Timeframe	Person Responsible
Professional development for school leaders. School visits & feedback for school leaders.	Bi-monthly collaborative Principal meetings On-site school visits	Superintendent
Professional support to implement feedback provided by the Superintendent. Monitor progress and help to make adjustments when necessary.	On-going	Principal Leadership Facilitator (PLF)
Supervises the coordination and delivery of multiple supports from NYCDOE. Provides instructional and operational support for schools. Supports professional development needs of the school. Supports interventions, summer programming and extended learning opportunities for schools. Provides content coaching and classroom observations and feedback.	Weekly visits to School	Director for School Renewal (DSR)
Coordinate resources at the school-level with the CBO and school.	On-site daily	Community School Director (CSD)
Support and monitors SIG implementation. Coordinate with Superintendent teams on school improvement initiatives for SIG	Bi-monthly on site visits	School Implementation Manager (SIM)

D. Teacher and Leader Pipeline

The LEA must have a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, the LEA must have a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. The LEA's plan must include each of the following elements:

i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.
ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.
iii. Identify and describe any district-wide training programs designed to build the capacity of *leaders* to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the implementation of the specific model chosen (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*
iv. Identify and describe any district-wide training programs designed to build the capacity of *teachers* to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*
v. Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). 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 a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

*The district-wide training and professional development programs to be identified in this section are those that are offered by the district to a group or cluster of like schools (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*) and/or to cohorts of teachers and leaders who will serve in them (e.g., training for turnaround leaders; training for teachers who need to accelerate learning in Priority Schools where students are several levels below proficiency; training for school climate and culture in Priority Schools, etc.). NYSED's Strengthening Teacher and Leader Effectiveness (STLE) grant may provide suitable examples of the types of training and professional development expected in this section. See https://www.engageny.org/resource/improving-practice. School-specific and embedded training and professional-development should be detailed in Section II. I.

The NYCDOE believes in its talent: the teachers, school leaders, and other personnel who work with our city's 1.1 million students. The mission of the Office of Leadership is to build and sustain a leadership pipeline that yields high-quality leaders at all levels of the system, including teacher leaders, assistant principals, principals, and systems-level leaders. The pipeline structure has systemic supports and effective leadership development programs at each stage to identify and cultivate:

1. Strong teachers to meet the citywide instructional expectations and move into more formal teacher leadership development programs;
2. Effective teacher leaders and assistant principals to move into principal pipeline programs and then into principal positions;

3. Quality support for novice principals; and
4. Opportunities for experienced principals to mentor aspiring leaders.

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 developed 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, we have strengthened our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators and nurturing their leadership skills while they remain in teacher leadership roles. Our theory of action is that if we invest in providing job-embedded leadership development opportunities for our most promising emerging leaders and supporting our strongest current leaders to build leadership capacity in others, then we will build a leadership pipeline that is more cost-effective and sustainable, and produces more high quality next-level leaders.

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.

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. In addition to the NYC Teaching Fellows program, the NYCDOE has created an innovative residency program called the NYC Teaching Collaborative that recruits and trains a cohort of 50 new teachers annually through a practice-based teacher training model in hard-to-staff schools. This program is modeled after the nationally known program run by AUSL in Chicago. Additionally, the NYCDOE recruits annually a cohort of new hires that have been identified as top tier recruits to fill positions in struggling schools called the "Select Recruits" program.

The NYCDOE created teacher recruitment initiatives to build a pipeline of teachers prepared to turnaround the performance of our lowest-performing schools and teacher leadership programs for experienced educators to support professional development in their schools. In June 2014 the NYCDOE and UFT negotiated a set of teacher leadership positions and those positions have been focused in a subset of schools to serve as a vehicle to attract new talent to struggling schools and create leadership opportunities for current teachers on staff. In spring 2015 a cohort

of school participated in a foundational teacher leadership professional learning series that oriented teachers to the new positions and provided opportunities for foundational skill development in key teacher leadership skills. 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.

To support schools in recruiting and retaining this new talent at the school level, the DOE produces annual "Smart Retention" reports which create a picture of a school's history in retaining talent year over year. Alongside the report, NYCDOE offers coaching in recruitment and retention strategies for a subset of identified schools. Each year the NYCDOE sets hiring policies to ensure that teachers and principals can be recruited and placed into our 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. Schools receive their budgets for the new fiscal year by June.

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.

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. The NYCDOE is now committed to hiring principals with at least seven years of education experience. LEAP, launched in 2009, is a rigorous 12-month on-the-job program. 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.

Leadership coaches who are former successful principals have been assigned to Renewal School Principals that are leading high schools. The DSRs collaborate closely with the ELI Principal Leadership Coaches and Leadership Academy coaches. The Principal Leadership Coaches are invited to school visits and debriefs to help support implementation of the feedback and next steps given; they meet regularly with DSRs and Principals to monitor the ongoing progress of the Renewal efforts; they observe classroom instruction with the DSR and Principal to ensure a common, calibrated language around instruction and feedback; and they attend Renewal Initiative meetings facilitated by the Superintendent to stay apprised of all the initiatives.

K-8 Renewal School principals are provided professional development and support through the School Renewal Principal Learning Community, which meets five times per year around thematically organized sessions designed to engage school leaders in their own professional learning. The sessions also involve guest speakers and experts in the field. Renewal Principals Study Groups are led by a panel of advisory principals and focus on developing leadership expertise in one or more of the following areas: budgeting, data analysis, curriculum and instruction, parent engagement and rebranding which involves re-visiting the mission and vision. Please see Attachment Z: School-Level Information for District-Level Plan for information about the principal chosen to lead the school design.

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, online courses, and Teacher Evaluation and Development Coaches (TDECs) who work across multiple schools within their district. 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.

As of July 1, 2015, the NYCDOE Talent Coach and MOSL Specialist positions have been combined to create a new role: the Teacher Development and Evaluation Coach (TDEC). TDECs are supervised by superintendents and as such support school leaders throughout their district with *Advance*, NYCDOE's teacher development and evaluation system. Teacher Development and Evaluation Coaches (TDECs) collaborate with and support instructional leaders in using Advance to assess teacher practice, utilize measures of student learning to assess teacher effectiveness, and deliver high-quality developmental feedback to improve teacher effectiveness and student learning. Coaches also inform central efforts to develop and refine systems, research tools and program policies that support school leaders across New York City in providing meaningful evaluations and targeted professional development to teachers.

New teachers who work in low-achieving schools are provided differentiated levels of support, depending on their pathway to teaching. The New York City Teaching Collaborative offers a subsidized Master's degree program and focuses on supporting our highest-need schools, provides intensive training and school placement during the spring, with ongoing mentoring and training throughout the fall.

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, the three new identified teacher leadership positions, and the Learning Partners Program which allow teachers to stay in the classroom while collaborating with colleagues

within and across schools. Professional development is also offered through collaboration with the UFT Teacher Center. More information about teacher career pathways is here.

A chart is included as an attachment on NYCDOE trainings offered, and additional information is included as an attachment as "Programs and Partnerships 2015."

E. External Partner Recruitment, Screening, and Matching

The LEA must have a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools.

i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.
ii. Describe the LEA processes for procurement and budget timelines (and/or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one pre-implementation period and subsequent implementation periods.
iii. Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.
iv. If the model chosen is *Restart*, the LEA/school must describe in detail the rigorous review process that includes a determination by the LEA that the selected CMO or EMO is likely to produce strong results for the school. See federal definition of 'strong results' at http://www2.ed.gov/programs/sif/index.html. Federal Register, vol. 80, no. 26, pg. 7242.

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.

Please see Attachment Z: School-Level Information for District-Level Plan for information about the CBO that is 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.

Priority Schools receive budget allocations for the new fiscal year by June, 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.

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 June, 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. Central staff 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

The LEA must have clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency.

i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.
ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.
iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

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

The NYCDOE operates a school choice-based system for students and families from Pre-Kindergarten 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, English Language Learners, and students performing below proficiency have access to all public schools as part of the choice-based enrollment system. Students participating in Pre-Kindergarten admissions can access NYCDOE district schools and New York City Early Education Centers (NYCEECs). The NYCDOE works to make as many pre-K programs as possible available to families. This year, families had the benefit of a new streamlined application process. This single application process allowed families to rank their options in order of preference, including both NYCDOE district schools and NYCEECs. Students participating in Kindergarten admissions can access all elementary choice 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. The Kindergarten application process is a single application that allows parents to rank their school options in order of preference, including both zoned and choice schools.

At the middle school level, families also may submit a single application that allows them to rank their school options in order of preference. Some community school districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts also have choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or a lottery (unscreened). At the high school level, approximately 75,000 students participate annually in a single application process that covers over 400 schools. The citywide choice process provides an opportunity for all participants to select up to 12 choices from 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. Students may participate for both 9th grade and 10th grade admissions.

Since the 2012-13 school year, students with disabilities who have IEPs have benefited from improved access to zoned and choice schools. Rather than being assigned to a school based solely on availability of their recommended special education program, students with IEPs participated fully in the standard Kindergarten, middle school, and high school admissions process alongside their peers. This increased level of access will continue to scale up until the NYCDOE can ensure all students with disabilities have access to the schools they would otherwise attend if they did not have an IEP and, furthermore, that their special education programs, supports, and services be available in the schools to which they are matched.

Throughout the 2013-14 and 2014-15 school years, the Division of Specialized Instruction and Student Support (DSISS) partnered with field-based school support teams and schools to proactively support students with disabilities in the following four areas: student engagement in rigorous curriculum with full access to community schools and classrooms, development and implementation of quality IEPs, infusing school-wide and individualized positive behavioral supports, and effective transition planning. For the 2015-16 school year, DSISS will continue this work. All stakeholders will continue to be 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, schools will engage in professional learning opportunities that focus on the continued 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 for professional development are built on themes that reflect research- and evidence-based best practices and are fully integrated with the Common Core Learning Standards and *Advance*.

The NYCDOE has begun to put in place policies and practices designed 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 and guidance not only support schools in focusing their programming practices around student needs, but also encourage schools to develop a deep knowledge and understanding of their students' strengths, needs, and preferences in order to drive programmatic planning and/or shifts. Schools are supported in expanding their continuum of services to provide differentiated and individualized levels of support rather than stand-alone special education programs, so that students may receive recommended services based on individual needs at their schools of choice. For ELLs specifically, the NYCDOE encourages families of eligible students to request a bilingual program in their schools, knowing that if there is sufficient interest then schools will create and sustain bilingual programs that benefit not only ELLs, but also students interested in learning a second language.

In addition, for students with specific disabilities who may benefit from specialized instructional and/or social-emotional strategies, the NYCDOE continues to create and expand specialized programs in community schools and specialized schools. For SWDs, the NYCDOE has grown the number of District 75 (D75) specialized schools for students with disabilities, specialized programs in community schools for students with Autism Spectrum Disorders (ASD) known as the ASD Nest Program and the ASD Horizon Program, specialized programs in community schools for students with intellectual disability or multiple disabilities know as Academic,

Career, and Essential Skills (ACES) Programs, and also Bilingual Special Education (BSE) Programs for ELLs with IEPs who are recommended for a special education program in their home/native language. Families of students with specific disabilities may also elect to enroll in their zoned school.

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. Specialized Programs in community schools (ASD Nest, ASD Horizon, ACES, and BSE Programs) are intended to increase access to community schools even further, for students with these specific disabilities for whom a District 75 school was historically more likely to be recommended. The ASD Nest Program and ASD Horizon Program are two different programs in community schools that serve admitted students with a disability classification of autism. Each program is designed to develop students' academic and social skills, but has different service delivery models and admissions criteria. The ASD Nest Program is primarily designed to support students with ASD who would benefit from intensive social skills development. As the result of significant growth in these programs, in 2014-15, a student on the autism spectrum was more than three times as likely (from 9% to 29%) to attend a community school than in 2007-8. This is especially significant given that over the same time period, the numbers of students classified as autistic has more than doubled, from 5,365 to 13,161 students.

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 has 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.

In addition to expanding access to high-quality school and program options for SWDs, ELLs, and students performing below proficiency, the NYCDOE is committed to supporting schools in meeting students' 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.

Meeting the needs of ELLs and SWDs is an area of special need in our schools. The UFT Teacher Center will support educators in SIG Cohort 6 schools through customized professional learning opportunities targeted to meet the unique needs of each school. Three Teacher Center Field Liaisons will collaborate with administrators and the school-based staff development committee to design learning opportunities to meet the needs of all learners, including ELLs and

SWDs.

The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to:

- Design customized professional development
- Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement
- Collect, analyze and interpret data for making instructional decisions
- Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc.
- Integrate instructional technology into teaching and learning

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. One 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. For the past several years, the NYCDOE has added seats to every high school's OTC count. 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.

For fall 2015, the NYCDOE Chancellor has publicly committed to reducing OTC in Renewal Schools, including all the schools applying for SIG Cohort 6. Additionally, in 2014-15, NYCDOE implemented a one-year elimination of OTC enrollment for the two State-identified Out of Time schools.

Another important strategy is the NYCDOE enrollment "targets" for Students with Disabilities, in which elementary, middle, and high schools allot a percentage of their seats to SWDs, equivalent to the district or borough rate of SWDs. In 2014, students with recommendations of services for 20% or more of their day were included in these targets. This strategy has contributed to an impressive decline in the number of schools serve few SWDs. Between 2007-08 and 2014-15, the percentage of schools that enroll SWDs at a rate of 10% or less has been cut in half, from 19% of schools in 2007-08 to just 9% of schools in 2014-15.

Furthermore, to increase access to some of NYCDOE's highest performing schools, NYCDOE has reduced 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. Since 2012, the NYCDOE has worked with screened schools to increase the number of SWDs ranked and matched to their programs. In situations where schools do not rank a sufficient number of SWDs, additional SWDs are matched 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 placed almost 1,300 students were placed into these programs. The NYCDOE will continue this work in the upcoming school year.

The Public School Choice transfer process is another strategy that NYCDOE uses to help reduce the number of higher-needs, lower-performing students in Priority schools. Through Public School Choice, all students attending Priority schools are given the opportunity to transfer out of their current school and into a school that is "In Good Standing." Students submit an application in the spring listing their choices, and they receive an offer over the summer for the upcoming fall. Lower-performing students and lower-income students are prioritized to receive an offer of their choosing. Furthermore, the NYCDOE has slightly revised the process in recent years to make the following two changes: the lowest-performing students within Priority Schools are more accurately identified through the use of indicators beyond merely test scores (including a promotion-in-doubt indicator based on grades and an indicator for students in temporary housing); students attending Priority Schools are prioritized to receive an offer above students attending Focus Schools. In 2014, over 6,500 families applied for transfers through Public School Choice and over 4,500 students received an offer.

G. District-level Labor and Management Consultation and Collaboration

The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements:

i. Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.
ii. Complete the Consultation and Collaboration Form and submit with this application (Attachment A).

The NYCDOE has consulted and collaborated with key stakeholders on the development of SIG Cohort 6 plans. Application and NYCDOE-developed guidance materials were shared directly by staff with the parent leadership group, CPAC; the principals' union, CSA; and the teachers' union, UFT. The engagement process with each group took place via meetings, phone calls, and emails about the applications. School Leadership Team (SLT) meetings took place to discuss school plans, which includes the principal, parent representatives, and UFT school leadership.

NYCDOE staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on June 11 to discuss SIG Cohort 6. 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. NYCDOE staff met with UFT leadership on June 29 and engaged in multiple phone calls and emails with UFT regarding plan and overall school feedback subsequent to this meeting. CSA was also consulted with via phone calls and emails. All groups received district and school drafts for review and feedback.

The NYCDOE is committed to collaboration in its efforts to improve Renewal Schools. Teacher leaders in particular are integral to the successful implementation of all other school improvement measures. They serve as indispensable colleagues for school leaders, ensuring that the school community retains its most effective teachers, is supportive of all teachers' growth, and increases student achievement. School-level plans include information about faculty senates or other structures to promote shared school-based governance, responsibility, and collaboration in the interests of furthering the educational mission of each school. Moreover, the success of these schools depends largely on developing in parents an ownership and leadership in schools. This means shifting the paradigm from parents as participants to parents as leaders and decision-makers who work hand-in-hand with school staff and CBOs. Stakeholder collaboration will continue to be a focus for each SIG Cohort 6 school.

In addition to the district-level Attachment A, NYCDOE asked that schools 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. Signatures include the school's principal, parent group president, and UFT representative. These school-level forms are also attached in addition to the required district-level Attachment A. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body as of July 17 and July 20. The individuals who signed are Michael Mulgrew, UFT President; Ernest Logan, CSA President; and Nancy Northrup, CPAC Co-Chair.

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Attachment A
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature *does not* indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead	Date 7/17/15	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name		
Teachers Union President / Lead	Date 7/17/15	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name		
Parent Group President / Lead	Date 7/20/15	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Nancy J. Northrop 7/20/15 Type or print name		

II. School-level Plan – *Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based* and *Early Learning Intervention*

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

The LEA/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. Use statistics 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).
ii. Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), and/or related outside education experts to determine its existing capacity, strengths, and needs. Include the means by which community and family input were included in this review.
iii. Describe the results of this systematic school review, including the existing capacity, strengths, and needs to dramatically improve student achievement.
iv. Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan.

Lola Rodriguez de Tió as of 06/19/2015 is a middle school with 373 students, grades 6-8. The school population is comprised of 69% Hispanic, 29% Black, and less than 2% Asian and Whites, 0% American Indian or Alaskan Native students. Of this school population, 30% are Students with Disabilities and 25% are English Language Learners; of this 25% ELLs, 46% are long-terms ELLs and 38% are ELLs with one year or less of service (product of the school creating a Transitional Bilingual Program on 2013-2014). 18% of students live in temporary housing, doubled/tripled-up housing.
On last year's State assessment 95% of students performed below standards in ELA and 93% are performing below standards in Mathematics. Over 85% of the staff have been at the school longer than five years and more than 75% of teachers have five or more years of teaching experience.

The school was unable to meet its AYP in ELA or Math for 2013-2014 so the main concentration was on organizing the school for teaching and learning while creating stability by providing a safe and orderly environment for the student body and faculty. This approach helped the school attain small improvements in attendance (from 86% to 87.8%), decreased the number of students performing well below standards in ELA from 66% to 58%, and decreased the number of students performing well below standards from 71% to 69%.

The neighborhood provides challenges for the school community. The students of Lola Rodriguez de Tio face challenges at home, and some of these tensions spill over to the school. Respondents to AIR surveys described students' home situations as consisting of single-parent households, foster care, incarcerated parents, homelessness, and kids living in shelters. One teacher elaborated:
"The community is violent. It's cut-throat. A lot of those issues manifest themselves in here…. The students, like anywhere else, they suffer from loss and depression but on top of living in poverty, it makes it harder to have access to resource to deal with those issues… you have a student who comes in crying at 8 in the morning, and that is what you're dealing with…. But I love [the school]. I stay here. The students need me. So that's why I stay here."

But adults were also quick to describe the students as “resilient” and the community as “vibrant.” As one respondent explained, “90 percent of the population in this building are [sic] hard-working, dedicated students. That other 10 percent need those emotional needs met.”
The School Quality guide for 2013-2014 from NYCDOE indicated the following:
* Please see attached for full report

Student Progress

NOT MEETING TARGET	APPROACHING TARGET	**MEETING TARGET**	EXCEEDING TARGET

Student Achievement

NOT MEETING TARGET	**APPROACHING TARGET**	MEETING TARGET	EXCEEDING TARGET

School Environment

NOT MEETING TARGET	**APPROACHING TARGET**	MEETING TARGET	EXCEEDING TARGET

Closing the Achievement Gap

NOT MEETING TARGET	**APPROACHING TARGET**	MEETING TARGET	EXCEEDING TARGET

District 07 Superintendent Yolanda Torres conducted the most recent School Quality Review in October, 2014. The results indicated ratings of proficient in four of the quality indicators and a rating of developing in one indicator. These results are indicative of improvement in all Tenets when compared to the DTSDE and HEDI rating scales.

The State Education Department Integrated Intervention Team conducted a review of the school on March 11,12 2014.
On a HEDI scale, the school earned an overall rating of Developing in every tenet except tenets 2 and 6, where the school earned an Ineffective rating.

Based on an analysis of academic data and the QR, IIT Review and AIR Assessment, the following needs have been determined based on the Framework for Great Schools:

Rigorous Instruction: Developing
The preponderance of data suggests that teachers at J.H.S. 162 are seeking to create CCLS aligned curricula and implement instructional practices that are consistent with CCLS mastery. However, results are limited due to consistency. The IIT review found

> “The school leader is providing collaborative meeting time and pedagogical support for staff members to implement the CCLS-aligned curricula. However, there is limited evidence of targeted goals to address the needs of all students and not all staff members across all areas of study attend the meetings. “
>
> In addition, there is little evidence of data-driven practices being used consistently across grades and departments. Although staff members work collaboratively in grade meetings,

there is limited evidence that unit and lesson plans are based on student data. Some staff members note types of formative assessments to include in lessons and unit plans. However, the formative assessments reviewers observed in classrooms provide the teachers with limited information.

IIT curriculum reviews indicated a lack of engaging and challenging activities: The lack of opportunities for students to be involved in discussion restricts the chances for them to hear and share different viewpoints, values and perspectives. Students in some subject area classrooms told reviewers that the work was too easy. Some students confirmed this. Where reviewers observed inattentive behavior and reviewed the lesson plans and teaching practices observed, they often concluded that the behavior was most likely in response to boredom and the lack of challenging work.

One challenge for teachers is the frequent changes to the curriculum, particularly in English language arts.. One AIR respondent elaborated:
"We have had three different types of curriculum. Litlife, then writing aviator, writing vamp up, then we had Code X, and now we have Expeditionary Learning. This is all within a four year span…. Change is difficult for the teachers who have been here for a while. This has been a major drawback." And another respondent lamented, "we are never properly trained. We only have [the curriculum] for a year before we are given a new one." In mathematics, respondents described fewer changes. One respondent mentioned The Story of Ratios as well as GoMath. This respondent noted that "the curriculum itself is very well written. But there is a discrepancy between the curriculum and the students' readiness to achieve that expectation." This exemplifies the school's need for training in how to provide curricular and pedagogical scaffolds for students not meeting standards.

Supportive Environment: Ineffective

Although faculty at Lola Rodriguez work hard to maintain a safe and supportive environment for students, there is strong evidence that more resources are still needed in this area. The IIT review stated, "The initial work to bring about a safe and healthy environment is limited in scope and impact. Consequently, all students do not have the opportunity to learn in a safe and healthy environment. "
Several systems are currently in place that have helped to improve safety and ensure security throughout the school. For example, before-school aides are now positioned in the hallways, paraprofessionals have been placed in classrooms that require support, and members of the administration are present in the cafeteria to reduce incidents during lunchtime. Although these were all reported as effective structures in place, there is no school wide disciplinary structure in place at Lola Rodriguez De Tio. Reviews indicate this one of the school's greatest weaknesses and the most significant obstacle to effective instruction. Several teachers indicated on both the QR and AIR Assessment that not enough consequences are enforced for inappropriate or disruptive behavior and that the students need to be held accountable for their actions more consistently throughout the school.
Although a start has been made in developing protocols and processes and a general sense of good will prevails, with an emerging culture of collaboration between stakeholders, there is no clear plan that stakeholders uniformly articulate to ensure a safe learning environment for all students. A clear protocol for discipline and behavior management needs to be defined at

Lola Rodriguez and professional development provided to all staff members on how to address the social-emotional needs of students.

Family/Community Engagement: Ineffective

The IIT team ranked Tenet 6, Family and Community Engagement, as Ineffective. The IIT report cited the need to strengthen parent representation and student attendance by "providing PD for school staff on how to actively seek and sustain partnerships with families and community organizations linked to a school plan for engaging parents more effectively in their child's learning. While there is a new focus on building relationships with parents, and some parents make efforts to maintain contact with teachers, most meetings are not widely attended and parents do not uniformly have clear expectations for student success. In addition, while the school shares information with families using the most prevalent languages to communicate about school activities and student grades, there is only a developing plan that supports effective communication of important issues that relate to student strengths and needs. The IIT also found that the data that staff shares with families is not centered on student learning and, therefore, does not contribute to the parents' understanding of their child's academic needs. There is evidence of traditional communication (phone calls, e-mails, texting, common notices) between the school community and families. It was clear to parents that school monitored attendance and lateness as they received phone calls in that regard. Parents receive report cards, progress reports, and interim personal calls about academic achievement. However, parents spoke of not understanding homework expectations and not knowing how to be of assistance to their child. They learned of power goals, but not what power goals were about. There was also confusion about how to read report cards. The academic data relied on by the school community is focused on the grades and test scores, which provide signposts to progress, but do not provide information of learning and academic needs. Dialogue between the school community and families using easily understood, personalized information relating to their child's academics has not been established. Consequently, parents are not empowered to take action to support student learning.
The AIR SSR found that teachers report having difficulty reaching many of their students' families for a variety of reasons and that parental involvement is extremely low. The report also indicated that there is a need for more concrete community partnerships and clearer communication of services that are offered to students and families. There is also a need to support the growing number of families that want to become U.S. citizens.

Collaborative Teachers: Developing

The QR and IIT found that there is a need for clear structures for teachers to share best practices and engage in peer coaching or reflection. The school has provided teachers with ongoing opportunities for conversations on the use of data and the establishment of goals to develop strategic instructional practices that promote high levels of student learning. The inconsistent application of such practices across grades and subject areas has resulted in limited impact on high levels of student engagement, higher-order thinking, and achievement. Also, while teachers are working together to develop curricula, their focus for daily plans

centers around general curriculum information with limited attention paid to student data. As a result, plans do not consistently address student goals and needs, and have not uniformly developed strong scaffolds and supports for SWDs, Ells and students below grade level.

The AIR SSR found that teachers requested professional development on how to support students but that it was inconsistent. Teachers also described consistent opportunities for professional collaboration, but the professional community is not yet sufficiently cohesive and trusting. Teachers still need more training, particularly regarding behavior management and supporting students with extreme social-emotional needs. Overall, most respondents acknowledged that there has been recent and noticeable improvement in the amount of teacher collaboration at Lola Rodriguez De Tio. “It is built into the schedule more than I have ever seen it,” reported one respondent, and “the collaborative work we’re putting up—it’s moving forward,” reported another. Respondents identified several strategies in place to improve teacher collaboration. One teacher reported that certain content areas share all of their lesson plans, weekly learning, tests and essays on a Google Drive. This allows teachers to share all of their resources easily but will also allow teachers to access grade lesson plans in the upcoming years. Another respondent indicated that teachers at Lola Rodriguez De Tio have the opportunity to model lessons and do inter-visitations to share ideas and strategies for improved instruction. However, structures are not cohesive and there is still a great need to implement an explicit Inquiry protocol across the building.

Effective School Leadership: Ineffective

There is a new principal and a new assistant principal for the 2015-2016 school year.

Previous feedback from the IIT included:

The need for the school leader to develop SMART goals and communicate a long-term vision for the school. Previously, only a very limited number of stakeholders across the school community have been engaged in the process and are aware of school goals. In addition, observations were not providing actionable feedback on teaching practices for continuous improvement. The lesson observation process was not targeting and monitoring teacher practices and, as a result, school leaders and teachers were not held accountable for continuous improvement.
The AIR SSR found that the school leadership has demonstrated an open door policy where staff, students and families can be supported. However, respondents’ reports varied with respect to whether or not they received valuable feedback from classroom observations. In addition, the reviews determined that the school leader needs to include all stakeholders when creating and implementing focused goals that center on improving student outcomes.

ii. Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan

School priorities include the following:

The incoming Administration needs to :

- Develop specific, measurable, ambitious, results-oriented, and timely (SMART) goals that reflect a sense of urgency, a strong academic vision, and high expectations for all students. These goals should be shared with all constituents so that instruction and achievement can be monitored, evaluated, and adjusted to create high expectations for all students and raise achievement

- In collaboration with staff members, implement a research-based approach that will address the social and emotional developmental health of all students in a consistent way. Provide additional PD for the school staff that includes guidelines to monitor and revise practices.
- Significantly improve social-emotional supports for students and families and strengthen family and community ties through:
  - Partnerships with Community Based Organization WestHab through the Renewal School Model
  - Professional Development for all staff members on addressing the social-emotional needs of students in and out of the classroom
  - The implementation of explicit systems and structures for assessing at-risk students
  - The implementation of a structured PBIS programs

- Develop grade-level DDI protocols that address student achievement needs in all grades and subject areas.
- Incorporate a progression of sequenced and scaffolded skills for all groups of students in all unit and lesson plans, and use a variety of complex materials to meet different needs.
- Use DDI protocols to monitor and adjust curricula and ensure higher-order thinking skills are consistently present for all groups of students across content areas and grades.
- Improve training and structures so that teachers have the tools and time set aside to develop CCLS aligned curricula in all content areas that contains multiple entry points and scaffolds that support Ells, students with disabilities, and students below grade level
- Significantly improve supports for developing student core math skills, and literacy skills in all content areas through research-based practices that focus on the needs of Ells, students with disabilities and students below grade level standards.

B. School Model and Rationale
The LEA/school must propose and present the SIG 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 SIG plan and rationale must contain descriptions of the following elements: i. Describe the rationale for the selected model (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*), the research-based key design elements and other unique characteristics of the new school design. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above. ii. Describe the process by which this model was chosen, including all steps taken to engage the school staff, leadership, labor unions, families, and community stakeholders in the design and decision-making processes for model selection and plan development. **Model- Innovation Framework** JHS 162 is a Renewal School using the Six Elements of the Framework for Great schools as our improvement structure. Through the Renewal Program, JHS 162 will be transforming into a Community School that will develop partnership between school, staff, families, youth, and the community to raise achievement by ensuring that children are physically, emotionally, and socially prepared to learn. As section A indicates, there is a significant need for improved family and community ties as well as the need for structured social-emotion supports to address the emotional needs of our students. A partnerships with the chosen CBO, WestHab, will enable JHS 162 to offer tailored whole-student supports, including mental health services and after-school programs to students and families. The SIG Innovation Framework model will offer considerable aid in helping our school succeed as an effective community-oriented school by providing school staff, youth and families with the skill sets necessary to ensure that all students succeed in every way possible. By strategically collaborating with school administration and staff, WestHab will be able to respond to the individual needs of students and families, deepen parent engagement, and connect families to community resources and opportunities. As a Community school we will serve as a center of the neighborhood by providing access to critical programs and services like mental health care, mentoring, expanded learning programs, adult education, and other services that support the whole child, and works collaboratively with the principal and the School Leadership Team (SLT) to carry out the work at the school. The SIG Innovation model will support individualized school needs by: • leveraging a CBO partnership with WestHab, to build capacity around student support by creating new systems to support social-emotional development • improving parent and community support through parent engagement activities and programs • building a respectful culture for learning where all school staff have high expectations, believe that all students can succeed and are provided with the training and tools to support students academically and socially • providing staff with training on how to implement an effective data-inquiry culture through modeling by WestHab who uses these processes to determine and implement social-emotional supports and solutions to communities • increasing support for curriculum and pedagogical development so that all courses meet the CCLS, are challenging, engaging and provide access for a variety of learners, particularly Ells and Students with Disabilities

We seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using the school's instructional focus on improving foundational math and literacy skills, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The major stakeholders in the school were consulted throughout the grant writing process, particularly the incoming principal, UFT representative, the School Leadership Team Chair, the Parent Coordinator and the PTA President. All were present and contributed to the initial writing session for this proposal.The SLT was instrumental in creating the Renewal Plan for 2015-2016, which is reflective of the SIG Innovation model rationale and plan. All stakeholders agree that the school-community model is one that will "renew" the Lola Rodriguez De Tio, JHS 162x. They are all committed to working collaboratively as they strive to provide all students a high quality education to get them ready for college, careers and independent living.

C. Determining Goals and Objectives
The LEA/school must determine and present broad goals directly aligned to the in-depth diagnostic review and model selection, as well as specific objectives that have been developed to guide key strategies in a time-specific and measurable manner. This section should demonstrate effort on the part of the LEA/school to backward plan key components of school turnaround specific to the school and must include the following elements: i. Identify, describe and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of English language arts (ELA). Provide the means by which the objective(s) will be assessed. ii. Identify and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of mathematics. Provide the means by which the objective(s) will be assessed. iii. As applicable, identify and present additional goal(s) and corresponding objective(s) directly aligned and specific to the needs assessment of the school and the school improvement model selected. Provide the means by which the objective(s) will be assessed. iv. Complete the School-level Baseline Data and Target-Setting Chart (Attachment B). For the purposes of this RFP, *goals* are intended to be broad and to guide the formation of (more specific) objectives. An *objective* is a statement of intended outcomes that is clear, focused, measurable, and achievable in a specified time frame. In addition, it should be noted that more than one objective may apply to a given goal. **Goal 1**: Throughout the grant, students at Lola Rodriguez De Tio, JHS 162 will show increased literacy skill development and academic achievement in ELA and content area classes that will result in an increase in levels 3 and 4 on the NYS ELA exam, as a result of enacted CCLS aligned curricula with an emphasis on supports for Students with Disabilities, English Language Learners and students performing at the lowest third. Objective(s): Teachers will develop effective units, lessons, activities and tasks aligned to the CCLS, that provide scaffolds and multiple entry points for diverse learning needs as measured by effective ratings in Danielson's Framework component 1e. Teachers will engage in structured data-inquiry teams Students at Lola Rodriguez De Tio, JHS 162x will improve on NYS ELA exam by 2% each year Lola Rodriguez De Tio, JHS 162x will achieve a 10% increase in the number of teachers moving from a "developing" HEDI rating to an "effective" HEDI rating for each year of the grant. Progress toward meeting the objectives will be assessed through curriculum audits, the results of uniform interim assessments, teacher evaluations in the Advance rating system, specifically in the components 1a, 1e, 3b and 3c and collaborative inquiry work. **Goal 2**: Throughout the grant there will be an increase in the number of students performing at grade level in Mathematics on the NYS Math exam, as a result of enacted CCLS aligned curricula with an emphasis on supports for Students with Disabilities, English Language Learners, and students performing at the lowest third.

Lola Rodriguez De Tio, JHS 162x will develop vertically and horizontally aligned CCLS curricula using Story of Ratio from Engage NY and Go Math in mathematics that employ the use of mathematical practices and inquiry-based learning. Curricula will be both rigorous and accessible to all learners, implemented through the use of pedagogical practices that include multiple entry points, mathematical scaffolds, and the use of uniform, school-wide, task-specific rubrics.

Objective(s):
Teachers will develop lessons, activities and tasks aligned to the CCLS for Math, that provide scaffolds and multiple entry points for diverse learning needs as measured by effective ratings in Danielson's Framework component 1e.
Teachers will engage in structured data-inquiry teams
JHS 162X will increase the number of students performing at grade level on the NYS Mathematics exam by 2% each year of the grant.
Lola Rodriguez De Tio, JHS 162x will achieve an increase in the number of teachers moving from a "developing" HEDI rating to an "effective" HEDI rating by 10% each year of the grant.

Progress toward meeting the objectives will be assessed through curriculum audits, the results of uniform interim assessments, scholarship rates disaggregated by sub-groups, teacher evaluations in the Advance rating system, specifically in the components 1a, 1e, 3b and 3c and collaborative inquiry work.

Goal 3: Throughout the grant, Lola Rodriguez De Tio, JHS 162 will develop a safe and supportive school climate where students and families are provided with the social-emotional supports they need, expectations are high and instruction is both rigorous and accessible to all learners; Our students will build their character to define who they are now and who they will be in the future; Our students will explore and learn in a culture of high expectations and will receive rich, rigorous school experiences that will promote academic achievement while receiving strong structures to support their socio-emotional needs.

Objectives:

Lola Rodriguez De Tio, JHS will implement a Positive Behavior Intervention Plan, create and utilize a structured referral process, develop a staff knowledgeable about how to provide social-emotional support to students in and out of the classroom and how to provide accessible instruction that addresses students' academic needs. As a result of this, there will be an increase in overall attendance rate, a decrease of 60% in chronic absenteeism, a decrease in OORS level ¾ incidents and an increase in parent engagement.

Lola Rodriguez De Tio, JHS will monitor the progress of all stakeholders on a bi-monthly basis. Data will be used to identify attendance trends and impact of family outreach, particularly to students with at-risk behavior. OORS data will be used to track trends and impact of PBIS programs and social-emotional supports on reduction of behavior incidents,

and the scholarship reports and marking period data analysis will be used to determine program impact and need for adjustments, next steps.

Attachment B

School-level Baseline Data and Target-Setting Chart**

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	SY10	SY11	SY12	SY13	Baseline Data	Target for 2015-16	Target for 2016-17	Target for 2017-18	Target for 2017-19	Target for 2017-20
I. Leading Indicators												
a. Number of minutes in the school year	min	59730	N/A	N/A	N/A	N/A	59730	59730	59730	59730	59730	59730
b. Increased learning time	min	200	N/A	N/A	N/A	N/A	200	200	200	200	200	200
c. Student participation in State ELA assessment	%	99	98	97	99	98	98	95	95	95	95	95
c. Student participation in State Math assessment	%	99	98	96	98	97	97	95	95	95	95	95
e. Drop-out rate	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
f. Student average daily attendance	%	93.0%	88.0%	87.0%	87.0%	87.0%	87.6%	88.6%	89.6%	90.6%	91.6%	92.6%
g. Student completion of advanced coursework	92.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
h. Suspension rate *(baseline based on SY13)*	%	1.6	10.0	13.0	3.0	4.0	4.0	3.5	3.0	2.6	2.1	1.6
i. Number of discipline referrals *(baseline based on SY13)*	num	81.7	317.0	131.0	70.0	194.0	194.0	171.5	149.1	126.6	104.2	81.7
j. Truancy rate	%	1.4%	4.8%	7.3%	8.8%	7.9%	6.0%	5.8%	5.6%	5.4%	5.2%	5.0%
k. Teacher attendance rate	%	96.0%	96.3%	96.4%	95.5%	95.7%	95.8%	95.9%	96.0%	96.1%	96.2%	96.3%
l. Teachers rated as “effective” and “highly effective”	%	91.6%	N/A	N/A	N/A	N/A	64.3%	69.6%	75.0%	80.3%	85.7%	91.0%
m. Hours of professional development to improve teacher performance	hours / year	77	N/A	N/A	N/A	N/A	77	77	77	77	77	77
n. Hours of professional development to improve leadership and governance	hours / year	32	N/A	N/A	N/A	N/A	32	32	32	32	32	32
o. Hours of professional development in the implementation of high quality interim assessments and data-driven action	minutes / week	900	N/A	N/A	N/A	N/A	30	80	80	80	80	80
II. Academic Indicators												
p. EMS - ELA performance index	PI	87.0	141.0	99.0	112.0	47.0	47.0	49.1	51.3	53.4	55.6	57.7
q. EMS - Math performance index	PI	86.9	163.0	116.0	115.0	42.0	45.0	46.5	48.0	49.5	51.0	52.5
p. HS - ELA performance index	PI	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
q. HS - Math performance index	PI	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
r. Student scoring “proficient” or higher on ELA assessment	%	28.4%	20.8%	18.2%	19.0%	5.8%	4.8%	5.4%	6.1%	6.7%	7.4%	8.0%
s. Students scoring “proficient” or higher on Math assessment	%	34.2%	27.8%	29.6%	27.3%	4.7%	6.6%	7.0%	7.3%	7.7%	8.0%	8.4%
t. Average SAT score	score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
u. Students taking PSAT	num	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
v. Students receiving Regents diploma with advanced designation	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
w. High school graduation rate	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
x. Ninth graders being retained	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
y. High school graduates accepted into two or four year colleges	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
z. Student completion of advanced course work	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

**All metrics based on SY14 data unless otherwise noted

D. School Leadership
The LEA/school must have the mechanisms in place to replace the existing principal and select/assign a new school principal and supporting leaders that possess the strengths and capacity to drive the successful implementation of the SIG Plan. (While the replacement of the principal is not a requirement of all models, the LEA and EPO/EMO should have the mechanism to replace the existing principal if through a screening process by the LEA/EPO/EMO, principal replacement is determined to be the best approach to ensuring school and student success.) Whether the principal is being replaced or not, the LEA must make the case by providing a clear rationale and supporting evidence that the principal identified is likely to be successful in effectively implementing the SIG plan. The selection and identification of the school principal and supporting school leadership must contain the following elements: 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. Please refer to, "Competencies for Determining Priority School Leaders" which may be found at: http://www.p12.nysed.gov/turnaround/CompetenciesforDeterminingPrioritySchoolLeaders.html. 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; ***OR*** iii. If the specific persons who will serve in this position are not yet known, describe the action steps necessary to put leadership in place, and identify the formal LEA/school mechanisms that enable this personnel action. The principal selected to lead the school must be in place no later than September 1, 2015, to ensure sufficient time to lead summer activities in preparation for the beginning of the school year. Identify any barriers or obstacles to accomplishing these tasks, as well as strategies for overcoming them. If the principal selected to lead the school is not in place by September 1, 2015, or does not meet the quality standards set forth in this application, the SIG will be suspended immediately and the LEA will be at risk of having the grant terminated. iv. 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. v. 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 will remain in supporting leadership positions from the previous administration and discuss the strategies employed by the new school principal and the LEA/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. To lead true school change, J.H.S. 162, Bronx looks to a principal capable of transforming the culture of the school to one in which students believe that their teachers, their parents, and their peers have high expectations for them academically, socially, and emotionally. This school leader also needs to be data-driven with an ability to sort through large quantities of data to determine both large-scale patterns in student achievement and issues within particular classrooms. This principal will continue to focus on revising curriculum, increasing proficiency levels, and improving teacher performance. As part of this focus, the leader of J.H.S. 162X needs to work closely with key staff in the building, collaborate with the Superintendent's office, and facilitate outside consultants and professional development partners. She needs to believe in community outreach and be able to listen completely and effectively to families and the larger school community. The principal must be adept at aligning the school's budget to clearly stated goals for teacher development and increased student performance and achievement, while maintaining a focus on, and prioritizing, both of those over other issues and concerns.

The school leader, through the SLT will need to collaborate with all of the CBOs to establish clear expectations on addressing the school's needs for social emotional support, academic interventions and aligning their work with the school wide Instructional Focus.

Ms. Sanabria holds a New York State professional certificate in School-Based Leader (SBL) and a New York State Permanente certificate in multiple subjects with 16 years of experience in New York State schools as a math teacher, Bilingual instructional coach and administrator (Assistant Principal). On July 1, 2015 Ms. Deborah Sanabria started her new role as the IA Principal of the Lola Rodriguez De Tio, JHS 162 Middle School. A graduate of the CSA's Advance Leadership Program for Assistant Principal s(ALPAP) in 2014, Ms. Sanabria brings seven years' experience as the Assistant Principal and has spent her entire professional career as a teacher and coach in District Seven since 1999.

Ms. Sanabria is the ideal candidate to bring Chancellor Farina's Vision of Great Schools to life at Lola Rodriguez De Tio, JHS 162 as she exemplifies all the tenets such as her previous experience of providing rigorous CCLS instruction in her math classroom as a teacher and leading by example as she brought high expectations to herself and her team of teachers through collaboration and taking the lead in Professional Development. Her transparency and clear and honest feedback via the Danielson Framework had an impact on teacher's growth in their pedagogical practices, which in turn impacted student achievement and led to a heightened level of trust.

Ms. Sanabria worked tirelessly to strengthen the Family-Community ties and an atmosphere of trust by becoming personally involved in the selection and monitoring of Community Based Organizations and leading PBIS activities at her former school, which promoted a positive atmosphere, rewards and recognition for student citizenship and academic performance. Ms. Sanabria enlisted the Parent Coordinator and ensured that Parents were fully involved in the learning Community by inviting parents to Tuesday Learning activities and insuring their attendance at Student-Led Conferences. It is these qualities that make Ms. Sanabria the ideal leader for this Renewal School and once again make Lola Rodriguez De Tio, JHS162 one of the premier schools in District Seven.

The school is currently interviewing for an Assistant Principal. The AP's responsibilities, as reflected in the Framework for Great Schools, will include:

Rigorous Instruction: Through curriculum audits and the assessment of 1e- Planning and Preparation in lesson plans, the AP will ensure that all tasks and activities provide grade appropriate rigor as well as access for Ells and SWD. In addition, through the assessment of Domain 3, the AP will ensure that pedagogical strategies support the CCLS shifts in instruction and that assessment is continuously used to measure student mastery and the need for further student supports.

Collaborative Teachers: AP will supervise teacher teams which will be the engine through which teachers will collaborate throughout the year.

Supportive Environment/Effective School Leadership: Through teacher observations, the AP will ensure that teachers provide a culture for learning where all students are valued and their individual needs are supported. In addition, the AP will be the primary avenue of teacher support and provide teachers with guidance, staff development and a platform to help over-come challenges and resolve conflicts

The School Implementation Manager (SIM) serves as the project manager ensuring that schools receive appropriate guidance, technical assistance, and coaching in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is 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 and state reporting requirements related to schools' interim and summative performance.
The SIM provides direct targeted support for all the schools in their caseload. The SIM's job description addresses areas of the Framework for Great schools. The SIM is responsible for providing both on-site as well as off-site targeted support for their caseload of schools. The SIM is on-site in each school at least twice per month. Additional visits support crafting quarterly progress reports, budget, annual renewals, budget, and SED site visits. See the expanded framework areas below:

Rigorous Instruction SIMs support and monitor the whole school reform model articulated in the schools approved plan. This support is both on and off site. SIMs facilitate a case study protocol, which examines on a monthly basis evidence of practice and impact around the goals outlined in the SIG plan. Through the case study protocol SIMs engage in any of the following with building leadership: classroom observations, observe expanded learning time (ELT) program(s), cabinet & partnership meetings, curriculum review, teacher team/inquiry team meetings, learning walks, data analysis, as well as leadership level conversations developing next steps at the school level.
Supportive Environment SIMs work alongside of school leadership to identify supports needed, and help to facilitate social/emotional partnerships. These partnerships provide direct services to students and in some instances to the community.
Collaborative Teachers SIMs work with leadership to monitor and identify needed supports for teachers. SIMs engage with building leadership in learning walks, where they observe teachers utilizing the Danielson framework. SIMs attend/participate in teacher team meetings as well as PD provided by partnership.
Effective School Leadership: SIMs actively engage with school leadership on the SED performance management process. Through this process, SIMs support leadership in monitoring the implementation of the SIG plan, analyzing formative/summative data around the leading/lagging indicators as well as provide support with budgeting and making adjustments when necessary. SIMs work alongside of building leadership to monitor the SIG plan and meet with partnerships to ensure that the needs of the school are being met with the provided services. In addition, on an annual basis SIMs work in concert with the RSCEP

development process and review feedback provided through the QR and IIT reports with each school on their caseload.

Trust: SIMs represent their caseload of schools in the SED performance management process throughout the calendar year. This process involves working collaboratively with the building leaders to develop the progress report, analyze leading indicator data and strategize on any needed adjustments.

Deborah Sanabria

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-Professional Summary-

Highly skilled and student-focused educational leader possessing a strong commitment to the development of students, staff, and parents. Providing leadership for a stimulating, safe, and motivating learning environment. Strong leader and Solid team player with track record of collaborating with the school community, increasing student achievement, and maintaining excellence in education.

Education and Credentials

Candidate M.S. in School Leadership, 2016: Major: Educational Administration
Baruch College NY, NY
Master of Science in Teaching English to Speakers of Other Languages-TESOL (2006)
Herbert Lehman College Bronx, NY
Bachelor of Science in Forensic Psychology (1998)
John Jay College – New York, NY

Administrative Experience

Paul Robinson Complex – Middle School 203-Bronx, N.Y.
Assistant Principal for Instruction and School Culture 2008 – Present

Highlights and Contribution:

- Collaborate on a weekly basis via cabinet meeting with school Principal to plan and execute school-wide instructional, social and school community initiatives as well as evaluate its impact and success.
- Support teachers through developing relevant and differentiated professional learning activities and cultivate a professional learning community to ensure student learning.
- Ensure comprehensive implementation of the CCLS curriculum through structured lesson plans for all content areas that provides all students, including ELLs and SWD, multiple entry points and rigor.
- Conduct frequent observations aligned to the Danielson Framework followed by immediate feedback and actionable next steps to support professional growth and student learning.
- Collaborate with Parent Coordinator to develop and maximize parental involvement to support student achievement.
- Responsible for the management of all intervention programs for student subgroup populations that take place during school day, after school and Saturdays. This includes collaboration with CBO's and Parent Coordinator to maximize impact on entire school community.

- Responsible for developing and structuring proper implementation of the Positive Behavior Intervention Support (PBIS) framework to ensure smooth running of daily school operation as well as maintain a safe and positive school environment and culture.
- Put into practice the development of Student-Led Conference (SLC) framework to ensure frequent monitoring of students' academic progress by students, teachers, and parents. The SLC framework also builds relationships between students, teachers and parents.
- Responsible for maintaining accurate records for ELL State compliance policies.
- Attend all citywide testing meetings to ensure up to date with all State testing regulations. Coordinate and structure all school wide testing implementation to ensure proper administration, which includes providing all subgroup students' testing accommodations.

Teaching Experience

M.S. 203 – Bronx, NY 2003-2008
Teacher (6-8 Grades Mathematics)
Bilingual/ESL Coordinator
Testing Coordinator

CS214- Bronx, NY 2001-2003
G.E.D. Instructor (Mathematics to Adult Learners)

J.H.S 149 – Bronx, NY 1999-2003
Teacher (6-8 Bilingual Mathematic)
Teacher (ESL)
Teacher (Science) 2000 – 2001
Bilingual/ESL Coordinator
Testing Coordinator

CAREER DEVELOPMENT & RELATED EXPERIENCE

Advance Leadership Program Assistant Principal (ALPAP) 2013 – 2014
Currently enrolled in the Principal Candidate Pool – July 2014
New York State Multi-Subject Public School Teacher License – Permanent
New York State School Building Leader License – Professional
Quality Teaching for Secondary English Learners (QTEL) Certificate 2006

Fluent in Spanish
Knowledgeable in Computers and Microsoft Office

REFERENCE AVAILABLE UPON REQUEST

E. Instructional Staff
The LEA/school must have the mechanisms in place to assign the instructional staff to the school that have the strengths and capacity necessary to meet the needs of the school and its students.* This section must contain the following elements: i. Identify the total number of instructional staff in the building and number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the school's approved APPR system. ii. Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness for the needs of students in this school. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation, and throughout the implementation period of the grant. iii. For each key instructional staff to be employed at the start of model implementation identify and describe the characteristics and core competencies necessary to meet the needs of its students. iv. Describe the process and identify the formal LEA/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 new school design, as well as strategies for overcoming them. Lola Rodriguez de Tio School has 31 teachers; more than 65% have been teaching 10 years or more and 25 out of 31 have been in the school for more than five years. During the 2014-15 school year, 30% of all ratings for teachers in Danielson component 3c (Student Engagement), fell in the category of ineffective or developing. The school currently has ten existent vacancies to be filled before the beginning of the school year. ii. An analysis of this data indicates that Lola Rodriguez De Tio, JHS 162x needs to build teacher capacity to provide instruction that ensures the success of diverse learners through the use of scaffolds and multiple entry points. The data also indicates that JHS 162 needs to improve the alignment of curriculum maps and implementation of curriculum, across grades and subjects, to CCLS in order to enhance students' post-secondary readiness Furthermore, there is evidence of a need for instructional coaches/lead teachers to develop a program of inter-visitation and peer coaching to foster practices that promote student engagement for all learners. Finally, there is evidence of a need for training that enable stronger teacher collaboration, social-emotional support for students and enhanced family-community engagement practices in order to achieve improved parent representation and student attendance. In addition to the need for teachers trained in UBD, the school would benefit from a teacher skilled at using data who could assist teachers and partners with collecting, analyzing and creating action plans based on data. The school has a great need to turn the culture into one that is data driven. Teachers will be more apt to "buy in" to the process if it is led and supported by one of their colleagues. The characteristics and core competencies necessary for all teachers to ensure student success, are knowledge of the importance of content and learning, high expectations for learning and achievement, the ability to maintain accurate records, the ability to engage families in the

instructional program, strong relationships with colleagues, involvement in a culture of professional inquiry, a commitment to service of the school and students, participation in school projects, an ethic of service to the profession, integrity and ethical conduct, and knowledge of and compliance with school and district regulations.

The characteristics and core competencies necessary for math and literacy coaches as well as teachers who can become models for others, are: strong knowledge of the subjects they teach, an understanding of the interdisciplinary relationships among subjects, topics and skills, familiarity with a wide range of pedagogical approaches that are suitable to a given subject area, strong knowledge of state content and Common Core standards, knowledge of pedagogical strategies that are suitable for meeting the needs of diverse learners, understanding of coherent lesson design, a thorough understanding of the nature of active learning and strategies that promote cognitive engagement as well as a variety of effective questioning and discussion and assessment strategies.

The characteristics and core competencies necessary for curriculum developers, to ensure student success, are strong knowledge of the concept of backward design, strong knowledge of content and pedagogy, thorough knowledge of state and Common Core standards and the ability to set clear instructional outcomes and align learning activities and assessments with intended learning outcomes.

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 apply 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. Human resource directors on budgeting, recruiting and hiring procedures also support schools. In addition, all principals have access to an 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.

*This standard and the actions that accompany it are required regardless of the model chosen. If the *Turnaround* model is chosen for the Priority School in this application, responses to this section should be planned/proposed in the context of the requirements for that model, retaining no more than 50% of existing instructional staff. A new school staff meeting the *Turnaround* requirement must be in place prior to September 1, 2015. If *Turnaround* staffing requirements are not met by September 1, 2015 SIG funding will be immediately suspended and the LEA will be at risk of having the grant terminated.

F. Partnerships
The LEA/school must be able to establish effective partnerships for areas where the LEA/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 Management Organization (EMO) 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. LEA/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 SIG plan, the LEA/school must provide a response to each of the following elements: i. Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the new school design. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the new school design.* 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 LEA/school will hold the partner accountable for its performance. Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the new school design. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the new school design. Through the SIG, we would like to utilize additional resources to continue addressing the challenges ahead and to demonstrate improvement within the areas outlined in needs assessment in Section A. We will continue to focus on our work to incorporate the six tenets of the Framework for Great Schools. Pending funding and additional resources we are seeking partnerships with: • WestHab • Ramapo for Children • Lincoln Center Education • Educate Inc. • NY Historical Society WestHab will be the school's lead CBO partner and will engage in whole-school reform activities using the Framework for Great Schools as a guide. WestHab, in partnership with the school, will assess all students' personalized needs to ensure appropriate programming opportunities are provided within the school day and during Expanded Learning Time (ELT). WestHab will provide school support with an integrated focus on academic, social, and emotional learning, such that every student and family has strong relationships with the school community and an individualized pathway to success

Working with the principal, SLT, and community, WestHab will identify additional specialist partnerships to provide comprehensive expanded learning and enrichment opportunities, and mental health services to meet the needs of all students. The school's current partnerships with CBOs such as Young Athlete and Leadership Program will be expanded to supplement the ELT opportunities provided by teachers for academic support. In addition, WestHab and the school will identify and implement additional partnerships to create additional opportunities for students to engage in content area activities. A mental health partner will be identified in partnership with the assigned Mental Health Manager to provide Social Worker(s) and additional mental health resources for students and families. Parents and families will be welcomed into the school and will be provided with a place to access resources at the school. All parents will be engaged in parent-teacher conferences (Student-Led Conference) at designated times during the school year but will also have opportunities to visit classrooms and engage in first-hand experience of their child's academic learning throughout the year. Parents will also be invited to participate in monthly Community School Team meetings, focus groups, and other forums where they can contribute their voices to the conversation and decision-making around the renewal of their schools. Workshops provided for parents, by the Parent Coordinator, WestHab, and other community partners, will focus on helping them learn how to advocate for their children.

In partnership with the school, WestHab will hire a Community School Director. The Director will be responsible for the day-to-day management of the community school strategy, facilitating and providing leadership for the collaborative process of developing a continuum of services for children, families, and community members. The Director will drive development of community school action plans and planning for sustainability. S/he will track the school's progress against performance goals, collect school data, and support program evaluation activities and manage partnerships. The Director will ensure that the community school instructional focus is implemented at exceptional levels of quality with full support, buy-in, and regular communication with stakeholders across the school community.

<u>Teachers' College</u>

This partner was selected to train faculty on creating curriculum using the Understanding By Design model utilizing student-data analysis to determine skill gaps and develop supports to meet student needs.

Coaches will work with ELA, mathematics, science and social studies administrators and teachers in identifying needs in order to backwards plan based on the student data.

Work will begin with creating curriculum maps and will proceed with units and then lesson plans. In addition, coaches will provide training in conducting curriculum audits and assessing lesson effectiveness for both teachers and administrators. TC will work with individual teachers and teacher teams to build sustainable capacity in creating effective lessons using UBD principles. The expectation is that sustainable best practice would become part of the culture and fabric of the school. Staff developers will operate with the goal of building sufficient sustainable capacity to transform all teachers into effective and

highly effective teachers. In addition, core curriculum will have already been created and integrated into all classes.

Metamorphosis:

Content Coaching is a capacity building professional development practice. Consultants 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.

Using the acclaimed research-based Content Coaching model, Metamorphosis TLC Master Coaches work with schools on a per diem basis. They focus on the instructional core and the cultivation of a coaching culture. The schedule of the day might involve any of the following options that are customized to meet the needs of individual schools:

- •Developing on-site coaches using our signature coaching the coach model (read more);
- •Developing teacher leaders (read more);
- •Planning and implementing standards-based lessons that focus on developing deep content knowledge, reasoning, and student discourse in the academic area;
- •Identifying, analyzing, and implementing performance/assessment tasks and using the data to inform instruction;
- •Analyzing and improving student discourse and/or student work;
- •Assessing student understanding and using this data to influence instructional choices; and,
- •Analyzing and adapting curriculum materials and resources to meet the Common Core State Standards.

Goldmansour & Rutherford:

This partner will address the need for increased curricular and pedagogical support for SWD, Ells and students not meeting standards. Goldmansour & Rutherford specializes in working with educators to develop or support inclusive programs for today's diverse classrooms in all content area and grade levels (PreK-12). They provide professional development opportunities that will move Flushing HS towards classrooms where students of all abilities are functioning to their highest potential. They consult directly with district and building level administration to help design programs and identify professional development needs. They provide workshops for whole staffs and for small targeted groups. The instructional coaching provides administrators, instructional leadership and teachers direct, customize support that meets the individual needs of the diverse communities in the building. Their services are hands-on and intensive: They work directly with teachers to attack the challenges in their own classrooms, while being respectful of teacher style, student's individual needs and district expectations.

They provide teachers a toolbox of strategies, resources and solutions to help teachers dissect and examine the complexities of inclusive education, co-teaching and data driven literacy programs. Goldmansour & Rutherford's workshops are designed to be interactive and to provide opportunities for teachers to learn, discuss, practice, reflect and bring their learning back to their own classroom

Educate LLC. They have a staff of full-time Instructional Technology Coaches (ITCs). Every coach is an experienced former classroom teacher who has demonstrated excellent instructional practice. The coaches are not techies, they are teachers, first and foremost, who are well suited to help their peers use technology to address the instructional challenges of teaching. They work on

•Developing action plans for work with each teacher and measuring progress against the plans.

•Having the coaches on site at least one day a week, working at the point of instruction with teachers to address needs and challenges.

•Working with cohorts of 5-6 teachers to develop teacher capacity in using technology to address their greatest instructional challenges. These teachers become independent in their use and become go-to teachers who turnkey their learnings.

•Working with instructional leadership to be able to effectively observe and evaluate the use of instructional technology throughout their staff.

•Consciously tying teacher progress to student outcomes.

The goal will be two fold. First, there will be a provision of one-on-one elbow coaching to teachers in the use of technology to further develop teachers' pedagogy to sustain student engagement. Secondly, school leaders will be given opportunities to be immersed in coaching and mentoring interactions with a former successful school principal. This will serve to address continued revisions of goals and alignments to budget capacity.

NY Historical Society:

The New York Historical Society provides highly engaging social studies content-based literacy instruction to students in grades 6-8 that included exposure to a variety of cultural experiences. Their" curriculum provided both reading and writing skill development and ample opportunity for skill growth through rigorous projects. They provide monthly enrichment sessions, class visits where students engage in 5 week units. Teachers are provided with professional development to support program implementation when the vendor is not on site. Students also participate in museum visits to reinforce lessons learned in school.

Ramapo for Children- A prevailing concern articulated by all reviews and the needs assessment, is behavior in the classroom. The Lola Rodriguez de Tió school student body has a high percentage of special needs students as well as students who enter the school below proficiency. To introduce a variety of teaching strategies, which may remove obstacles in the classroom to learning, Ramapo for Children will provide professional

development for teachers, coaching sessions (two times monthly) and parent support sessions. This partner will be funded through School Renewal and is monitored by WestHab.

21st Century and its Leadership Program- Non- SIG funded: Provides all students both during regular school day and during extended learning time with academic intervention services via Mind Play and Achieve 3000 for ELA and the use of Think-Through-Math for Mathematics. The Leadership Program articulates the delivery of its anti-bulling Upstander program during school Mentor Groups assemblies and during specifically scheduled classes. During extended learning time the program articulates clubs and sports activities. The program sustains a partnership with New York Road Runners Association offering our students the opportunity to competitively practice track and field. The program also sustains a basketball and a step team. The program sustains Study Hall on Wednesday and Thursdays providing multiple opportunities to students to make-up or recovers any missed assignments because of lateness or absences to school. There is also an enrichment program for English Language Learners on Wednesdays and Thursdays. On Saturdays parents and families are afforded the opportunity to participate in English as Second Language classes. The program offers all students multiple opportunities to develop leadership skills by participating in leadership activities such as students' council, create and present musical theatre play, martial arts and other suitable activities chosen by students. Science Omni-Learning, which is a part of the 21st Century grant, provides in-classroom science demonstrations twice weekly and articulation of STEM science laboratory practices to students and teachers based on CCLS and National New Generation Standards.

Lola Rodriguez de Tió has formulated several additional partnerships (listed below) fully aligned to the attainment of the goals outlined by the school. These partnerships are geared to sustain the school on its continued path toward a culture of success where "Student Success, Nothing Else" transcends from a motto into a reality.
Current, non-SIG funded partners are:

- Young Athletes (Out of School Time)
- OASIS Summer Quest
- Leadership Program
- Science Omni-Learning
- S.T.E.M. - Science, Technology, Engineering, Mathematics
- CHAMPS
- Urban Advantage
- Bronx Connect (for selected at-risk students)

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

WestHab in partnership with school leadership will implement the Community School program and provide oversight for all partners connected with the SIG. The Community School Director (CSD) will drive the day-to-day implementation of the Community School program, as described above. The Director will conduct a weekly standing meeting with the Principal, Assistant Principal, key staff, and representatives from other direct service partners to analyze trends in data and case manage individual students. The Director will provide a data summary for the team to review at each meeting. Each team member will also come prepared to discuss key questions and updates in areas of community schoolwork where they are taking initiative. Each week, a selected 2-3 team members will also come prepared to discuss individual students and families to strategize with the team about how to provide improved support using a case conferencing model. The Principal will provide general oversight and will participate in all meetings. Assistant Principals will provide general oversight and will participate in all meetings. In addition, they will support the implementation of Peer Group Connection (PGC) and Achievement Mentoring and will work with WestHab to ensure that ELT partnerships are serving and meeting the needs of targeted students. Our Parent Coordinator alongside with the Community Associate will take the lead in outreaching and engaging parents in monthly forums, supporting parents in leveraging our Parent Center, engaging them in workshops and leadership opportunities in the school community, and matching families to community services to meet their needs. Representatives from CBO partners such as Ramapo for children, and other identified partners, will provide monthly reports on progress and challenges to the Director in accordance with their service agreements where applicable.

WestHab will require all partners to submit monthly impact reports assessing program quality based upon measures defined in the partnership agreements. These reports will serve as an ongoing common framework for communication between the WestHab and the school and partners.

Data will be used to assess progress towards meeting the above-defined outcomes and to address challenges if outcomes are not being met.

Increased parent engagement will be tracked based on participation in Parent events, participation in parent services, parent-teacher conferences, etc.

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In addition to these accountability measures, the instructional cabinet will:
-Conduct learning walks to assess PD implementation
-Review Advance ratings on a monthly basis to determine differentiated teacher needs
-Conduct monthly curriculum audits and lesson plan reviews to ensure UBD implementation
-Review common assessment data and work with the data specialist to assess implementation of curricular and pedagogical scaffolds for Ells and SWD.

*If the model chosen for this school is either *Restart* or *Innovation Framework*, the LEA must provide in this application a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO/EMO and the broad achievement outcomes for the school. The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. The external partnership/s may vary in terms of role and relationship to the governance of the school. If the model chosen for this school is *Restart*, the fully executed EMO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than October 1, 2015. If the fully executed EMO-district contract is not in full accordance

with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated. If the model chosen for this school is *Innovation Framework*, the fully executed EPO-district contract, signed by both parties, must be received by NYSED no later than October 1, 2015.

Attachment C

Evidence of Partner Effectiveness Chart

Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	**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.)
Teachers' College General Inquiries: contact@readingandwritingproject.com Site Account & Event Application Inquiries: contact@readingandwritingproject.com The TCRWP offers workshops and on-site professional development for administrators, teachers and paraprofessionals who work in a variety of contexts and offer varied levels of services for students with special needs, English Language Learners, and schools who are implementing Response to Intervention. TCRWP staff developers guide teachers to adapt curriculum make use of a wide range of strategies aimed at supporting students initially, and then gradually removing these supports in order to foster independence.	1. PS 77—the Lower Lab School	1. Michael Goldspiel (212) 427-2798
	2. PS 29—the John M. Harrington School	2. Rebecca Fagin (718) 330-9277
	3. PS 158--The Bayard Taylor School	3. Darryl Alhadeff (212) 744-6562
	4. MS 223-- Laboratory School of Finance and Technology	4. Dr. Ramon Gonzalez 718) 585-8202
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	**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.)
Metamorphosis Teaching Learning Communities	• Richmond Hill HS	• Neil Ganesh – nganesh2@schools.nyc.gov
	• Cluster 2 NYCDOE	1. Anna Commitante- Office of Teaching and Learning
	• Young Leader's Academy 07X369	2. Jaleelah Cooke, Principal jcooke@schools.nyc.gov
	•	3.

185 Park Row, Suite 7

New York, NY 10038

Phone: 212-233-0419

Fax: 212-608-0714

Email: info@lucywestpd.com

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Using the acclaimed research-based Content Coaching model, Metamorphosis TLC Master Coaches work with schools on a per diem basis. They focus on the instructional core and the cultivation of a coaching culture.

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Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	**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.)
WestHab 8 Bashford St. Yonkers, New York 10701 Phone: 914-345-2800 Fax: 914-376-5014 Email: mail@westhab.org Westhab serves over 1,200 at-risk youth with over 50 programs. All were designed with age-appropriate curricula, methods, and goals to meet participants' unique and myriad needs and to prevent a next generation of poverty and homelessness. We foster positive change by seizing every teaching opportunity, maintaining high expectations, and building upon each young person's strengths. We empower young people by cultivating skills and confidence and challenge them by requiring accountability. Our programs are enhanced by more than 30 diverse service-provider partners, from early childhood speech and language therapists; to conflict resolution specialists for adolescents; to professional arts organizations.	1. TBD	1. TBD
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	**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.)
Goldmansour and Rutherford	1. P.S. 89 NYC DOE	1. Veronica Najjar – vnajjar@schools.nyc.gov
	2. P.S. 183 NYC DOE	2. Myra Hushansky – mhushansky@schools.nyc.gov
	3. P.S. 15 NYC DOE	3. Thomas Staebell – tstaebell@schools.nyc.gov
	4. Mamaroneck UFSD	4. Annie Ward – 914-220-3000

1120 Avenue of the Americas (43rd & 44th Streets), 4th floor, New York, NY 10036 Office Tel: (212) 626-6780, Ext. 5780 E-mail: info@GoldMansourandRutherford.com Over the years, G&R has worked hard to maintain the vision that all classrooms should function as inclusive classrooms. We believe no instructional professional is as successful alone as he or she can be when collaborating with colleagues. At G&R we are committed to student centered learning that gives access to all students. We employ low and high tech assistive technology, adaptive materials, differentiated instruction and best practices in special education and general education to ensure access for all students.	5. 6. 7. 8. 9. 10.	5. 6. 7. 8. 9. 10.
Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	**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.)
Educate LLC; 183 Madison Ave., Suite 1115 New York, NY 10016 Phone: (646) 405-7382 Fax: (917) 591-0877 info@educatellc.com They have a staff of full-time Instructional Technology Coaches (ITCs). Every coach is an experienced former classroom teacher who has	1. Icahn Charter School 1 2. St. Thomas Aquinas School 3. Immaculate Conception High School	1. Danny Garcia, Principal, Icahn Charter School 1 2. Teresa M. Sopot, Principal, St. Thomas Aquinas School 3. Kathleen Casey, President, Immaculate Conception High School

demonstrated excellent instructional practice. The coaches are not techies, they are teachers, first and foremost, who are well suited to help their peers use technology to address the instructional challenges of teaching. They work on •Developing action plans for work with each teacher and measuring progress against the plans. •Having the coaches on site at least one day a week, working at the point of instruction with teachers to address needs and challenges. •Working with cohorts of 5-6 teachers to develop teacher capacity in using technology to address their greatest instructional challenges. These teachers become independent in their use and become go-to teachers who turnkey their learnings. •Working with instructional leadership to be able to effectively observe and evaluate the use of instructional technology throughout their staff. •Consciously tying teacher progress to student outcomes.		
NY Historical Society 170 Central Park West at Richard Gilder Way (77th Street) New York, NY 10024 Phone (212) 873-3400 Social Studies Enrichment Through school wide and grade wide Social Studies Enrichment programs, museum educators work with every class and every teacher each month over the course of the school year, delivering hands-on social studies programs that align with the Social	1. PS 328 K 2. PS 277 X 3. NYCDOE Social Studies Office of Teaching and Learning	1. Barbra Gedacht, Principal 2. Lila Jorge Sanagrio, Principal 3. Joseph Schmidt, Education Administrator

Studies Scope and Sequence and the Common Core Learning Standards for each grade. Teachers will benefit from this classroom-embedded approach to professional development in which trained museum educators model inquiry- and object-based teaching strategies. Engage students in close observation and rigorous analysis using artifacts, images, maps, and documents from the New-York Historical Society collections.		

MEMORANDUM OF UNDERSTANDING
BETWEEN Westhab
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 Westhab ("Westhab") 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 Westhab provides services to JHS 162 LOLA RODRIGUEZ DE TIO 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 Westhab**

According to the 2014-2015 School Comprehensive Educational Plan, the vision of the School Leadership Team at JHS 162 is "that each student enrolled in the school will matriculate to high school with improved achievement in academics (specifically in the humanities), science and mathematics, and with a solid understanding of their own character as it relates to the individual choices they make." We will work in collaboration with JHS 162 to make this vision a reality. Westhab's Community School model is based on the widely successful Children's Aid Society Community Schools model. As such, we envision a school that combines strong academic curricula with school-based or school-linked health and social services as well as extended learning opportunities that all together remove obstacles to children's learning and promote their success and well-being.

In the event that JHS 162 LOLA RODRIGUEZ DE TIO is awarded a 1003(g) SCHOOL IMPROVEMENT GRANT (SIG) (RFP# TA-16), Westhab 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.

Westhab will tailor existing products and services for implementation in JHS 162 LOLA RODRIGUEZ DE TIO. These products and services include:

The School Leadership Team decided to make school attendance the key component of its overall vision of success to sustained school culture improvement and with the partnership of the CBO, WestHab, provide a small group social skills intervention or character development. In partnership with the principal and SLT, Westhab will provide optimally coordinated resources that will greatly support students and families. Providing these resources enables students to address personal needs outside the classroom so that they focus on what is being taught in the classroom. Westhab will work with Principal Fani and the School Leadership Team (SLT) at JHS 162 to create a holistic student and community support system centered on core instructional programming; expanded learning opportunities; an intensive parent and community engagement strategy; and comprehensive support services. Students will have access to comprehensive school-based or school-linked health, mental health, and social services that will fully address the physical, social, and emotional needs of students; parents will take advantage of housing services, employment training, and other social services offered through a robust parent and community engagement action plan; and comprehensive expanded learning and enrichment activities will strengthen students' overall academic performance. Westhab's staff and board launch each community school with one goal in mind: sustainability. We utilize the nationally recognized Sustainability Planning Framework created by The Finance Project, which enables Westhab to plan for the long-term development, implementation, assessment and institutionalization of our community schools work. Westhab will sustain the CAST Community School through public and private funding. Westhab's Development Department will generate support for the CAST community school program through a wide variety

of private sources, including foundations, corporations and individual donors. Our current public funding revenue includes a federal 21st Century Community Learning Center grant, a grant from the Corporation for National and Community Service (AmeriCorps), New York State Office of Mental Health and New York City Out-of-School Time funding in partnership with the Department of Youth and Community Development. Westhab will also build resources and community support through public relations and constituency-building. This includes outreach to the city's political leaders (mayor, city council, schools chancellor, youth services commissioner) and to neighborhood leaders, business owners and residents, parents, principals, teachers and young people themselves. Westhab's constituency-building efforts target our own board of directors and non-school Westhab staff as well. Our Youth Services Department is one of Westhab's five core service departments and accounts for 10% of the agency's annual budget. As such, our school-based programs are a priority in the agency's overall fundraising, public relations, advocacy and constituency- building work.

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 Westhab 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 SIG grant to JHS 162 LOLA RODRIGUEZ DE TIO.
- Receipt of written notice from NYSED that NYCDOE has received a SIG grant award, and a final service agreement is negotiated between Westhab 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.

Westhab

SR Vice President 7/16/15

Signature Title Date

NYCDOE

Executive Director, Office of Community Schools 7/16/15

Signature Title Date

G. Organizational Plan
The LEA/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. (If a *Restart* model is being proposed, be sure to include the specific role of the EMO in governance and decision making that is compliant with education law). 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.). 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. iv. Provide a full calendar schedule of the events listed in "iii" for the 2015-2016 school year that reaches all instructional personnel who will staff the building. Please see attached for Organizational Plan The principal uses distributive leadership to achieve objectives and to further communication and trust among all constituent groups. This is reflected on the last school annual survey where teacher-principal and teacher-teacher trust scored higher on positive responses than city wide comparable middle schools. As noted, the Lola Rodriguez de Tio community is now engaged and the School Leadership Team is consulted frequently. Students feel comfortable approaching school leaders with their needs and are known by name. JHS 162 will continue to build capacity and sustainability through identifying key member positions significant to this distributive leadership model which includes the following: As part of the school leader's Instructional Cabinet, the UFT Teacher Center Instructional Coach will take the lead in overseeing the ELA, Math, Social Studies and Science head department team to ensure that the school wide Instructional Focus and relevant professional development are taking place in the Professional Learning Communities, Student Support (formerly dean of discipline), Crisis Intervention Social Worker, the Pupil Personnel Team, the grade team leaders, Parent Coordinator and Community Associate (Mental Health/PBIS Committee), the School Leadership Team Parents-Liaison, the Social Worker, the IEP teacher and other support staff. JHS 162 administration and instructional cabinet continually review and monitors assessment data gathered from MOSL, state assessment, Myon, ST math, student report cards and attendance for teachers and students to inform decision on student, teacher and parent development. Although school administrator continue to be ambitious and aggressive in their approach to improving the leadership practices, JHS 162 leadership must continue to improve the monitoring, implementation and overall impact of these initiatives. JHS 162 will continue with work in Professional Learning (PD), observational feedback from administration to teacher and teachers to students but will place greater emphasis on the monitoring to determine early impact of these initiatives on instruction and overall student

success with checkpoints at end of each marking period as to ensure early adjustments to practice thus ensuring our school will meet targeted goals.

The school leaders regularly offer professional development off-site and professional development partnerships will be available on-site. The strategy used will be to turn-key information during daily and weekly meetings of the teacher team, instructional cabinet, and faculty meeting presentations. The school leaders send out regular emails and newsletters to the school community informing them of upcoming events affecting the school- both instructionally and celebratory. The school Principal meets weekly with the PTA president and the SLT Parent-Liaison. The school Principal participates in PTA monthly meetings to articulate news to parents.

Staff from NYC DoE Office of Teacher Effectiveness and 07X162's Network team supported administration with training in the new Advance system during summer of 2013. Teachers were informed about the new evaluation process during our school first Faculty conference on September 03, 2014. Additional professional development sessions throughout September were offered to teachers and also during the second Faculty conference on the first Monday of October 2014. The school principal scheduled and met with each teacher during an Initial Planning Conference (IPC) that took place before October 2014. Teachers were offered the opportunity to set goals for the school year and chose from two options: Option #1- or Option #2 per the approved APPR plan. 14 teachers chose Option 1; 8 teachers chose Option 2 and 4 teachers chose Option 4. The school leadership began in early September its daily rounds to the classrooms with verbal feedback inclusive of additional calendared informal observations.
See attachment for APPR Schedule

In May 2010, New York State passed education law 3012-c, mandating significant changes to how educators throughout New York State are evaluated and supported. The law is intended to foster teacher development and create more rigorous, fair and accurate assessments of teacher effectiveness than the previous Satisfactory/Unsatisfactory evaluation system, through the use of multiple measures. Key Features of 3012-c: All classroom teachers are evaluated annually on a 4-point rating scale (Highly Effective, Effective, Developing, Ineffective) NYC adopted the Danielson framework to provide feedback to teachers. 60% of a teacher's evaluation is based on measures of teacher practice. Under 3012-c, at least half of this 60% must be based on classroom observations using a research-based rubric of teacher practice; additional measures of teacher practice may include student surveys, parent surveys, and teacher portfolios.
40% of a teacher's evaluation is based on measures of student learning.
Teachers receive timely and constructive feedback, including individualized improvement plans for teachers who receive a Developing or Ineffective rating. NYC has also created the ADVANCE system. The Advance teacher development and evaluation system draws upon multiple measures (e.g. teacher practice as observed in the classroom and student learning as demonstrated on certain tests). It provides teachers with specific feedback across four ratings categories, rather than simply providing teachers with a "Satisfactory" or "Unsatisfactory" rating, as they received in the past.

Advance helps teachers set goals for themselves and measure their progress over the course of the year. It also ensures that teachers receive meaningful feedback and support from principals, who are partners in their professional growth.

ADMINISTRATION	TITLE	ROOM
Ms. Sanabria	Principal, I.A.	125
Vacancy	AP	245
Ms. Negron	Student Support	208
Migdalia Gonzalez	Parent Coordinator	125b

PROFESSIONAL LEARNING		ROOM
Irene Castro	UFT Teacher Center/Coach	4301

TEACHERS	SUBJECT CLASS	ROOM
Ms. Ahmed	HUM (801-802-803-609-709-809)	209
Ms. Dapul	E.S.L. (603-703-803)(Pull/Push)	TRV
Mr. Brown	P.E. (6-7-8)	100
Ms. Callender	ELA (601-602-603)	103
Ms. Castiner	Music (6-7-8)	260
Ms. Dacquisto	SWD-ELA (604-704-804-805) Wilson	257
Ms. Di Lauro	Studio Arts (6-7-8)	133
Ms. Genao	BilSpa-Math/Sci (6/708B-808B)	**218**
Ms. Kornacki	ICT-ELA (609-709-809)	206
(Vacancy)	SAVE -ROOM	243
Ms. Dhareneni	Sci (801-802-803-809)	253
Ms. Medina	Math (701-702-703)	201
Mr. Olt	ELA (701-702-703)	204
(Vacancy)	Science (704-804-805-609-709-809)	205
Mr. Petkovich	Hum (704-804-805-609-709-809)	211
(Vacancy)	Math (801-802-803)	249
Mr. Rivera	Digital Arts/Tech (6-7-8)	251
Ms. Romero-T	LOTE/NLA-Spanish (6-7-8)	207
Ms. Rodriguez	Math-SE/ICT (609-709-809)	212
Mr. Sachs	ELA (801-802-803)	213
(Vacancy)	E.S.L. (6/708B-808B)	131
Ms. Sylvester	Sci (601-602-603-609)	210
Ms. Morin	Math (609-709-809)	212
(Vacancy)	ELA (609-709-809)	206
(Vacancy)	SWD-Math (704-804-805)	247
Mr. Ree	Math (601-602-603)	202
Ms. Garcia	Sci (701, 702, 703, 709)	259
(Vacancy)	Dance (6-7-8)	100
(Vacancy	HUM (6/7)	203

RELATED SERVICES ASSIGNMENT		ROOM
(Vacancy)	Social Worker/Guidance	127
Ms. Marks	IEP/SETSS	205A
Ms. Robles	Social Worker I.E.P.	221

SCHOOL BASED SUPPORT TEAM		
Devin Blaine (Psychologist)		2213
Nelda Morales (Bilingual Psy)		2213
Liberato Vega (Bil Social Worker)		2213
Janice Peterkin (Speech)		2214
Tracey Conwell (Speech)		2212
Yesenia Cotto (Clerical)		2213
Cespedes, Claudia	Occupational Therapist	106 1

PARAPROFESSIONAL (S) ASSIGNMENT (Seniority)

1. Franco, Evelyn (Classroom Para-604)
2. Duprey, Vilma (PE/Classroom Para)
3. De Jesus, Luz (IEP-Bianca Quinones)
4. Olivares, Elizabeth (IEP)
5. Cordero, Lisa (Classroom Para)-FEMLA
6. Contreras, Ana (IEP)
7. Casado, Gladys (IEP)
8. Sabri, Abdelmalek (IEP-Yoelfry Lora)
9. Vera, Sabrina (IEP-Dashawn Outlaw-Graduating)
10. Sesenu, David (IEP-Mario-Graduating)
11. Silvia Quiles (IEP-Michael Colon)

OPERATIONS

SECRETARY	ASSIGNMENT	ROOM	EXT.
Madeline Marrero	Payroll		123
Mildred Colon	Pupil Accounting		123

SCHOOL AIDES	ASSIGNMENT	ROOM	EXT.
Jenny Morales	Lunchroom		123
Haydee Garcia	Lunchroom		123
Damaris Rosa	Lunchroom		123
Margaret Tores	Lunchroom		123

CAMPUS BASED SHARED SERVICES AND PERSONNEL

SCHOOL SAFETY	TITLE	EXT.
SSA Gibson	Level III	1000
SSA Rodriguez	Level 1	1000
SSA Coward	Level 1	1000
SSA Barnwell	Level 1	1000

CUSTODIAL SERVICES	TITLE	ROOM	EXT.
Bernadette Murphy	Secretary	119	119
Vacancy (Retired)	Custodian	119	119
Seunarain, Deonandan(Bahram)	Fireman		
Douglas Dixon	Maintenance		
Hemaniall Mangroo	Maintenance		
Usman Manbureh	Maintenance		
Pablo Marcano	Part Time Maintenance		
Marcus St. Marie	Part Time Maintenance		

CAFETERIA	TITLE	EXT.
Ms. Allen	Manager/Dietician	5002
Anthony Casey	Cook	5002

APPR Observation Schedule 07X162

In 2015-2016, the APPRs will be conducted on a cyclical basis by the school's leadership team - the principal and the assistant principal. The administration will also be responsible for reporting the results of pre and post observations and entering rating into NYC DoE Advance System. The administration will engage in short, frequent cycles of classroom observations and feedback. The first three months into the school year (first marking period) cycle of observations to be formative feedback followed by targeted professional development on each of the Danielson's components. Afterwards, there will be short cycle of observations and feedback on average every 12 days to provide meaningful and actionable feedback to teachers articulating clear expectations for teacher practice as to improve students' performance.

KEY: **(i)**-informal formative observation. (SFO) scheduled formal observations
Note: teachers who choose option 1 will be observed once

AHMED S.S.	**Dapul E.S.L. (New)**	**BROWN P.E./Health**	**Bala Science (New)**	**CALLENDER/S.S.**	**CASTINER-Music**	**DILAUROArts-New**
09/10i 09/24i 10/9i 11/7i 11/25i 12/10 02-SFO	09/09i 09/25i 10/01i 10/02i 10/16i 11/7i 11/12i 12/10 02-SF0	09/12i 09/24i 10/30i 11/15i 12/09 02-SF0	09/09i 09/13i 10/01i 10/16i 10/30i 11/15i 11/20 02-SF0	09/12i 09/24i 10/9i 11/13i 12/12 1/23 02-SF0	09/13i 09/24i 10/9i 11/13i 12/10 02-SF0	01/07i 0/16i 1/29i 02-SF0

GENAO Bil-Math	**Garcia-Sci (New)**	**Vacancy ELA**	**KORNACKI ICT**	**Alexander Math (New)**	**Vacancy ICT**	**MEDINA Math**	**MORIN Math**
09/10i 09/25i 10/10i 10/29i 11/15i 12/2i 12/11 02-SF0	-	09/10i 09/27i 10/10i 10/29i 11/18 01/27 01/28 02-SF0	09/10i 09/27i 10/18i 11/12i 12/12 01/24 02-SF0	09/10i 09/25i 11/13i 12/12 01/21 02-SF0	09/10i 09/27i 10/16i 10/28i 11/15i 12/12 01/27 02-SF0	09/10i 09/25i 11/14i 12/16 02-SF0	09/10i 09/25i 10/10i 10/23i 11/8i 11/21i 12/10i 01/02

APPR Observation Schedule 07X162

							02-S0
OLT ELA	**Vacancy- SE ELA**	**Vacancy SE- Sci**	**REE Math**	**RIVERA Digital Tech**	**RODRIGUE ICT-Math**	**ROMERO N.L.A**	
09/10i 09/27i 12/12 01/21 02-S0	-	09/10i 09/25i 10/10i 10/29i 11/13i 12/05 02-SF0	09/10i 09/25i 10/10i 10/21i 11/1i 11/8i 12/11 02-SF0	09/13i 09/24i 12/09 01/23 02-SF0	09/11i 09/25i 10/10i 10/18i 10/30i 11/15i 11/25i 11/19i 12/11 02-SF0	09/11i 09/26i 12/11 02-SF0	
SACHS ICT	**Vacancy ESL (new)**	**SHERMAN ELA**	**Vacancy ICT**	**Vacancy ICT**	**MARKS IEP SETSS**		
09/10i 09/25i 10/9i 10/22i 11/14i 12/12 01/24 02-SF0	09/09i 09/13i 10/01i 10/8i 10/16i 10/23i 11/6/i 11/20 12/4i 01/2/i 02-SF0	09/11i 09/26i 10/16i 11/7i 12/18i 11/19 01/22 02-SF0	09/10i 09/25i 10/9i 10/23i 10/29i 11/21 12/3i 12/18i 02-SF0	09/10i 09/26i 10/16i 11/14i 12/04 01/27 02-SF0	09/09i 10/01i 11/18i 12/12i		
Ms. Negron Dean	**TORRES Social**	**Serrano Guidance**	**BLAINE Psych**	**MORALES Bil-Psy**	**VEGA SocialW**	**PETERKIN Speech**	**CORNWELL Speech**
09/27i 12/10i	09/27i 12/10i	09/27i 12/10i	09/27i 12/10i	09/27i 12/10i	10/01i 12/13i	10/01i 12/13i	10/01i 12/13i

APPR Observation Schedule 07X162

H. Educational Plan
The LEA/school must provide an educationally sound and comprehensive educational plan for the school. The LEA/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 model, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program (see: http://engageny.org/common-core-curriculum-assessments). The school is presently using modified EngageNY modules in math and Expeditionary Learning in ELA. Teacher's College will be working collaboratively with teachers to adapt Engage NY curricula in order to meet specific needs and practices of our school community. The curricula work will be designed to align lesson plans and units of study with CCLS and will be modified to include scaffolds based on the results of common assessments. Substantial work will be done in the coming year to create curriculum maps, units and lesson plans that provide both rigor and access in all courses. There are several strategies in place to support teacher collaboration on curriculum. Content areas share their lesson plans, weekly learning, tests and essays on Google Drive. This allows teachers to share their resources easily will also allows teachers to access grade lesson plans for the upcoming year. Teachers at Lola Rodriguez De Tio will have the opportunity to see model lessons and engage in inter-visitations to share ideas and strategies for improved curriculum and instruction. Training will be given to assess CCLS alignment for both teachers and administrators to ensure that all lessons reflect the 6 CCLS shifts in ELA and math. 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.). JHS 162 will infuse all the instructional shifts for ELA and math into teaching across all subject areas during the school year. Consultants and administrators will provide professional development around the instructional shifts to ensure that staff understands the expectations. In terms of Math and the aligned instructional shifts, each lesson will include a skill activity with a focus on fluency, coherence, dual intensity, or application, and teachers will apply as many standards in science as possible to give students even more practice opportunities. For the ELA shifts, students will get the chance to interact with informational texts in both science and social studies specifically, using recommended texts from the NYS Frameworks on a weekly basis. All subject areas will focus on academic vocabulary by infusing those words into daily interaction with students and adding the use of academic vocabulary into rubrics. In addition, text-based responses will be used in all content area and ELA classes. In all content areas, students will engage in deep conversation around texts. Citing evidence, supporting, defending and confirming arguments will be regular practice in all content areas. Educators will probe students using scaffolded open-ended questions that challenge students' critical thinking skills. This strategy will support students in recognizing relevant information, and organizing and expressing ideas. These specific strategies encourage students to use precise language and descriptions when answering questions, challenging or defending a position. Professional partnerships and professional development will be leveraged to strengthen teachers' delivery of instruction; this year will focus on the use of multiple entry points (3c in Danielson's rubric). We will also increase the technology in classrooms in order to facilitate

differentiation and student engagement. Days of per diem to cover inter-visitations, outside school visits, and time with the coaches from Teachers' College and Goldmansour & Rutherford.

Another instructional strategy to be used throughout the school community that will impact student achievement will be the use of formative assessments and other data sources to make pedagogical adjustments that increase student understanding. This strategy provides educators with specific information about a students' knowledge of a subject before, during and after a lesson. Formative Assessment, also known as Checking for Understanding, can look like cold calling, polling, exit slips or leveled questioning. Educators will use qualitative and quantitative data collected by way of formative assessment to drive instruction according to the needs of scholars. The use of a school wide rubric will be implemented to develop cohesive standards across curriculum.

Using the school designed rubrics, teacher will be expected to provide targeted feedback to students to help the students build capacity while further their learning. Teachers will also review students work in 6 week cycles in their inquiry team. During the inquiry cycle, teachers will review CCLS skills tested, develop a shared understanding of what the student data shows, develop a clear purpose of the observations, examine instruction, decide on instructional strategies, develop an action plan, choose a plan to assess the students' progress, provide feedback to the students on their individual plans and assess for success.
This process will support identification of students in need of Academic Intervention Services, additional Extended Learning Time opportunities or opportunities for enrichment.

Professional development will consistently support teachers in utilizing scaffolded materials to unpack grade appropriate, rigorous content. PD will also be given on using the inquiry process to examine student work and reflect on teaching practices.

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 by extending the school day and/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

Please see attached for school calendar and bell schedule.
The DOE is using the umbrella term "Expanded Learning time" (ELT) to refer to both the Renewal Hour and other after school programming. There are two basic models which schools can chose from: integration into the regular day or offering ELT before or after the regular school day. Programming is data-driven by student needs. When ELT is offered before or after the regular school day an additional hour will offered supplemental academic opportunities Monday through Thursday while the Friday Renewal Hour will focus on enrichment activities.

As part of a Renewal school, all students will be required to attend ELT. In an effort to communicate the renewal expectations to families the SLT took the following steps to inform families and students about our ELT:

- All families and students received a status of academic progress based on last school year

New York State Common Core Learning Standards.

- All families and students received copies of New York City Department of Education promotion policy.
- All families and students received copy of our school wide Grading Policy.
- All students received copies of results from Performance Series Assessments which outlines how each student compares to national percentile and outlines ranking comparable to actual grade.

All students will be provided with ELT. Student learning plans will identify students' needs for either academic intervention or enrichment. Our Extended Learning Time Program is part of the normal school day. We will utilize this time to add academic or enrichment activities, electives, tutoring, and career experiences. Extended Learning Time will be a combined partnership between the school and its main CBOs partners Westhab, and The Leadership Program. The Leadership Program is supervised by the school in addition to the CBO. Our CBO Westhab will provide our school community from September 2015-June 2016: with a School-Based Community Service Director who will oversee our social-emotional components along with our school-wide behavioral intervention program (PBIS), and act as Extend Learning Time Director along with our Data Specialist who will ensure that every student has a student success learning plan that addresses every student's strength and weaknesses. The Extended Learning Time program academic component is delivered via students' participation using Myon (independent reading program), Achieve 3000 for ELLs, and ST Math.

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

The following Teams have been organized to begin the work of creating a data driven culture at JHS 163.

JHS 162 will implement a **Professional Learning Committee** which will consist of the Principal, AP, UF/TC Instructional Coaches; ELA, Math, Social Studies and Science leads in each department. The Instructional Team members will meet monthly or more as needed, to collaborate the professional learning needed based on data analysis. The professional learning calendar will be the guide that the team will utilize PD school wide and within the departments. This approach will provide a deeper dive into the most needed pedagogical practices such as questioning and discussion, formative assessments, and descriptive feedback among other best practices.

Collaborative Teacher Team Planning will create common assessments that use the shared learning targets (embedded within the ELA modules/Math units) to look at student work, make adjustment to grouping and apply "student needs" components within the unit to support ELL's, SWD's and our struggling students.. Teachers will collaborate using rubrics across grade-level and subject areas to keep consistent monitoring of each student's progress.

Grade-Level Mentor Teacher Team across grades and subject areas. Teachers will use this forum to develop and articulate a data-based rationale for prioritizing key CCLS skills The implementation of the state curriculum has clearly defined criteria for what it means to exit a grade level and attain enduring understandings and key skills that ensure success in college and career. Rigorous habits and higher order thinking skills that require students to create their own meaning, integrate skills into processes, and use what they have learned to solve real world problems will be emphasized in the curricula and academic tasks coherently across grades and subjects. Teachers will work on making sure that their work in the classroom reflects targeted skills and corresponding instructional strategies that address all learners.

v. *Student Support*. Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems 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 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.

The JHS 162 AIS/Mental Health/PBIS team (AP, Student Support, Community Associate, Parent Coordinator, Social worker and teachers) meet biweekly or monthly depending on the school needs to analyze behavioral data from the Skedula portal that is connected to ATS and can be linked to STARS, which can generate the following reports: attendance, teacher referrals, ELA/Math state assessments, report card grades of all students including the subgroups. The AIS/Mental Health/PBIS team will analyze and discuss the data and staff concerns from the school wide survey. The team will address the students' that fall under the Tier II and Tier III and develop additional support that can be implemented by a team member and/or WestHab or others that are partnered with the school. The team will reinforce the universal expected behavior (Matrix) and voice level chart to students and staff and this will be posted in classrooms, offices and hallways and addressed throughout the year. A ladder of referral will be developed for staff to follow the proper protocol and assist with teaching students the expected behavior.

Please see attached AIS chart

vi. *School Climate and Discipline*. Describe the strategies the model will employ 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 Lola Rodriguez De Tio, JHS 162X will come together as a community and develop the philosophy of the school's motto "Student Success, Nothing Else" and post the staff philosophy in all the classrooms, offices and hallways. Each individual staff member, students and parent will be able to articulate what the school motto "Student Success, Nothing Else means because they came together and created the meaning. All stakeholders will also be able to internalize and articulate that the Community School Lola Rodriguez de Tió, JHS 162, developed a community of 21st century lifelong learners who are high school, college and career ready. And through the efforts of the faculty and staff in collaboration with parents and families support students on their journey to develop strength of character, personal leadership, a sense of responsibility and a civic awareness for the world in which they live, which is the school's mission.

The Positive Behavior Intervention Support Framework will be implemented to serve and give

strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. There will be a school wide universal behavioral Matrix developed by teachers and will be posted and taught to students and families. There will also be a school wide policy called “Ladder of Referral” which will inform staff on the process to address and monitoring student’s social and emotional needs. The idea is to create a collaborative Universal Behavioral Matrix that is anchored by the school mascot, the Cheetah and its spots to be represented as an acronym with positive words that can translate to positive actions such as Successful, Preparedness, Organized, Tolerance and Safe. These words were generated by all JHS 162X Staff and the SLT members.

In addition to the PBIS school wide Universal Behavioral Expectations Matrix there will be a system in place that assist teachers to follow the “Ladder Of Referral” so that we can monitor the level and number of incidences that occurs throughout the day. Through Skedula, a school and teacher management portal, teachers will complete the school wide teacher referral form that is embedded into Skedula, so with a single click; our tracking systems reveal the statistics, trends, challenges of the students throughout the school day. This will then provide data of the teacher referrals and anecdotal log reporting as well as student progress reports. This data can be disaggregated and viewed by the Mental Health/PBIS team where additional intervention will be provided such as small group social skill building or character development or present the data to the School-Based Support Team for individualized student support.

Presently, the school has adopted grade level assemblies that address culture building and social emotional support to all students.
Monthly assemblies:

- promote a positive school culture that encourage interpersonal and inter-group respect among students and between students and staff. E.g., by reciting our school Character Pledge, and acknowledging the “Fast Climbing Cheetah” award certificate through monthly assemblies.
- provide all students with a supportive and safe environment in which to grow and thrive academically and socially
- include components derive from monthly themes to support students with prior knowledge and expose them to how these themes can address the respect for diversity, emotional well-being, community service, and build community partnerships that addresses college and career readiness.
- Are aligned to the PBIS school initiative to improve student behavior through the reward incentives and acknowledgement behaviorally and academically.

Student Government
The purpose of student council is:

- To develop positive attitudes and to practice good citizenship.
- To promote harmonious relations throughout the entire school.
- To improve student/faculty relationships.
- To improve school morale and general welfare.
- To provide a forum for student expression.
- To plan special events or projects.

Mentoring Groups

- Provides all students with a mentor who can support them academically, emotionally and socially, Mentors will serve as the point person for support in any area they may need in. There will be a theme-based monthly mentor calendar for the 2015-2016 school year that the mentors will follow with their mentees to produce a community-based artefact. For instance, for the month of May the theme will be AIDS Awareness and the mentor group project will be to research and create an informational quilt that will eventually be put together by all grade level mentor groups to create a community AIDS Awareness Quit and post in the hallway for the entire school community to see.
- Student Support and crisis intervention social worker articulate use of Restorative Practices to support student's social and emotional development.

The JHS 162X PBIS/Mental Health Team understands that in order for a culture of success to permeate all students, The data generated and disaggregated from the Skedula portal will be analyzed in a variety of ways such as by grades, levels of infractions, the time of day, and the number of infractions caused by the individual child. Research shows that implementing a school wide positive behavioral expectations system 80% of the student population will respond positively and comply with school's expectation so long as the students are being rewarded and acknowledged frequently in a public forum. These will be considered the Tier I students. The students that fall under the Tier II (15% of the student population) will have to receive additional small group support to improve behavior such as skill building or character development with the partnership of the CBOs such as WestHab, Young Athlete, Bronx Connect, Leadership and Ramapo and by a school Social Worker. The students that fall under the Tier III (5% of the student population) will need individualized behavioral support such as at risk counseling, an educational contract or a daily behavioral progress sheet that will be signed by the child's teachers and parents.

JHS 162 will continue the partnership, under the 21st Century grant, with the Leadership program to provide in house professional development on school culture and building a positive school community throughout the 2015-2016 school year. In addition to the leadership program the school leader with the SLT will collaborate closely and build a strong partnership with the CBO, WestHab, that will have a home-based Community School Director that will meet the needs of the school in regards to social and emotional support, providing professional development for staff on creating a classroom culture of respect and rapport and managing student behavior as well as building strong family ties. The Community School Director (CSD) will organize resources to integrate social services into the fabric of the school in order to assist the school be better equipped to service the needs of families so that students come to school ready and able to learn. The CSD will take a role of leadership that will support the school in addressing the social and emotional needs of the students and families.

The School Leadership Team decided to make school attendance the key component of its overall vision of success to sustained school culture improvement and provide small group social skills intervention, character development or present to the School-Based Support Team for individualized intervention.

The overall goal of our Attendance Improvement Means Academic Success (A.I.M.A.S.) Team consist of the school leaders, Student Support, Social Worker, Parent Coordinator, Community Associate, staff and parents and the overall goal is to improve attendance. The rationale being that Attendance directly correlates to the attainment of other school goals, thus improving student achievement. This will assist us in meeting our Adequate Yearly Progress, which is paramount to our school mission and vision. The Attendance Team is composed of the school leader, pupil accounting secretary, school aide for attendance, Student Support (formerly known as dean), and our Crisis Intervention Social Worker.

Our school commitment to improving attendance will be enhanced as the culture of the school promotes and values curriculum-based and individual intervention strategies for particular students. Programs such as protective behaviors, peer mediation, restorative approaches, anti-harassment, peer support and buddy systems have all been deemed appropriate for intervening with students displaying poor attendance behavior.

We will expand our work with WestHabwith a focus on improving school culture and attendance. The goal is to help create a viable and predictable road for our students as they navigate their way to academic and personal success. Our motto: Student Success, Nothing Else.

ii. *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.

This upcoming school year 2015-2016 we want to continue building strong family and community ties by continuing to meet with our new appointed SLT members and our PTA members. Along with our Parent Coordinator we will have a Community Associate that will support in order ensure that a strong family and community ties is evident throughout the year. In addition, to building these ties we will also have teachers will nominate 2 parents as representatives of the class to continue to build a bridge between the parents and the school community. We will have in place monthly themes (calendars for parents and students) so that we can celebrate learning and partnership with our parents. Monthly celebrations will be celebrated during our grade assemblies in which parents will be acknowledge and celebrated along with their child (certificates of acknowledgement) so that parents are equally value for their efforts and contribution to our school-community. In addition, the school also uses Skedula/PupilPath to keep families abreast of student's academic performance. Weekly and bi-weekly progress reports are made available to parents and students.. Last year we began our student-led conferences this was a school-wide initiative to empower our students to be life-long learners and to be able to communicate with their parents their academic success and/or what they need to do as learners in order to be successful. The school Mentor Groups (small group 10:1 of students that meet with teachers twice a month to discuss their progress) organize Family Engagement activities to ensure that parents are informed about their children's

academic performance and while building a bond with students' families. This will accomplish through monthly theme culminating activities. With the support of our CBO, WestHab we will continue to build these families ties by providing our parents with ongoing support and training. For instance,

- A workshop that provides ESL program to support our parents and present student work and engaging activities during the events.
- R.A.M.A.P.O for Children will provide support for our parents who have student with disabilities
- Westhab will provide series of training for parents for example: resume building, housing support, assisting and seeking employment, and any counseling for students and/or families

Parents will be surveyed and workshops offered on selected topics such as ESL classes, use of Technology (Computer, IPads) to access resources from selected sites including Skedula/Pupil Path. The school is working diligently articulating a school website that will integrate all resources available to parents and students. Resources will be available in English and Spanish. Resources will include on demand videos supporting parents and students with current event topics such as college and career readiness and making choices among some of the topics. Global Connect/Blackboard is used to send out messages about upcoming events.
Saturday hours has been implemented for important events such as picking up report cards.
Additional outreach will occur through:

- Monthly Family Newsletter
- Monthly Family Calendar
- Monthly Parent Workshops
- Family Center Room 127

I. Training, Support, and Professional Development
The LEA/school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs. The framework articulated must contain each of the following elements: i. Describe the process by which the school leadership/staff were involved in the development of this plan. The school has an established professional development committee that meets monthly, consisting of administrators and instructional staff representing the various departments in the school. The committee is charged with the task of reviewing student performance data, teacher evaluation data, obtaining teacher input and selecting a range of professional development topics and objectives that align with the SIG, RSCEP and school goals. ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). 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**. See Attached**. iii. Describe the schedule and plan 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. The professional development committee will meet monthly to review teacher feedback from previous professional development sessions, interim assessment student performance data, teacher evaluation data and progress on the implementation of the SIG plan. Motions to modify the professional development will be made at committee meetings, using the findings from the review of data described above as a rationale, and will be granted when the majority is in favor of the proposed changes. In addition, the Instructional Cabinet will review Advance ratings on a monthly bases and engage in learning walks to ensure the PD is being implemented and to determine differentiated teacher needs.

Professional Development events for 2015-16			
Professional Development Topics	**Responsible Parties**	**Desired Outcomes**	**How Outcomes will Be Assessed**
Understanding the needs of Ells and SWD September, November, March	• **Goldmansour & Rutherford**	• **General educators will learn how to use information to plan for instruction.**	• **Classroom observations of teacher practices.** • **Progress monitoring of individual student IEP goals**
Formative assessment strategies October, December, February	• **TC, Coaches**	• **Teachers will identify and develop a variety of strategies to diagnose learning and understand how to incorporate assessment strategies into daily lessons.**	• **Classroom observations of teacher practices.** • **Student work products** • **Sharing best practices during common planning time.** • **School wide ratings on Danielson component 3d.**
PBIS/Behavioral Strategies/ Addressing the Social-Emotional Needs of Students September -June	• **Westhab, Ramapo for Childre.**	• **Teachers will develop strategies for incorporating PBIS and behavioral strategies in the classroom**	**•Classroom observations of teacher practices** **•OORS report monitoring** • **Improved school climate**

Aligning learning activities to the CCSS instructional shifts **September, October, November**	• **TC/Coaches**	• **Teachers will identify the 6 shifts in ELA/Literacy and Math and understand how to design activities that align with the shifts.**	• **Classroom observations of teacher practices.** • **Student work products** • **Results of CCSS aligned performance tasks/assessments**
The 6 Models of Integrated Co-Teaching **October, January**	• **Goldmansour Consultation**	• **Teachers will be able to distinguish the 6 models of co-teaching and incorporate the use of the 6 models into daily instruction.**	• **Classroom observations of the use of the 6 models of co-teaching.** • **Lesson plans that describe the use of co-teaching models.**
Data driven instruction and inquiry **September -June**	• **TC** • **Coaches**	• **Teachers will understand the improvement process, learn protocols for a team approach to analyzing student work, how to analyze student work to identify skill gaps, select strategies to address skill gaps and assess the effectiveness of strategies used.**	• **Observation of inquiry team meetings.** • **Inquiry cycle work products and student work analysis.**
Using TCWRP strategies	• **Coaches and TC**	• **Teachers will understand how to implement high**	• **Classroom observations of teacher practices.**

November, January, March		**leverage writing strategies that close skill gaps surfaced through strategic inquiry.**	• **Results of interim assessments.** • **Team inquiry work products/analysis of student work.** • **Lesson plans that incorporate TC strategies.**
Universal Design for Learning September, November, March	• **Goldmansour Consultation**	• **Teachers will develop a deeper understanding of the principle of universal design, identify barriers to learning and learn strategies for creating a barrier free learning environment.**	• **Classroom observations of teacher practices.** • **Scholarship rates and regents passing rates for SWDs and ELLs.** • **Results of interim assessments for SWDs and ELLs.**
Designing lessons for diverse learners September -June	• **Goldmansour Consultation** • **TC**	• **Teachers will understand how to incorporate a variety of strategies for differentiated instruction into daily lessons including, creating tiered learning objectives, creating adaptive materials, flexible grouping strategies, multi-sensory pathways, and**	• **Classroom observations of teacher practices.** • **School wide ratings on Danielson component 1a and 1e.** • **Lesson plans that include strategies for differentiating instruction.**

		individual supports/modifications.	
Modeling – "I do, we do, you do." September -June	• **Coaches**	• **Teachers will understand how to model learning activities and tasks and lead students in guided and independent practice.**	• **Classroom observations of teacher practices.** • **Lesson plans that describe modeling procedures.**
Incorporating technology into instruction September -June	• **Educate LLC**	• **Teachers will develop strategies for incorporating technologies into instruction that increase access and rigor for students and build students technological skills, including class blogs and websites, google docs and various other web 2.0 tools.**	• **Classroom observations of teacher practices.**
Strategies to increase cognitive engagement across the content areas September -June	• **Coaches**	• **Teachers will develop a deeper, shared understanding of the concept of student engagement and identify and utilize strategies that increase student engagement.**	• **Classroom observations of teacher practices.** • **School wide ratings on Danielson component 1e and 3c.**
Aligning/Modifying lessons to the Engage NY	• **Coaches** • **TC**	• **Teachers of ELA and Math will be able to unpack the Engage NY**	• **Classroom observations of teacher practices.**

curriculum for ELA and Math teachers September -June		**curriculum and align the standards with instructional outcomes and activities and assessments.**	• **Results of interim assessments in ELA and Math.** • **Observation of ELA and Math lesson plans.**
Using questioning and discussion techniques September -June	• **Coaches**	• **Teachers will be able to identify and utilize a variety of strategies to increase the quantity and quality of student participation in discussion and questioning techniques that promote higher order thinking.**	• **Classroom observations of teacher practices.** • **Observation of questions scripted in lesson plans.** • **School wide ratings on Danielson component 1e and 3b.**
Designing, implementing and fading scaffolds for literacy tasks September -June	• **Goldmansour & Rutherford**	• **Teachers will be able to identify and design scaffolds for literacy tasks across the content areas and how to fade these scaffolds as students develop their skills.**	• **Classroom observations of teacher practices.** • **School wide ratings on Danielson component 1a and 1e.**

J. Communication and Stakeholder Involvement/Engagement
The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school's Priority status and on the implementation status of the SIG plan. The plan for consultation and collaboration provided by the LEA/school must contain the following element: 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 status of the SIG plan. This should include, but is not limited to, analyses of evidence and leading indicator data to determine the impact of key strategies, as well as planned/approved course-corrections as applicable. As JHS 162 developed its School Improvement Grant, 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. SIG Implementation will be a steady agenda item at all JHS 162 School Leadership Team meetings on a monthly basis. In addition, the SIM will meet on a bi-monthly basis with the Parent Coordinator to ensure that parent voices are heard and concerns can be addressed. In addition, the Parent Coordinator will be a leader in engaging parents in monthly forums, and provide monthly reports on progress and challenges in implementing the grant. Parents are welcome members at the weekly CSS Director meetings. Data will be presented on each SIG activity in Community School Team and School Leadership Team meeting within a "data snapshot" where the comprehensive data can be viewed in one dashboard view. This data will be used to assess progress towards meeting the above defined outcomes and to address challenges if outcomes are not being met.

K. Project Plan Narrative/Timeline
The LEA/school must provide a project plan and timeline 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 SIG plan and are directly aligned to the components of the selected model. The project plan must contain each of the following elements: i. Identify and describe the key strategies for year-one implementation period (September 1, 2015 to June 30, 2016) that are aligned to the goals and objectives identified throughout Section II, with specific reference to student academic achievement, staffing, professional development, partnerships and stakeholder involvement. ii. Identify the "early wins" that will serve as early indicators of a successful SIG plan implementation period and foster increased buy-in and support for the plan. In addition, provide evidence of post-implementation planning, such as focused strategies aimed specifically at long-term capacity building and sustainability. Key Strategy 1: Provide training on the creation of CCLS aligned curricula in all courses using the Understanding by Design Model, and the use of pedagogical strategies with an emphasis on curricular and pedagogical scaffolds and supports for Ells, SWD and students not meeting standards. During the academic day, the school will fully integrate its current ELA curriculum with the rich curricular resources from New York Historical Society and Teacher College writing workshop with intention and purpose, which are CCLS, aligned. This will allow for enhanced student engagement created by multi-directional learning experiences and the use of a combination of tangible and digital historical artifacts. The specifics are explained in another section of the grant. Additionally, the school will use Extended Learning Time opportunities to provide academic intervention services via the RTI framework both during the regular school hours and Saturdays. Actions steps: • Review of student IEPs this summer to determine major strategies that need to be learned to address SWD learning needs • Bi-weekly review of data to determine gaps in curriculum in order to meet students' needs during the integration and alignment of ELA curriculum. • The literacy coach and TC consultants will provide professional development to teachers on how to create/align CCLS curricula • The literacy coach and TC consultants will provide professional development to teachers on how to use a data-inquiry model to examine student work • Training for staff from Goldmansour & Rutherford on how to incorporate scaffolds in lessons Curriculum support from NY Historical Society. The curricula will enhance knowledge and opportunity for critical thinking as it grows meeting both the expectations of the Common Core and the needs of our students. • The literacy coach and TC consultants will provide professional development to teachers on how to engage in daily assessment of student learning across all content areas

- Develop monthly interdisciplinary planning common time, and in that common planning time, examine evidence of rigor and the alignment of the student tasks in the content areas so that they reflect the 6 CCLS instructional shifts in literacy
- Teachers will have weekly group professional development focusing on specific competencies-from Danielson's Framework for teaching. Note: R.E.A.C.T. stands for Relate, Experience, Apply, Communicate and Transfer
- Teachers and administrators will engage in formative learning walks and inter-visitation protocols to monitor implementation and improve teacher practice through actionable feedback

Key Strategy 2: Throughout the grant mathematics teachers at Lola Rodriguez De Tio, JHS 162 will have on-site coaching, content planning and off-site course work which will in turn increase student performing at grade level in Mathematics
In order to achieve this over five years and to ensure sustainability, it has been determined through daily administrative observations, instructional walkthroughs and content specialist support, that teacher professional development is paramount.

Action steps:

- The SIG funded math coach and Metamorphosis consultants will provide professional development to teachers to support them in designing coherent and viable CCLS curriculum via modifying EngageNY units of studies utilizing the Understanding by Design methodology;
- The SIG funded math coach and Metamorphosis consultants will provide professional development to teachers on delivery of instruction via the R.E.A.C.T. contextual learning teaching strategy. On-site classroom coaching, workshops and course-work for the mathematics teachers provided by Metamorphosis Teaching Learning Community will model best teaching strategies, observe and provide feedback and be part of departmental content planning. The Metamorphosis Teaching Learning Community partnership will additionally provide an opportunity for the veteran staff for professional growth and reinvigoration in their content area as it relates to the delivery of aligned CCLS curriculum. This ongoing work with experts in content area knowledge and experts in pedagogy will support teacher development, which in turn will raise student achievement.
- The SIG funded math coach and Metamorphosis consultants will provide professional development to teachers on how to engage in daily assessment of student learning across all content areas.
- Teachers will have scheduled time to meet twice weekly via team inquiry departments meetings to align lessons to data produced from weekly five days learning cycle.
- Teachers will participate once weekly on data analysis meeting analyzing student outcomes and creating item skills analysis to monitor progress and developing targeted intervention to students by standard.
- Teachers will have weekly group professional development focusing on specific competencies-from Danielson's Framework for teaching. Note: R.E.A.C.T. stands for Relate, Experience, Apply, Communicate and Transfer.

- Teachers and administrators will engage in formative learning walks and inter-visitation protocols to monitor implementation and improve teacher practice through actionable feedback

Key Strategy 3: Improve school climate and create a strong Culture for Learning by providing significant social-emotional and academic support for students and families and PBIS strategies for staff through partnership with our Community Based Organization- WestHab. Throughout the grant Lola Rodriguez De Tio, JHS 162 will provide character curricular modules, a renewed advisory program, specific support structures and teacher professional development with a lens on character building.
The indicators for this goal are the following:

Action steps:

- Implement partnership services by assessing student needs, determining needed services and pairing students and families with the appropriate outreach. in order to achieve this goal over three year years and to sustain improved school culture
- In partnership with Westhab, the school will develop consistent systems and structures to closely monitor students' daily attendance to school via an attendance plan part of each student Personal Intervention Plan for Success (PIPS). Attendance goals will be established for each student Attendance goals for ELLs and SWDs will be incorporated into their IEPs during annual reviews and reviewed during their Progress reports.
- Ramapo for Children will be providing a number of services including workshops for teachers, on-site coaching, retreats for the community (school, students and families) as well as outdoor experiences. Integrated into this plan will be school support staff. This partnership will build the skills necessary for empathy, tolerance, and understanding through the engaging study of social justice. These traits are all indicative of strong character and a community. The expectation will be as a result that occurrences will decrease as will referrals and most importantly, the sense of community within the school as a caring and nurturing environment that is centered on engaging, learning will increase.
- Implement character curricular modules via the humanities- ELA, History, Art and Music- accompanied by teacher professional development –
- The advisory system for all grades will be renewed with a curriculum based on "identity and community" at the beginning of the year. Families will learn of these curricular emphases in this and all goals through a beginning of the year retreat meant to build community and to address the needs of students by all stakeholders as well as through the activities of the Parent Association and the monthly newsletter by the principal.
- Toensure that the school culture is embedded, several other elements will be implemented:
  A non-negotiable code of conduct, a daily Character Pledge said each morning along with the Pledge of Allegiance, and consistent recognition of student accomplishments in all areas.

Early Wins:

Key Strategy/Goal One: ELA

- An increased number of students attending Extended Learning Time, measured weekly
- An increase in the number of student taking opportunities participating in (new) study hall activities, measured weekly
- A decrease in level ones as identified by NYS ELA interim assessment exam results per October and November teacher assessment
- A 20% increase in teachers rated effective by school leaders and network content specialists based on Domain Three on Danielson's rubric

Key Strategy/Goal Two: Math

- An increased number of students attending Extended Learning Time, measured weekly
- An increase in the number of student participating in (new) study hall activities, measured weekly, September- January.
- A decrease in level ones per October and November teacher assessments
- A 20% increase in teachers rated effective by school leaders and network content specialists based on Domain Three on Danielson's rubric

Key Strategy/Goal Three: School Culture

- Increased number of students with 100% Classwork and Homework rate completion, measured weekly by returned parental signed forms.
- Increased family participation in Fall 2015 Open House by 25%.
- Increased family participation in September Family Assembly by 30%
- A decrease in the number of disciplinary infractions for first marking period by 20%
- A decrease in number of students referred to crisis intervention team for first marking period by 10%

All strategies were developed with an eye on embedding all work into the fabric and culture of the school. If PD is implemented authentically, then there will be a strong core of pedagogical knowledge in the building that can be modeled for new staff as they enter the building. In addition, once curricular supports are generated and made part of the regular academic process, modifications and adjustments can be made without the need for continuous professional development. Effective implementation of the PBIS plan will sustain the school climate, keep attendance for students and teachers high, and will result in higher achievement as students focus more on learning and less on social-emotional issues. Finally, as a community school, we intend on keeping the essential supports necessary for students and their families as JHS 162 becomes a safe and welcoming center for the neighborhood.

iii. Identify the leading indicators of success that will be examined on no less than a bi-monthly and/or quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.

Student attendance, school average daily attendance and truancy data will be collected via the attendance system and analyzed by WestHab, the principal and the AP for trends, patterns and determine students in need of intervention. The data will used for immediate outreach.. Suspension rates will be monitored using information collected in OORS and Dean's referrals. All data will be analyzed by the administration and School Leadership Team for trends, patterns and students of interest. Student scholarship data will be analyzed each marking period through teacher teams. Frequent teacher observations will measure the level of authentic PD implementation

iv. Describe the means by which the key strategies identified throughout Sections I and II ensure that each of the required elements of the selected model have been met.

The SIG was created using the backwards design process: We determined what the priority need of the school is and determined that a community partnership would be the core around which a new, safe, successful and challenging school culture could be built. Once this was identified, stakeholders determined that, if students and families received social-emotional supports and if teachers were provided with training on how to meet student needs, both academically and emotionally, then student achievement will increase and the school will become a beacon of successful school reform. Thus, our key strategies target providing individualized social-emotional supports and creating and delivering instruction that is both challenging and accessible to our students.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A FEDERAL OR STATE PROJECT
FS-10 (03/15)

Local Agency Information

Funding Source:	Title I School Improvement Grant 1003(G) (SIG) – Cohort 6 Year 1
Report Prepared By:	Mary Doyle, Executive Director/Phylesia Steele, Fiscal Director
Agency Name:	NYCDOE - 07X162: J.H.S. 162 Lola Rodriguez De Tio (Cohort 6)
Mailing Address:	52 Chambers Street, Room 213 (Street)
	New York (City) / NY (State) / 10007 (Zip Code)
Telephone #:	212-374-2762 County: Bronx
E-mail Address:	mdoyle5@schools.nyc.gov / psteele2@schools.nyc.gov
Project Operation Dates:	9 / 1 / 2015 (Start) — 6 / 30 / 2016 (End)

INSTRUCTIONS

- **Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying.** DO NOT submit this form to the Grants Finance.
- Enter whole dollar amounts only.
- Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
  - Personnel positions, number and type
  - Equipment items having a unit value of $5,000 or more, number and type
  - Minor remodeling
  - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or $1,000, whichever is greater
  - Any increase in the total budget amount.
- Certification on page 8 must be signed by Chief Administrative Officer or properly authorized designee.
- High quality computer generated reproductions of this form may be used.
- For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

07X162

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Coach (Math, Literacy, Special Ed)	1.00	80,000	80,000
Teacher Per Session (rate per hour)	680	44.12	30,000
Teacher Occasional Per Diem (rate per day)	80	162.86	13,000
F-Status Supervisor (rate per day)	59	505.28	30,000
		Subtotal - Code 15	***153,000***

Central

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
UFT Teacher Center Field Liaison	0.35	90,000	31,428
		Subtotal - Code 15	***31,428***

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 that are considered to be indirect costs, e.g., account clerks.

07X162

Specific Position Title	Full-Time	Annualized	Project
		Subtotal - Code 16	0

Central

Specific Position Title	Full-Time	Annualized	Project
		Subtotal - Code 16	0

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

07X162

Description of Item	Provider of	Calculation	Proposed
685 - Educational Consultant	The New York Historical Society		19,113
689 - Curriculum & Staff Development Consultant (PD)	TEACHERS COLLEGE COLUMBIA UNIVERSITY; METAMORPHOSIS TEACHING LEARNING COMMUNIT; GOLDMANSOUR CONSULTATION; EDUCATE LLC		192,000
		Subtotal - Code 40	***211,113***

Central

Description of Item	Provider of	Calculation	Proposed
		Subtotal - Code 40	*0*

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under $5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

07X162

Description of Item	Quantity	Unit Cost	Proposed
Computer and Printers under $5,000 per unit			35,000
Educational Software			10,000
		Subtotal - Code 45	***45,000***

Central

Description of Item	Quantity	Unit Cost	Proposed
		Subtotal - Code 45	*0*

TRAVEL EXPENSES: Code 46

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

07X162

Position of Traveler	Destination	Calculation	Proposed
		Subtotal - Code 46	*0*

Central

Position of Traveler	Destination	Calculation	Proposed
		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.

Benefit		Proposed
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
	Other	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other (Identify)		
FRINGE - School		40,888
FRINGE - Central		18,565
	Subtotal - Code 80	**59,452**

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)	$468,565	(A)
B. Approved Resticted Indirect Cost Rate	0.0%	(B)
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	$0	(C)

PURCHASED SERVICES WITH BOCES: Code 49

07X162

Description of Services	Name of BOCES	Calculation	Proposed
		Subtotal - Code 49	0

Central

Description of Services	Name of BOCES	Calculation	Proposed
		Subtotal - Code 49	0

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work	Calculation	Proposed
	Subtotal - Code 30	0

EQUIPMENT : Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of $5,000 or more should be itemized in this category. Equipment items under $5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	184,428
Support Staff Salaries	16	0
Purchased Services	40	211,113
Supplies and Materials	45	45,000
Travel Expenses	46	0
Employee Benefits	80	59,452
Indirect Cost	90	0
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
GRAND TOTAL		499,993

Agency Code: 3 2 0 7 0 0 | 0 1 | 0 1 6 2

Project #: (If pre-assigned)

Tracking/Contract #:

Federal Employer ID #: (New non-municipal agencies only)

Agency Name: NYCDOE - 07X162: J.H.S. 162 Lola Rodriguez De Tio (Cohort 6)

FOR DEPARTMENT USE ONLY

Funding Dates: 9 / 1 / 2015 FROM — 6 / 30 / 2016 TO

Program Approval: _____ Date: _____

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

7/22/2015
DATE

SIGNATURE

Ling Tan, Director, Capital & Reimbursable Finance
NAME/TITLE - CHIEF ADMINISTRATIVE OFFICER

Fiscal Year	Amount Budgeted	First Payment
Year 1 (2015-2016)		
Year 2 (2016-2017)		
Year 3 (2017-2018)		
Year 4 (2018-2019)		
Year 5 (2019-2020)		

Voucher # _____ First Payment _____

Finance: Log [ ] Approved [ ] MIR [ ]

BUDGET NARRATIVE

Category	Primary SIG Activity	Description of Budget Item	Year 1 (2015-2016)	Year 2 (2016-2017)	Year 3 (2017-2018)	Year 4 Extension (2018-2019)	Year 5 Extension (2019-2020)	Total	Sustainability
07X162: J.H.S. 162 Lola Rodriguez De Tio									
Code 15	Instruction	1.0 FTE Math Coach - In order to support the work of Metamorphosis, a full-time Math Coach 1.0 FTE will be hired. The coaches duties will be to support PD, provide 1:1 coaching to teachers, provide resources for teachers and students, engage in inter-visitation protocols and to assist teachers in data analysis.	$80,000	$80,000	$80,000	$80,000	$80,000	$400,000	This position will be funded through FSF/Title I funding upon competion of the SIG.
Code 15	Teacher Evaluation (APPR) Implementation	F-Status Supervisor - 1 F status administrative coach will provide 2 days a week for 30 weeks professional development for the newly hired principal and assistant principal. Prrofessional development will include leadership training, Danielson observation norming, monitoring of curriculum development as well as support in operations and compliance. GOALS and DELIVERABLES: Increased administrative efficacy.	$30,000	$30,000	$30,000	$30,000	$30,000	$150,000	This position will be funded through FSF/Title I funding upon competion of the SIG if necessary.
Code 15	Use of Time	Teacher Per Session - Per Session will be used for training on Satrudays and for Curriculum Development teams after school. Saturdays PD- 15 teachers x 4 hours x 5 Sat. = 300 hrs Weekly Curriculum Development 6 teachers x 2 hours x 20 weeks + 360 + 20 floating hours	$30,000	$30,000	$30,000	$30,000	$30,000	$150,000	This allocation will be funded through FSF/Title I funding upon competion of the SIG if necessary.
0	Use of Time	Teacher Occasional Per Diem (rate per day) - Per Diem will cover teacher absences for out of the building PD from Teachers' College and Metamorphosis 40 teachers x 2 days	$13,000	$13,000	$13,000	$13,000	$13,000	$65,000	This allocation will be funded through FSF/Title I funding upon competion of the SIG if necessary.
		Subtotal Code 15	**153,000**	**153,000**	**153,000**	**153,000**	**153,000**	**765,000**	
		Subtotal Code 16	**0**	**0**	**0**	**0**	**0**	**0**	
Code 40	Curriculum	Vendor Teachers' College, Columbia University - will provide professional development on how to create CCLS aligned units and lessons as it focuses its curriculum work. This work will continue in years 2-3 in order to wensure that viable curriculum is created for all courses. By year 4 we expect all units to already be CCLS aligned and reflect botjh rigor and access for all students. GOALS and DELIVERABLES: Common Core curriculum maps and unit plans will be develeped and refined for all classes. In addition, Common Core based academic tasks will be created that are aligned to the unit plans. This will support the school in implemeting a data driven culture across grades. This work aligns with goals 1 & 2, enacting CCLS aligned curriculum that provides both rigor and access in all content areas.	$48,000	$48,000	$48,000			$144,000	TC will work with individual teachers and teacher teams to build sustainable capacity in creating effective lessons. The expectation is that sustainable best practice would become part of the culture and fabric of the school. Staff developers will operate with the goal of building sufficient sustainable capacity to transform all teachers into effective and highly effective teachers. In addition, core curriculum will have already been created and integrated into all classes.
Code 40	Instruction	Vendor The New York Historical Society - will provide highly engaging social studies content-based literacy instruction to students in grades 6-8 that included exposure to a variety of cultural experiences. Their" curriculum provided both reading and writing skill development and ample opportunity for skill growth through rigorous projects. They provide monthly enrichment sessions, class visits where students engage in 5 week units. Teachers are provided with professional development to support program implementation when the vendor is not on site. Students also participate in museum visits to reinforce lessons learned in school. This aligns with goal 1 because the vendor provides engaging literacy based instruction in a content area.	$19,113	$19,113	$19,113	$8,613	$8,613	$74,563	This partner will be funded through other sources such as Title I funding and/or grant opportunities upon completion of the SIG.
Code 40	Curriculum	Vendor Metamorphosis - will be used to train teachers on how to modify the EngageNY and Go Math! Curricula so that they can modify lessons to meet the individual needs of ELLs and students with disabilities. Coaches will provide PD as well as shoulder to shoulder support and model how lessons can be accessible for all students. This aligns with goal 2, providing students with rigorous and accessible lessons in math.	$48,000	$48,000	$48,000			$144,000	TMetamorphosis will work with individual teachers and teacher teams to build sustainable capacity in creating effective lessons. The expectation is that sustainable best practice would become part of the culture and fabric of the school. Staff developers will operate with the goal of building sufficient sustainable capacity to transform all teachers into effective and highly effective teachers. In addition, core curriculum will have already been created and integrated into all classes.
Code 40	Instruction	Vendor Goldmansour Consultation - This vendor aligns with goals 1 & 2. Goldmansour will provide suceesfful scaffolding strategies for ELLs and SWDs. Additional support will be given around the development of rigorous academic tasks that are differented for the ICT or general setting. In years 2 and 3 of the grant, this work will expand to include training content area teachers on how to implements strategies to address the needs of level 1 students and students not meeting the standards. Years 4 and 5 will be designed as reinforcement/capacity building experiences. GOALS and DELIVERABLES: The expectation is there will be more frequent use ofscaffolded teaching models as evident by formative observations. Increased graduation rates for ELL, SWD students as a result of training. In years 2-5 we exoect to see an increase in overall passing rates in all classes as teachers are better able to meet students' individual needs. This work aligns with goals 1 & 2, enacting CCLS aligned curriculum that provides both rigor and access in all content areas.	$48,000	$48,000	$48,000			$144,000	Goldmansour Rutherford will work with individual teachers and teacher teams to build sustainable capacity. The expectation is that sustainable best practice would become part of the culture and fabric of the school. Staff developers will operate with the goal of building sufficient sustainable capacity to transform all teachers into effective and highly effective teachers.
Code 40	Instruction	Vendor Educate LLC. - will provide teachers with instruction on how to integrate technology into their lessons. This is highly useful in creating multiple entry points and addressing the needs of students with varying learning styles. This aligns with all SIG goals as it will support the self-esteem as well as the academic needs of all students, particulalrly Ells and SWD.	$48,000	$48,000	$48,000			$144,000	Educate LLC will work with individual teachers and teacher teams to build sustainable capacity. The expectation is that sustainable best practice would become part of the culture and fabric of the school. Staff developers will operate with the goal of building sufficient sustainable capacity to transform all teachers into effective and highly effective teachers.
		Subtotal Code 40	**211,113**	**211,113**	**211,113**	**8,613**	**8,613**	**650,563**	
Code 45	Instruction	Computer and Printers under $5,000 per unit - In order to bring the instruction at Flushing HS into the 21st Century, it is imperative that technology be infused into the building. This is especially important for supporting SWD, ELLs and strugling learners by leveraging technology to create multiple entry points. this aligns to all 3 SIG goals. Technology will be purchased in years' 1-3. SmartBoards @$3782.15 and Lenovo desktops at $644.00	$35,000	$35,000	$35,000	$15,000	$15,000	$135,000	There is no need for sustainability for this allocation.
Code 45	Instruction	Educational Software - Math software will be purchased to support students in developing math skills during ELT and during individualized support sessions in AIS..	$10,000	$10,000	$10,000	$7,500	$7,500	$45,000	There is no need for sustainability for this allocation.
		Subtotal Code 45	**45,000**	**45,000**	**45,000**	**22,500**	**22,500**	**180,000**	
		Subtotal Code 46	**0**	**0**	**0**	**0**	**0**	**0**	
Code 80	All	Employee Fringe	$31,368	$31,368	$31,368	$31,368	$31,368	$156,840	
Code 80	All	Employee Fringe	$2,445	$2,445	$2,445	$2,445	$2,445	$12,225	
Code 80	All	Employee Fringe	$6,015	$6,015	$6,015	$6,015	$6,015	$30,075	
Code 80	All	Employee Fringe	$1,060	$1,060	$1,060	$1,060	$1,060	$5,298	
		Subtotal Code 80	**40,888**	**40,888**	**40,888**	**40,888**	**40,888**	**204,438**	
		Subtotal Code 49	**0**	**0**	**0**	**0**	**0**	**0**	
		Subtotal Code 30	**0**	**0**	**0**	**0**	**0**	**0**	
		Subtotal Code 20	**0**	**0**	**0**	**0**	**0**	**0**	
		Subtotal School	***450,000***	***450,000***	***450,000***	***225,000***	***225,000***	***1,800,000***	
CENTRAL									
Code 15		UFT Teacher Center Field liaison = 0.349 Yr 1 FTE. The UFT Teacher Center Field liaison will support educators in SIG 6 schools through customized professional learning opportunities targeted to meet the unique needs of each school. The Teacher Center Field Liaisons will collaborate with administrators and the school-based staff development committee to design learning opportunities to meet the needs of all learners, including ELLs and SWDs. The UFT Teacher Center Field Liaison will work in participating schools with Master/Model Teachers and school-based site staff to: Design customized professional development, Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement, Collect, analyze and interpret data for making instructional decisions, Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc. and Integrate instructional technology into teaching and learning.	$31,428	$31,428	$31,428	$15,714	$15,714	$125,712	
		Subtotal Code 15	**31,428**	**31,428**	**31,428**	**15,714**	**15,714**	**125,712**	

BUDGET NARRATIVE

Category	Primary SIG Activity	Description of Budget Item	Year 1 (2015-2016)	Year 2 (2016-2017)	Year 3 (2017-2018)	Year 4 Extension (2018-2019)	Year 5 Extension (2019-2020)	Total	Sustainability
		Subtotal Code 16	**0**	**0**	**0**	**0**	**0**	**0**	
		Subtotal Code 40	**0**	**0**	**0**	**0**	**0**	**0**	
		Subtotal Code 45	**0**	**0**	**0**	**0**	**0**	**0**	
		Subtotal Code 46	**0**	**0**	**0**	**0**	**0**	**0**	
Code 80		Employee Fringe	$18,565	$18,565	$18,565	$9,282	$9,282	$74,258	
		Subtotal Code 80	**18,565**	**18,565**	**18,565**	**9,282**	**9,282**	**74,258**	
		Subtotal Code 49	**0**	**0**	**0**	**0**	**0**	**0**	
		Subtotal Code 30	**0**	**0**	**0**	**0**	**0**	**0**	
		Subtotal Code 20	**0**	**0**	**0**	**0**	**0**	**0**	
		Subtotal Central	***49,993***	***49,993***	***49,993***	***24,996***	***24,996***	***199,970***	
		TOTAL SIG	**499,993**	**499,993**	**499,993**	**249,996**	**249,996**	**1,999,970**	

M/WBE Documents

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

RFP # and Title: 1003(g) School Improvement Grant (SIG) (SIG Round 6). RFP Number: TA-16

Applicant Name: J.H.S. 162 Lola Rodriguez De Tio (07X162)

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		$ 1,999,970
2	Professional Salaries	$ 890,712	
3	Support Staff Salaries	$ -	
4	Fringe Benefits	$ 278,696	
5	Indirect Costs	$ -	
6	Rent/Lease/Utilities	$ -	
7	Sum of lines 2, 3 ,4, 5, and 6		$ 1,169,408
8	Line 1 minus Line 7		$ 830,563
9	M/WBE Goal percentage (20%)		20%
10	Line 8 multiplied by Line 9 =MWBE goal amount		$ 166,112.50

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

RFP # and Title: 1003(g) School Improvement Grant (SIG) (SIG Round 6). RFP Number: TA-16

Applicant Name: J.H.S. 162 Lola Rodriguez De Tio (07X162)

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. Mary Doyle (MW)
Typed or Printed Name of Authorized Representative of the Firm Mary Doyle
Typed or Printed Title/Position of Authorized Representative of the Firm Executive Director, State Portfolio Planning
Signature/Date 07/22/2015

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: J.H.S. 162 Lola Rodriguez De Tio (07X162)
Address: 600 SAINT ANN'S AVENUE
City, State, Zip: BRONX, NY 10455

Telephone/Email: 718-292-0880 / DSanabria@schools.nyc.gov
Federal ID No.: 13-6400434
RFP No: RFP Number: TA-16

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of
NAME: GOLDMANSOUR CONSULTATION ADDRESS: 575 MAIN STREET, #712 CITY, ST, ZIP: NEW YORK, NY 10044 PHONE/E-MAIL: 646-283-4972 / GOLDMANSOUR@EARTHLINK.NET FEDERAL ID No. 202443567	NYS ESD Certified MBE _____ WBE X	Vendor Goldmansour Consultation - This vendor aligns with goals 1 & 2. Goldmansour will provide suceesfful scaffolding strategies forElls and SWDs. Additional support will be given around the development of rigorous academic tasks that are differented for the ICT or general setting. In years 2 and 3 of the grant, this work will expand to include training content area teachers on how to implements strategies to address the needs of level 1 students and students not meeting the standards. Years 4 and 5 will be designed as reinforcement/capacity building experiences. GOALS and DELIVERABLES: The expectation is there will be more frequent use ofscaffolded teaching models as evident by formative observations. Increased graduation rates for ELL, SWD students as a result of training. In years 2-5 we exoect to see an increase in overall passing rates in all classes as teachers are better able to meet students' individual needs. This work aligns with goals 1 & 2, enacting CCLS aligned curriculum that provides both rigor and access in all content areas.	Year 1 $ 48,000 Year 2 $ 48,000 Year 3 $ 48,000 Year 4 Year 5 **TOTAL** $ 144,000

PREPARED BY (Signature) Mary Doyle SMW DATE 07/22/2015

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: Mary Doyle, Executive Director/Phylesia Steele, Fiscal Director

TELEPHONE/E-MAIL: 212-374-2762 / mdoyle5@schools.nyc.gov / psteele2@schools.nyc.gov

DATE:

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

M/WBE 100

M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE

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

Bidder/Applicant Name: J.H.S. 162 Lola Rodriguez De Tio (07X162)

Address : 600 SAINT ANN'S AVENUE

City, State, Zip: BRONX, NY 10455

Federal ID No.: 13-6400434

Phone No.: 718-292-0880

E-mail: DSanabria@schools.nyc.gov

Mary Doyle (SOW)

Signature of Authorized Representative of Bidder/Applicant's Firm

Mary Doyle, Executive Director

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

Date: 07/22/2015

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

Name of M/WBE: GOLDMANSOUR CONSULTATION

Federal ID No.: 202443567

Address : 575 MAIN STREET, #712

Phone No.: 646-283-4972

City: NEW YORK State: NY Zip Code: 10044

E-mail: GOLDMANSOUR@EARTHLINK.NET

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

Vendor Goldmansour Consultation - This vendor aligns with goals 1 & 2. Goldmansour will provide suceesfful scaffolding strategies forElls and SWDs. Additional support will be given around the development of rigorous academic tasks that are differented for the ICT or general setting. In years 2 and 3 of the grant, this work will expand to include training content area teachers on how to implements strategies to address the needs of level 1 students and students not meeting the standards. Years 4 and 5 will be designed as reinforcement/capacity building experiences. GOALS and DELIVERABLES: The expectation is there will be more frequent use ofscaffolded teaching models as evident by formative observations. Increased graduation rates for ELL, SWD students as a result of training. In years 2-5 we exoect to see an increase in overall passing

DESIGNATION: _____ **MBE Subcontractor** _____ **WBE Subcontractor** _____ **MBE Supplier** X **WBE Supplier**

PART C - CERTIFICATION STATUS (CHECK ONE):

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

_____ 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:	$ 144,000

Shade Zahn
Signature of Authorized Representative of M/WBE Firm

Date: 07/21/2015

Shade Zahn, Director of Operations
Printed or Typed Name and Title of Authorized Representative

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

Applicant Name: Goldmansour Consultation / G&R Inclusive Group

Telephone: 646-283-4972

Address: 575 Main Street, #712

Federal ID No.: 20-244-3567

City, State, ZIP: New York, NY, 10044

Project No: TA-16

Report includes:

- [x] Work force to be utilized on this contract OR
- [ ]
- [ ] Applicant's total work force
- [ ]

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

EEO - Job Categories	Total Work Force	Race/Ethnicity - report employees in only one category																	
		Hispanic or Latino		Not-Hispanic or Latino															
				Male								Female							
		Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran
Executive/Senior Level Officials and Managers	1											1							
First/Mid-Level Officials and Managers	3											3							
Professionals	3											3							
TOTAL	7											7							

PREPARED BY (*Signature*): [signature]

DATE: 07.21.2015

NAME AND TITLE OF PREPARER: Phylesia Steele, Fiscal Director

TELEPHONE/EMAIL: Psteele2@schools.nyc.gov

EEO 100

(Print or type)

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: J.H.S. 162 Lola Rodriguez De Tio (07X162)
Address: 600 SAINT ANN'S AVENUE
City, State, Zip: BRONX, NY 10455

Telephone/Email: 718-292-0880 / DSanabria@schools.nyc.gov
Federal ID No.: 13-6400434
RFP No: RFP Number: TA-16

Certified M/WBE	Classification (check all applicable)	Description of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of
NAME: METAMORPHOSIS TEACHING LEARNING COMMUNIT ADDRESS: 165 PARK ROW, #18A CITY, ST, ZIP: NEW YORK, NY 10038 PHONE/E-MAIL: 212-766-2120 / lucy@lucywestpd.com FEDERAL ID No. 043713795	NYS ESD Certified MBE _____ WBE X	Vendor Metamorphosis - will be used to train teachers on how to modify the EngageNY and Go Math! Curricula so that they can modify lessons to meet the individual needs of ELLs and students with disabilities. Coaches will provide PD as well as shoulder to shoulder support and model how lessons can be accessible for all students. This aligns with goal 2, providing students with rigorous and accessible lessons in math.	Year 1 $ 48,000 Year 2 $ 48,000 Year 3 $ 48,000 Year 4 Year 5 **TOTAL** $ 144,000

PREPARED BY (Signature) Mary Doyle (MD) DATE 07.22.2015

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: Mary Doyle, Executive Director/Phylesia Steele, Fiscal Director

TELEPHONE/E-MAIL: 212-374-2762 / mdoyle5@schools.nyc.gov / psteele2@schools.nyc.gov

DATE:

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

M/WBE 100

M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE

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

Bidder/Applicant Name: J.H.S. 162 Lola Rodriguez De Tio (07X162)

Address : 600 SAINT ANN'S AVENUE

City, State, Zip: BRONX, NY 10455

Federal ID No.: 13-6400434

Phone No.: 718-292-0880

E-mail: DSanabria@schools.nyc.gov

Mary Doyle (SW)

Signature of Authorized Representative of Bidder/Applicant's Firm

Mary Doyle, Executive Director

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

Date: 07.29.2015

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

Name of M/WBE: METAMORPHOSIS TEACHING LEARNING COMMUNIT

Federal ID No.: 043713795

Address : 165 PARK ROW, #18A

Phone No.: 212-766-2120

City: NEW YORK State: NY Zip Code: 10038

E-mail: lucy@lucywestpd.com

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

Vendor Metamorphosis - will be used to train teachers on how to modify the EngageNY and Go Math! Curricula so that they can modify lessons to meet the individual needs of ELLs and students with disabilities. Coaches will provide PD as well as shoulder to shoulder support and model how lessons can be accessible for all students. This aligns with goal 2, providing students with rigorous and accessible lessons in math.

DESIGNATION: _____ **MBE Subcontractor** _____ **WBE Subcontractor** _____ **MBE Supplier** __X__ **WBE Supplier**

PART C - CERTIFICATION STATUS (CHECK ONE):

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

_____ 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:	$ 144,000

Date: 7/22/2015

Signature of Authorized Representative of M/WBE Firm

Yitzchak Francus, C.O.O.

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 #18a

Federal ID No.: 04-3713795

City, State, ZIP: New York, NY 10038

Project No:

Report includes:

[ ] Work force to be utilized on this contract OR [ ]

[X] Applicant's total work force [ ]

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

EEO - Job Categories	Total Work Force	Race/Ethnicity - report employees in only one category																	
		Hispanic or Latino		Not-Hispanic or Latino															
				Male								Female							
		Male	Female	White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	White	African-American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran
Executive/Senior Level Officials and Managers	3			1								2							
First/Mid-Level Officials and Managers	1			1															
Professionals	27		1	4								17	2		3				
Technicians																			
Sales Workers																			
Administrative Support Workers	3	1										1							
Craft Workers																			
Operatives																			
Laborers and Helpers																			
Service Workers																			
TOTAL																			

PREPARED BY (Signature): David Howell

DATE: 7/21/2015

NAME AND TITLE OF PREPARER: David Howell, Operations Manager

TELEPHONE/EMAIL: 212-233-0419, david@lucywestpd.com

NOT APPLICABLE

2014 CONTRACT

MEMORANDUM OF AGREEMENT

MEMORANDUM OF AGREEMENT (the "MOA" or "Agreement") entered into this_____day of _____ by and between the Board of Education of the City School District of the City of New York (the "Board") and the United Federation of Teachers, Local 2, AFT, AFL-CIO (the "Union") modifying certain collective bargaining agreements between the Board and the Union that expired on October 31, 2009, as set forth more particularly below.

IN WITNESS THEREOF NOW, THEREFORE, it is mutually agreed as follows:

1. INTRODUCTION

The collective bargaining agreements between the Board and the Union which expired on October 31, 2009, covering the titles and/or bargaining units set forth in paragraph 3, below, shall be replaced by successor agreements that shall continue all their terms and conditions except as modified or amended below.

2. DURATION

The terms of the successor agreements shall be from November 1, 2009 through October 31, 2018.

3. WAGES

A. Ratification Bonus

A lump sum cash payment in the amount of $1,000, pro-rated for other than full time employees, shall be payable as soon as practicable upon ratification of the Agreement to those employees who are on the payroll as of the day of ratification. This lump sum is pensionable, consistent with applicable law, and shall not be part of the Employee's basic salary rate.

B. 2009-2011 Round –

Salaries and rates of pay as customarily done:

i. 5/1/15: 2%
ii. 5/1/16: 2%
iii. 5/1/17: 2%
iv. 5/1/18: 2%

C. Structured Retiree Claims Settlement Fund

Upon ratification, the City shall establish a Structured Retiree Claims Settlement Fund in the total amount of $180 million to settle all claims by retirees who have retired between November 1, 2009 through June 30, 2014 concerning wage increases arising out of the 2009-2011 round of bargaining. The Fund will be distributed based upon an agreed upon formula.

D. Retirements after 6/30/14 shall receive lump sum payments based on the same schedule as actives as set forth below in paragraph E.

E. Lump Sum Payments stemming from the 2009-2011 Round and schedule for actives for those continuously employed as of the day of payout.

i. 10/1/15 – 12.5%
ii. 10/1/17 – 12.5%
iii. 10/1/18 – 25%
iv. 10/1/19 – 25%
v. 10/1/20 – 25%

F. General Wage Increases

Salaries and rates of pay as customarily done:

i. 5/1/13: 1%
ii. 5/1/14: 1%
iii. 5/1/15: 1%
iv. 5/1/16: 1.5%
v. 5/1/17: 2.5%
vi. 5/1/18: 3%

G. Entry Level Salary Schedule

a. A joint labor-management committee shall be established to discuss increases to the entry level steps on the salary schedule for the pedagogues and increases for physical therapist, hearing officers (Per Session), nurses, and occupational therapist titles.

b. A fund in the amount of $20 million shall be established for these purposes.

H. Healthcare Savings

a. The UFT and the City/DOE agree the UFT will exercise its best efforts to have the MLC agree to the following:

i. for fiscal year 2015 (July 1, 2014-June 30, 2015),

there shall be $400 million in savings on a citywide basis in health care costs in the NYC health care program.

ii. for fiscal year 2016 (July 1, 2015-June 30, 2016), there shall be $700 million in savings on a citywide basis in health care costs in the NYC health care program.

iii. for fiscal year 2017 (July 1, 2016-June 30, 2017), there shall be $1 billion in savings on a citywide basis in health care costs in the NYC health care program.

iv. for fiscal year 2018 (July 1, 2017-June 30, 2018), there shall be $1.3 billion in savings on a citywide basis in health care costs in the NYC health care program.

v. for every fiscal year thereafter, the savings on a citywide basis in health care costs shall continue on a recurring basis.

vi. The parties agree that the above savings to be achieved on a Citywide basis are a material term of this agreement.

vii. In the event the MLC does not agree to the above citywide targets, the arbitrator shall determine the UFT's proportional share of the savings target and, absent an agreement by these parties, shall implement the process for the satisfaction of these savings targets.

viii. Stabilization Fund: (1) Effective July 1, 2014, the Stabilization Fund shall convey $1 billion to the City of New York to be used in support of the pro rata funding of this agreement. (2) Commencing on July 1, 2014, $200 million from the Stabilization Fund shall be made available per year to pay for ongoing programs (such as $65 welfare fund contribution, PICA payments, budget relief). In the event the MLC does not agree to provide the funds specified in this paragraph, the arbitrator shall determine the UFT's proportional share of the Stabilization Fund monies required to be paid under this paragraph.

I. Dispute resolution regarding paragraph H.

a. In the event of any dispute, the parties shall meet and confer in an attempt to resolve the dispute. If the parties cannot resolve the dispute, such dispute shall be referred to Arbitrator Martin F. Scheinman for resolution.

b. Such dispute shall be resolved within 90 days.

c. The arbitrator shall have the authority to impose interim relief that is consistent with the parties' intent.

d. The arbitrator shall have the authority to meet with the parties at such times as the arbitrator determines is appropriate to enforce the terms of this agreement.

e. The parties shall meet and confer to select and retain an impartial health care actuary. If the parties are unable to agree, the arbitrator shall select the impartial health care actuary to be retained by the parties.

f. The parties shall share the costs for the arbitrator and the actuary the arbitrator selects.

J. Covered Titles and Rates of Pay

The increases pursuant to B and F above and lump sum payments pursuant to E above cover the following titles and rates of pay:

1. Teacher
2. Teacher's Assistant
3. Teacher Aide
4. Educational Assistant
5. Educational Assistant A-I
6. Educational Assistant A-II
7. Educational Assistant B
8. Educational Associate
9. Auxiliary Trainer
10. Bilingual Professional Assistant
11. Guidance Counselor
12. School Psychologist and School Social Worker and related titles
13. School Secretary and related titles
14. Laboratory Specialist and Technician
15. Mental Health Worker
16. Attendance Teacher
17. Bilingual Teacher in School and Community Relations
18. Education Administrator
19. Education Analyst/Officer
20. Associate Education Analyst/Officer
21. School Medical Inspector
22. Director and Assistant Director of Alcohol and Substance Abuse Programs
23. Registered Nurse, Occupational Therapist, Physical Therapist and related titles
24. Supervising Nurse, Supervising Physical Therapist and Supervising Occupational Therapist
25. Supervisor of School Security
26. Adult Education Teacher
27. Sign Language Interpreter
28. Occasional Per Diem Teacher
29. Occasional Per Diem Secretary
30. Occasional Per Diem Paraprofessional
31. Education Associate A
32. Auxiliary Trainer A
33. Educational Associate B
34. Auxiliary Trainer B
35. Per Session Rate
36. Coverage Rate
37. Shortage Rate
38. Daily Training Rate
39. Staff Development Rate
40. Lead Teacher Differential
41. Hearing Officer (Per Session)

All longevities, step increments, differentials and other

rates of pay not otherwise covered in Appendix A or elsewhere in this Agreement shall be increased as customarily done in a manner consistent with the increases set forth in paragraphs B, E and F above, unless explicitly excepted.

K. Any disputes arising under this section 3 of this Agreement shall be determined by Martin F. Scheinman. The parties shall share the costs of his services.

4. PAPERWORK

Article 7R of the collective bargaining agreement covering teachers shall be amended to add the following:

Curriculum

The Board of Education (DOE) agrees to provide teachers with either a year-long or semester long Curriculum that is aligned with State Standards in all Core Subjects.

Curriculum is defined as:

a) a list of content and topics;
b) scope and sequence; and
c) a list of what students are expected to know and be able to do after studying each topic.

Core Subjects are defined as follows: Math (including, but not limited to, Algebra and Geometry), Social Studies, English Language Arts, Science (including, but not limited to, General Science, Biology, Earth Science, Chemistry and Physics), Foreign Languages and other subject areas named by the DOE and shared with the UFT. It is understood that the DOE's obligation to provide curriculum shall extend to Core courses that may be electives.

It is further understood by both parties that there are instances where teachers may want to participate in the development of curriculum. Such instances include, but are not limited to, the creation of new themed schools or programs within a school, or where a teacher or group of teachers wishes to create or help create a set of lessons around a particular theme or subject, where approved by the principal. Nothing in this agreement is intended to prohibit voluntary collaboration or work by teachers and other school staff on curriculum.

However, if there is a specific request by the DOE or a school administrator for a teacher or teachers to write curriculum, then the teacher(s) must be given sufficient time during the work day to do so, in accordance with provisions of the collective bargaining agreement or given sufficient time after school, in accordance with the provisions of the collective bargaining agreement pertaining to Per Session.

The failure to provide curriculum as defined above shall be subject to the grievance and arbitration procedures set forth in Article Twenty-Two of the collective bargaining agreement. However, such grievances shall be strictly limited to whether a curriculum, as defined above, was provided. The sufficiency and quality of the curriculum provided shall not be grievable.

Paperwork Reduction

The following shall replace Article 8I of the collective bargaining agreement covering teachers and shall be added to the other UFT-BOE collective bargaining agreements:

A Central Paperwork Committee (the "Central Committee") will convene within 30 days of the ratification of this agreement by the UFT. The Central Committee will be made up of an equal number of representatives appointed by the UFT President and the Chancellor. The representatives appointed by the Chancellor will include someone from the office of the Deputy Chancellor for Teaching and Learning. The Central Committee will meet at least monthly, on the first Wednesday of the month or at a mutually agreeable time, to review system-wide paperwork issues (whether paper or electronic), including, but not limited to, the requests for data in connection with the Quality Review process. The Central Committee will also establish, subject to agreement by the Chancellor and the UFT President, system-wide standards for the reduction and elimination of unnecessary paperwork ("System-wide Standards"). Should the Central Committee fail to establish System-wide Standards approved by the Chancellor within 60 days of their first meeting, either the UFT or the Board (DOE) may request the assistance of a member of the Fact-Finding Panel of Martin F. Scheinman, Howard Edelman and Mark Grossman, or another mutually agreeable neutral, to help facilitate the Central Committee's discussions. Should the intervention of a neutral not result in an agreement by the Central Committee approved by the Chancellor within 60 days of the neutral's involvement, the DOE and UFT will submit position statements to said neutral who will issue a binding decision. The neutral's decision setting the System-wide Standards shall be subject to Article 75 of the New York State Civil Practice Law and Rules.

Once the System-wide Standards have been established they will be distributed to all schools and key stakeholders (including SLT Chairpersons, PA/PTA Presidents, UFT Chapter Leaders, UFT District Representatives, District Superintendents and CSA Representatives). Thereafter, District/High School Superintendency Paperwork Committees ("District Committees") shall be established in each community school district and high school superintendency. The District Committees shall meet monthly, at a regularly scheduled time, for the purpose of addressing paperwork issues (whether paper or electronic) at the school level and to ensure the system-wide standards are being implemented properly in schools. These District Committees will be made up of an equal number of representatives appointed by the UFT President and the Chancellor. The representatives appointed by the Chancellor shall include the District/High School Superintendent or his/her designee.

Employees (including those in functional chapters) may request that their Chapter Leader raise school-specific paperwork issues (whether paper or electronic) before the District Committee. Subject to approval by the Chancellor, if a District Committee agrees on the resolution of the paperwork issue,

the resolution shall be enforced by the District or High School Superintendent. In the event that a District Committee cannot agree on the resolution of an issue raised by a Chapter Leader of an individual school, the District Committee shall refer the issue to the Central Committee for review. Subject to approval by the Chancellor, if the Central Committee agrees on the resolution of an issue raised by a Chapter Leader, the resolution shall be enforced by the District or High School Superintendent.

For alleged violations of the System-wide Standards the UFT may file a grievance, in accordance with the grievance and arbitration procedures set forth in Article 22 of the collective bargaining agreement. It is understood that, prior to a grievance being filed, the paperwork issues shall go through the committee process as described above. Such grievances shall be filed directly with the DOE's Office of Labor Relations ("OLR"), which may be scheduled for arbitration within 20 days of notice to OLR. The parties shall negotiate pre-arbitration hearing procedures so that each party is aware of the allegations and defenses being raised at the arbitration. All arbitration days shall be part of the existing number of days as set forth in the CBA (as modified by this Agreement). An arbitrator may hear up to three (3) paperwork grievances on each arbitration date. The arbitrator will issue a brief award that is final and binding upon the parties, within five (5) school days of the arbitration.

Unit Planning

Article 8E of the collective bargaining agreement covering teachers shall be amended to add the following:

A "Unit Plan," also known as a "Curriculum Unit," means a brief plan, by and for the use of the teacher, describing a related series of lesson plans and shall include: (1) the topic/theme/duration; (2) essential question(s); (3) standard(s); (4) key student learning objectives; (5) sequence of key learning activities; (6) text(s) and materials to be used; and (7) assessment(s).

Teachers that are provided with a Curriculum (as defined in this agreement) have a professional responsibility to prepare Unit Plans. No teacher shall be required to prepare a Unit Plan for each curriculum unit, other than the attached, brief, one-page form agreed upon by the UFT and DOE, including teachers of multiple subjects for the same group of students (e.g., elementary school teachers, teachers of self-contained classes), who will include each subject taught on the attached one page form. Teachers shall not be required to prepare a Unit Plan in any format other than the attached form, agreed upon by the UFT and DOE.

A principal or supervisor may collect and/or copy a Teacher's Unit Plan provided that the principal/supervisor either (i) discusses the Unit Plan at the next professional conference (e.g. pre-observation or post-observation conference) pursuant to the observation cycle or as otherwise permitted by the parties' APPR plan, or (ii) uses the Unit Plan for professional learning (e.g., non-evaluative conferencing with the principal or other administrators) within 20 school days of the collection or copying, absent unforeseen and unusual circumstances.

5. WORKDAY

I. SINGLE SESSION SCHOOL

Article 6 of the Teachers' CBA shall be amended to add the following:

Detailed below are the terms for a one (1) year pilot to occur during the 2014-2015 school year only. Should the parties wish to continue this model, they must agree in writing to do so by June 15, 2015. If no such agreement is reached, the workday shall automatically revert to the provisions of Article 6 in the 2007-2009 teachers' collective bargaining agreement and corresponding articles in other agreements.

The following shall apply to single session schools only. The parties have agreed to repurpose the 150 minutes per week of extended time in Article 6.A.2 and all faculty and grade conference time as set forth below:

A. Default Workday Configuration for Teachers:

Unless modified through a School Based Option ("SBO") pursuant to Article 8B of the Teachers' CBA, the following shall apply to Teachers in Single Session Schools:

1. The school day shall be 6 hours and 20 minutes Monday through Friday.
2. On Mondays and Tuesdays, the day shall start no earlier than 8 a.m. and end no later than 4:00 p.m. The parties have agreed to repurpose the 150 minutes per week of extended time and all faculty and grade conference time be used instead as follows:
   a. On Mondays when school is in session there will be an 80-minute block of Professional Development immediately following the conclusion of the school day. Professional Development shall be collaboratively developed by a school based committee as set forth below in section B of this Article. If less than the entire 80-minute period is taken up by Professional Development activities, then the time will be utilized for Other Professional Work as set forth below.
   b. On Tuesdays when school is in session there will be a 75-minute block immediately following the conclusion of the school day that consists of 40-minutes for Parent Engagement activities as set forth below in section C of this Article, immediately followed by a 35 minute block of time for Other Professional Work as set forth in Sec. D of this Article. If less than the entire 40-minute block of time is taken up by Parent Engagement activities, then the time will be utilized for Other Professional Work as set forth Section D of this Article.

3. On Wednesday through Friday, the day shall begin no earlier than 8 a.m. and end no later than 3:45 p.m.
4. On citywide professional development days the workday shall be 6 hours and 50 minutes.

B. Professional Development:

Each school (and program functioning as a school) shall form a School-Based Staff Development Committee ("SDC"). Such committee will include the Chapter Leader and consist of equal number of members selected by the Chapter Leader and the Principal, respectively. The SDC shall collaboratively review, consider and develop the school-based professional development that is offered during the Professional Development block to be relevant to all participating staff-members, supportive of pedagogical practices and programs at the school and reasonable to prepare and complete during the Professional Development block. The Principal shall review the SDC's work but shall have final approval of Professional Development.

School and District and Functional Chapter Based Staff Development Committees, as described below and in corresponding agreements, shall each meet during the last clerical half day scheduled in June and/or a portion of the time during the workdays prior to the start of the instructional year when students are not in attendance, to begin their work regarding the upcoming and following school year's professional development. In addition, each may choose to also meet to continue their work during times when Other Professional Work, as defined herein, is appropriate.

It is recognized by the parties that some Professional Development activities will be appropriate for all staff and some will be most relevant to certain groups of staff members. Accordingly, schools are encouraged, where appropriate, to include differentiated professional development activities for groups or titles, including functional chapters, that is aligned to the groups' or titles' roles.

C. Parent Engagement:

Appropriate activities for the 40-minute Parent Engagement block are: face-to face meetings (individual or group) with parents or guardians; telephone conversations with parents or guardians; written correspondence including email with parents or guardians; creating newsletters; creating content for school/class websites and/or answering machines; preparing student report cards; preparing student progress reports, and preparing for any of the Parent Engagement activities listed herein. Teachers shall select from the activities listed to engage in during these blocks of time unless otherwise directed by the principal to another activity specified herein.

D. Other Professional Work:

Appropriate Other Professional Work for any period of time, during these specified blocks, during which Parent Engagement and/or Professional Development activities are not taking place are: collaborative planning; Lesson Study; Inquiry and review of student work; Measures of Student Learning ("MOSL") -related work; IEP related work (excluding IEP meetings); work with or related to computer systems/data entry; preparing and grading student assessments; mentoring; as well as responsibilities related to teacher leader duties for all individuals in Teacher Leadership Positions. Teachers shall select from the activities listed to engage in during these blocks of time unless otherwise directed by the principal to another activity specified herein. In addition to the activities listed here, a teacher or a group of teachers may propose additional activities that may include working with a student or students for any portion of the school year, which requires approval by the principal. In addition, as provided for in Section I.B., an SDC may choose to also meet to continue its work during times when Other Professional Work is appropriate.

There will be one (1) or two (2) periods of time during the school year, based upon a school's MOSL selections, one in the Fall and one in the Spring, each of which shall be a minimum of 6 weeks in duration, that will be designated as "MOSL windows" for the entire school district by the DOE. The 6 week time periods need not be consecutive weeks. During these "MOSL windows" teachers shall be permitted to devote as much time as necessary during the entire Parent Engagement periods of time to perform MOSL related work. Should teachers not have the need to do MOSL related work during the MOSL window, they shall engage in either Parent Engagement or Other Professional Work as set forth herein.

E. Evening Parent-Teacher Conferences:

1. The two (2) existing afternoon Parent-Teacher Conferences shall be unchanged.
2. The two (2) existing evening Parent-Teacher Conferences shall be unchanged except that they shall be three (3) hours long.
3. There shall be two (2) additional evening Parent-Teacher Conferences. Each additional conference shall be three (3) hours long. Such conference time, together with a portion of the Tuesday activities block, shall replace all existing faculty and grade/department conferences as designated in the By-Laws and collective bargaining agreement.
4. The four (4) evening Parent-Teacher Conferences shall be held in September, November, March and May, respectively on dates to be determined by the

DOE. All conferences shall begin no earlier than 4:30 p.m. and end no later than 8:00 pm.

5. The September conference shall not be a traditional Parent-Teacher Conference but rather used for an alternative event using one of the following formats as determined by the school Principal and Chapter Leader in consultation with the School Leadership Team ("SLT"): Curriculum Night; Meet the Staff Night; Common Core or other training for Parents Night, or another non-traditional format mutually agreed upon by the Principal and Chapter Leader in consultation with the SLT. Should the principal and Chapter Leader not agree on a format, the default format for the September Conference shall be "Meet the Staff" night. It is understood that in schools which had previously exchanged faculty conference time for an evening event, those events are subsumed within the four (4) evening Parent-Teacher Conferences.
6. All existing rules, regulations and procedures regarding Parent Teacher Conferences continue to apply unless specifically modified herein.

F. School-Based Options ("SBO"):

In addition to the above described default schedule, the following configuration of the workday shall be approved by the President of the UFT and Chancellor if the other requirements of the SBO process as set forth in Article 8.B of the Teachers' CBA and corresponding articles of other contracts where applicable. The start and end time of the work day shall be specified in each of the SBOs.

1. 100/55 Option:

a. The school day shall be 6 hours and 20 minutes.

b. On Monday, the day shall begin no earlier than 8:00 am and end no later than 4:00 pm. On Tuesday through Friday the day shall begin no earlier than 8 am and end no later than 3:45 pm.

c. On Monday there shall be a 100 minute Professional Development period immediately following the end of the school day. If less than the entire 100 minute period is taken up for Professional Development, the time shall be utilized for Other Professional Work.

d. On Tuesday there shall be a 55 minute block for Parent Engagement. If less than the entire 55 minute period is taken up by Parent Engagement Activities, then the time shall be utilized for Other Professional Work

2. 80/40/35 Option:

a. The school day shall be 6 hours and 20 minutes.

b. On Monday, the day shall begin no earlier than 8:00 am and end no later than 4:00 pm. On Tuesday through Friday the day shall begin no earlier than 8 am and end no later than 3:45 pm.

c. On Monday there shall be an 80 minute Professional Development period immediately following the end of the school day. If less than the entire 80 minute period is taken up for Professional Development, the time shall be utilized for Other Professional Work.

d. On Tuesday there shall be a 40 minute block for Parent Engagement immediately following the end of the school day. If less than the entire 40 minute period is taken up by Parent Engagement Activities, then the time shall be utilized for Other Professional Work.

e. On Thursday immediately following the end of the school day, there shall be 35 minute period to be used for Other Professional Work.

The Chancellor and UFT President shall agree upon a third pre-approved SBO option for the 2014-15 school year.

Consistent with the contractual requirements, other SBO configurations voted on by schools shall be considered.

II. PARAPROFESSIONAL

Article 4 of the Paraprofessional CBA shall be amended to add the following:

The below sections are part of a one (1) year pilot to occur during the 2014-2015 school year only. Should the parties wish to continue this model, they must agree in writing to do so by June 15, 2015. If no such agreement is reached, the workday shall automatically revert to the provisions of Article 4 in the 2007-2009 Paraprofessional CBA.

A. Workday.

Unless modified through a School Based Option ("SBO") pursuant to Article 8B of the Teachers' CBA, the following shall apply to Paraprofessionals in Single Session Schools:

Paraprofessionals shall have the same default workday as teachers in single session schools (as set for in Art. 6, Sec. ____ of the Teachers CBA), except that on Tuesdays when school is in session paraprofessionals shall only be required to work a 70-minute block immediately following the conclusion of the school day.

Any SBO adopted by a school reconfiguring the workday shall not increase or decrease the workday of paraprofessionals.

B. Professional Development.

1. Paraprofessionals shall participate in Professional Development activities per the guidelines set forth in Art. 6, Sec.____ of the Teachers CBA (I.B., above).

2. There shall be a citywide Paraprofessional Staff Development Committee ("SDC") consisting of the Paraprofessional Chapter Leader and equal numbers of members selected by the DOE and the Paraprofessional Chapter Leader. The Paraprofessional SDC shall collaboratively review, consider and develop professional development programs relevant to Paraprofessional duties for both citywide professional development days and for schools to consider. The DOE shall review the SDC's work but shall have final approval of Professional Development

C. Parent Engagement.

During this block of time, as defined in Art. 6, Sec. ____ of the Teachers CBA, paraprofessionals shall assist teachers in Parent Engagement activities or other activities appropriate to their title subject to approval by the principal.

D. Other Professional Work.

During either of the Professional Development or Parent Engagement blocks of time, as defined in Art., 6, Sec.____ of the Teachers CBA, when teachers may engage in Other Professional Work and when no relevant appropriate professional development is offered, paraprofessionals shall assist teachers by performing Other Professional Work appropriate to their title.

III. FUNCTIONAL CHAPTERS

A. Each UFT-represented functional chapter employed by the Board "DOE" except Paraprofessionals (which are provided for in Sec. II herein), shall amend its CBA to add the following:

The below sections are part of a one (1) year pilot to occur during the 2014-2015 school year only. Should the parties wish to continue this model, they must agree in writing to do so by June 15, 2015. If no such agreement is reached, the workday shall automatically revert to the provisions of the respective 2007-2009 CBAs.

1. For each UFT-represented functional chapter employed by the Board ("DOE") there shall be a citywide Staff Development Committee ("SDC") consisting of the Functional Chapter Leader and equal numbers of members selected by the DOE and the Functional Chapter Leader. Each citywide functional chapter committee shall collaboratively review, consider and develop professional development programs relevant to the respective chapter's duties and reasonable to prepare and complete within the chapter's existing workday. The DOE shall review the SDC's work but shall have final approval of professional development.
2. Unless explicitly stated herein all functional chapters shall continue with their work day schedules as reflected in the 2007-2009 collective bargaining agreements.

B. The CBAs for Guidance Counselors (Art. 6), and School Psychologists and Social Workers (Art. 6) shall be amended to add the following:

This is part of a one (1) year pilot to occur during the 2014-2015 school year only. Should the parties wish to continue this model, they must agree in writing to do so by June 15, 2015. If no such agreement is reached, the workday shall automatically revert to the provisions of Article 6 in the 2007-2009 Guidance Counselors and School Psychologists and Social Workers CBAs.

The workday for Guidance Counselors, School Psychologists, and Social Workers shall remain the same. However, the parties agree that existing faculty conference time shall be repurposed so that Guidance Counselors, School Psychologists and Social Workers shall attend the four previously mentioned evening Parent Teacher Conferences. They shall attend the evening parent-teacher events as follows:

September – 3 hours
November – The first 2 hours 10 minutes
March – 3 hours
May – The first 2 hours and 10 minutes.

IV. MULTI-SESSION / DISTRICT 75 and 79 SCHOOLS:

Article 6 of the Teachers' CBA shall be amended by adding the following language immediately after Sec. I, above:

The following shall apply to Multi-session, District 75 and District 79 Schools only, for the duration of the pilot and, if continued, thereafter:

A. The parties both understand and agree that staff in multi-session and Districts 75 and 79 schools need and deserve support and professional development and that such schools would also benefit from additional parent engagement opportunities. Each school should have an opportunity to address those needs within its unique scheduling and programmatic structures. Accordingly, the default workday and workday configuration, including faculty and grade/department conferences, for multi-session and Districts 75 and 79 Schools remains as set forth in the 2007-2009 collective bargaining agreements.

B. Each multi-session school and each District 75 and 79 school shall form a School-Based Staff Development Committee ("SDC"), in accordance with the parameters outlined for such Committees in the Single Session Schools section above. In addition to the duties of a SDC in a single session school, multi-session and District 75 and 79 SDCs shall discuss potential SBO's for the configuration of time appropriate to the scheduling needs of those schools so as to provide for appropriate blocks of time to be used for Professional Development, Parent Engagement, and Other Professional Work. The UFT and the DOE

agree to consider any such proposed SBO in light of the individual school's scheduling and programmatic needs.

C. There shall also be Central District 75 and District 79 SDCs consisting of an equal number of members selected by the applicable UFT District Representative and the District Superintendent, which shall address specific professional development and scheduling needs in District 75 and 79, respectively.

D. The parties agree to discuss and develop mutually agreeable SBO options for Multi-Session, District 75 and District 79 schools

6. TEACHER EVALUATION/PEER VALIDATOR

Article 8J of the Teachers' CBA shall be amended to include the following:

The Board (DOE) and UFT agree that the following, subject to approval by the Commissioner of Education, represents the Parties APPR Plan as required by Education Law § 3012-c.

This Article replaces the Commissioner's June 1, 2013 APPR decision and subsequent clarification decisions dated September 5, 2013 and November 27, 2013 (collectively "the Commissioner's Decision").

Except as modified herein, the terms of the Commissioner's Decision are incorporated by reference and remain in full force and effect. Except as stated herein, any dispute regarding this APPR Plan and the Commissioner's Decision shall be resolved exclusively through negotiation between the parties or the grievance process set forth in Article 22 of the parties' collective bargaining agreement. Any issue regarding the implementation of the APPR Plan with respect to the Measures of Student Learning and scoring that was not addressed in the Commissioner's Decision, shall be resolved through negotiations between the parties and, in the absence of an agreement, referred to the State Education Department for clarification.

The Parties agree to submit a draft APPR Plan to the State Education Department no later than May 15, 2014.

Teacher Practice Rubric

In order to simplify and focus the use of Danielson's *Framework for Teaching* (2013 Edition), and reduce unnecessary paperwork, only the following eight (8) components of the rubric shall be rated: 1(a), 1(e), 2(a), 2(d), 3(b), 3 (c), 3(d), and 4(e). These eight (8) components shall be referred to herein as the "Danielson Rubric." Any reference to Danielson or the Danielson Rubric in the Commissioner's Decision shall be deemed to refer only to these eight (8) components. In each observation, all components of the Danielson Rubric shall be rated for which there is observed evidence. The remaining components of the *Danielson Framework for Teaching* (2013 Edition) not describe herein will continue to be used by the Parties for formative purposes.

Observation Cycle

1. Feedback following an observation must be provided to the teacher within fifteen (15) school days of the observation. Feedback must be evidence-based and aligned to the Danielson Rubric.
2. Evaluator forms shall be provided to the teacher no later than forty-five (45) school days following the observation. From the time an observation (formal or informal, as defined by the Commissioner's Decision) is conducted until the time the teacher receives the evaluator form for that observation, only one (1) additional evaluative observation (formal or informal) may be conducted.
3. The parties agree that Teacher Artifacts (as defined in the Commissioner's Decision) shall not be used in determining the Other Measures of Effectiveness ("Measures of Teaching Practice") subcomponent rating. Teachers are not required to submit Teacher Artifacts (as defined in the Commissioner's Decision) except principals have the discretion to collect evidence related to the Danielson Rubric in a manner consistent with the collective bargaining agreement and the Commissioner's Decision. The DOE and UFT shall jointly create guidance for evaluators on the collection of evidence for the Danielson Rubric. Whenever possible, the Parties will jointly present this guidance to school communities.
4. An evaluator shall provide a score on any component that is observed from the Danielson Rubric regardless of the observation option selected by the teacher and regardless of whether it is a formal or informal observation (as defined by the Commissioner's Decision).
5. In addition to the two observation options set forth in the Commissioner's Decision, teachers who have received "Highly Effective" as their final APPR rating in the previous year may choose Option 3. Option 3 consists of a minimum of three (3) informal observations that are used for evaluative purposes. Option 3 is subject to the same procedures and scoring rules as Options 1 and 2 as provided for in the Commissioner's Decision as modified by this APPR Plan.

   A teacher that chooses Option 3 shall make his/her classroom available for three (3) classroom visits by a colleague per school year. The classroom visits described herein shall not be used for any evaluative purpose. Any additional classroom visits by colleagues shall only be with the consent of the teacher selecting Option 3. The date and time of such visits shall be scheduled jointly by the teacher selecting Option 3 and the principal.
6. An evaluator may assess a teacher's preparation and professionalism only if the evaluator's conclusions are based on observable evidence pertaining to components 1a, 1e, and/or 4a of the Danielson Rubric during an observation or if the evaluator observes evidence for these components during the fifteen (15) school days immediately preceding a classroom observation.

7. The parties agree to create an evaluator form that will allow evaluators to rate and delineate between all components observed during a classroom observation as well as (for components 1a, 1e, and 4e only) observed within fifteen (15) school days prior to the classroom observation as part of an assessment of a teacher's preparation and professionalism. Each evaluator form shall contain lesson-specific evidence for components observed during a classroom observation and teacher-specific evidence for components observed as part of an assessment of a teacher's preparation and professionalism.
8. An evaluator shall not include or consider evidence regarding the preparation and professionalism on an evaluator form if such evidence (or conduct) is also contained in a disciplinary letter to the teacher's file, unless the evidence was directly observed by the evaluator during a classroom observation (in which case the evidence may be on both an evaluator form and in a disciplinary letter). Evidence not related to components 1a, 1e, and/or 4e, or directly observed by the evaluator in the fifteen (15) school day period immediately preceding a classroom observation shall not be considered in a teacher's evaluation.
9. Consistent with the Commissioner's Decision, there shall be Initial Planning Conferences ("IPC") and Summative End of Year Conferences (as defined therein). Teachers shall have the sole discretion of setting professional goals as part of the IPC. The DOE will explicitly state this in guidance for evaluators and educators for the 2014-15 school year and thereafter.

Videotaping and Photographing

1. All observations shall be conducted in person. The teacher and evaluator may mutually consent to evaluators not being present when videotaping.
2. A teacher may choose to have his/her observations videotaped. If a teacher chooses to have his/her observations videotaped he/she shall select among the following options:

   (a) the evaluator will choose what observations, if any, will be videotaped; or (b) the evaluator shall videotape the observations in the following manner: (i) if the teacher selected Option 1, the formal observation shall be videotaped; (ii) if the teacher selected Option 2, two (2) of the informal observations shall be videotaped (at the evaluator's option); or (iii) if the teacher selected Option 3, one (1) of the informal observations shall be videotaped (at the evaluator's option).
3. Evaluators who take photographs during observations relevant to the Danielson Rubric, should, to the extent practicable, be unobtrusive (for example, photographs may be taken at the end of the observation).

Covered Employees

1. The DOE and the UFT agree to jointly request that the State Education Department issue a determination as to whether teachers of programs for suspended students and teachers of programs of incarcerated students are subject to Education Law § 3012-c (and therefore subject to this APPR Plan). Such decision shall be incorporated by reference into this APPR Plan.
2. In order for a classroom teacher to be covered by this APPR Plan, the teacher must be teaching for at least six (6) cumulative calendar months in a school year. If the teacher does not satisfy this requirement he/she shall not be covered by this APPR Plan and shall be subject to the evaluation system set forth in Article 8J of the collective bargaining agreement and Teaching for the 21st Century.
3. The following shall apply to teachers who are teaching for more than six (6) cumulative calendar months in a school year but less than the full year due to either (a) paid or unpaid leave of absence; (b) reassignment from teaching responsibilities; or (c) the teacher commenced, or separated from, employment mid-year:

   (a) When a teacher is absent from the first day of school until the last Friday of October, the IPC (as defined in this APPR Plan) shall be conducted within ten (10) school days of his/her return to school.

   (b) When a teacher is absent between the last Friday of April and the last Friday of June, and the absence was foreseen and the evaluator was aware that the teacher would not be present during this period (e.g., they are taking a maternity leave), the Summative Conference shall be held before the teacher leaves.

   (c) When a teacher is absent between the last Friday of April and the last Friday of June and the absence was unforeseen (e.g., extended leave) and therefore the evaluator could not conduct the Summative Conference ahead of time, the Summative Conference shall be held no later than the last Friday of October in the following school year. Evaluators shall have the discretion to conduct the IPC and Summative Conference at the same time but must fulfill all the requirements of both conferences.

   (d) When a teacher is unexpectedly absent for the remainder of the school year (e.g., extended leave), the teacher shall have a minimum of two (2) observations, which shall fulfill the observation requirements set forth herein.

   (e) When a teacher is absent during the period when the baseline or post-test assessments are administered, and the teacher was assigned individual target populations for his/her State and/or Local Measures, the teacher will still receive Local and/or State Measures for individual target populations.

(f) When a teacher is absent during the period when the targets are set (for assessments with goal-setting), the teacher shall set targets and have their targets approved within the first month of his/her return to school.

The DOE shall explicitly state the rules described herein in guidance for educators for the 2014-15 school year and all school years thereafter.

Multiple Observers

For formative purposes (observations conducted entirely for non-evaluative purposes), no more than four (4) observers (either school-based or from outside of the school) may be present in a classroom. Additional observers may be present in teacher's classroom with the teacher's consent. The visits described in this paragraph shall not be considered when scoring the Measures of Teacher Practice subcomponent.

For evaluative purposes, no more than one (1) evaluator (as defined by the Commissioner's Decision) and two (2) school-based observers (i.e., the Superintendent or Assistant Superintendent or trained administrator of the teacher's school) may be present during a formal or informal observation. The evaluator shall be solely responsible for the observation report. The DOE and UFT shall jointly create guidance for evaluators on the role of multiple observers. Whenever possible, the Parties will jointly present this guidance to school communities.

In extraordinary circumstances, only one (1) of the two (2) observers described herein may be an observer from outside of the school may observe. The outside observer may only be either a Network Leader or Deputy Network Leader (or its functional equivalent).

Student Surveys

The DOE shall pilot student surveys during the 2013-2014 at mutually agreed upon schools and in all schools during the 2014-2015 school year. During the pilot, student surveys shall not be used for evaluative purposes. At the conclusion of each pilot year, the DOE and UFT shall meet to discuss the results of the pilot and discuss the possibility of continuing/discontinuing the pilot and use of the surveys for evaluative purposes. If agreement is not reached at the conclusion of each pilot year, the student surveys shall be used for non-evaluative purposes in the 2014-2015 school year and evaluative purposes starting in the 2015-16 school year and thereafter. The implementation and scoring of the student surveys in 2015-16 and thereafter shall be consistent with the Commissioner's Decision.

Scoring

For all formal and informal observations (as defined by the Commissioner's Decision), all components of the Danielson Rubric shall be rated for which there is observed evidence. At the end of the school year, Overall Component Scores shall be created for each of the eight (8) components. The Overall Component Scores shall be the average of each rated component from the observations and/or assessments of a teacher's preparation and professionalism.

An Overall Rubric Score will then be calculated by taking the weighted average of the Overall Component Scores, using the following weightings: 1a (5%), 1e (5%), 2a (17%), 2d (17%), 3b (17%), 3c (17%), 3d (17%), 4e (5%).

Formal and informal observations (as defined by the Commissioner's Decision) shall not receive average observation ratings.

Formal and informal observations (as defined by the Commissioner's Decision) will no longer be afforded the weights as provided for in the Commissioner's Decision.

The Overall Rubric Score shall be the basis for the 60 points of the Measures of Teaching Practice subcomponent, unless the student surveys are used for evaluative purposes. If student surveys are used for evaluative purposes, the Overall Rubric Score shall count for 55 of the 60 points of the Measures of Teaching Practice subcomponent score. The implementation and scoring of the student surveys in 2015-16 and thereafter shall be consistent with the Commissioner's Decision.

Courses That Are Not Annualized

In the event that Measures of Student Learning (MOSL) assessment options do not include options for non-annualized courses: 1) in a school where each of the terms covers content where the second term builds on content from the first, the fall teacher shall administer the baseline and the spring teacher shall administer the post-test. Teachers from all terms will be held accountable for the students' results; or 2) in a school where the second term does not build on content from the first, these teachers shall be assigned Linked or Group Measures. Notwithstanding the foregoing, with respect to a teacher of a course leading to a January Regents, the post-test is the January Regents and a baseline shall be administered in the fall.

For Group and Linked Measures (as defined herein), if a student takes the same Regents exam in January and June, only the higher result will be used for State and Local Measures. For non-Group and Linked Measures, if a student takes the same Regents exam in January and June, and has the same teacher in the fall and spring, only the higher result will be used for State and Local Measures. If the student has different teachers in the fall and spring, the January Regents will be used for the fall teacher and the June Regents for the spring teacher.

Students will be equally weighted in a teacher's State and/or Local Measures subcomponent score if they are in a teacher's course for the same length of time (regardless of whether they take the January or June Regents).

For assessments that use growth models, the DOE will calculate scores following the rules outlined above. For assessments that use goal-setting, the teacher who administers the baseline will recommend targets for the students and the principal will approve. Fall term teachers shall set targets on the same

timeline as other teachers. It is recommended that in the fall principals consult with subsequent term teachers about student targets if their assignments are known. Principals shall share these targets with subsequent term teachers within the first month of the start of the new term and provide these teachers with an opportunity to recommend any additional changes to student targets. Principals shall communicate any changes to targets to all affected teachers.

For assessments that use goal-setting, teachers of subsequent term courses who have students who have not previously had targets for them shall set and have their targets approved within the first month of the start of the new term.

State and Local Measures selections for teachers of non-annualized courses, including the application of the 50% rule, shall be determined based upon the teachers' entire school year schedule. As subsequent term selections may not be known in the fall, teachers shall administer all applicable assessments for the grades/subjects they are teaching in the fall.

Rules Regarding Measures of Student Learning

For the 2014-2015 school year and thereafter the DOE shall issue guidance to the School MOSL Committee that sets forth and explains the rules described herein.

There is no limit on the number of Local Measures that a School MOSL Committee, as defined in this APPR Plan, can recommend for a particular grade or subject. If a School MOSL Committee selects the same assessment but different group for the Local Measures subcomponent, the following are allowable subgroups since the DOE is currently analyzing the performance of these groups of students: 1) English Language Learners, 2) students with disabilities, 3) the lowest-performing third of students, 4) overage/under-credited students, or 5) Black/Latino males (consistent with New York City's Expanded Success Initiative).

School MOSL Committees shall consider, when selecting subgroups for Local Measures that the intent of having both Local and State Measures is to have two different measures of student learning. Using subgroups for Local Measures, by nature of the fact that they are a subset of the overall population, will in many instances mean that State and Local Measures are more similar to one another than if different assessments are used for State and Local Measures. Therefore, subgroups should not be selected for teachers in some schools if the subgroup selected reflects the entire population of students the teacher serves (e.g., if a teacher only teaches English Language Learners, the Committee shall not select English Language Learners for their Local Measures and all of their students for the same assessment on their State Measures).

In the event that schools inadvertently select the same measures for State and Local Measures (after to the extent possible they have had an opportunity to correct), the lowest third performing students will be used for Local Measures and the entire populations of students used for State Measures.

The Central MOSL Committee will revisit the list of allowable subgroups annually, taking into account feedback from educators. If the Central MOSL Committee cannot agree on new/different subgroups, the current list of subgroups will be used.

Evaluators cannot choose to go above the 50% rule in selecting teachers' State Measures. The 50% rule will be followed for State Measures, per State Education Department guidance, such that teachers' State Measures must be determined as follows: for teachers of multiple courses, courses that result in a state growth score must always be used for a teacher's State Measures. If a teacher does not teach any courses that result in state growth scores, or state growth score courses cover less than 50% of a teacher's students, courses with the highest enrollment will be included next until 50% or more of students are included.

The 50% rules shall not apply to Local Measures. School MOSL Committees shall select the method that shall be used to determine which courses shall be included in a teacher's Local Measure. In the 2014-15 school year and thereafter, the DOE will 1) state this rule, provide guidance for teachers of multiple courses, and describe the benefits and considerations of not following the 50% rule for Local Measures and 2) explain how to record and track Local Measures selections for individual teachers when the 50% rule is and is not used for Local Measures.

The process for setting student targets for Local Measures is the same as the process for setting student targets for State Measures. The only exception is Group Measures (not including Linked Measures) for Local Measures. For Group Measures, the School MOSL Committees will have the option of recommending for Local Measures that student targets are set either 1) following the process used for State Measures or 2) by the Committee. If the School MOSL Committee's chooses to create the targets and the principal accepts the School MOSL Committee's recommendation, the School MOSL Committee must create these targets no later than December 1. Targets must be submitted using a format determined by the DOE. In the event that the School MOSL Committee cannot agree on Group Measures targets for Local Measures, Group Measures targets will be determined following the process used for State Measures which requires that superintendents must finalize targets by January 15.

School MOSL Committees may recommend which baselines will be used for Local Measures from a menu of options created by the DOE. The only exceptions are instances where the same assessments are used for teachers in the same grades/subjects for State Measures. In these instances, the Principal shall select the baselines that will be used for State and Local Measures.

School MOSL Committees may recommend that Local Measures, Group Measures and Linked Measures may be used with state-approved 3rd party assessments. The DOE shall create guidance that will include a description of which 3rd party assessments it can use to create growth models.

School MOSL Committees may recommend that for Local

Measures, Group Measures and Linked Measures may be used with NYC Performance Assessments. The DOE shall create guidance which will include a description of which NYC Performance Assessments it can use to create growth models, as well as the implications of selecting Group Measures with NYC Performance Assessments for scoring.

Regarding the Local Measures school-wide default, if a School MOSL Committee makes recommendations for Local Measures in only some grades/subjects, the principal may accept those recommendations and the Local Measures default would apply for the grades and subjects for which there is no recommendation. Principals must choose to accept either all a School MOSL Committee's recommendations or none of the School MOSL Committee's recommendations. If the School MOSL Committee recommends the Local Measures default (or the principal does not accept the School MOSL Committee's recommendations and therefore the Local Measures default must be used), teachers must administer NYC Performance Assessments in grades 4-8 ELA and Math (if they are included in the DOE's menu of NYC Performance Assessments that are approved by the Commissioner annually). In the foregoing scenario, the DOE growth models will be used to calculate a teacher's score on the NYC Performance Assessments in grades 4-8 ELA and Math.

Growth Model Conversion Charts

For assessments where schools opt to use DOE-created growth models for State or Local Measures, including the Local Measures default, the DOE shall create scoring charts that convert growth model scores into 0-20 points, taking into account confidence intervals. These charts must be shared and discussed with the MOSL Central Committee (as defined herein) annually. In addition, analyses will be conducted and shared with the MOSL Central Committee regarding the comparability of Individual, Group, and Linked Measures. If members of the MOSL Central Committee do not agree with any element of the growth model conversion charts and/or how they were created, the MOSL Central Committee members that are in disagreement may submit in writing to the Chancellor their reasons for disagreement.

The parties agree to convene a MOSL Technical Advisory Committee (the "MOSL TAC") consisting of one person designated by the DOE, one person designated by the UFT, and a person mutually-selected by the Parties. To ensure a meaningful and fair distribution of ratings, the MOSL TAC shall review the methodology and approach to the creation of growth models and their conversion charts and provide recommendations to the Chancellor. The Chancellor shall have final decision-making authority on the growth model conversion charts.

Measures of Student Learning Options

1. For the 2014-15 school year and thereafter the DOE shall create new measures (referred to as "Linked Measures") for Local and State Measures of Student Learning such that there is an option for each teacher to be evaluated based upon assessment results of students he/she teaches. Some or all assessments are not linked to courses the teacher teaches.
2. For the 2013-14 school year, the following process for "procedural appeals" will only apply to "Group Measures" (i.e., measures where teachers are evaluated based on the performance of some or all students they do not teach). For the 2014-15 and 2015-16 school years, the following process for "procedural appeals" will apply to Linked Measures and Group Measures. For the 2016-17 school year and thereafter the following process for "procedural appeals" will apply only to Group Measures. In all cases, teachers with 50% or more of their Local or State Measures based on Linked Measures/Group Measures shall be eligible for the procedural appeals process.
3. If a teacher receives "Ineffective" ratings in both the State and Local Measures subcomponents and either is based on Linked Measures or Group Measures, and in that year the teacher receives either a "Highly Effective" or "Effective" rating on the Measures of Teaching Practice subcomponent, the teacher shall have a right to a "procedural appeal" of such rating to a representative of the DOE's Division of Teaching and Learning.
    a. If the teacher receives a "Highly Effective" rating on the Measures of Teaching Practice subcomponent, there shall be a presumption that the overall APPR rating shall be modified by the DOE such that the overall "Ineffective" rating becomes either an "Effective" rating (in the instance where *both* the State and Local Measures of Student Learning subcomponents are based on Linked Measures or Group Measures) or a "Developing" rating (in the instance where only one of the State or Local Measures of Student Learning subcomponents is based on Linked Measures or Group Measures);
    b. If the teacher receives an "Effective" subcomponent rating on the Measures of Teaching Practice, there shall be a presumption that the overall APPR rating shall be modified by the DOE such that the overall "Ineffective" rating becomes a "Developing" rating if *both* the State and Local Measures of Student Learning subcomponents are based on Linked Measures or Group Measures. If only one of the State or Local Measures of Student Learning subcomponents be based on Linked Measures or Group Measures, the rating shall be appealed to the principal, who shall have the discretion to increase the teacher's overall APPR rating. If the principal does not respond to the

appeal, the teacher's overall APPR rating shall be modified to a "Developing" rating.

c. The above-described procedural appeal process is separate and distinct from, and in addition to the appeal processes set forth in the Commissioner's Decision.

4. In the event a teacher receives an "Highly Effective" rating in both the State and Local Measures of Student Learning, and neither is based on Linked Measures or Group Measures, and in that year the teacher is rated "Ineffective" on Measures of Teaching Practice subcomponent, and this results in the teacher receiving an "Ineffective" overall APPR rating, the UFT may choose to appeal the rating to a three (3) member Panel consistent with the rules for Panel Appeals as described in Education Law § 3012-c (5-a) and the Commissioner's Decision. However, these appeals shall not be counted towards the 13% of "Ineffective" ratings that may be appealed pursuant to Education Law §3012-c (5-a)(d) and the Commissioner's Decision.

5. The Parties agree to meet each fall to review and discuss other types of anomalies in scoring and determine appropriate actions.

6. The DOE and UFT shall establish a Measures of Student Learning Central Committee consisting of an equal number of members selected by the DOE and the UFT (herein referred to as the "MOSL Central Committee"). The MOSL Central Committee shall convene within sixty (60) days after the ratification of this agreement by the UFT and each month thereafter. The MOSL Central Committee shall explore additional assessment options for the 2014-15 school year, which could include state-approved 3rd party assessments or existing assessments (e.g., Fitnessgram, LOTE exams), and review and approval by the Chancellor, which would be offered as non-mandated options for State and Local Measures. The MOSL Central Committee shall also examine the current range of options and discuss expanded options for the State and Local Measures of Student Learning including, but not limited to, subject-based assessments, the use of portfolios, project-based learning, and/or semi-annualized/term course assessments. The MOSL Central Committee will also examine potential changes to the Local Measures default each school year. The MOSL Central Committee shall propose expanded options for the 2015-16 school year and thereafter. Expanded options proposed by the MOSL Central Committee shall be implemented for the 2015-2016 school year and thereafter subject to review and approval by the Chancellor. All MOSL options for the 2014-15 school year and thereafter shall be shared with the MOSL Central Committee. The MOSL Central Committee shall review all MOSL options to determine which options shall be proposed to the Chancellor for approval. If members of the MOSL Central Committee cannot agree which options should be proposed to the Chancellor, the MOSL Central Committee members that are in disagreement may submit in writing to the Chancellor their reasons for disagreement. The Chancellor shall have final decision-making authority.

7. There will be no State Measures default. Principals must make decisions for State Measures for all applicable grades/subjects in their school by the deadline. For the 2014-15 school year, the Local Measures default for all schools shall be a school-wide measure of student growth based on all applicable assessments administered within the building which are limited to NYC Performance Assessments, if developed by August 1 prior to the start of the school year, and/or state-approved 3rd party assessments (Chancellor must select by August 1 prior to the start of the school year), and/or state assessments. The DOE and UFT shall annually review the Local Measures default and discuss the possibility of altering the default. If agreement is not reached at the conclusion of each year, the default will be the same as that used in the 2014-15 school year.

8. All decisions of the School MOSL Committee (as defined in the Commissioner's Decision) must be recommended to the principal and the principal must 1) accept the recommendation (or opt for the Local Measures default) and 2) select the State Measures no later than ten (10) school days after the first day of school for students.

9. In the event that a school uses the goal-setting option for State or Local Measures, teachers must submit their proposed goals to their building principal or designee no later than November 1 of each school year absent extraordinary circumstances. The principal or designee must finalize teacher's goals no later than December 1 of each school year, absent extraordinary circumstances.

10. Teachers whose MOSL scores would have been subject to chart 2.11 or 3.13 of the Commissioner's Decision shall now be assigned points such that 85%-100% of students must meet or exceed targets for a teacher to be rated Highly Effective; 55%-84% of students must meet or exceed targets for a teachers to be rated Effective; 30%-54% of students must meet or exceed targets for a teacher to be rated Developing; and 0%-29% of students must meet or exceed targets for a teacher to be rated Ineffective.

Peer Validator

1. Except as modified herein, the Peer Validator shall replace the Independent Validator and fulfill all of the duties of and comply with the provisions applicable to the Independent Validator set forth in Education Law § 3012-c(5-a) and the Commissioner's Decision.

2. **Term:** The Peer Validator program shall be two (2) school years (2014-15 and 2015-16). At the end of the two years, the parties must agree to extend the Peer Validator program and in the absence of an agreement the parties shall revert to the Independent Validator process as set forth in Education Law § 3012-c(5-a) and the Commissioner's Decision.

3. **Selection:** A joint DOE-UFT committee composed of an

equal number of members from the UFT and the DOE (the "Selection Committee") shall be established to determine selection criteria and screen and select qualified applicants to create a pool of eligible candidates. The Deputy Chancellor of Teaching and Learning shall select all Peer Validators from the pool of all eligible candidates created by the Selection Committee. To be eligible to become a Peer Validator an applicant must have at least five (5) years teaching experience; be tenured as a teacher; have received an overall APPR rating of Highly Effective or Effective (or Satisfactory rating where applicable) in the most recent school year; and either be a teacher, a teacher assigned, an assistant principal with reversion rights to a tenured teacher position, or an education administrator with reversion rights to a tenured teacher position.

4. **Duties:** The term for a Peer Validator shall be for two (2) years. All Peer Validators shall work under the title of Teacher Assigned A and shall have the same work year and work day as a Teacher Assigned A as defined in the collective bargaining agreement. Peer Validators shall report to the Deputy Chancellor of Teaching and Learning or his/her designee. Peer Validators shall conduct observations consistent with the Commissioner's Decision and shall not review any evidence other than what is observed during an observation by the Peer Validator. All assignments are at the discretion of the DOE, however Peer Validators shall not be assigned to any school in which s/he previously worked. The parties agree to consult regarding Peer Validator assignments and workload. Peer Validators shall be reviewed and evaluated by the Deputy Chancellor of Teaching and Learning or his/her designee. The review and evaluation of a Peer Validator shall not be based in any way on whether the Peer Validator agrees or disagrees with the principal's rating. A Peer Validator may be removed from the position at any point during the program provided that both the DOE and UFT agree. Teachers who become Peer Validators shall have the right to return to their prior school at the end of their term as a Peer Validator.

5. **Compensation:** Peer Validators shall receive additional compensation in the amount of fifteen thousand dollars ($15,000.00) per year for the term of this agreement above the applicable teacher compensation in accordance with the collective bargaining agreement.

7. TEACHER LEADERSHIP POSITIONS

Article 11 of the Teachers' CBA shall be amended to add the following. In addition, the Section on Teacher Ambassador and applicable parts of the "General" Section shall be added to the CBAs for Guidance Counselors, Social Workers and School Psychologists.

The Union and DOE wish to create opportunities for exemplary teachers to remain in their title of teacher but to extend their reach and role through the establishment of Teacher Leadership positions including Master Teacher, Model Teacher, and Teacher Ambassador.

A joint UFT-DOE Committee will be established for the Teacher Leadership Initiatives. For the 2014-15 school year, the Joint Committee on Teacher Leadership Initiatives will begin meeting as soon as practicable to ensure a timely implementation of the Teacher Leadership Initiative. Thereafter, the Joint Committee on Teacher Leadership Initiatives will meet on a monthly basis or on another mutually agreeable basis to discuss policy aspects of the Teacher Leadership Initiative such as: the focus for Teacher Leadership work; identification and dissemination of best practices; professional development priorities and design; and research including focus groups and surveys to obtain feedback and ensure continuous improvement in implementation. The Joint Committee on Teacher Leadership Initiatives shall issue findings and proposed actions to the Chancellor and the UFT President.

Teacher Ambassador

Teacher Ambassadors are teachers and other educators who volunteer to participate and are selected to be assigned for one year (the "Ambassador Year") to a paired Education Exchange School. Education Exchange Schools are schools paired within a borough where there has been a determination of interest and value in the sharing of instructional best practices, initiatives, and strategies through the temporary exchange of classroom teachers. Schools will be paired together based on a variety of factors such as school level, geography, and capacity to benefit from shared experience and exchange with another school community.

The Chancellor will solicit recommendations for pairings from the broader education community and invite interested schools to submit a proposal. Interested schools will submit a proposal with a plan indicating the reasons schools wish to participate; evidence of consultation with the school community through the appropriate channels, e.g. the School Leadership Team; anticipated benefits to both schools, and plan for implementation. The DOE and UFT will jointly review the applications. The UFT will be consulted on Education Exchange School pairings before final designations are made. Education Exchange Schools will be selected by the Chancellor and the number of schools, if any, positions, and licenses will be at the discretion of the Chancellor. The Chancellor reserves the right to cancel the exchange for any pairing by notification to the UFT and affected parties by August 31.

During the Ambassador Year, in addition to classroom teaching responsibilities, the Teacher Ambassadors will be expected, consistent with the collective bargaining agreement ("CBA"), to support and engage in activities to promote the sharing, implementation and development of instructional best practices in both Exchange Schools. Teacher Ambassadors will have the same contractual rights and privileges as teachers except as set forth below.

Teacher Ambassadors shall receive additional compensation in the amount of $7,500 per year for the term of this agreement above the applicable teacher salary in accordance with the CBA.

Teacher Ambassadors will work an additional two days during the summer to be scheduled during the week preceding Labor Day and an additional two hours each month outside the normal workday, according to a schedule and plan set and approved by the Education Exchange School's principal.

For teachers serving as Teacher Ambassadors school seniority during and after the Ambassador year shall be considered to be continuous as if there is no change in schools.

Teaching program assignments shall be at the discretion of the Education Exchange School principal.

The Ambassador Year will be for one school year, e.g. September to June. During that time, the Teacher Ambassador will be assigned to the Exchange School. At the conclusion of the Teacher Ambassador year, the teacher will be assigned back to their home school (i.e., the school they were assigned to prior to the Ambassador Year). Teacher Ambassadors must commit to serve the full school year in the Exchange School and must commit to serve at their home school at the conclusion of their Teacher Ambassador year for a minimum of one additional school year. The Chancellor may waive these provisions in extraordinary circumstances.

Teacher Ambassadors will be selected in the following manner:

Postings will be developed jointly by the Exchange School principals in consultation with the UFT. The postings will delineate the teaching assignments in each school (e.g., grade level(s) and subject). Postings will require an Effective or Highly Effective rating (or Satisfactory rating where applicable) in the prior school year for eligibility. Selection will be made by both principals in accord with the selection criteria contained in the posting. Selections will be made by the end of the school year or as soon thereafter as possible.

Master Teacher

In addition to their duties as a teacher, Master Teachers will take on additional responsibilities to support the instructional practice of other teachers in their school. Master Teachers will work closely with school leadership on developing instructional capacity through activities such as coordinating school-based instructional support activities; leading study groups around standards, assessments, and instruction; serving in teacher leadership positions on school teacher teams; coaching and debriefing with teachers after classroom visits; assisting in the establishment of teachers' professional development goals; and modeling best practices in their classroom.

Master Teachers shall receive additional compensation in the amount of $20,000 per year for the term of this agreement above the applicable teacher salary in accordance with the CBA.

Master Teachers will work an additional three days during the summer to be scheduled during the week preceding Labor Day according to a schedule and plan set and approved by the superintendent. Master Teachers will also work an additional four hours each month during the school year outside the contractual workday according to a schedule created by the Master Teacher and approved by the principal.

Master Teachers will be relieved from a minimum of one teaching period each day and will use this time as well as their professional periods to perform responsibilities associated with their position as a Master Teacher.

The Master Teacher will carry out the additional responsibilities associated with his/her position as a Master Teacher during the contractual workday and the additional four hours per month according to a plan created by the Master Teacher and reviewed and approved by the principal on a monthly basis.

Participation by other teachers in activities involving the Master Teacher will be done in accordance with the CBA.

Master Teachers will be selected and assigned in the following manner.

A UFT-DOE Joint Selection Committee consisting of an equal number of members selected by the Chancellor and by the UFT President will be established to screen and select qualified applicants to create a pool of eligible candidates. Postings will require an Effective or Highly Effective rating (or Satisfactory rating where applicable) in the prior school year for eligibility. The Joint Selection Committee may choose to have a process whereby incumbent Master Teachers may be renewed in the eligible pool through a modified screening and selection process.

Unless otherwise agreed to by the parties, the Joint Selection Committee will post for the pool in the spring and conduct the screening and selection process by July 1. Final selections for candidates will be made by the conclusion of the Open Market. The Joint Selection Committee will agree to a process whereby, if necessary, additional vacancies that arise during the school year can be filled from qualified candidates.

Principals will make selections of Master Teachers only from the pool of eligible candidates selected by the Joint Selection Committee. Individuals in the pool selected by a principal are not obligated to accept an offer for a Master Teacher position.

The Master Teacher position will be for a term of one year.

Model Teacher

In addition to their duties as a teacher, Model Teachers will take on additional responsibilities to support the instructional practice of other teachers in their school through activities such as establishing a laboratory classroom in their own class-

room; demonstrating lessons; exploring emerging instructional practices, tools or techniques; and reflecting on and debriefing a visit from a colleague.

Model Teachers shall receive additional compensation in the amount of $7,500 per year for the term of this agreement above the applicable teacher salary in accordance with the CBA.

Model Teachers will work an additional two days during the summer to be scheduled during the week preceding Labor Day according to a schedule and plan set and approved by the superintendent. Model Teachers will also work an additional two hours each month during the school year outside the contractual workday according to a schedule created by the Model Teacher and approved by the principal.

Model Teachers will use their professional periods to perform responsibilities associated with their position as a Model Teacher. In elementary schools organized on a seven-period per day schedule, Model Teachers will be relieved of teaching for a minimum of two periods per week to perform responsibilities associated with their position as a Model Teacher. In elementary schools organized on an eight-period per day schedule, Model Teachers will be relieved of teaching for a minimum of one period per week in addition to their weekly professional period to perform responsibilities associated with their position as a Model Teacher. In addition to these two periods, Model Teachers in elementary schools may request that principals work with them to try to identify additional opportunities in the school day/year to perform responsibilities associated with the position.

The Model Teacher will carry out the additional responsibilities associated with their position as a Model Teacher during the contractual workday and the additional two hours per month according to a plan created by the Model Teacher and reviewed and approved by the principal on a monthly basis.

Participation by other teachers in activities involving the Model Teacher will be done in accordance with the CBA.

Model Teachers will be selected and assigned in the following manner:

> A UFT-DOE Joint Selection Committee consisting of an equal number of members selected by the Chancellor and by the UFT President will be established to screen and select qualified applicants to create a pool of eligible candidates. Postings will require an Effective or Highly Effective rating (or Satisfactory rating where applicable) in the prior school year for eligibility. The Joint Selection Committee may choose to have a process where incumbent Model Teachers may be renewed in the eligible pool through a modified screening and selection process.
>
> Unless otherwise agreed to by the parties, the Joint Selection Committee will post for the pool in the spring and conduct the screening and selection process by July 1 with final selections for candidates made by the conclusion of the Open Market. The Joint Selection Committee will agree to a process whereby, if necessary, additional vacancies that arise during the school year can be filled from qualified candidates.
>
> Principals will make selections of Model Teachers only from the pool of eligible candidates selected by the Joint Selection Committee. Individuals in the pool selected by a principal are not obligated to accept an offer for a Model Teacher position.
>
> The position will be for a term of one year.

General

Selection decisions for the position of Master Teacher, Model Teacher, and Teacher Ambassador (together, Teacher Leadership positions) shall not be grievable. This includes both the selection for the actual position by the principal or entry into the pool of qualified candidates as determined by the Joint Selection Committee.

Only tenured DOE teachers who have earned a rating of "Highly Effective," "Effective" or "Satisfactory," where applicable, in the prior school year will be eligible to serve in Teacher Leadership positions. A teacher earning any other rating is ineligible to continue to in the position. Additional criteria may be established by the Joint Selection Committee for each position. All DOE teachers, regardless of district, program or superintendency who meet the eligibility criteria, are eligible to apply.

Teachers selected for a Teacher Leadership position are expected to remain in that position for the entire school year. However, during the year should the teacher and principal mutually agree that a teacher will not continue in the Teacher Leadership position, the teacher will remain in the school as a teacher without the additional compensation or responsibilities associated with that Teacher Leadership position.

Should a teacher in a Teacher Leadership position be reassigned or go on a leave with pay he/she shall cease to earn the additional compensation.

Master Teachers and Model Teachers who have transferred from another school and who do not serve a second school year in the position or who by mutual agreement have ceased serving in the position during the school year, may at the end of the first school year return to the last school they served in provided there is a vacancy in their license area. If there is no vacancy then the teacher may return to the district/superintendency.

Other than the above provision, during or after the school year, any issue regarding a Teacher Leadership leaving their position and their school is subject to regular transfer procedures.

For the 2014-15 school year only, should the Chancellor implement Education Exchange Schools with Teacher Ambassador positions, then the Master Teacher and Model Teacher positions must also be in effect.

No later than August 1, 2014, the Chancellor will determine,

at his/her sole discretion, whether or not the Master Teacher and Model Teacher positions will be in effect for the 2014-15 school year. The Chancellor's determination shall be final and not grievable. Should the Chancellor choose to have Master Teacher and Model Teacher positions, the DOE will ensure creation of the Master Teacher and/or Model Teacher positions by a minimum of forty (40) schools at each of the levels: elementary, middle and high. The Chancellor shall have the discretion to increase the number of schools above the minimums at each level in differing amounts.

By August 1, for every subsequent school year, the Chancellor will make a determination whether or not the Teacher Leadership positions will be available for schools for the upcoming school year. The Chancellor's determination shall be final and not grievable. If the Chancellor determines in his or her discretion that Teacher Leadership positions will be created for that school year, then the Chancellor will ensure that at least 20% of the schools that create Master Teacher and/or Model Teacher positions will be at each of the levels: elementary, middle and high.

Should the Chancellor determine by August 1st that there will be no Master Teacher or Model Teacher positions in effect for the upcoming school year, any teacher who has been selected for a transfer to a Master Teacher or Model Teacher position in a different school shall have the right to remain in their current school and the teacher shall be treated as if the transfer never occurred.

For purposes of this agreement K-8 schools including those that have pre-K programs shall be considered elementary or middle schools and grades 6-12 schools shall be considered middle or high schools.

The UFT and DOE agree to revisit the existing position in the collective bargaining agreement of "Lead Teacher" prior to the 2015-16 school year to determine if it should be continued, modified or converted into other Teacher Leadership positions set forth in this agreement.

For purposes of this "General" Section, the term "teachers" shall refer to teachers, guidance counselors, social workers and school psychologists with respect to Teacher Ambassador.

8. SEXUAL MISCONDUCT

The parties agree to revise the definition of sexual misconduct in Article 21 of the collective bargaining agreement covering teachers and corresponding articles of other UFT-BOE collective bargaining agreements as follows:

Definitions

For purposes of this subdivision "student" shall mean a student or any minor. Sexual Misconduct, as used herein, shall not be construed to include nonsexual touching or other nonsexual conduct.

A. Sexual Misconduct is behavior that is intended to initiate, create, foster or advance a romantic or sexual relationship by an employee with a student, whether physical, verbal, in writing or by electronic means, regardless of location. It includes:

   i. Any sexual physical contact, or touching, without a legitimate purpose, including any act of sexual penetration with an object or body part;

   ii. Exposing a student to drawings, photographs or other representations of a sexual nature, whether verbal, written, electronic or physical, without a legitimate purpose (this prohibition is not intended to preclude the use of depictions of nudity for legitimate purposes, for example, with reference to biology, health or art);

   iii. Providing a gift to a student, making sexual or romantic comments or discussing sexual acts with a student, for the purpose of initiating, creating, fostering or advancing a romantic or sexual relationship.

B. Sexual Misconduct also includes:

   i. Publishing, recreating or reproducing images of a sexual act involving a student;

   ii. Any act of public lewdness, as defined in section 245.00 of the Penal Law, or exposure, as defined in section 245.01 of the Penal Law, directed at a student, that occurs on or off of school grounds;

   iii. Possession or use of child pornography as defined by the Penal Law, unless the respondent can demonstrate that such possession was inadvertent;

   iv. Serious or repeated verbal abuse, as defined in the Chancellor's regulations, of a sexual nature;

   v. Any action involving the use of an imaging device that would constitute criminal conduct as defined under sections 250.40, 250.45 or 250.50 of the Penal Law;

   vi. Inducing or attempting to induce incapacitation or impairment of a student for the purpose of having sexual intercourse, sexual contact or for the purpose of creating pornographic images or materials, regardless of whether sexual activity actually takes place; and

   vii. Any action that would constitute criminal conduct under Article 130 of the Penal Law against a student.

9. EDUCATION LAW 3020-A MEDIATION & ARBITRATION

Mediation

1. In an effort to reduce a backlog of Education Law §3020-a cases the Board (DOE) and UFT shall meet to determine which §3020-a cases charged on or before June 30, 2014, shall be subject to mediation as set forth below. The parties shall commence mediation on or about, July 1, 2014.
2. The DOE and UFT shall agree on the number of neutrals to function as mediators. Neutrals shall mediate six (6) cases per day.

3. The employee (and the employee's representative, if any) and a representative of the DOE with authority to negotiate settlement agreements (subject to final supervisory approval) shall meet with the mediator. The mediator shall work informally to assist the charged employee and the DOE in reaching, if possible, a voluntary, negotiated resolution of the Education Law §3020-a charges. The mediator shall not decide the merits of the charges or impose a decision. No mediator shall be compelled to or voluntarily disclose (including in any subsequent proceedings under §3020-a of the Education Law) any information learned during mediation.
4. The DOE and UFT shall share equally all costs associated with the mediation.

Hearing Officers

1. The parties agree to seat a minimum of 25 hearing officers to hear all §3020-a cases. Should the parties fail to agree on the number of hearing officers by April 30th of preceding given school year and/or the Panel on which they will serve, either the DOE or UFT shall submit the matter to the Fact-Finding Panel consisting of Martin F. Scheinman, Howard Edelman, and Mark Grossman for binding arbitration to determine the number of hearing officers and/or the Panel on which they will serve that will sit for §3020-a cases the following school year. For the 2014-15 school year the parties have agreed to seat 25 hearing officers to hear §3020-a cases.
2. To select hearing officers, the parties shall, each year, following April 30th, exchange in good faith lists of no fewer than 10 hearing officers for consideration every other week. If the full panel is not seated by October 15th of that school year the DOE or UFT may request the Fact-Finding Panel consisting of Martin F. Scheinman, Howard Edelman, and Mark Grossman select the remaining hearing officers, subject to an individual hearing officer's agreement to serve, necessary to complete the panel of §3020-a hearing officers.

Teacher Performance Unit – Hearing Officer Dates

Hearing officers serving on the competence panel must agree to provide five (5) hearing dates (as defined in Article 21(G)(2)(a) of the Teachers' Collective Bargaining Agreement) per month for the months of September through June and two (2) hearing dates per month for the months of July and August.

10. DOE CALENDAR – EMERGENCY CLOSINGS

Article 6C of the Teachers' CBA and corresponding Articles of the other UFT-BOE CBAs shall be as amended to add the following:

The Board of Education ("DOE") and UFT recognize that due to emergency conditions (including, but not limited to snow closings) there may be situations where the DOE may fall short of the minimum number of instructional days required annually by the Education Law.

Prior to opening of each school year, the DOE and UFT agree to jointly determine those vacation days during designated recess periods which shall be used in the event that there is a need to make up days in order to meet the statutory minimum and the order in which such days would be used.

In no event shall the number of make-up days exceed the number needed to meet the minimum required by the Education Law.

11. USE OF SICK DAYS FOR ILL FAMILY MEMBERS

Revise Article 16(A)(11) of the Teachers' collective bargaining agreement and corresponding provisions of other UFT-DOE collective bargaining agreements to provide that employees will be allowed to use up to three (3) sick days per year for the care of ill family members.

12. DISCIPLINE FOR AUTHORIZED ABSENCES

Amend all UFT-DOE collective bargaining agreements to add the following:

No employee shall be disciplined, adversely rated or have any derogatory material placed in his/her file for taking an approved sabbatical for restoration of health, approved unpaid leave for restoration of health or a central DOE approved paid leave. Discipline for time and attendance is not a reflection of the employee's performance while at work.

13. RETURN FROM LEAVE OF ABSENCE

Amend Article 16E of the Teachers' CBA to add a new subsection 3:

Commencing with the beginning of the 2014-15 school year, employees on leaves of absence, for one school year or semester, through the end of the school year, must notify the DOE's Chief Executive Officer of the Division of Human Resources or his/her designee in a manner prescribed by the DOE on or before May 15th of their intent to either return to service or apply to extend their leave of absence for the following school year. Failure to comply with this deadline shall be deemed as a voluntary resignation from the DOE, except in cases where it can be demonstrated that special circumstances prevented the employee from notifying the DOE.

Notwithstanding this notification given to the Board (DOE), prior to the commencement of the school year an employee may return to service or apply to extend his/her leave if he/she can demonstrate relevant circumstances materially changed after May 15th provided that the employee acts expeditiously following the change in circumstances. An application to extend a leave made under these circumstances shall be granted under the same circumstances as one made on or before May 15th.

An employee on leave for a restoration of health shall be required to notify the DOE's Chief Executive Officer of the Division of Human Resources or his/her designee, in a manner prescribed by the DOE on or before May 15th, of his/her

medical status and any plans, if known, as to whether he or she intends to return to work the following school year. Failure to notify the DOE in writing by May 15th shall be deemed as a voluntary resignation from the DOE, except in cases where it can be demonstrated that special circumstances prevented the employee from notifying the DOE.

Whether special circumstances prevented an employee from notifying the DOE on or before May 15th, relevant circumstances materially changed after May 15th, or an employee acted expeditiously shall be subject to the grievance procedure, including binding arbitration.

14. NURSES

The parties agree that nurses are entitled to a 30-minute uninterrupted lunch period. Nurses in single-nurse schools whose lunch period is interrupted due to a medical emergency shall have their entire 30-minute lunch period rescheduled by their supervisor between the hours of 11:30 and 2:30. Should a nurse not be able to take a complete 30-minute uninterrupted lunch period during those hours, the nurse shall be entitled to one-half of his/her hourly rate of pay provided the nurse submits documentation to his/her supervisor in a timely manner with the relevant information about the medical emergency.

15. SCHOOL PSYCHOLOGISTS AND SOCIAL WORKERS PER SESSION

For Side Letter:

"This letter shall serve as the DOE's acknowledgment of Article 23.A.13 of the School Social Workers and Psychologists CBA. School Psychologists will have up to 20 hours of per session work per year available to them with supervisor approval only as to scheduling (which approval shall not be unreasonably denied) in order to assist in allowing them to fulfill their case management duties, without the necessity of posting such work."

16. ABSENT TEACHER RESERVE

For purposes of this agreement, ATRs shall be defined as all UFT-represented school based titles in excess after the first day of school, except paraprofessionals and occupational and physical therapists.

Severance Program

The employer shall offer a voluntary severance benefit (the "Severance Program") to ATRs who volunteer to resign/retire and who execute an appropriate release in a form prescribed by the Board (DOE) and subject to legal requirements.

The period during which ATRs may volunteer to separate from the DOE in accordance with the terms of the Severance Program shall commence on the 30th day and shall terminate at 5 p.m. on the 60th day following the Union's ratification of this Agreement.

Other than employees who have agreed in writing to resign from the DOE, employees who are ATRs as of June 1, 2014 who volunteer for the Severance Program shall receive a severance payment according to the following schedule:

One (1) week of pay for ATRs with three (3) years of service or more, but less than four (4) years of service, as of the date of ratification of this Agreement.

Two (2) weeks of pay for ATRs with four (4) years of service or more, but less than six (6) years of service, as of the date of ratification of this Agreement.

Three (3) weeks of pay for ATRs with six (6) years of service or more, but less than eight (8) years of service, as of the date of ratification of this Agreement.

Four (4) weeks of pay for ATRs with eight (8) years of service or more, but less than ten (10) years of service, as of the date of ratification of this Agreement.

Five (5) weeks of pay for ATRs with ten (10) years of service or more, but less than twelve (12) years of service, as of the date of ratification of this Agreement.

Six (6) weeks of pay for ATRs with twelve (12) years of service or more, but less than fourteen (14) years of service, as of the date of ratification of this Agreement.

Seven (7) weeks of pay for ATRs with fourteen (14) years of service or more, but less than sixteen (16) years of service, as of the date of ratification of this Agreement.

Eight (8) weeks of pay for ATRs with sixteen (16) years of service or more, but less than eighteen (18) years of service, as of the date of ratification of this Agreement.

Nine (9) weeks of pay for ATRs with eighteen (18) years of service or more, but less than twenty (20) years of service, as of the date of ratification of this Agreement.

Ten (10) weeks of pay for ATRs with twenty (20) years of service or more, as of the date of ratification of this Agreement.

For purposes of this Severance Program, one week of pay shall be defined as 1/52nd of an ATR's annual salary.

In the event that any ATR who volunteers to participate in the Severance Program returns to service with the DOE, the ATR shall repay the severance payment received pursuant to the above within six (6) months of the ATR's hiring to such position, through payroll deductions in equal amounts. This repayment provision shall not apply to ATRs who return to work as day-to-day substitute teachers.

Interviews

During the period September 15, 2014 through October 15, 2014 (and during the same period in each subsequent year to the extent this ATR Program is continued as set forth below), the employer will arrange, to the greatest extent reasonably possible, for interviews between ATRs and schools with applicable license-area vacancies within the district or borough to which the ATR is assigned. After October 15, ATRs may con-

tinue, at the DOE's discretion, to be sent to interviews within the district or borough for applicable license-area vacancies. An ATR that declines or fails to report to an interview, upon written notice of it, two or more times without good cause shall be treated as having voluntarily resigned his/her employment.

When an ATR is selected by a principal for a permanent placement in either the district or borough, the ATR shall be assigned to fill the vacancy in his/her license area, be placed on the school's table of organization and take his/her rightful place in seniority order. Schools may continue to hire ATRs on a provisional basis consistent with existing agreements between the parties. An ATR that fails to accept and appear for an assignment within two (2) work days of receiving written notice of the assignment without good cause shall be treated as having voluntarily resigned his/her employment.

Any school that selects an ATR for a permanent placement will not have that ATR's salary included for the purpose of average teacher salary calculation.

ATRs in Districts 75 and 79 shall be sent for interviews only in the same borough, within their respective district, as the school to which they were previously assigned.

ATRs in BASIS shall be sent for interviews only in the same borough as the school to which they were previously assigned.

Assignments of ATRs

After October 15, 2014, ATRs, except those who have been penalized (as a result of a finding of guilt or by stipulation) in conjunction with §3020-a charges with a suspension of 30 days or more or a fine of $2,000 or more, will be given a temporary provisional assignment to a school with a vacancy in their license area where available. The DOE, at its sole discretion, may choose to assign ATRs to a temporary provisional assignment who have been penalized (as a result of a finding of guilt or by stipulation) in conjunction with §3020-a charges with a suspension of 30 days or more or a fine of $2,000 or more.

The DOE shall not be required to send more than one ATR at a time to a school per vacancy for a temporary provisional assignment. These assignments will first be made within district and then within borough. For purposes of the ATR Program, ATRs shall also be given temporary provisional assignments to cover leaves and long term absences within their license area within district and then within borough. ATRs in Districts 75 and 79 shall be given temporary provisional assignments only in the same borough within their respective district as the school to which they were previously assigned.

All temporary provisional assignments for an ATR in BASIS will be within the same borough as the school to which they were previously assigned.

It is understood that at any time after a temporary provisional assignment is made, a principal can remove the ATR from this assignment and the ATR will be returned to the ATR pool and be subject to the terms and conditions of employment then applicable to ATRs pursuant to the parties' collective bargaining agreement(s).

If a principal removes an ATR from an assignment to a vacancy in his/her license area because of problematic behavior as described below and the ATR is provided with a signed writing by a supervisor describing the problematic behavior, this writing can be introduced at an expedited §3020-a hearing for ATRs who have completed their probationary periods, as set forth below.

If, within a school year or consecutively across school years, two different principals remove an ATR who is on a temporary provisional assignment to a vacancy in his/her license area for problematic behavior and provide the ATR with a signed writing describing the problematic behavior, the ATR shall be subject to discipline up to and including discharge as provided below. The ATR will be returned to the ATR pool pending completion of the expedited ATR §3020-a procedure set forth below.

An ATR who has been placed back in the ATR pool will be in the rotation to schools unless he/she is again offered a temporary provisional assignment at another school. Rotational assignments or assignments to a school (as opposed to a vacancy in his/her license area) shall not form the basis of an incident of problematic behavior as described herein.

To the extent that the provisions of this section conflict with the provisions of the Memorandum of Agreement dated June 27, 2011, the provisions of this section shall govern.

ATR §3020-a Procedure

If, within a school year or consecutively across school years, an ATR has been removed from a temporary provisional assignment to a vacancy in his/her license area by two different principals because of asserted problematic behavior, a neutral arbitrator from a panel of arbitrators jointly selected for this purpose (the panel presently consisting of Martin F. Scheinman, Howard Edelman and Mark Grossman) shall convene a §3020-a hearing as soon as possible.

Based on the written documentation described above and such other documentary and/or witness evidence as the employer or the respondent may submit, the hearing officer shall determine whether the ATR has demonstrated a pattern of problematic behavior. For purposes of this program, problematic behavior means behavior that is inconsistent with the expectations established for professionals working in schools and a pattern of problematic behavior means two or more instances in a vacancy in the ATR's license area of problematic behavior within a school year or consecutively across school years. Hearings under this provision shall not exceed one full day absent a showing of good cause and the hearing officer shall issue a written decision within 15 days of the hearing date.

The parties agree that in order to accomplish the purpose of establishing an expedited §3020-a process, the following shall serve as the exclusive process for §3020-a hearings for ATRs that have been charged based on a pattern of problem-

atic behavior in accordance with this agreement.

- The ATR shall have ten (10) school days to request a hearing upon receipt of the §3020-a charges;
- At the same time as the ATR is charged, the Board (DOE) will notify the UFT as to where the ATR is assigned at the time charges are served;
- The employer shall provide the Respondent all evidence to be used in the hearing no more than five (5) school days after the employer receives the Respondent's request for a hearing;
- Within five (5) school days of receipt of the employer's evidence, the Respondent shall provide the employer with any evidence the Respondent knows at that time will be used in the hearing;
- The hearing shall be scheduled within five to ten (5-10) school days after the exchange of evidence is complete;
- The hearing time shall be allocated evenly between the parties, with time used for opening statements, closing statements and cross-examination allocated to party doing the opening statement, closing statement or cross-examination and with time for breaks allocated to the party requesting the break;
- The hearing officer shall issue a decision within 15 days of the hearing date.

For the purposes of charges based upon a pattern of problematic behavior under this section only, if the DOE proves by a preponderance of the evidence that the ATR has demonstrated a pattern of problematic behavior the hearing officer shall impose a penalty under the just cause standard up to and including discharge.

All hearing officer fees in excess of the SED rate shall be shared equally by the parties.

It is understood that allegations of conduct which would fall within the definition of sexual misconduct or serious misconduct as defined in the applicable collective bargaining agreements shall be addressed through the existing process in Article 21(G) of the Teachers CBA and corresponding articles of other UFT-BOE CBAs.

Term

This agreement with respect to the absent teacher reserve (referred to above as the "ATR Program") shall run through the end of the 2015-16 school year. At the end of that term, the parties must agree to extend the ATR Program and absent agreement, the parties shall return to the terms and conditions for ATR assignment as they exist in the 2007-2009 collective bargaining agreement(s) and memoranda of agreement entered into prior to ratification of this Agreement.

The parties agree and understand that the due process protections provided in this provision shall modify the provisions of Education Law § 3020-a and any other agreements between the parties.

17. HARD TO STAFF SCHOOL DIFFERENTIAL

In order to promote teacher retention and recruitment to high need schools which have staffing challenges, teachers who work and remain at designated Hard to Staff schools will be eligible to receive a Hard to Staff school annual salary differential. For each school year, the Chancellor shall have the sole discretion to determine the Hard to Staff schools that will be eligible and the amount of the differentiated compensation. The Chancellor will consult with the UFT prior to designating schools and the differential amount. The determinations as to the schools and amounts shall be final and not grievable. All teachers serving in these Hard to Staff designated schools, including transfers and new hires, shall be eligible to receive the same annual salary differential except as delineated below. The differential shall be paid in a lump sum by October 31 of the following school year. To receive the differential, teachers must have earned a rating of "Highly Effective", "Effective", or "Developing", or Satisfactory where applicable, and be in active service in, or be on an approved leave from, the designated Hard to Staff school at the time the lump sum payment is made in the fall of the following school year. Teachers who serve less than five months of cumulative active service at the school are not eligible to receive the differential. Teachers serving greater than five months but less than the full year shall receive a pro-rata share of the differential.

18. ARBITRATION DATES

Article 22C of the Teachers' CBA and corresponding Articles of the other UFT-BOE CBAs shall be amended to add the following:

The total number of arbitration dates shall be increased from 175 to 200 dates per year.

19. PROGRESSIVE REDESIGN OPPORTUNITY SCHOOLS FOR EXCELLENCE (PROSE)

Amend all UFT-BOE Collective Bargaining Agreements to add:

1. Mission

a. To achieve success and outstanding results through a truly collaborative environment for all schools at all levels among the key stakeholders responsible for educating New York City's schoolchildren – teachers and other school-based staff, principals, and parents.

b. To build this Partnership on a basis of collaboration and mutual respect that empowers school-based staff (including administrators) and enables students to learn, thrive, and achieve mastery.

c. To treat instructional staff as professionals by empowering them and holding them responsible for providing the highest quality of teaching.

d. To foster continuous innovation in the way that labor and management, principals, supervisors, and teachers and other school-based staff share information, share deci-

sion-making, and share accountability for student achievement and sound educational outcomes.

e. To empower school-based staff to embrace new ways of teaching children, even if this means modifying certain existing regulations and work rules. This includes reexamining current instructional practice, such as the school day and school year, student assessment, evaluation, and class size.

f. To leverage technology in instruction to engage students and improve professional development. This Partnership will use technology to improve the assessment of student learning, workforce engagement, and parent satisfaction.

g. To use joint training and labor-management facilitators.

h. To give existing schools the opportunity and flexibility to change certain rules and challenge the traditional way of doing things – provided they meet specific, measurable performance targets.

i. To demonstrate creativity and innovation in the pursuit of educational excellence.

2. Joint PROSE Panel.

a. Upon ratification of the successor collective bargaining agreements to the 2007-2009 collective bargaining agreements, a collaborative, decision-making Panel made up of an equal number of members selected by the UFT President and the Chancellor will invite school teams of UFT-represented employees and CSA-represented administrators to submit proposals for five years long for participation in the PROSE program where schools with real educator voice and decision making input and/or authority are permitted to design schools that work best for the students and communities they serve.

b. The program will begin as soon as practicable, consisting of a mix of high- and low achieving schools, and a mix of elementary, middle, and high schools.

c. The Panel will set a goal of implementing 200 PROSE Program schools over the next five years that will be overseen and report into the office of the Senior Deputy Chancellor.

d. Proposals will be for a maximum of five years. The Panel may end a school's participation in the program only if the school is not succeeding.

3. How the Joint Panel screens and evaluates proposals.

a. Proposals will be screened based on the extent to which they demonstrate:

i. Partnership between UFT-represented employees and CSA-represented administrators in decision-making;

ii. A proven record of previous collaboration and success (which includes, but is not limited to, academic success on assessments);

iii. Creativity and flexibility in modifying DOE-regulations and CBA provisions as specified in paragraph (x) of this subsection;

iv. A school community where many voices are listened to;

v. Strong buy-in from both UFT-represented employees and CSA-represented administration;

vi. A commitment to capacity-building and sustainability from the Board (DOE), UFT and CSA;

vii. Jointly-designed and job-embedded professional development and training;

viii. A five year commitment to the proposal;

ix. Measurable, reportable performance targets (defined more broadly than academic success on assessments). If any school does not meet its targets, the panel may take away its PROSE status at the end of five years or sooner;

x. Proposals may (but do not have to) include changes to articles of the Teachers' CBA and corresponding articles of other UFT-DOE CBAs that relate to (i) configuration of the existing work hours and/or work year (Article 6), including extending the school day and/or year, provided there is no diminution of annual salary; (ii) programs, assignments and teaching conditions in schools and programs (Article 7); professional support for new teachers (Article 8G); (iii) evaluation; (iv) professional development assignments and positions (Article 11 IV); (v) working conditions of per session teachers (Articles 15C2 and 15C4); (vi) Step 1 of the grievance process (Article 22B1a); and (vii) transfers to the school (Article 18A, paragraph 1, sentence 2). The Chancellor and UFT President may agree to other articles of the Teachers' CBA that schools may propose to change. Proposals may (but do not have to) include modifications to Chancellor's Regulations except those affecting student safety or implementing state and federal laws and regulations.

b. Proposals must include:

i. Evidence of the school's current success, or if a group, at least one school in the group's success in providing a quality education to students. The Panel will consider multiple measures of success, not only academic measures. Schools that serve high-need students and schools without screened or selective admissions are especially encouraged to apply.

ii. A list of the types of innovative, teacher-led practices that the school currently uses or is planning to use to promote student success. Examples could include: school-based staff selection procedures, UFT-represented employee representation on and powers of current school committees that positively influence the quality of instruction delivered to students, School-Based options for scheduling or other policies;

iii. A specific description of how the school intends to use the contractual and regulatory flexibility of the PROSE program to provide employees with decision-making input and authority in the school and build on its successes during the duration of the plan. As part of their proposals, schools may choose to establish committees consisting of key school-based stakeholders to examine resource allocation, schedules, curriculum, technology, professional development, hiring, and parent engagement.

vi. A proposed budget for the initial year, including both current budgetary resources and any requested supplementary funds. No such supplemental funds are guaranteed. The UFT and DOE will commit to pursuing additional outside funding to support innovative school plans, where feasible. The PROSE program is not contingent on securing additional outside funding.

v. A mechanism for PROSE Program schools to regularly report their progress to the Panel including, but not limited to, annual goals and budgets.

4. How a school becomes a PROSE Program School.

a. Applying schools must submit a proposal which has been approved by the School Leadership Team of their school.

b. To be accepted, the UFT and DOE Panel members must agree to accept the proposal and allow a school's participation in the PROSE program. Once approved by the Panel (including any required revisions), a proposal is submitted to the school for adoption.

c. The proposal may be implemented only upon ratification by sixty-five percent of all those UFT-represented employees voting and acceptance by the school's principal. Proposals may also be modified by the same ratification and approval process set forth in this subsection 4.

d. UFT-represented employees who wish to transfer out of a school that has been approved to participate in the PROSE program may do so on the same basis as similarly situated employees, with the exception that teachers who wish to transfer out of the school for the 2014-15 school year may do so by October 15th without Principal release if they find another position in accordance with the applicable CBA.

e. If accepted and approved as provided herein, the UFT, DOE and the applying school will implement the proposal as approved.

f. Individual schools or groups of schools may apply; however, preference will be given to groups of schools which demonstrate a mix of types of schools. Where a group of schools apply, each school in the group must ratify the proposal by 65%, as provided herein, in order to participate.

g. Participation in the PROSE program can be renewed at the expiration of the initial proposal term, in accordance with the Panel's approval, and with ratification by sixty-five percent of school's staff, and approval by the school's principal, and a vote of the school leadership team.

h. The Panel shall, as soon as practicable, implement the PROSE program, adopt application procedures, and accept proposals from schools.

i. The DOE and UFT will collaborate in developing pre-application and post-application workshops to be delivered during the 2014-15 school year for applications which will be implemented after the 2014-15 school year.

5. New Schools.

a. The DOE and the UFT will develop an alternative process for the creation of new schools that are proposed by either teachers and parents.

b. These schools can be proposed in addition to the 200 PROSE Program Schools and if approved in accordance with the agreed upon procedures will have the same flexibility with regard to Chancellor's regulations and work rules as PROSE Program Schools.

20. MISCELLANEOUS

a. Unless expressly stated otherwise, the provisions of this Agreement apply to the bargaining units and titles covered in paragraph 3 above and will be incorporated into the individual unit agreements as applicable.

b. In the event any inconsistency exists between the terms contained in this Agreement and the expired collective bargaining agreements, this Agreement shall be determinative.

21. INTERIM AGREEMENTS

The agreements (annexed hereto collectively as APPENDIX B) reached during the term of the collective bargaining agreements effective October 13, 2007 to October 31, 2009 are to be included in the applicable successor agreements subject to such modifications as are required by this agreement and its Appendices.

22. RATIFICATION

This Agreement is subject to ratification by the Union, and adoption by the Board of Education

23. SAVINGS CLAUSE

In the event that any provision of this Agreement is found to be invalid, such invalidity shall not impair the validity and enforceability of the remaining provisions of this Agreement.

Department of Education
Carmen Fariña, Chancellor
DIVISION OF FINANCE
52 Chambers Street, New York, NY, 10007

SCHOOL ALLOCATION MEMORANDUM NO. 41, FY 2016

DATE: **June 11, 2015**

TO: **Community Superintendents**
High School Superintendents
Borough Field Service Center Teams
School Principals

FROM: **Raymond J. Orlando, Chief Financial Officer**

SUBJECT: **Priority and Focus School Allocations**

ESEA Flexibility Waiver

In September 2011, the federal government announced an ESEA regulatory initiative, inviting states to request flexibility regarding specific requirements of the No Child Left Behind Act (NCLB) of 2001 in exchange for state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. The **New York State Education Department (NYSED) received approval from the U.S. Department of Education (USDOE) for its flexibility waiver request**, authorizing New York State to revise its accountability system and provide schools across New York State with flexibility in aligning resources to increase student outcomes. For additional information regarding specific provisions waived please visit: http://www.p12.nysed.gov/esea-waiver/

The waiver replaces the previous identification system and categories (Persistently Lowest-Achieving, Restructuring, Corrective Action, In Need of Improvement, In Good Standing, Rapidly Improving, and High Performing) with the new categories of Priority Schools, Focus Districts and Focus Schools, Local Assistance Plan Schools, and Reward Schools.

Effective 2012-13 through 2014-15 (with a renewal request submitted by NYSED to USDOE for 2015-16), the new system introduces more realistic performance targets and puts greater emphasis on student growth and college- and career-readiness, which aligns with the Chancellor's priorities.

The ESEA waiver grants flexibility in the following areas:

- 2013-14 Timeline for All Students Becoming Proficient
- School and District Improvement Requirements
- Highly Qualified Teacher Improvement Plans
- Schoolwide Program (SWP) Eligibility
- Use of School Improvement Grant (SIG) Funds
- Twenty-First Century Community Learning

- Determining Annual Yearly Progress (AYP) for each school and district (optional)
- Rank Order
- Supplementary Educational Services (SES)

This flexibility allows schools the opportunity to align resources and design programs that meet the specific needs of students to increase outcomes. It also **releases all Title I schools from the requirement of setting aside 5% and 10% of their allocation to support the highly qualified and professional development mandates,** though schools must continue to meet the Highly Qualified Teachers Federal mandates.

Allocation and Requirements

As per the ESEA Flexibility waiver, funds are to be reserved for Priority and Focus schools in support of allowable programs and activities approved by NYSED. The Title I reserve is based on the Title I borough appropriation, the number of identified schools in need of improvement as per NYSED's 2014-2015 accountability designation, and the resulting borough percentages that range from 5% to 8%. Four of the five boroughs were identified as having a need under the new regulation, and the per capita for each borough will remain the same as last year.

Borough	**Manhattan**	**Bronx**	**Brooklyn**	**Queens**	**Staten Island**
Per Capita	$277.96	$242.33	$257.86	$281.96	N/A

Reserves for non-Title I Priority and Focus schools will be based on their poverty count as per the Title I Allocation School Memorandum #8 and the above borough per capita. The allocation must support programs and activities detailed in the School Comprehensive Educational Plan (SCEP), and the allowable activities that appear in Appendix A. Schools will also need to identify the allowable activities with each item scheduled in Galaxy, as indicated in more detail below.

School Comprehensive Educational Plan (SCEP)

All Priority and Focus Schools are required to develop a School Comprehensive Educational Plan (SCEP). The SCEP is aligned with the Framework for Great Schools and the NYSED Diagnostic Tool for School and District Effectiveness (DTSDE) and will inform the District Comprehensive Improvement Plan (DCIP).

The required school plans should be based on the findings and recommendations contained in the most recent NYSED Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, and other needs assessments.

Parent Engagement

Priority and Focus schools will receive an additional 1% of the Title I allocation for parent engagement activities. The 1% Priority and Focus Engagement set-aside is in addition to their parent involvement set-aside that is described in Title I School Allocation Memorandum No. 8.

The primary objective of this additional set aside is to enable greater and more meaningful parent participation in the education of their children. New York State Education Department (NYSED) in consultation with the New York Comprehensive Technical Assistance Center has identified

Partnership Standards for School and Families which is aligned with the National PTA Standards for effective Parent Engagement. Based on these consultations, NYSED has created a menu of allowable activities to meet the set-aside requirements, which focus on:

- Fostering Communication: School and families engage in an open exchange of information regarding student progress, school-wide goals and support activities.
- Encouraging Parent Involvement: Parents have diverse and meaningful roles in the school community and their children's achievement.
- Creating Welcoming Schools: Creating a welcoming, positive school climate with the commitment of the entire school community.
- Partnering for School Achievement: School engages families in setting high expectations for students and actively partners with parents to prepare students for their next level.
- Collaborating Effectively: School community works together to make decisions about the academic and personal growth of students through school-wide goals. School fosters collaborations with community-based organizations to create a vibrant, fulfilling environment for students and families.

These Partnership Standards are also consistent with the sixth tenet of Family and Community Engagement of the Diagnostic Tool for School and District Effectiveness (DTSDE) and the Framework for Great Schools Element for Strong Family and Community Ties.

Public School Choice

Public School Choice is required for all Priority and Focus Schools. School districts must provide all students in identified schools with the option to transfer to another public school in good standing, and provide/pay for transportation to the receiving schools. A child who transfers may remain in the receiving school until the child has completed the highest grade in that school.

Expanded Learning Time (ELT)

Consistent with its approved ESEA Flexibility Waiver, NYSED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. NYSED describes ELT activities as enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready.

NYSED's standards for approval of an ELT program in a Priority School are as follows:

- The program must ensure the integration of academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- The program must 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.

- 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.
- The program must contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Instruction in any core academic subject offered in the program must be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- The ELT program may be either voluntary or compulsory. However, if the program is voluntary, its goal must be to serve at least fifty percent of eligible students.
- In Priority Schools that receive School Improvement Grant (SIG) or School Innovation Grant (SIF) funding, an ELT program that is voluntary must be offered to all students with the goal of serving at a minimum fifty percent (50%) of students.
- In Priority Schools that do not receive SIG or SIF funding, an ELT program that is voluntary must be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving at a minimum fifty percent (50%) of AIS-eligible students.

Important Notes and additional Information:

- **ELT Program Description:** All Priority Schools and Renewal Schools must complete the ELT Program Description section of their SCEP or RSCEP (Section VII) to demonstrate how they are meeting these requirements.
- **Supplemental Educational Services (SES):** As of FY 2012, the NYCDOE will no longer provide Supplemental Educational Services (SES). Priority Schools may choose to provide academic remediation or ELT from an array of contracted vendors. If a school chooses to contract with a vendor to provide ELT, they can use the Multiple Task Award Contract (MTAC) utility to get an appropriate vendor based on their needs.

Galaxy Requirements

As Priority and Focus funds are scheduled, schools will need to select one of the activity descriptions using “Program” drop-down field in Galaxy. This will demonstrate compliance with allowable activities, as described in **Appendix A: List of Galaxy Program Dropdown and Priority and Focus (PF) Allowable Activities**. The scheduling of funds must be aligned with the corresponding goals and action plans for each Framework for Great Schools element as detailed in the SCEP.

As Title I appropriations do not include increases for collective bargaining, tax levy funds will be provided for staff rolled over in Galaxy to FY 2016, and for per session, per diem, prep coverage and F status services scheduled in Galaxy in FY 2015 as of April 20, 2015. Funding for collective bargaining will be placed in the **TL CB School Staff** allocation category. Refer to SAM #39 for details.

The Priority and Focus School allocations, applicable to your school, will be placed in Galaxy in the using the allocation categories (AC) listed below and must be scheduled based on the Galaxy requirements associated with the AC:

Allocation Categories	Galaxy Requirements
Title I Priority/Focus SWP	Total amount tag using PF Program dropdown equals allocated amount using various fund sources that are conceptually consolidated.
Title I Priority/Focus TA **Priority/Focus Schools (Non-Title I)**	Title I Priority/Focus TA and Priority/Focus Schools (Non-Title I) – funds must only be used for P and F allowable activities and tag using P and F Program dropdown
Priority/Focus Parent Engagement Schools	Total amount tag using only allowable activities for PF Framework for Great City Schools Elements for Strong Family and Community Ties

Click here to download a copy of the School Allocation Memorandum.

Attachment:

Table 1 – Priority and Focus School Allocation Summary (click here for a downloadable Excel file)

RJO: bf

C: Sharon Rencher

Appendix A

Galaxy Program Dropdown and List of Priority and Focus Allowable Activities	
Framework for Great Schools Element: Rigorous Instruction (w/DTSDE Tenet SOP References)	
3.2 – Enacted curriculum 3.3 – Units & lesson plans 3.4 – Teacher collaboration 3.5 – Use of data: Curriculum development & support 4.2 – Instructional Practices & strategies 4.3 – Comprehensive plans for teaching 4.4 – Classroom environment & culture 4.5 – Use of data: Instructional practices & decisions AIS – Academic Intervention Services (during the school day) ELT – Expanded Learning Time (academic intervention & enrichment activities)	• Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes • Costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as Long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development. • Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement Response to Intervention (RtI) that are aligned with academic intervention services. • Professional development for teachers (and their principals/instructional supervisors) who will implement CTE courses in which increased percentages of historically undeserved students will enroll. • Training and professional development for teachers (and their principals/instructional supervisors) who will implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll. • Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses and related training and professional development for teachers (and their principals/instructional supervisors) in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll. • Training in the use of data systems, aligned course sequences and early college and career school models, between post-secondary

Galaxy Program Dropdown and List of Priority and Focus Allowable Activities	
	institutions and P-12 systems. • Professional development for teachers and leaders on the analysis of real-time student data to inform instruction. • Costs associated with implementing school-based Inquiry Teams as defined in the state's RTTT application. • Costs associated with professional development and planning for teachers (and their principals/ instructional supervisors) and state approved partner organizations who will implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs. • Costs associated with implementing ELT programs that improve student academic, social, and emotional outcomes, in which increased percentages of historically underserved students will enroll.
Framework for Great Schools Element: Supportive Environment (w/DTSDE Tenet SOP References)	
5.2 – Systems & partnerships 5.3 – Vision for social, emotional developmental health 5.4 – Safety 5.5 – Use of data: Student social & emotional development ELT – Expanded Learning Time (student social & emotional support, including CBO partnerships)	• Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement scientifically based behavior management programs. • Costs associated with implementing ELT programs that improve student, social, and emotional outcomes, in which increased percentages of historically undeserved students will enroll.
Framework for Great Schools Element: Collaborative Teachers (w/DTSDE Tenet SOP References)	
3.2 – Enacted curriculum 3.3 – Units & lesson plans 3.4 – Teacher collaboration 3.5 – Use of data: Curriculum development & support 4.2 – Instructional Practices & strategies 4.3 – Comprehensive plans for teaching 4.4 – Classroom environment & culture 4.5 – Use of data: Instructional practices & decisions	• Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes • Costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as Long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development. • Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement Response to

Galaxy Program Dropdown and List of Priority and Focus Allowable Activities	
	Intervention (RtI) that are aligned with academic intervention services. • Professional development for teachers (and their principals/instructional supervisors) who will implement CTE courses in which increased percentages of historically undeserved students will enroll. • Training and professional development for teachers (and their principals/instructional supervisors) who will implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll. • Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses and related training and professional development for teachers (and their principals/instructional supervisors) in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll. • Training in the use of data systems, aligned course sequences and early college and career school models, between post-secondary institutions and P-12 systems. • Professional development for teachers and leaders on the analysis of real-time student data to inform instruction. • Costs associated with implementing school-based Inquiry Teams as defined in the state's RTTT application.
Framework for Great Schools Element: Effective School Leadership (w/DTSDE Tenet SOP References)	
2.2 – School leader's vision 2.3 – Systems and structures for school development 2.4 – School leader's use of resources 2.5 – Use of data: Teacher & mid-management effectiveness	• Development of local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations. • Costs associated with training/certifying teacher evaluators, instructional coaches, teacher leaders etc. in conducting evidence based observations using the District's teacher practice rubric, training in coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system. • Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.

Galaxy Program Dropdown and List of Priority and Focus Allowable Activities	
	• Training in the use of data systems, aligned course sequences and early college and career school models, between post-secondary institutions and P-12 systems.
Framework for Great Schools Element: Strong Family-Community Ties (w/DTSDE Tenet SOP References)	
6.2 – Welcoming environment 6.3 – Reciprocal communication 6.4 – Partnerships, shared decision making & responsibility 6.5 – Use of data: Family & community engagement	**Parent Engagement** activities are more open and flexible about the possible uses of funds. Funds do not have to be focused on greater parent involvement in the Title I/AIS program. Activities can range from welcoming all families into the school community to parent trainings that are more general in nature. ***What are allowable uses of the 1% Parent Engagement funds?*** • Parent trainings/workshops to assist them in helping their child succeed academically. • Literacy Zone Centers • Professional Development for school leaders and teachers related to working with and building effective parent partnerships. • Training for parents on working effectively with teachers to enhance student performance. • Training for parents on building supports for their children, including health and nutrition services. ***What are non-allowable uses of the 1% Parent Engagement funds?*** • Salaries for district or school personnel to be part of parent committees. • Charges for building usage (This should be part of district "off-the-top" expenses.) • Charges for custodial or security (This should be part of district "off-the-top" expenses.) • Charges for awards, certificates, district or school labeled paraphernalia (e.g., T-Shirts, Book bags, stickers, etc.) • Salaries or stipends for parents to participate on district or school committees. • District only sponsored events and activities. Parents, school administrators, and school staff must be given an opportunity to determine what Parent Engagement activities are appropriate to their needs. Additional guidance and a comprehensive list of allowable activities for the Parent Engagement Set-Aside are available in the June 2013 Field Memo: http://www.p12.nysed.gov/accountability/memos.html

School Allocation Memorandum No. 41, FY 2016
Priority and Focus School Allocations
Table 1

BFSC	BFSC Team	Location	Title I Priority/Focus SWP	Title I Priority/Focus TA	Priority/Focus Schools	Priority/Focus Parent Engagement Schools	Total
94MFSC	94MR03	01M015	41,138	0	0	1,093	42,231
94MFSC	94MR01	01M292	54,480	0	0	1,448	55,928
94MFSC	94MR03	01M332	18,067	0	0	480	18,547
94MFSC	94MR01	01M448	70,880	0	0	1,884	72,764
94MFSC	94MR01	01M509	73,659	0	0	1,958	75,617
94MFSC	94MR01	02M047	34,745	0	0	924	35,669
94AFSA	94AR02	02M303	83,944	0	0	2,231	86,175
94AFSA	94AR04	02M419	81,442	0	0	2,165	83,607
94AFSA	94AR04	02M459	76,161	0	0	2,024	78,185
94MFSC	94MR01	02M520	0	0	166,776	4,433	171,209
94MFSC	94MR01	02M529	135,367	0	0	3,598	138,965
94MFSC	94MR02	02M580	120,079	0	0	3,192	123,271
94MFSC	94MR02	02M625	59,761	0	0	1,588	61,349
94MFSC	94MR05	03M149	58,928	0	0	1,566	60,494
94MFSC	94MR05	03M208	38,358	0	0	1,020	39,378
94AFSA	94AR01	03M299	89,781	0	0	2,386	92,167
94MFSC	94MR02	03M415	89,503	0	0	2,379	91,882
94MFSC	94MR05	03M421	0	0	36,969	983	37,952
94AFSA	94AR02	03M860	0	0	74,493	1,980	76,473
94MFSC	94MR06	04M050	78,385	0	0	2,083	80,468
94MFSC	94MR06	04M375	78,941	0	0	2,098	81,039
94MFSC	94MR06	04M377	37,525	0	0	997	38,522
94MFSC	94MR06	04M381	36,135	0	0	960	37,095
94MFSC	94MR02	04M409	55,592	0	0	1,478	57,070
94MFSC	94MR06	04M825	65,321	0	0	1,736	67,057
94MFSC	94MR05	05M123	123,970	0	0	3,295	127,265
94MFSC	94MR06	05M194	42,806	0	0	1,138	43,944
94MFSC	94MR06	05M197	71,992	0	0	1,914	73,906
94AFSA	94AR02	05M685	20,569	0	0	547	21,116
94MFSC	94MR07	06M005	159,549	0	0	4,241	163,790
94MFSC	94MR07	06M115	137,312	0	0	3,650	140,962
94MFSC	94MR07	06M132	137,312	0	0	3,650	140,962
94AFSA	94AR02	06M346	147,319	0	0	3,916	151,235
94MFSC	94MR02	06M468	157,325	0	0	4,182	161,507
94MFSC	94MR07	06M528	51,979	0	0	1,382	53,361
94XFSC	94XR06	07X001	153,395	0	0	6,173	159,568
94XFSC	94XR06	07X029	162,603	0	0	6,544	169,147
94XFSC	94XR06	07X031	156,303	0	0	6,290	162,593
94XFSC	94XR06	07X154	82,635	0	0	3,325	85,960
94XFSC	94XR06	07X157	135,705	0	0	5,461	141,166
94XFSC	94XR06	07X161	102,990	0	0	4,145	107,135
94XFSC	94XR06	07X162	77,303	0	0	3,111	80,414

Priority and Focus School Allocations
Table 1

BFSC	BFSC Team	Location	Title I Priority/Focus SWP	Title I Priority/Focus TA	Priority/Focus Schools	Priority/Focus Parent Engagement Schools	Total
94XFSC	94XR06	07X179	80,454	0	0	3,238	83,692
94XFSC	94XR06	07X224	82,392	0	0	3,316	85,708
94XFSC	94XR06	07X369	57,917	0	0	2,331	60,248
94XFSC	94XR06	07X385	32,472	0	0	1,307	33,779
94AFSA	94AR04	07X427	63,248	0	0	2,545	65,793
94XFSC	94XR01	07X473	74,638	0	0	3,004	77,642
94XFSC	94XR01	07X520	30,291	0	0	1,219	31,510
94AFSA	94AR03	07X527	99,355	0	0	3,998	103,353
94XFSC	94XR01	07X547	90,631	0	0	3,647	94,278
94AFSA	94AR03	07X600	74,638	0	0	3,004	77,642
94XFSC	94XR07	08X014	0	0	79,727	1,595	81,322
94XFSC	94XR07	08X071	0	0	255,900	10,298	266,198
94XFSC	94XR07	08X072	154,607	0	0	6,222	160,829
94XFSC	94XR07	08X107	102,021	0	0	4,106	106,127
94XFSC	94XR07	08X123	87,481	0	0	3,521	91,002
94XFSC	94XR07	08X125	84,573	0	0	3,404	87,977
94XFSC	94XR07	08X131	107,837	0	0	4,340	112,177
94XFSC	94XR07	08X138	159,453	0	0	6,417	165,870
94XFSC	94XR07	08X140	125,042	0	0	5,032	130,074
94XFSC	94XR07	08X146	95,236	0	0	3,833	99,069
94XFSC	94XR09	08X269	116,076	0	0	4,671	120,747
94XFSC	94XR07	08X301	36,592	0	0	1,473	38,065
94XFSC	94XR02	08X305	56,221	0	0	2,263	58,484
94XFSC	94XR02	08X332	47,981	0	0	1,931	49,912
94XFSC	94XR07	08X333	81,908	0	0	3,296	85,204
94XFSC	94XR07	08X366	28,595	0	0	1,151	29,746
94XFSC	94XR09	08X367	115,591	0	0	4,652	120,243
94XFSC	94XR07	08X375	60,825	0	0	2,448	63,273
94XFSC	94XR09	08X376	86,996	0	0	3,501	90,497
94XFSC	94XR02	08X405	0	0	233,606	9,401	243,007
94XFSC	94XR07	08X424	73,911	0	0	2,974	76,885
94XFSC	94XR07	08X448	71,730	0	0	2,887	74,617
94XFSC	94XR07	08X467	0	0	36,107	1,453	37,560
94XFSC	94XR02	08X530	60,098	0	0	2,419	62,517
94XFSC	94XR08	09X011	166,481	0	0	6,700	173,181
94XFSC	94XR08	09X022	110,018	0	0	4,427	114,445
94XFSC	94XR08	09X042	99,113	0	0	3,989	103,102
94XFSC	94XR08	09X055	144,429	0	0	5,812	150,241
94XFSC	94XR08	09X058	95,963	0	0	3,862	99,825
94XFSC	94XR08	09X064	66,156	0	0	2,662	68,818
94XFSC	94XR08	09X070	308,971	0	0	12,434	321,405
94XFSC	94XR08	09X114	0	0	0	0	0
94XFSC	94XR08	09X117	126,012	0	0	5,071	131,083

Priority and Focus School Allocations
Table 1

BFSC	BFSC Team	Location	Title I Priority/Focus SWP	Title I Priority/Focus TA	Priority/Focus Schools	Priority/Focus Parent Engagement Schools	Total
94XFSC	94XR08	09X132	104,929	0	0	4,223	109,152
94XFSC	94XR08	09X145	76,819	0	0	3,091	79,910
94XFSC	94XR10	09X163	128,193	0	0	5,159	133,352
94XFSC	94XR10	09X219	68,095	0	0	2,740	70,835
94XFSC	94XR02	09X227	76,576	0	0	3,082	79,658
94XFSC	94XR10	09X230	34,896	0	0	1,404	36,300
94XFSC	94XR02	09X276	40,954	0	0	1,648	42,602
94XFSC	94XR08	09X303	66,398	0	0	2,672	69,070
94XFSC	94XR08	09X313	71,245	0	0	2,867	74,112
94XFSC	94XR08	09X323	99,840	0	0	4,018	103,858
94XFSC	94XR02	09X324	104,444	0	0	4,203	108,647
94XFSC	94XR08	09X325	58,644	0	0	2,360	61,004
94XFSC	94XR08	09X328	0	0	27,626	1,112	28,738
94XFSC	94XR02	09X329	62,279	0	0	2,506	64,785
94XFSC	94XR08	09X339	120,438	0	0	4,847	125,285
94XFSC	94XR02	09X412	63,490	0	0	2,555	66,045
94XFSC	94XR02	09X414	28,837	0	0	1,161	29,998
94XFSC	94XR08	09X443	115,107	0	0	4,632	119,739
94XFSC	94XR08	09X457	120,438	0	0	4,847	125,285
94XFSC	94XR03	10X009	166,723	0	0	6,709	173,432
94XFSC	94XR04	10X020	223,186	0	0	8,982	232,168
94XFSC	94XR04	10X033	224,398	0	0	9,031	233,429
94XFSC	94XR03	10X045	156,788	0	0	6,310	163,098
94XFSC	94XR04	10X046	265,594	0	0	10,688	276,282
94XFSC	94XR03	10X054	102,748	0	0	4,135	106,883
94XFSC	94XR04	10X080	122,619	0	0	4,935	127,554
94XFSC	94XR03	10X085	227,548	0	0	9,157	236,705
94XFSC	94XR03	10X091	169,873	0	0	6,836	176,709
94XFSC	94XR03	10X094	269,229	0	0	10,835	280,064
94XFSC	94XR03	10X159	42,408	0	0	1,707	44,115
94XFSC	94XR04	10X206	58,644	0	0	2,360	61,004
94XFSC	94XR03	10X226	111,472	0	0	4,486	115,958
94XFSC	94XR03	10X306	137,159	0	0	5,520	142,679
94XFSC	94XR03	10X310	165,754	0	0	6,670	172,424
94XFSC	94XR04	10X331	85,300	0	0	3,433	88,733
94XFSC	94XR03	10X344	0	0	36,834	737	37,571
94XFSC	94XR03	10X360	88,935	0	0	3,579	92,514
94XFSC	94XR03	10X363	90,147	0	0	3,628	93,775
94XFSC	94XR04	10X391	101,536	0	0	4,086	105,622
94XFSC	94XR01	10X438	93,055	0	0	3,745	96,800
94XFSC	94XR01	10X440	351,863	0	0	14,160	366,023
94XFSC	94XR03	10X447	111,472	0	0	4,486	115,958
94AFSA	94AR03	10X546	81,423	0	0	3,277	84,700

Priority and Focus School Allocations
Table 1

BFSC	BFSC Team	Location	Title I Priority/Focus SWP	Title I Priority/Focus TA	Priority/Focus Schools	Priority/Focus Parent Engagement Schools	Total
94XFSC	94XR09	11X021	133,524	0	0	5,373	138,897
94XFSC	94XR09	11X078	151,699	0	0	6,105	157,804
94XFSC	94XR09	11X087	114,864	0	0	4,623	119,487
94XFSC	94XR10	11X089	262,201	0	0	10,552	272,753
94XFSC	94XR09	11X111	132,070	0	0	5,315	137,385
94XFSC	94XR09	11X112	83,119	0	0	3,345	86,464
94XFSC	94XR09	11X127	139,582	0	0	5,617	145,199
94XFSC	94XR09	11X144	0	0	92,328	3,716	96,044
94XFSC	94XR10	11X160	0	0	52,343	2,106	54,449
94XFSC	94XR09	11X189	71,972	0	0	2,896	74,868
94XFSC	94XR02	11X253	67,125	0	0	2,701	69,826
94AFSA	94AR04	11X265	83,119	0	0	3,345	86,464
94XFSC	94XR02	11X270	0	0	60,340	2,428	62,768
94XFSC	94XR09	11X272	52,828	0	0	2,126	54,954
94XFSC	94XR09	11X289	0	0	53,313	2,145	55,458
94AFSA	94AR03	11X299	88,693	0	0	3,569	92,262
94XFSC	94XR09	11X370	50,889	0	0	2,048	52,937
94XFSC	94XR02	11X418	0	0	77,788	3,130	80,918
94XFSC	94XR02	11X514	0	0	68,337	2,750	71,087
94XFSC	94XR05	12X006	124,800	0	0	5,022	129,822
94XFSC	94XR05	12X044	65,187	0	0	2,623	67,810
94XFSC	94XR05	12X050	25,202	0	0	1,014	26,216
94XFSC	94XR05	12X061	68,822	0	0	2,770	71,592
94XFSC	94XR05	12X092	98,144	0	0	3,950	102,094
94XFSC	94XR05	12X134	134,251	0	0	5,403	139,654
94XFSC	94XR05	12X195	189,744	0	0	7,636	197,380
94XFSC	94XR06	12X211	128,920	0	0	5,188	134,108
94XFSC	94XR06	12X212	101,779	0	0	4,096	105,875
94XFSC	94XR05	12X217	66,156	0	0	2,662	68,818
94AFSA	94AR03	12X271	126,496	0	0	5,091	131,587
94XFSC	94XR01	12X278	29,807	0	0	1,200	31,007
94XFSC	94XR05	12X286	56,463	0	0	2,272	58,735
94XFSC	94XR05	12X300	131,343	0	0	5,286	136,629
94XFSC	94XR06	12X318	67,852	0	0	2,731	70,583
94XFSC	94XR05	12X372	107,352	0	0	4,320	111,672
94XFSC	94XR05	12X383	47,254	0	0	1,902	49,156
94XFSC	94XR05	12X384	63,248	0	0	2,545	65,793
94XFSC	94XR06	12X463	65,429	0	0	2,633	68,062
94XFSC	94XR01	12X550	93,297	0	0	3,755	97,052
94XFSC	94XR01	12X684	92,328	0	0	3,716	96,044
94XFSC	94XR01	12X692	89,904	0	0	3,618	93,522
94KFSN	94KR02	13K003	96,698	0	0	3,801	100,499
94KFSN	94KR03	13K067	54,666	0	0	2,149	56,815

Priority and Focus School Allocations
Table 1

BFSC	BFSC Team	Location	Title I Priority/Focus SWP	Title I Priority/Focus TA	Priority/Focus Schools	Priority/Focus Parent Engagement Schools	Total
94KFSN	94KR03	13K113	115,779	0	0	4,551	120,330
94KFSN	94KR03	13K266	0	0	22,950	902	23,852
94KFSN	94KR03	13K301	28,107	0	0	1,105	29,212
94KFSN	94KR03	13K305	39,968	0	0	1,571	41,539
94KFSN	94KR03	13K307	72,459	0	0	2,848	75,307
94KFSN	94KR01	13K412	75,295	0	0	2,960	78,255
94KFSN	94KR03	13K596	11,088	0	0	436	11,524
94KFSN	94KR01	13K605	117,068	0	0	4,602	121,670
94KFSN	94KR04	14K016	45,126	0	0	1,774	46,900
94KFSN	94KR04	14K050	43,836	0	0	1,723	45,559
94KFSN	94KR04	14K059	65,496	0	0	2,575	68,071
94KFSN	94KR01	14K071	133,829	0	0	5,261	139,090
94KFSN	94KR04	14K126	61,371	0	0	2,412	63,783
94KFSN	94KR01	14K322	22,176	0	0	872	23,048
94KFSN	94KR04	14K330	12,377	0	0	487	12,864
94KFSN	94KR01	14K474	203,709	0	0	8,008	211,717
94KFSN	94KR01	14K477	122,999	0	0	4,835	127,834
94KFSN	94KR04	14K582	51,314	0	0	2,017	53,331
94KFSN	94KR01	14K610	0	0	66,012	2,595	68,607
94KFSN	94KR04	15K024	156,521	0	0	6,153	162,674
94KFSN	94KR05	15K136	112,427	0	0	4,419	116,846
94KFSN	94KR05	15K169	370,029	0	0	14,545	384,574
94KFSN	94KR05	15K261	0	0	68,591	1,372	69,963
94KFSN	94KR01	15K462	67,044	0	0	2,635	69,679
94KFSN	94KR01	15K464	75,811	0	0	2,980	78,791
94KFSN	94KR01	15K497	0	0	78,389	3,081	81,470
94KFSN	94KR04	15K676	44,352	0	0	1,743	46,095
94KFSN	94KR05	16K028	50,541	0	0	1,987	52,528
94KFSN	94KR05	16K057	36,100	0	0	1,419	37,519
94KFSN	94KR05	16K243	55,698	0	0	2,189	57,887
94KFSN	94KR05	16K308	83,289	0	0	3,274	86,563
94KFSN	94KR05	16K309	50,025	0	0	1,966	51,991
94KFSN	94KR01	16K393	17,019	0	0	669	17,688
94KFSN	94KR01	16K455	107,270	0	0	4,217	111,487
94KFSN	94KR05	16K534	23,723	0	0	933	24,656
94KFSN	94KR05	16K584	21,918	0	0	862	22,780
94AFSA	94AR04	16K594	39,968	0	0	1,571	41,539
94KFSS	94KU02	17K061	0	0	139,502	5,484	144,986
94KFSS	94KU02	17K091	81,742	0	0	3,213	84,955
94KFSS	94KU02	17K092	96,955	0	0	3,811	100,766
94KFSS	94KU02	17K161	87,157	0	0	3,426	90,583
94KFSS	94KU02	17K167	24,497	0	0	963	25,460
94KFSS	94KU02	17K334	24,497	0	0	963	25,460

Priority and Focus School Allocations
Table 1

BFSC	BFSC Team	Location	Title I Priority/Focus SWP	Title I Priority/Focus TA	Priority/Focus Schools	Priority/Focus Parent Engagement Schools	Total
94KFSS	94KU02	17K352	56,729	0	0	2,230	58,959
94KFSS	94KU01	17K489	23,723	0	0	933	24,656
94KFSS	94KU01	17K528	49,509	0	0	1,946	51,455
94AFSA	94AR02	17K537	75,811	0	0	2,980	78,791
94KFSS	94KU01	17K600	264,049	0	0	10,379	274,428
94KFSS	94KU03	18K114	0	0	97,471	3,831	101,302
94KFSS	94KU03	18K233	95,924	0	0	3,771	99,695
94KFSS	94KU03	18K272	94,377	0	0	3,710	98,087
94KFSS	94KU01	18K566	0	0	48,478	1,906	50,384
94AFSA	94AR05	18K569	0	0	57,245	2,250	59,495
94KFSS	94KU03	18K581	39,195	0	0	1,541	40,736
94KFSS	94KU03	18K588	53,893	0	0	2,118	56,011
94KFSN	94KR06	19K013	100,050	0	0	3,933	103,983
94KFSN	94KR06	19K171	144,917	0	0	5,697	150,614
94KFSN	94KR06	19K174	26,817	0	0	1,054	27,871
94KFSN	94KR06	19K202	114,490	0	0	4,500	118,990
94KFSN	94KR06	19K213	80,452	0	0	3,162	83,614
94KFSN	94KR07	19K218	98,245	0	0	3,862	102,107
94KFSN	94KR06	19K224	107,270	0	0	4,217	111,487
94KFSN	94KR06	19K273	56,987	0	0	2,240	59,227
94KFSN	94KR06	19K306	119,905	0	0	4,713	124,618
94KFSN	94KR06	19K311	29,654	0	0	1,166	30,820
94KFSN	94KR06	19K328	65,754	0	0	2,585	68,339
94KFSN	94KR07	19K345	143,628	0	0	5,646	149,274
94KFSN	94KR07	19K346	0	0	103,660	4,075	107,735
94KFSN	94KR07	19K364	0	0	53,893	2,118	56,011
94AFSA	94AR02	19K502	64,981	0	0	2,554	67,535
94KFSN	94KR02	19K583	56,729	0	0	2,230	58,959
94KFSN	94KR02	19K659	67,559	0	0	2,656	70,215
94KFSN	94KR06	19K677	119,131	0	0	4,683	123,814
94KFSS	94KU04	20K179	195,200	0	0	7,673	202,873
94KFSS	94KU01	20K505	0	0	0	0	0
94KFSS	94KU05	21K095	0	0	150,075	5,899	155,974
94KFSS	94KU05	21K228	235,684	0	0	9,264	244,948
94AFSA	94AR04	21K337	80,968	0	0	3,183	84,151
94KFSS	94KU01	21K410	0	0	368,740	14,495	383,235
94AFSA	94AR05	21K572	0	0	47,446	1,865	49,311
94KFSS	94KU06	22K269	0	0	0	0	0
94KFSS	94KU01	22K495	0	0	80,710	3,173	83,883
94KFSN	94KR07	23K073	23,723	0	0	933	24,656
94KFSN	94KR07	23K150	45,126	0	0	1,774	46,900
94KFSN	94KR07	23K156	174,829	0	0	6,872	181,701
94KFSN	94KR07	23K165	83,289	0	0	3,274	86,563

Priority and Focus School Allocations
Table 1

BFSC	BFSC Team	Location	Title I Priority/Focus SWP	Title I Priority/Focus TA	Priority/Focus Schools	Priority/Focus Parent Engagement Schools	Total
94KFSN	94KR07	23K178	81,226	0	0	3,193	84,419
94KFSN	94KR07	23K284	122,999	0	0	4,835	127,834
94KFSN	94KR07	23K298	58,792	0	0	2,311	61,103
94KFSN	94KR07	23K327	117,068	0	0	4,602	121,670
94KFSN	94KR02	23K493	64,981	0	0	2,554	67,535
94KFSN	94KR07	23K522	37,132	0	0	1,460	38,592
94KFSN	94KR02	23K646	0	47,962	0	1,885	49,847
94KFSN	94KR07	23K671	36,358	0	0	1,429	37,787
94QFSN	94QR01	24Q296	91,919	0	0	2,102	94,021
94QFSN	94QR01	24Q485	0	0	313,821	7,175	320,996
94QFSN	94QR01	25Q460	0	0	398,691	9,116	407,807
94QFSN	94QR01	26Q435	0	0	273,501	6,253	279,754
94QFSS	94QU01	27Q042	163,255	0	0	3,733	166,988
94QFSS	94QU01	27Q053	82,614	0	0	1,889	84,503
94QFSS	94QU02	27Q197	107,709	0	0	2,463	110,172
94QFSS	94QU02	27Q226	215,981	0	0	4,938	220,919
94QFSS	94QU02	27Q253	127,164	0	0	2,907	130,071
94QFSS	94QU01	27Q260	75,847	0	0	1,734	77,581
94QFSS	94QU01	27Q400	0	0	125,190	2,862	128,052
94QFSS	94QU01	27Q475	463,260	0	0	10,592	473,852
94QFSS	94QU01	27Q480	560,255	0	0	12,810	573,065
94QFSS	94QU03	28Q008	102,351	0	0	2,340	104,691
94QFSS	94QU01	29Q496	0	18,891	0	432	19,323
94QFSN	94QR05	30Q111	74,719	0	0	1,708	76,427
94QFSN	94QR01	30Q450	434,782	0	0	9,941	444,723
94KFSN	94KR03	32K145	160,647	0	0	6,315	166,962
94KFSN	94KR03	32K151	76,842	0	0	3,021	79,863
94KFSN	94KR03	32K274	120,163	0	0	4,723	124,886
94KFSN	94KR03	32K291	86,125	0	0	3,385	89,510
94KFSN	94KR03	32K299	75,553	0	0	2,970	78,523
94KFSN	94KR03	32K347	72,201	0	0	2,838	75,039
94KFSN	94KR03	32K349	86,899	0	0	3,416	90,315
94KFSN	94KR03	32K377	97,213	0	0	3,821	101,034
94KFSN	94KR01	32K545	119,905	0	0	4,713	124,618
94KFSN	94KR01	32K552	65,496	0	0	2,575	68,071
94KFSN	94KR01	32K556	74,779	0	0	2,939	77,718
Grand Total			**25,292,948**	**66,853**	**3,846,852**	**1,061,874**	**30,268,527**

School Allocation Memorandum No. 41, FY 2016
Priority and Focus School Allocations
Table 2

				Manhattan	*Bronx*	*Brooklyn*	*Queens*			
			Borough Per Capitas:	*$277.96*	*$242.33*	*$257.86*	*$281.96*			
DBN	**Status**	**SCHOOL NAME**	**Title I Program**	**Title I Status**	**Poverty %**	**Weighted Title I Ct***	**Priority and Focus School Allocation**	**Parent Engagement Allocation**	**Total**	***TL CB School Staff****
01M015	Open	PS 15 ROBERTO CLEMENTE	SWP	1	89.4	148	41,138	1,093	**42,231**	***4,073***
01M292	Open	HENRY STREET SCHOOL	SWP	1	82	196	54,480	1,448	**55,928**	***570***
01M332	Open	UNIV NEIGHBORHOOD MIDDLE SCHOOL	SWP	1	75.6	65	18,067	480	**18,547**	***656***
01M448	Open	UNIVERSITY NEIGHBORHOOD HIGH SCHOOL	SWP	1	84.2	255	70,880	1,884	**72,764**	***2,074***
01M509	Open	MARTA VALLE HIGH SCHOOL	SWP	1	78.4	265	73,659	1,958	**75,617**	***506***
02M047	Open	AMERICAN SIGN LANG & ENG SECONDAR	SWP	1	74	125	34,745	924	**35,669**	***1,367***
02M303	Open	FACING HISTORY SCHOOL (THE)	SWP	1	75.6	302	83,944	2,231	**86,175**	***0***
02M419	Open	LANDMARK HIGH SCHOOL	SWP	1	84.4	293	81,442	2,165	**83,607**	***765***
02M459	Open	MANHATTAN INTERNATIONAL HIGH SCHOOL	SWP	1	80.7	274	76,161	2,024	**78,185**	***907***
02M520	Open	MURRY BERGTRAUM HS FOR BUS CAR	SWP	1	67.3	600	166,776	4,433	**171,209**	***5,504***
02M529	Open	JACQUELINE KENNEDY-ONASSIS HIGH SCH	SWP	1	75	487	135,367	3,598	**138,965**	***5,431***
02M580	Open	RICHARD R GREEN HS OF TEACHING	SWP	1	78.5	432	120,079	3,192	**123,271**	***2,702***
02M625	Open	HS OF GRAPHIC COMMUNICATION ARTS	SWP	1	72.7	215	59,761	1,588	**61,349**	***4,012***
03M149	Open	PS 149 SOJOURNER TRUTH	SWP	1	83.5	212	58,928	1,566	**60,494**	***1,051***
03M208	Open	PS 208 ALAIN L LOCKE	SWP	1	87.9	138	38,358	1,020	**39,378**	***2,199***
03M299	Open	HIGH SCH-ARTS IMAGNTN & INQUIRY	SWP	1	75.1	323	89,781	2,386	**92,167**	***1,841***
03M415	Open	WADLEIGH PERF AND VISUAL ARTS	SWP	1	76.6	322	89,503	2,379	**91,882**	***587***
03M421	Open	WEST PREP ACADEMY	SWP	1	68.3	133	36,969	983	**37,952**	***95***
03M860	Open	FREDERICK DOUGLASS ACADEMY II	SWP	1	68.2	268	74,493	1,980	**76,473**	***2,564***
04M050	Open	PS 50 VITO MARCANTONIO	SWP	1	83.7	282	78,385	2,083	**80,468**	***2,159***
04M375	Open	MOSAIC PREPARATORY ACADEMY	SWP	1	93.1	284	78,941	2,098	**81,039**	***1,596***
04M377	Open	RENAISSANCE SCHOOL OF THE ARTS	SWP	1	80.8	135	37,525	997	**38,522**	***1,051***
04M381	Open	GLOBAL NEIGHBORHOOD SECONDARY SCHOOL	SWP	1	91.5	130	36,135	960	**37,095**	***1,865***
04M409	Open	COALITION SCHOOL FOR SOCIAL CHANGE	SWP	1	71.8	200	55,592	1,478	**57,070**	***0***
04M825	Open	ISAAC NEWTON MS FOR MATH & SCI	SWP	1	84.8	235	65,321	1,736	**67,057**	***98***
05M123	Open	PS 123 MAHALIA JACKSON	SWP	1	82.9	446	123,970	3,295	**127,265**	***246***
05M194	Open	PS 194 COUNTEE CULLEN	SWP	1	95.1	154	42,806	1,138	**43,944**	***1,056***
05M197	Open	PS 197 JOHN B RUSSWURM	SWP	1	86.6	259	71,992	1,914	**73,906**	***1,923***
05M685	Open	BREAD & ROSES INTEGRATED ARTS HS	SWP	1	77.1	74	20,569	547	**21,116**	***2,553***
06M005	Open	PS 5 ELLEN LURIE	SWP	1	89.1	574	159,549	4,241	**163,790**	***1,473***
06M115	Open	PS 115 ALEXANDER HUMBOLDT	SWP	1	95.9	494	137,312	3,650	**140,962**	***6,683***
06M132	Open	PS 132 JUAN PABLO DUARTE	SWP	1	92.3	494	137,312	3,650	**140,962**	***739***
06M346	Open	COMMUNITY HEALTH ACAD OF THE HEIGHTS	SWP	1	87.6	530	147,319	3,916	**151,235**	***1,781***

Table 2

				Manhattan	*Bronx*	*Brooklyn*	*Queens*			
			Borough Per Capitas:	*$277.96*	*$242.33*	*$257.86*	*$281.96*			
DBN	**Status**	**SCHOOL NAME**	**Title I Program**	**Title I Status**	**Poverty %**	**Weighted Title I Ct***	**Priority and Focus School Allocation**	**Parent Engagement Allocation**	**Total**	***TL CB School Staff****
06M468	Open	HIGH SCHOOL-HEALTH CAREERS & SCIES	SWP	1	95	566	157,325	4,182	**161,507**	***1,506***
06M528	Open	IS 528 BEA FULLER RODGERS SCHOOL	SWP	1	94.9	187	51,979	1,382	**53,361**	***333***
07X001	Open	PS 1 COURTLANDT SCHOOL	SWP	1	94.2	633	153,395	6,173	**159,568**	***995***
07X029	Open	PS/MS 29 MELROSE SCHOOL	SWP	1	93.2	671	162,603	6,544	**169,147**	***900***
07X031	Open	PS/MS 31 THE WILLIAM LLOYD GARRISON	SWP	1	92.9	645	156,303	6,290	**162,593**	***3,820***
07X154	Open	PS 154 JONATHAN D HYATT	SWP	1	91.9	341	82,635	3,325	**85,960**	***2,894***
07X157	Open	PS 157 GROVE HILL	SWP	1	91.8	560	135,705	5,461	**141,166**	***6,612***
07X161	Open	PS 161 PONCE DE LEON	SWP	1	94	425	102,990	4,145	**107,135**	***3,030***
07X162	Open	JHS 162 LOLA RODRIGUEZ DE TIO	SWP	1	85.5	319	77,303	3,111	**80,414**	***685***
07X179	Open	PS 179	SWP	1	92	332	80,454	3,238	**83,692**	***1,905***
07X224	Open	PS/IS 224	SWP	1	94.2	340	82,392	3,316	**85,708**	***477***
07X369	Open	YOUNG LEADERS ELEMENTARY SCHOOL	SWP	1	97.2	239	57,917	2,331	**60,248**	***2,981***
07X385	Open	PERFORMANCE SCHOOL	SWP	1	93.7	134	32,472	1,307	**33,779**	***447***
07X427	Open	COMMUNITY SCHOOL-SOCIAL JUSTICE	SWP	1	83.1	261	63,248	2,545	**65,793**	***2,515***
07X473	Open	MOTT HAVEN VILLAGE PREP HIGH SCHOOL	SWP	1	88	308	74,638	3,004	**77,642**	***4,385***
07X520	Open	FOREIGN LANG ACAD OF GLOBAL STUDIES	SWP	1	89.9	125	30,291	1,219	**31,510**	***159***
07X527	Open	BRONX LEADERSHIP ACAD II HIGH SCHOOL	SWP	1	84	410	99,355	3,998	**103,353**	***1,991***
07X547	Open	NEW EXPLORERS HIGH SCHOOL	SWP	1	82.6	374	90,631	3,647	**94,278**	***3,059***
07X600	Open	ALFRED E SMITH CAREER-TECH HIGH SCH	SWP	1	83.2	308	74,638	3,004	**77,642**	***3,245***
08X014	Open	PS 14 SENATOR JOHN CALANDRA		0	53.8	329	79,727	1,595	**81,322**	***2,523***
08X071	Open	PS 71 ROSE E SCALA	SWP	1	62.4	1056	255,900	10,298	**266,198**	***4,466***
08X072	Open	PS 72 DR WILLIAM DORNEY	SWP	1	79.3	638	154,607	6,222	**160,829**	***4,029***
08X107	Open	PS 107	SWP	1	92.3	421	102,021	4,106	**106,127**	***1,567***
08X123	Open	JHS 123 JAMES M KIERNAN	SWP	1	88.1	361	87,481	3,521	**91,002**	***274***
08X125	Open	JHS 125 HENRY HUDSON	SWP	1	87.9	349	84,573	3,404	**87,977**	***2,675***
08X131	Open	JHS 131 ALBERT EINSTEIN	SWP	1	76.3	445	107,837	4,340	**112,177**	***2,634***
08X138	Open	PS 138 SAMUEL RANDALL	SWP	1	87.3	658	159,453	6,417	**165,870**	***3,817***
08X140	Open	PS 140 THE EAGLE SCHOOL	SWP	1	85.6	516	125,042	5,032	**130,074**	***4,410***
08X146	Open	PS 146 EDWARD COLLINS	SWP	1	93.8	393	95,236	3,833	**99,069**	***3,314***
08X269	Open	BRONX STUDIO SCHOOL-WRITERS-ARTISTS	SWP	1	85.6	479	116,076	4,671	**120,747**	***3,027***
08X301	Open	MS 301 PAUL L DUNBAR	SWP	1	79.5	151	36,592	1,473	**38,065**	***1,204***
08X305	Open	PABLO NERUDA ACADEMY	SWP	1	75.8	232	56,221	2,263	**58,484**	***809***
08X332	Open	HOLCOMBE L RUCKER SCHOOL OF COMMUNIT	SWP	1	85.3	198	47,981	1,931	**49,912**	***1,872***
08X333	Open	PS 333 THE MUSEUM SCHOOL	SWP	1	81.9	338	81,908	3,296	**85,204**	***1,718***
08X366	Open	URBAN ASSEMBLY ACAD-CIVIC ENGAGEMENT	SWP	1	71.1	118	28,595	1,151	**29,746**	***1,119***
08X367	Open	ARCHIMEDES ACAD-MATH, SCI, TECH	SWP	1	75.5	477	115,591	4,652	**120,243**	***3,278***

Table 2

					Manhattan	*Bronx*	*Brooklyn*	*Queens*		
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DBN	**Status**	**SCHOOL NAME**	**Title I Program**	**Title I Status**	**Poverty %**	**Weighted Title I Ct***	**Priority and Focus School Allocation**	**Parent Engagement Allocation**	**Total**	***TL CB School Staff****
08X375	Open	BRONX MATHEMATICS PREP SCH (THE)	SWP	1	90.9	251	60,825	2,448	**63,273**	***1,133***
08X376	Open	ANTONIA PANTOJA PREP ACADEMY	SWP	1	81.3	359	86,996	3,501	**90,497**	***1,786***
08X405	Open	HERBERT H LEHMAN HIGH SCHOOL	SWP	1	68	964	233,606	9,401	**243,007**	***8,475***
08X424	Open	HUNTS POINT SCHOOL (THE)	SWP	1	86.9	305	73,911	2,974	**76,885**	***0***
08X448	Open	SOUNDVIEW ACADEMY	SWP	1	85.3	296	71,730	2,887	**74,617**	***0***
08X467	Open	MOTT HALL COMMUNITY SCHOOL	SWP	1	66.5	149	36,107	1,453	**37,560**	***37***
08X530	Open	BANANA KELLY HIGH SCHOOL	SWP	1	80.5	248	60,098	2,419	**62,517**	***790***
09X011	Open	PS 11 HIGHBRIDGE	SWP	1	93	687	166,481	6,700	**173,181**	***2,633***
09X022	Open	JHS 22 JORDAN L MOTT	SWP	1	94	454	110,018	4,427	**114,445**	***922***
09X042	Open	PS 42 CLAREMONT	SWP	1	97.1	409	99,113	3,989	**103,102**	***1,802***
09X055	Open	PS 55 BENJAMIN FRANKLIN	SWP	1	91.1	596	144,429	5,812	**150,241**	***3,071***
09X058	Open	PS 58	SWP	1	87.4	396	95,963	3,862	**99,825**	***1,449***
09X064	Open	PS 64 PURA BELPRE	SWP	1	95.8	273	66,156	2,662	**68,818**	***3,978***
09X070	Open	PS 70 MAX SCHOENFELD	SWP	1	95.7	1275	308,971	12,434	**321,405**	***12,326***
09X117	Open	IS 117 JOSEPH H WADE	SWP	1	84.4	520	126,012	5,071	**131,083**	***3,907***
09X132	Open	PS 132 GARRETT A MORGAN	SWP	1	89	433	104,929	4,223	**109,152**	***4,534***
09X145	Open	JHS 145 ARTURO TOSCANINI	SWP	1	86.1	317	76,819	3,091	**79,910**	***3,003***
09X163	Open	PS 163 ARTHUR A SCHOMBERG	SWP	1	96.5	529	128,193	5,159	**133,352**	***2,444***
09X219	Open	IS 219 NEW VENTURE SCHOOL	SWP	1	86.5	281	68,095	2,740	**70,835**	***2,327***
09X227	Open	BRONX COLLEGIATE ACADEMY	SWP	1	83.9	316	76,576	3,082	**79,658**	***1,980***
09X230	Open	PS 230 DR ROLAND N PATTERSON	SWP	1	92.3	144	34,896	1,404	**36,300**	***2,154***
09X276	Open	LEADERSHIP INSTITUTE	SWP	1	87.6	169	40,954	1,648	**42,602**	***170***
09X303	Open	IS 303 LEADERSHIP & COMM SERVICE	SWP	1	95.5	274	66,398	2,672	**69,070**	***378***
09X313	Open	IS 313 SCHOOL OF LEADERSHIP DEV	SWP	1	84.7	294	71,245	2,867	**74,112**	***2,912***
09X323	Open	BRONX WRITING ACADEMY	SWP	1	90	412	99,840	4,018	**103,858**	***204***
09X324	Open	BRONX EARLY COL ACAD-TEACH/LEARN	SWP	1	86	431	104,444	4,203	**108,647**	***440***
09X325	Open	URBAN SCIENCE ACADEMY	SWP	1	73.1	242	58,644	2,360	**61,004**	***1,056***
09X328	Open	NEW MILLENNIUM BUSINESS ACAD MS	SWP	1	64.5	114	27,626	1,112	**28,738**	***241***
09X329	Open	DREAMYARD PREPARATORY SCHOOL	SWP	1	80	257	62,279	2,506	**64,785**	***640***
09X339	Open	IS 339	SWP	1	89.9	497	120,438	4,847	**125,285**	***5,513***
09X412	Open	BRONX HIGH SCHOOL OF BUSINESS	SWP	1	77.6	262	63,490	2,555	**66,045**	***3,118***
09X414	Open	J LEVIN HIGH SCHOOL-MEDIA & COMMUN	SWP	1	77.7	119	28,837	1,161	**29,998**	***1,415***
09X443	Open	FAMILY SCHOOL (THE)	SWP	1	90.5	475	115,107	4,632	**119,739**	***3,070***
09X457	Open	SHERIDAN ACADEMY FOR YOUNG LEADERS	SWP	1	83.4	497	120,438	4,847	**125,285**	***1,422***
10X009	Open	PS 9 RYER AVENUE ELEMENTARY SCHOOL	SWP	1	88.3	688	166,723	6,709	**173,432**	***995***
10X020	Open	PS 20 PO GEORGE J WERDAN III	SWP	1	85.5	921	223,186	8,982	**232,168**	***10,037***

Table 2

	Manhattan	Bronx	Brooklyn	Queens
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DBN	Status	SCHOOL NAME	Title I Program	Title I Status	Poverty %	Weighted Title I Ct*	Priority and Focus School Allocation	Parent Engagement Allocation	Total	*TL CB School Staff****
10X033	Open	PS 33 TIMOTHY DWIGHT	SWP	1	90.3	926	224,398	9,031	**233,429**	***8,854***
10X045	Open	THOMAS C GIORDANO MS 45	SWP	1	90.5	647	156,788	6,310	**163,098**	***2,786***
10X046	Open	PS 46 EDGAR ALLEN POE	SWP	1	87.5	1096	265,594	10,688	**276,282**	***6,916***
10X054	Open	PS 54 FORDHAM BEDFORD ACADEMY	SWP	1	94.2	424	102,748	4,135	**106,883**	***1,287***
10X080	Open	JHS 80 THE MOSHOLU PARKWAY	SWP	1	78.9	506	122,619	4,935	**127,554**	***255***
10X085	Open	PS 85 GREAT EXPECTATIONS	SWP	1	95.5	939	227,548	9,157	**236,705**	***8,007***
10X091	Open	PS 91 BRONX	SWP	1	94.5	701	169,873	6,836	**176,709**	***7,532***
10X094	Open	PS 94 KINGS COLLEGE SCHOOL	SWP	1	89.7	1111	269,229	10,835	**280,064**	***9,131***
10X159	Open	PS 159 LUIS MUNOZ MARIN BILING	SWP	1	89.6	175	42,408	1,707	**44,115**	***1,156***
10X206	Open	IS 206 ANN MERSEREAU	SWP	1	90.7	242	58,644	2,360	**61,004**	***2,325***
10X226	Open	PS 226	SWP	1	94.7	460	111,472	4,486	**115,958**	***3,368***
10X306	Open	PS 306	SWP	1	74.9	566	137,159	5,520	**142,679**	***5,344***
10X310	Open	PS 310 MARBLE HILL	SWP	1	96.1	684	165,754	6,670	**172,424**	***4,589***
10X331	Open	BRONX SCHOOL OF YOUNG LEADERS (THE)	SWP	1	89.6	352	85,300	3,433	**88,733**	***3,807***
10X344	Open	AMPARK NEIGHBORHOOD		0	40.2	152	36,834	737	**37,571**	***15***
10X360	Open	PS 360	SWP	1	84.2	367	88,935	3,579	**92,514**	***0***
10X363	Open	ACAD-PERSONAL LDSHP AND EXCELLENCE	SWP	1	91	372	90,147	3,628	**93,775**	***3,555***
10X391	Open	ANGELO PATRI MIDDLE SCHOOL (THE)	SWP	1	81.9	419	101,536	4,086	**105,622**	***1,729***
10X438	Open	FORDHAM LEADERSHIP-BUS/TECH	SWP	1	88.3	384	93,055	3,745	**96,800**	***3,906***
10X440	Open	DEWITT CLINTON HIGH SCHOOL	SWP	1	71.9	1452	351,863	14,160	**366,023**	***17,108***
10X447	Open	CRESTON ACADEMY	SWP	1	96	460	111,472	4,486	**115,958**	***5,147***
10X546	Open	BRONX THEATRE HIGH SCHOOL	SWP	1	79.6	336	81,423	3,277	**84,700**	***2,015***
11X021	Open	PS 21 PHILIP H SHERIDAN	SWP	1	78.2	551	133,524	5,373	**138,897**	***3,033***
11X078	Open	PS 78 ANNE HUTCHINSON	SWP	1	79.9	626	151,699	6,105	**157,804**	***5,528***
11X087	Open	PS 87	SWP	1	75.4	474	114,864	4,623	**119,487**	***3,028***
11X089	Open	PS 89	SWP	1	76.5	1082	262,201	10,552	**272,753**	***5,091***
11X111	Open	PS 111 SETON FALLS	SWP	1	83.1	545	132,070	5,315	**137,385**	***2,313***
11X112	Open	PS 112 BRONXWOOD	SWP	1	94	343	83,119	3,345	**86,464**	***1,302***
11X127	Open	JHS 127 THE CASTLE HILL	SWP	1	78.6	576	139,582	5,617	**145,199**	***2,340***
11X144	Open	JHS 144 MICHELANGELO	SWP	1	68.7	381	92,328	3,716	**96,044**	***0***
11X160	Open	PS 160 WALT DISNEY	SWP	1	60.8	216	52,343	2,106	**54,449**	***1,386***
11X189	Open	CORNERSTONE ACAD FOR SOCIAL ACTION	SWP	1	80.1	297	71,972	2,896	**74,868**	***1,715***
11X253	Open	BRONX HIGH SCH-WRITING & COMM ARTS	SWP	1	72.4	277	67,125	2,701	**69,826**	***1,585***
11X265	Open	BRONX LAB SCHOOL	SWP	1	75.5	343	83,119	3,345	**86,464**	***2,552***
11X270	Open	ACAD-SCHOLARSHIP & ENTREPRENEURSHIP	SWP	1	68.2	249	60,340	2,428	**62,768**	***1,536***
11X272	Open	GLOBE SCHOOL-ENVIRNM RESEARCH	SWP	1	92	218	52,828	2,126	**54,954**	***190***

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DBN	Status	SCHOOL NAME	Title I Program	Title I Status	Poverty %	Weighted Title I Ct*	Priority and Focus School Allocation	Parent Engagement Allocation	Total	*TL CB School Staff****
11X289	Open	YOUNG SCHOLARS ACADEMY-BRONX	SWP	1	69.4	220	53,313	2,145	**55,458**	***1,653***
11X299	Open	ASTOR COLLEGIATE ACADEMY	SWP	1	78.5	366	88,693	3,569	**92,262**	***3,495***
11X370	Open	SCHOOL OF DIPLOMACY	SWP	1	89.7	210	50,889	2,048	**52,937**	***0***
11X418	Open	BRONX HIGH SCHOOL FOR THE VISUAL ART	SWP	1	67.6	321	77,788	3,130	**80,918**	***1,231***
11X514	Open	BRONXWOOD PREP ACADEMY (THE)	SWP	1	67.6	282	68,337	2,750	**71,087**	***2,828***
12X006	Open	PS 6 WEST FARMS	SWP	1	94.1	515	124,800	5,022	**129,822**	***4,458***
12X044	Open	PS 44 DAVID C FARRAGUT	SWP	1	91.2	269	65,187	2,623	**67,810**	***0***
12X050	Open	PS 50 CLARA BARTON	SWP	1	95.4	104	25,202	1,014	**26,216**	***756***
12X061	Open	PS 61 FRANCISCO OLLER	SWP	1	86.9	284	68,822	2,770	**71,592**	***2,338***
12X092	Open	PS 92	SWP	1	89.6	405	98,144	3,950	**102,094**	***4,964***
12X134	Open	PS 134 GEORGE F BRISTOW	SWP	1	89.6	554	134,251	5,403	**139,654**	***5,213***
12X195	Open	PS 195	SWP	1	84	783	189,744	7,636	**197,380**	***4,807***
12X211	Open	PS 211	SWP	1	89.9	532	128,920	5,188	**134,108**	***3,829***
12X212	Open	PS 212	SWP	1	90.1	420	101,779	4,096	**105,875**	***1,257***
12X217	Open	SCHOOL OF PERFORMING ARTS	SWP	1	80.5	273	66,156	2,662	**68,818**	***1,474***
12X271	Open	EAST BRONX ACADEMY FOR THE FUTURE	SWP	1	85.4	522	126,496	5,091	**131,587**	***5,948***
12X278	Open	PEACE AND DIVERSITY ACADEMY	SWP	1	79.9	123	29,807	1,200	**31,007**	***705***
12X286	Open	FANNIE LOU HAMER MIDDLE SCHOOL	SWP	1	87.7	233	56,463	2,272	**58,735**	***2,504***
12X300	Open	SCHOOL OF SCIENCE & APPLIED LRNG	SWP	1	87	542	131,343	5,286	**136,629**	***374***
12X318	Open	IS 318 MATH, SCIENCE & TECH THRO ART	SWP	1	86.7	280	67,852	2,731	**70,583**	***3,432***
12X372	Open	URBAN ASSEMBLY-WILDLIFE CONSERVATION	SWP	1	79.9	443	107,352	4,320	**111,672**	***1,458***
12X383	Open	EMOLIOR ACADEMY	SWP	1	81.3	195	47,254	1,902	**49,156**	***1,474***
12X384	Open	ENTRADA ACADEMY	SWP	1	89.7	261	63,248	2,545	**65,793**	***0***
12X463	Open	URBAN SCHOLARS COMMUNITY SCHOOL	SWP	1	95.1	270	65,429	2,633	**68,062**	***1,364***
12X550	Open	HIGH SCHOOL OF WORLD CULTURES	SWP	1	98.2	385	93,297	3,755	**97,052**	***3,066***
12X684	Open	WINGS ACADEMY	SWP	1	80.2	381	92,328	3,716	**96,044**	***2,311***
12X692	Open	MONROE ACAD FOR VISUAL ARTS & DESIGN	SWP	1	86.3	371	89,904	3,618	**93,522**	***474***
13K003	Open	PS 3 THE BEDFORD VILLAGE	SWP	1	86	375	96,698	3,801	**100,499**	***2,439***
13K067	Open	PS 67 CHARLES A DORSEY	SWP	1	95.9	212	54,666	2,149	**56,815**	***2,231***
13K113	Open	MS 113 RONALD EDMONDS LEARNING CTR	SWP	1	79.8	449	115,779	4,551	**120,330**	***5,425***
13K266	Open	MS 266 PARK PLACE COMMUNITY MS	SWP	1	69	89	22,950	902	**23,852**	***699***
13K301	Open	SATELLITE EAST MIDDLE SCHOOL	SWP	1	91.6	109	28,107	1,105	**29,212**	***798***
13K305	Open	PS 305 DR PETER RAY	SWP	1	87.1	155	39,968	1,571	**41,539**	***427***
13K307	Open	PS 307 DANIEL HALE WILLIAMS	SWP	1	82.4	281	72,459	2,848	**75,307**	***1,881***
13K412	Open	BROOKLYN COMM HS-COMM, ARTS, MEDIA	SWP	1	73.7	292	75,295	2,960	**78,255**	***2,393***
13K596	Open	MS 596 PEACE ACADEMY	SWP	1	91.5	43	11,088	436	**11,524**	***761***

Table 2

					Manhattan	*Bronx*	*Brooklyn*	*Queens*		
				Borough Per Capitas:	*$277.96*	*$242.33*	*$257.86*	*$281.96*		
DBN	**Status**	**SCHOOL NAME**	**Title I Program**	**Title I Status**	**Poverty %**	**Weighted Title I Ct***	**Priority and Focus School Allocation**	**Parent Engagement Allocation**	**Total**	***TL CB School Staff****
13K605	Open	GEORGE WESTINGHOUSE CAREER/TECH HS	SWP	1	74.1	454	117,068	4,602	**121,670**	***1,977***
14K016	Open	PS 16 LEONARD DUNKLY	SWP	1	77.6	175	45,126	1,774	**46,900**	***1,278***
14K050	Open	JHS 50 JOHN D WELLS	SWP	1	75.2	170	43,836	1,723	**45,559**	***905***
14K059	Open	PS 59 WILLIAM FLOYD	SWP	1	88.3	254	65,496	2,575	**68,071**	***0***
14K071	Open	JUAN MOREL CAMPOS SECONDARY SCHOOL	SWP	1	76.6	519	133,829	5,261	**139,090**	***2,455***
14K126	Open	JOHN ERICSSON MIDDLE SCHOOL 126	SWP	1	74.8	238	61,371	2,412	**63,783**	***2,762***
14K322	Open	FOUNDATIONS ACADEMY	SWP	1	80.4	86	22,176	872	**23,048**	***0***
14K330	Open	URBAN ASSEMBLY SCHOOL-URBAN ENVR	SWP	1	85.7	48	12,377	487	**12,864**	***1,372***
14K474	Open	PROGRESS HS-PROFESSIONAL CAREERS	SWP	1	76	790	203,709	8,008	**211,717**	***3,805***
14K477	Open	SCHOOL FOR LEGAL STUDIES	SWP	1	81.8	477	122,999	4,835	**127,834**	***4,236***
14K582	Open	MS 582	SWP	1	81.7	199	51,314	2,017	**53,331**	***1,608***
14K610	Open	AUTOMOTIVE HIGH SCHOOL	SWP	1	67.5	256	66,012	2,595	**68,607**	***1,346***
15K024	Open	PS 24	SWP	1	87.5	607	156,521	6,153	**162,674**	***5,440***
15K136	Open	IS 136 CHARLES O DEWEY	SWP	1	90.1	436	112,427	4,419	**116,846**	***5,268***
15K169	Open	PS 169 SUNSET PARK	SWP	1	86.4	1435	370,029	14,545	**384,574**	***2,394***
15K261	Open	PS 261 PHILIP LIVINGSTON		0	34.8	266	68,591	1,372	**69,963**	***1,969***
15K462	Open	SECONDARY SCHOOL FOR LAW	SWP	1	75.6	260	67,044	2,635	**69,679**	***1,790***
15K464	Open	PARK SLOPE COLLEGIATE	SWP	1	70.3	294	75,811	2,980	**78,791**	***829***
15K497	Open	SCHOOL FOR INTNTL STUDIES	SWP	1	67.3	304	78,389	3,081	**81,470**	***2,577***
15K676	Open	RED HOOK NEIGHBORHOOD SCHOOL	SWP	1	89.1	172	44,352	1,743	**46,095**	***979***
16K028	Open	PS 28 THE WARREN PREP ACADEMY	SWP	1	95.6	196	50,541	1,987	**52,528**	***1,217***
16K057	Open	JHS 57 WHITELAW REID	SWP	1	79.1	140	36,100	1,419	**37,519**	***1,344***
16K243	Open	PS 243 THE WEEKSVILLE SCHOOL	SWP	1	92.3	216	55,698	2,189	**57,887**	***798***
16K308	Open	PS 308 CLARA CARDWELL	SWP	1	81	323	83,289	3,274	**86,563**	***4,469***
16K309	Open	PS 309 GEORGE E WIBECAN PREP	SWP	1	84.3	194	50,025	1,966	**51,991**	***2,182***
16K393	Open	FREDERICK DOUGLASS ACADEMY IV	SWP	1	75.9	66	17,019	669	**17,688**	***459***
16K455	Open	BOYS AND GIRLS HIGH SCHOOL	SWP	1	71.7	416	107,270	4,217	**111,487**	***3,046***
16K534	Open	UPPER SCHOOL AT PS 25	SWP	1	83.6	92	23,723	933	**24,656**	***239***
16K584	Open	MS 584	SWP	1	81.7	85	21,918	862	**22,780**	***1,082***
16K594	Open	GOTHAM PROFESSIONAL ARTS ACADEMY	SWP	1	73.4	155	39,968	1,571	**41,539**	***1,849***
17K061	Open	MS 61 GLADSTONE H ATWELL	SWP	1	69.5	541	139,502	5,484	**144,986**	***5,898***
17K091	Open	PS 91 THE ALBANY AVE SCHOOL	SWP	1	85.2	317	81,742	3,213	**84,955**	***3,417***
17K092	Open	PS 92 ADRIAN HEGEMAN	SWP	1	87.4	376	96,955	3,811	**100,766**	***3,404***
17K161	Open	PS 161 THE CROWN	SWP	1	81.8	338	87,157	3,426	**90,583**	***3,050***
17K167	Open	PS 167 THE PARKWAY	SWP	1	91.3	95	24,497	963	**25,460**	***1,456***
17K334	Open	MIDDLE SCH-ACADEMIC & SOCIAL EXC	SWP	1	74.2	95	24,497	963	**25,460**	***1,076***

Table 2

					Manhattan	*Bronx*	*Brooklyn*	*Queens*		
				Borough Per Capitas:	*$277.96*	*$242.33*	*$257.86*	*$281.96*		
DBN	**Status**	**SCHOOL NAME**	**Title I Program**	**Title I Status**	**Poverty %**	**Weighted Title I Ct***	**Priority and Focus School Allocation**	**Parent Engagement Allocation**	**Total**	***TL CB School Staff****
17K352	Open	EBBETS FIELD MIDDLE SCHOOL	SWP	1	95.7	220	56,729	2,230	**58,959**	***2,072***
17K489	Open	W E B DUBOIS ACADEMIC HIGH SCHOOL	SWP	1	75.4	92	23,723	933	**24,656**	***0***
17K528	Open	HIGH SCH FOR GLOBAL CITIZENSHIP(THE)	SWP	1	79	192	49,509	1,946	**51,455**	***0***
17K537	Open	HIGH SCHOOL-YOUTH & COMM DVLPMNT	SWP	1	78.2	294	75,811	2,980	**78,791**	***2,235***
17K600	Open	CLARA BARTON HIGH SCHOOL	SWP	1	70.2	1024	264,049	10,379	**274,428**	***12,566***
18K114	Open	PS 114 RYDER ELEMENTARY	SWP	1	68.9	378	97,471	3,831	**101,302**	***4,709***
18K233	Open	PS 233 LANGSTON HUGHES	SWP	1	80.9	372	95,924	3,771	**99,695**	***2,541***
18K272	Open	PS 272 CURTIS ESTABROOK	SWP	1	81.2	366	94,377	3,710	**98,087**	***858***
18K566	Open	BROOKLYN GENERATION SCHOOL	SWP	1	68.6	188	48,478	1,906	**50,384**	***0***
18K569	Open	KURT HAHN EXPEDITIONARY LRNING SCH	SWP	1	65.9	222	57,245	2,250	**59,495**	***141***
18K581	Open	EAST FLATBUSH COMM RESEARCH SCHOOL	SWP	1	83.5	152	39,195	1,541	**40,736**	***0***
18K588	Open	MIDDLE SCHOOL FOR ART AND PHILOSOPHY	SWP	1	83.6	209	53,893	2,118	**56,011**	***2,254***
19K013	Open	PS 13 ROBERTO CLEMENTE	SWP	1	92.8	388	100,050	3,933	**103,983**	***2,484***
19K171	Open	IS 171 ABRAHAM LINCOLN	SWP	1	88.8	562	144,917	5,697	**150,614**	***3,289***
19K174	Open	PS 174 DUMONT	SWP	1	80.3	104	26,817	1,054	**27,871**	***490***
19K202	Open	PS 202 ERNEST S JENKYNS	SWP	1	88.8	444	114,490	4,500	**118,990**	***3,173***
19K213	Open	PS 213 NEW LOTS	SWP	1	85.7	312	80,452	3,162	**83,614**	***1,045***
19K218	Open	JHS 218 JAMES P SINNOTT	SWP	1	82.6	381	98,245	3,862	**102,107**	***3,072***
19K224	Open	PS 224 HALE A WOODRUFF	SWP	1	88.9	416	107,270	4,217	**111,487**	***1,072***
19K273	Open	PS 273 WORTMAN	SWP	1	72.4	221	56,987	2,240	**59,227**	***1,928***
19K306	Open	PS 306 ETHAN ALLEN	SWP	1	80.8	465	119,905	4,713	**124,618**	***3,544***
19K311	Open	ESSENCE SCHOOL	SWP	1	86.5	115	29,654	1,166	**30,820**	***405***
19K328	Open	PS 328 PHYLLIS WHEATLEY	SWP	1	96.6	255	65,754	2,585	**68,339**	***3,396***
19K345	Open	PS 345 PATROLMAN ROBERT BOLDEN	SWP	1	93.1	557	143,628	5,646	**149,274**	***4,875***
19K346	Open	PS 346 ABE STARK	SWP	1	69.4	402	103,660	4,075	**107,735**	***3,076***
19K364	Open	IS 364 GATEWAY	SWP	1	60.4	209	53,893	2,118	**56,011**	***932***
19K502	Open	FDNY HIGH SCHOOL-FIRE & LIFE SAFETY	SWP	1	79.2	252	64,981	2,554	**67,535**	***1,866***
19K583	Open	MULTICULTURAL HIGH SCHOOL	SWP	1	96.1	220	56,729	2,230	**58,959**	***183***
19K659	Open	CYPRESS HILLS COLLEGIATE PREP SCHOOL	SWP	1	83.2	262	67,559	2,656	**70,215**	***1,779***
19K677	Open	EAST NEW YORK ELEMENTARY-EXCELLENCE	SWP	1	82.5	462	119,131	4,683	**123,814**	***2,587***
20K179	Open	PS 179 KENSINGTON	SWP	1	84.3	757	195,200	7,673	**202,873**	***3,273***
21K095	Open	PS 95 THE GRAVESEND	SWP	1	63.8	582	150,075	5,899	**155,974**	***4,874***
21K228	Open	IS 228 DAVID A BOODY	SWP	1	71.4	914	235,684	9,264	**244,948**	***0***
21K337	Open	INTERNATIONAL HIGH SCH-LAFAYETTE	SWP	1	89.7	314	80,968	3,183	**84,151**	***3,079***
21K410	Open	ABRAHAM LINCOLN HIGH SCHOOL	SWP	1	64.3	1430	368,740	14,495	**383,235**	***13,789***
21K572	Open	EXPEDITIONARY LRN SCH-COMM LEADERS	SWP	1	69.7	184	47,446	1,865	**49,311**	***0***

Table 2

	Manhattan	Bronx	Brooklyn	Queens
Borough Per Capitas:	*$277.96*	*$242.33*	*$257.86*	*$281.96*

DBN	Status	SCHOOL NAME	Title I Program	Title I Status	Poverty %	Weighted Title I Ct*	Priority and Focus School Allocation	Parent Engagement Allocation	Total	*TL CB School Staff****
22K495	Open	SHEEPSHEAD BAY HIGH SCHOOL	SWP	1	63.1	313	80,710	3,173	**83,883**	***6,967***
23K073	Open	PS 73 THOMAS S BOYLAND	SWP	1	85.5	92	23,723	933	**24,656**	***977***
23K150	Open	PS 150 CHRISTOPHER	SWP	1	93.6	175	45,126	1,774	**46,900**	***495***
23K156	Open	PS 156 WAVERLY	SWP	1	87.5	678	174,829	6,872	**181,701**	***5,035***
23K165	Open	PS 165 IDA POSNER	SWP	1	77.9	323	83,289	3,274	**86,563**	***2,812***
23K178	Open	PS 178 SAINT CLAIR MCKELWAY	SWP	1	86.1	315	81,226	3,193	**84,419**	***2,967***
23K284	Open	PS 284 LEW WALLACE	SWP	1	88	477	122,999	4,835	**127,834**	***227***
23K298	Open	PS 298 DR BETTY SHABAZZ	SWP	1	97	228	58,792	2,311	**61,103**	***1,598***
23K327	Open	PS 327 DR ROSE B ENGLISH	SWP	1	80.4	454	117,068	4,602	**121,670**	***3,166***
23K493	Open	BROOKLYN COLLEGIATE	SWP	1	75.7	252	64,981	2,554	**67,535**	***1,658***
23K522	Open	MOTT HALL IV	SWP	1	78.7	144	37,132	1,460	**38,592**	***2,225***
23K646	Open	ASPIRATIONS DIPLOMA PLUS HIGH SCHOOL	Targeted	1	79.1	186	47,962	1,885	**49,847**	***701***
23K671	Open	MOTT HALL BRIDGES ACADEMY	SWP	1	74.2	141	36,358	1,429	**37,787**	***2,078***
24Q296	Open	PAN AMERICAN INTERNATIONAL HS	SWP	1	86.9	326	91,919	2,102	**94,021**	***3,017***
24Q485	Open	GROVER CLEVELAND HIGH SCHOOL	SWP	1	63.7	1113	313,821	7,175	**320,996**	***12,328***
25Q460	Open	FLUSHING HIGH SCHOOL	SWP	1	66.4	1414	398,691	9,116	**407,807**	***16,494***
26Q435	Open	MARTIN VAN BUREN HIGH SCHOOL	SWP	1	58.9	970	273,501	6,253	**279,754**	***13,903***
27Q042	Open	PS/MS 42 R VERNAM	SWP	1	89.4	579	163,255	3,733	**166,988**	***3,159***
27Q053	Open	MS 53 BRIAN PICCOLO	SWP	1	82.9	293	82,614	1,889	**84,503**	***97***
27Q197	Open	PS 197 THE OCEAN SCHOOL	SWP	1	80.8	382	107,709	2,463	**110,172**	***2,826***
27Q226	Open	JHS 226 VIRGIL I GRISSOM	SWP	1	74	766	215,981	4,938	**220,919**	***2,941***
27Q253	Open	PS 253	SWP	1	90.2	451	127,164	2,907	**130,071**	***5,226***
27Q260	Open	FREDERICK DOUGLASS ACAD VI HS	SWP	1	73.9	269	75,847	1,734	**77,581**	***1,590***
27Q400	Open	AUGUST MARTIN HIGH SCHOOL	SWP	1	68.5	444	125,190	2,862	**128,052**	***4,042***
27Q475	Open	RICHMOND HILL HIGH SCHOOL	SWP	1	76.6	1643	463,260	10,592	**473,852**	***22,267***
27Q480	Open	JOHN ADAMS HIGH SCHOOL	SWP	1	78.7	1987	560,255	12,810	**573,065**	***10,854***
28Q008	Open	JHS 8 RICHARD S GROSSLEY	SWP	1	74.7	363	102,351	2,340	**104,691**	***456***
29Q496	Open	BUSINESS/COMPTR APP & ENTREPRE	Targeted	1	72	67	18,891	432	**19,323**	***614***
30Q111	Open	PS 111 JACOB BLACKWELL	SWP	1	85.2	265	74,719	1,708	**76,427**	***3,297***
30Q450	Open	LONG ISLAND CITY HIGH SCHOOL	SWP	1	76.4	1542	434,782	9,941	**444,723**	***19,579***
32K145	Open	PS 145 ANDREW JACKSON	SWP	1	88.1	623	160,647	6,315	**166,962**	***2,882***
32K151	Open	PS 151 LYNDON B JOHNSON	SWP	1	94.9	298	76,842	3,021	**79,863**	***3,181***
32K274	Open	PS 274 KOSCIUSKO	SWP	1	92.8	466	120,163	4,723	**124,886**	***5,018***
32K291	Open	JHS 291 ROLAND HAYES	SWP	1	83.5	334	86,125	3,385	**89,510**	***0***
32K299	Open	PS 299 THOMAS WARREN FIELD	SWP	1	93	293	75,553	2,970	**78,523**	***3,848***
32K347	Open	IS 347 SCHOOL OF HUMANITIES	SWP	1	86.2	280	72,201	2,838	**75,039**	***2,809***

Table 2

				Manhattan	*Bronx*	*Brooklyn*	*Queens*			
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DBN	**Status**	**SCHOOL NAME**	**Title I Program**	**Title I Status**	**Poverty %**	**Weighted Title I Ct***	**Priority and Focus School Allocation**	**Parent Engagement Allocation**	**Total**	***TL CB School Staff****
32K349	Open	IS 349 MATH, SCIENCE & TECHNOLOGY	SWP	1	94.1	337	86,899	3,416	**90,315**	***4,329***
32K377	Open	PS 377 ALEJANDINA B DE GAUTIER	SWP	1	84	377	97,213	3,821	**101,034**	***3,997***
32K545	Open	EBC HIGH SCHOOL-PUBLIC SERVICE	SWP	1	92.3	465	119,905	4,713	**124,618**	***3,286***
32K552	Open	ACADEMY OF URBAN PLANNING	SWP	1	94.8	254	65,496	2,575	**68,071**	***1,469***
32K556	Open	BUSHWICK LEADERS HS-ACAD EXCELL	SWP	1	92.9	290	74,779	2,939	**77,718**	***1,089***
Total						114,704	**29,206,653**	**1,061,874**	**30,268,527**	***799,129***

* For non-Title I schools, the poverty count is used as their student count and the parent engagement is based on 2% of their P&F allocation

**For Title I eligible schools, the parent engagement reserve is the same as their Title I parent involvement allocation.

******Please refer to SAM #39 Collective Bargaining for School Based Staff***

Renewal Schools Benchmark Menu / EMS

Middle School of New York / Junior High-Intermediate-Middle

Overview

Through the School Renewal Program, the NYC Department of Education is working with school communities to transform Renewal Schools by providing additional resources and supports, while also setting clear goals for improvement to be met over three years. Superintendents, principals, and School Leadership Teams should review data, discuss key areas of focus, and select goals from this document to include in the School Renewal Plan.

Guidelines for Choosing Benchmarks

Leading Indicators

- Attendance is a mandatory leading indicator, with a benchmark to be met by 2015-16.
- In addition, choose two elements from the Framework for Great Schools, with benchmarks to be met by 2015-16. NYCDOE is developing indicators on the Framework elements based on data from Quality Reviews and the NYC School Survey. These benchmarks will be available in June 2015.

Student Achievement Benchmarks

- Choose three, with benchmarks to be met by 2016-17. These benchmarks are based on the "Meeting Target" values in your school's School Quality Guide, which was released in October 2014.*
- Metrics listed as "not applicable" cannot be chosen because the school is already "Meeting Target."

Leading Indicators	Baseline Level	Benchmark to be met by 2015-16	Increase Needed**
Attendance	90.4%	91.4%	1.0%
Choose two elements from the Framework as additional leading indicators:			
Rigorous Instruction	TBD	TBD	TBD
Collaborative Teachers	TBD	TBD	TBD
Supportive Environment	TBD	TBD	TBD
Effective School Leadership	TBD	TBD	TBD
Strong Family-Community Ties	TBD	TBD	TBD
Trust	TBD	TBD	TBD

Student Achievement Benchmarks	2013-14 Result	Progress target for 2014-15	Progress target for 2015-16	Benchmark to be met by 2016-17	Increase Needed**
Choose 3:					
Performance Index on State ELA Exam	64	65	67	70	6
Performance Index on State Math Exam	58	61	65	72	14
Average ELA Proficiency Rating	2.21	2.22	2.23	2.24	0.03
Average Math Proficiency Rating	2.20	2.22	2.24	2.28	0.08
Not applicable:					
9th Grade Credit Accumulation of Former 8th Graders	87.0%	NA	NA	79.0%	NA

* The Performance Index metrics do not appear in the School Quality Guide, but the benchmarks for those metrics were set by the same method that was used to produce "Meeting Target" values in the School Quality Guide.

** The increases needed for percentages are in percentage-point terms.

Renewal Schools Benchmark Menu / HS

High School of New York / High school

Overview

Through the School Renewal Program, the NYC Department of Education is working with school communities to transform Renewal Schools by providing additional resources and supports, while also setting clear goals for improvement to be met over three years. Superintendents, principals, and School Leadership Teams should review data, discuss key areas of focus, and select goals from this document to include in the School Renewal Plan.

Guidelines for Choosing Benchmarks

Leading Indicators

- Attendance and Progress Toward Graduation – Years 2 and 3* are mandatory leading indicators, with benchmarks to be met by 2015-16.
- In addition, choose two elements from the Framework for Great Schools, with benchmarks to be met by 2015-16. NYCDOE is developing indicators on the Framework elements based on data from Quality Reviews and the NYC School Survey. These benchmarks will be available in June 2015.

Student Achievement Benchmarks

- Choose three, with benchmarks to be met by 2016-17. These benchmarks are based on the "Meeting Target" values in your school's School Quality Guide, which was released in October 2014.

Leading Indicators	Baseline Level	Benchmark to be met by 2015-16	Percentage Point Increase Needed
Attendance	79.0%	81.8%	2.8%
Progress Toward Graduation – Years 2 and 3	21.7%	46.7%	24.9%
Choose two elements from the Framework as additional leading indicators:			
Rigorous Instruction	TBD	TBD	TBD
Collaborative Teachers	TBD	TBD	TBD
Supportive Environment	TBD	TBD	TBD
Effective School Leadership	TBD	TBD	TBD
Strong Family-Community Ties	TBD	TBD	TBD
Trust	TBD	TBD	TBD

Student Achievement Benchmarks	2013-14 Result	Progress target for 2014-15	Progress target for 2015-16	Benchmark to be met by 2016-17	Percentage Point Increase Needed
Choose 3:					
4-Year Graduation Rate	27.3%	34.5%	45.4%	63.4%	36.1%
6-Year Graduation Rate	54.5%	58.0%	63.3%	72.0%	17.5%
Regents Completion Rate	23.5%	26.9%	32.0%	40.4%	16.9%
4-Year College Readiness Index	4.5%	5.5%	7.0%	9.5%	5.0%
College and Career Preparatory Course Index	5.7%	8.9%	13.7%	21.6%	15.9%

* "Progress Toward Graduation – Years 2 and 3" is the percentage of students in years two and three of high school who have (1) earned 10 or more credits in the most recent year of high school, (2) earned six or more credits in the four main subject areas, with at least three of those subject areas represented, in the most recent year of high school, and (3) have a total of two (for year two) or four (for year three) Regents requirements completed by the end of the school year. NYSAA-eligible students are excluded.

Department of Education
Carmen Fariña, Chancellor

Guidance for Use of Expanded Learning Time

REVISED: June 9, 2015 with Additional Options 3, 4 & 5

Background

Research has shown that when used well, more learning time can lead to higher achievement, better attendance, and healthier attitudes and habits that put students on the path for success.

Therefore, we are committed to providing all students in Renewal Schools an opportunity to receive at least one additional hour of learning time, every day, beginning in the 2015-16 school year.

The DOE is using the umbrella term "Expanded Learning Time" (ELT) to refer to both the Renewal Hour and other after-school programming. School communities will work together to align their resources and provide one hour per day of supplemental academics and experiences that meet the individual needs of every student.

Approach

- At least one hour (or equivalent) of Expanded Learning Time offered to every student, known as the Renewal Hour.
- Staff members are not required to work an extra hour.
- Programming is data-driven by student needs.
- When ELT is offered before or after the regular school day, an additional hour will offer supplemental academic opportunities Monday through Thursday while the Friday Renewal Hour will focus on enrichment activities.
- For high schools, it is anticipated that, in general, the additional hour will be credit bearing unless it is used for Regents Review.
- As part of the Community Schools initiative, staff from community-based organizations (CBOs) can provide support throughout the school day, including during the Renewal Hour and afterwards. The Renewal Hour will be staffed by teachers and school-based staff.
- CBOs may also offer optional activities beyond the Renewal Hour.

Expanded Learning Time Scheduling Models

There are two basic models that schools can use to build in opportunities for students for the Renewal Hour of Expanded Learning Time (ELT):

- Integration into the regular student school day
- Offering the ELT before or after the regular school day

Here is additional guidance on how those models can be implemented with student and teacher schedules:

Additional Time Integrated In the School Day

The Renewal Hour of ELT can be incorporated into the day so that it can be offered in a seamless way – either at the start or end of the day just as an additional hour of time that can be regularly programmed over the course of the day. One way to achieve this option is through a staggered schedule for staff where some staff begin and end the day later (or earlier) than the other staff. A/B schedules and six day schedules are other options that can potentially create room for scheduling the additional hour. Sixth period coverage, consistent with collective bargaining agreements, can be used to supplement these approaches.

The CBO may provide additional services beyond the regularly scheduled day.

A staggered teacher schedule requires an SBO.

Additional Time After the Regular School Day

The Expanded Learning Time can also be offered after the regular day. In this approach, the school should determine the focus of the Renewal Hour, align program design for the additional time, and post for teachers appropriate to staff those assignments. For teachers in the school who are selected to work the ELT, the school may need to adapt its schedule to also incorporate the additional 155 minutes/week for Professional Development (PD), Parent Engagement (PE), and other Professional Work (OPW) for all staff. Below are five scheduling options for schools using this model; the first three require an SBO.

Option 1:

Under this option, the 155 minutes for Professional Development, Parent Engagement and other Professional Work is scheduled over four days at the start of the day so all staff participates at the same time regardless of whether they are working ELT or not. To change the configuration of the Professional Development, Parent Engagement, and Other Professional Work time in this way requires an SBO.

Day	Student School Day/ELT	ELT Teacher Work Day *(including ELT)*	Teacher (non-ELT) Work Day
MON	8:40 a.m.-3 p.m./3-4 p.m.	8-8:40 a.m. (PD)/8:40 a.m.-3 p.m. 3-4 p.m. (Renewal Hour)	8 a.m.-3 p.m. (PD 8-8:40 a.m.)
TUES	8:40 a.m.-3 p.m./3-4 p.m.	8-8:40 a.m. (PD)/8:40 a.m.-3 p.m. 3- 4 p.m. (Renewal Hour)	8 a.m.-3 p.m. (PD 8-8:40 a.m.)
WED	8:40 a.m.-3 p.m./3-4 p.m.	8-8:40 a.m. (PE)/8:40 a.m.-3 p.m. 3-4 p.m. (Renewal Hour)	8 a.m.-3 p.m. (PE 8-8:40 a.m.)
THUR	8:40 a.m.-3 p.m./3-4 p.m.	8:05-8:40 a.m. (OPW)/8:40 a.m.-3 p.m./3-4 p.m. (Renewal Hour)	8:05 a.m.-3 p.m. (OPW 8:05-8:40 a.m.)
FRI	8:40 a.m.-3 p.m./3-4 p.m.	8:40 a.m.-3 p.m.	8:40 a.m.-3 p.m.

Option 2:

Under this option, the 155 minutes for Professional Development, Parent Engagement and Other Professional Work is scheduled according to the default model for non-ELT teachers (80 minute Monday, 75 minute Tuesday) but on a different schedule for the ELT teachers.

To change the configuration of the Professional Development, Parent Engagement, and Other Professional Work time in this way requires an SBO.

Day	Student School Day/ELT	ELT Teacher Work Day *(including ELT)*	Teacher (non-ELT) Work Day
MON	8 a.m.-2:20 p.m./2:20-3:20 p.m.	8 a.m.-2:20 p.m./2:20-3:20 p.m. (Renewal Hour) 3:20-4 p.m. (PD)	8 a.m.-3:40 p.m. (PD 2:20-3:40 p.m.)
TUES	8 a.m.-2:20 p.m./2:20-3:20 p.m.	8 a.m.-2:20 p.m./2:20-3:20 p.m. (Renewal Hour) 3:20 p.m. – 4 p.m. (PD)	8 a.m.-3:35 p.m. (PE/PW 2:20-3:35 p.m.)
WED	8 a.m.-2:20 p.m./2:20-3:20 p.m.	8 a.m.-2:20 p.m./2:20-3:20 p.m. (Renewal Hour) 3:20-4 p.m. (PE)	8 a.m.-2:20 p.m.
THUR	8 a.m.-2:20 p.m./2:20-3:20 p.m.	8 a.m.-2:20 p.m./2:20-3:20 p.m. (Renewal Hour) 3:20 p.m. - 3:55 p.m. (OPW)	8 a.m.-2:20 p.m.
FRI	8 a.m.-2:20 p.m. /2:20-3:20 p.m.	8 a.m.-2:20 p.m.	8 a.m.-2:20 p.m.

Option 2 Variation:

A variation on the above schedule could be to have the ELT Teachers once or twice a month have their Monday ELT time covered by subs or other staff and instead have the ELT Teachers participate in the 80 minute Monday PD. In this way, at least occasionally, the 80 minute PD could include both ELT and non-ELT teachers. For example, if there is a special PD for particular grades/subjects where it is a priority to have all such teachers participate, the ELT teachers could be released from ELT that day and have their schedule for the balance of the week modified accordingly. This approach could follow a regular monthly or semi-monthly schedule so school teams could plan when all staff will be available for PD.

Option 3:

Under this option, the 155 minutes for Professional Development, Parent Engagement and other Professional Work remains as scheduled for Mondays and Tuesdays with the Parent Engagement and Other Professional Work integrated into the ELT time on Tuesdays.

To achieve this integration requires an SBO vote.

Day	Student School Day*/ELT	ELT Teacher Work Day *(including ELT)*	Teacher (non-ELT) Work Day
MON	8:20 a.m.-2:40 p.m.	8:20-a.m. - 2:40 p.m. (PD 2:40 – 4:00 p.m.)	8:20 a.m. - 2:40 p.m. (PD 2:40 – 4:00 p.m.)
TUES	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT with integrated PE/OPW)	8:20 a.m.- 2:40 p.m. (PE/OPW: 2:40 - 3:55)
WED	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT)	8:20 a.m.-2:40 p.m.
THUR	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT)	8:20 a.m.-2:40 p.m.
FRI	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT)	8:20 a.m.-2:40 p.m.

**The student school day start must fall in the range from 8:00 -8:20 for this model to work.*

Option 4:

Under this option, the 80 minutes for Professional Development remains as scheduled on Mondays for all staff. Parent Engagement and Other Professional Work on Tuesdays for those teachers working the ELT will be done before or after the day on Tuesday or on an alternative schedule subject to principal approval.

This option does **not** require an SBO vote.

Day	Student School Day*/ELT	ELT Teacher Work Day *(including ELT)*	Teacher (non-ELT) Work Day
MON	8:20 a.m.-2:40 p.m.	8:20 a.m. - 2:40 p.m. (PD 2:40 – 4:00 p.m.)	8:20-a.m. - 2:40 p.m. (PD 2:40 – 4:00 p.m.)
TUES	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT). *PE and OPW scheduled before and/or after the day**.*	8:20 a.m.- 2:40 p.m. (PE/OPW: 2:40 - 3:55)
WED	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT)	8:20 a.m.-2:40 p.m.
THUR	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT)	8:20 a.m.-2:40 p.m.
FRI	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT)	8:20 a.m.-2:40 p.m.

**The student school day start must fall in the range from 8:00 -8:20 for this model to work.*

***Alternative schedule to Tuesday PE/OPW can be scheduled subject to principal approval.*

Option 5:
Under this option, the 155 minutes for Professional Development, Parent Engagement and other Professional Work remains as scheduled for Mondays and Tuesdays with the ELT scheduled on Wednesday, Thursday and Friday afternoons and Saturday.

This option does **not** require an SBO vote.

Day	Student School Day/ELT	ELT Teacher Work Day *(including ELT)*	Teacher (non-ELT) Work Day
MON	8:20 a.m.-2:40 p.m.	8:20 a.m. - 2:40 p.m. (PD 2:40 – 4:00 p.m.)	8:20 a.m. - 2:40 p.m. (PD 2:40 – 4:00 p.m.)
TUES	8:20 a.m.-2:40 p.m.	8:20 a.m.- 2:40 p.m. (PE + OPW: 2:40 - 3:55)	8:20 a.m.- 2:40 p.m. (PE + OPW: 2:40 - 3:55)
WED	8:20 a.m.-2:40 p.m./2:40-3:20	8:20 a.m.- 2:40 p.m./2:40 – 3:20 (ELT)	8:20 a.m.-2:40 p.m.
THUR	8:20 a.m.-240 p.m./2:40-3:20	8:20 a.m.- 2:40 p.m./2:40 – 3:20 (ELT)	8:20 a.m.-2:40 p.m.
FRI	8:20 a.m.-2:40 p.m./2:40-3:20	8:20 a.m.- 2:40 p.m./2:40 – 3:20 (ELT)	8:20 a.m.-2:40 p.m.
SAT	9: 00 a.m. – 12:00 p.m.	9:00 a.m. – 12:00 p.m. (ELT)	N/A

**The student school day start must fall in the range from 8:00 -8:20 for this model to work.*

Option 5 Variation:
A variation on the above schedule could be to have the ELT taught by teachers for one hour after school on Wednesdays and Thursdays, with no extra time on Fridays.

To Consider:
Schools will work with their Directors of School Renewal, Superintendents and SLTs to weigh different models of ELT for their school communities. Note that they are not mutually exclusive and schools can consider multiple approaches from the below list.

1. Schools on a shared campus may combine resources and staff to provide opportunities to all students in the building.
2. Students may attend College Now or participate in offsite internships.
3. CBOs, in close coordination with schools, may hire staff to offer tutoring, mentoring, SAT prep courses, activities that foster social-emotional learning growth, and a broad range of enrichment opportunities, including non-credit bearing internships, community service, book clubs, robotics, and other noncredit bearing activities throughout the school day. The supplemental Renewal Hour must still be provided by school staff, even when done so in conjunction with CBO partners.
4. CBO personnel cannot supplant school personnel in what are their exclusive job duties. CBO staff must provide services that *supplement* core instruction.
5. CBO partnerships may afford the opportunity to lower student to teacher ratios during the extended hour. Contractual class size maximums must be adhered to for teacher-led classes.
6. Mandated related services cannot be scheduled during the ELT.

Examples of acceptable supplemental academic classes/activities for the Renewal Hour:

K - 8		High School	
Must be teacher-led	**Could be teacher or CBO staff-led**	**Must be teacher-led**	**Could be teacher or CBO staff-led**
Additional, follow up support in core instructional subjects (ELA, Math, Social Studies, Science, etc.)	Book Clubs	Regents Prep	SAT Prep
	Science exploration (i.e. such as robotics)	Credit-bearing Courses	Non-credit bearing Internships
	Mentoring		
	Public speaking clubs		
Response to Intervention	One to one or small group (fewer than 5 students) tutoring		Homework help
	Digital arts and programming		
Small-group re-teaching	Drama and performing arts		College essay writing
	Homework help		

Examples of un-acceptable supplemental academic enrichment activities:

- Sports teams
- Arts and crafts
- Activities not aligned with school's instructional focus

The extra time for school staff will be staffed by posting, adhering to collective bargaining agreements, Chancellor Regulations, and DOE policy.

New York City Department of Education

Organizational Chart

MAYOR
Bill de Blasio

- Panel for Educational Policy

CHANCELLOR
Carmen Fariña

- Chief of Staff, Ursulina Ramirez
  - Chancellor's Office Operations and Strategic Priorities
  - City Hall and Interagency Coordination
  - Divisional Oversight

SENIOR, DEPUTY CHANCELLOR, School Support — Dr. Dorita Gibson

- Superintendents
- School Support
- Equity & Access Initiatives and Policy
- Innovation, Arts, and Libraries
- Charter Schools
- New School Development
- State Portfolio Policy
- Adult Education

DEPUTY CHANCELLOR, Operations — Elizabeth Rose

- PSAL
- Pupil Trans.
- School Food
- Health & Wellness
- SCA/ECF
- School Facilities
- Space and District Planning
- School Safety & Youth Development
- Enrollment
- DIIT
- Human Resources
- Nonpublic Schools

DEPUTY CHANCELLOR, Teaching and Learning — Phil Weinberg

- Citywide Model Development
- Curriculum and Professional Development
- Performance & Accountability
- Talent Initiatives, Teacher Evaluation & Support
- Leadership

DEPUTY CHANCELLOR, Specialized Instruction and Student Services — Corinne Rello-Anselmi

- Students with Disabilities
- District 75
- Committees on Special Education

Senior ED, Department of English Language Learners and Student support — Milady Baez

- English Language Learners
- Unaccompanied Minors

Chief Financial Officer, Raymond Orlando

- Finance
- Contracts
- Budgets, Operations and Review

ED, General Counsel — Courtenaye Jackson

- Auditor General
- Compliance Services
- Investigations
- Legal Services
- Labor Relations
- Panel for Educational Policy

ED, Family and Community Engagement Office — Jesse Mojica

- Community Engagement
- Family Engagement
- Parent Academy
- Community Education Councils

Senior Advisor, Communications and External Affairs — Maite Junco

- Press
- Intergov
- CSRG
- Marketing & Digital Comms

ED, FUND for Public Schools — Iris Chen

- Fundraising
- Comms and Outreach
- Grant Management

Chief Strategy Officer, Josh Wallack

- Citywide Strategy Planning
- Early Childhood Education

DRAFT

NYC Department of Education
Chancellor Carmen Fariña

Attachment A
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature *does not* indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Deborah Sanabria		
Type or print name Deborah Sanabria	7/9/15	
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Steven Sachs		
Type or print name STEVEN SACHS	7/9/15	
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Emily Garcia	7/9/15	
Type or print name Emily Garcia		

NYC Community Schools

Stages of Development in a NYC Community School

	Stage 1: Exploring	Stage 2: Emerging	Stage 3: Maturing	Stage 4: Excelling
Summary of Key Features of Stages	This stage is marked by optimism and curiosity about the work, and a belief that "if only" X was in place, things would be significantly different. The school team brainstorms about the benefits of a Community School strategy and its potential to serve as a mechanism to organize resources around student success.	This stage is marked by deepening collaboration among all stakeholders and **defined community partnerships**. The work begins by introducing **Core Structures**, such as formalizing a partnership with a lead CBO, **hiring a dedicated Community School director**, and securing base funding. Programs and services are developed based on a process of **strategic data collection and analysis** that engages parents as critical partners in the design of the Community School. This period is characterized by highs and lows, progress and frustration. To succeed in this stage, there needs to be the creation of and commitment to a shared vision and clear goals, as well as good communication processes, clarity of roles and responsibilities, responsiveness to needs, and regular celebration.	This stage is marked by steady, intentional progress. The vision of the Community School becomes clearer to all stakeholders, consequently there is broader support for it. Service utilization increases as interventions become more responsive to identified student needs, and quality of service delivery improves. Stakeholder relationships are based on mutual trust, there is **intentional coordination of services** and programmatic integration, and desired student outcomes are more likely to be met. To succeed in this stage, the Community School needs to engage in **ongoing needs assessment** to keep the vision and programs fresh, tend the relationships, continue to demonstrate added value, and attend to sustainability.	At this level the Community School is implementing quality programs that support the core instructional program. There is a school-wide focus on addressing the needs of the whole child through targeted and universal strategies. Through a model of **authentic school-based governance**, parents play a leadership role in the Community School and work together with school and CBO staff as advocates of quality education for all students. Strong relationships have been established between the school and community and the CBO is valued as a committed partner. To succeed in this stage the Community School needs to continue to provide innovative programming; to develop youth, parent and staff leaders to teach others best practices; and to incorporate sustainability strategies into the core operational structures of the Community School.

Adapted from CAS National Center for Community Schools Stages of Development

The Capacities across the Stages of Development

	Exploring	Emerging	Maturing	Excelling
Coordination	Characterized by recognition that children and families have unmet needs, and that the school lacks the capacity to clearly identify these needs and to adequately coordinate the responses to them. Focus on how to get services and programs for children and families, both non-academic and academic enrichment.	Characterized by selection of a lead partner and hiring of a Community School director (CSD). After conducting an assets and needs assessment, the CSD identifies community partners and programs that align with needs, connects these to the right students and families, and creates systems for referral and follow-up.	Characterized by the intentional engagement of multiple partners and programs that respond to identified needs of students, school, families and community, and that improve the overall conditions for learning. The CSD sits on the School Leadership Team and systems are being implemented for referrals, follow-up, and accountability for all services and providers.	Characterized by a shift in role of schools as hubs of opportunity and civic engagement for students, families and neighborhood residents. System in place to ensure on-going, high quality service delivery that is comprehensive, responsive to need and demand, and seamlessly integrated with traditional school programming.
Collaboration	Characterized by recognition that children and families have multiple needs, and that schools need to partner with parents for students to succeed. Exploring how families and parents from diverse backgrounds can be engaged in their children's education and for building partnerships, but do not know how to proceed.	Characterized by effective organizing to engage families in planning, including regular monthly meetings and celebrations, and involving parents in decision making by introducing a ladder of engagement that taps into the wealth of knowledge and expertise that parents bring to bear on the work.	Characterized by the regular involvement and leadership of a wide range of stakeholders, including families and youth, in the ongoing development of the Community School. Parents as active members of the Community School Team and School Leadership Team. Parents serve as leaders of academic parent-teacher teams, and related other programs like parents as mentors and ambassadors of the work to the broader community.	Characterized by an authentic school-based governance structure and related processes that guarantee school leadership is soliciting families' and students' knowledge and skills in the work, and is working in partnership with parents and youth to support and share the responsibility for student learning. Permanent structures are in place that are anchored in positive youth development, and ensure that schools are welcoming and empowering to students, families and community members.
Connectedness	Characterized by recognition of the social and emotional needs of students, and their impact on students' feelings about school and ability to learn. Stakeholders agree that they want to create a school where all students attend regularly, and are able to learn and succeed.	Characterized by developing efforts to respond to the social and emotional needs of students. Attention is paid to creating a supportive school environment that provides positive adult-student and peer to peer relationships, as evidenced by small group instruction, student choice and mentoring. Physical and emotional safety is paramount. Alternatives to suspensions are considered.	Characterized by effective structures and programs in place to support social and emotional needs of students. These include partnerships with mental health providers, training for teachers in social/emotional learning, school-wide approaches including mentoring, student leadership opportunities, and restorative practices, and a school environment that is safe, nurturing and engaging.	Characterized by highly effective social and emotional learning supports for students and families, and a safe school environment which encourages positive adult-student and peer-to-peer relationships. Consistent discipline practices are employed by all adults throughout the school day. Students believe that staff care about and hold high expectations for them as learners and leaders, and all students are engaged in their own learning.
Continuous Improvement	Characterized by a growth mindset and an understanding that practices can always be improved to drive student academic success. There is an interest in working collaboratively and providing feedback across partner organizations to ensure strong instruction that is designed to provide personalized learning opportunities for student is in place.	The Community School Team uses ongoing needs and assets assessment to identify and drive school and student level outcomes. A data framework is implemented to inform staff meetings, case management, programming, performance, policies and resource allocation. Base funding is secured for the work.	Characterized by continuation of ongoing asset and needs assessment and the implementation of a feedback system so that partners can support one another in improving practice. The CSD is included in data inquiry conversations and policy and programming decisions. Student-level performance data is effectively shared with families to empower them to support student learning at home.	The Community School Team continually revisits its school and student-level outcomes, and it refines its indicators. The team collects and makes linkages between student-level academic and non-academic data and uses this data to tailor programming and instruction that is focused on results. Accountability for the outcomes and sustainability of the Community School work is shared by all stakeholders including CBO partners, families and school staff.

Adapted from CAS National Center for Community Schools Stages of Development

Department of Education
Carmen Fariña, Chancellor

SCHOOL RENEWAL PROGRAM ORGANIZATION CHART

DRAFT – For Discussion Purposes – July 20, 2015

Carmen Fariña
Chancellor

Aimee Horowitz
Executive Superintendent for School Renewal

K-8 School Renewal Program

Alonta Wright
Executive Director of K-8

- Coordinate PD for DSRs
- Provide academic coaching to schools at all grade levels

Staff
1 FT Program Manager
1 FT Intervention Specialist
4 Principal Coaches
2 Consultants

High School Renewal Intensive

Deputy Superintendent
(Vacant)

- Supervisory oversight of 16 high schools, including al OOT high schools
- Coordinate training and support to all high schools in cohort

Cyndi Kerr
Director of School Renewal

- Coordinate intensive support for 5 Renewal High Schools

Staff
4 FT Coaches

Director of School Renewal
Josh Good

- Coordinate intensive support for 5 Renewal High Schools

Staff
4 FT Coaches

Director of School Renewal
Michael Alcoff

- Coordinate intensive support for 6 Renewal High Schools

Staff
4 FT Coaches

Coordinates support for Other Renewal High Schools in conjunction with HS Superintendents & DSRs

Central Office of School Renewal

Elif Gure-Perez
Executive Director of School Renewal

Carina Garcia
Director for Program Planning & Evaluation

- Coordinate Field Based Communications
- Manage calendar of events
- Coordinate Directors of School Renewals workflow in conjunction w/Supts.

Staff
1 FT Program Manager

Vacant
Director of Data & Analytics

- Manage the coordination of "Renewal Rooms"
- Monitor school performance data and liaise with appropriate offices
- Data and analytics

Staff
1 FT Analyst
4 Consultants for Analytic Support

Vacant
Director of Operations

- Oversee Budget
- Manage rapid deployment of services to Renewal Schools
- MS/HS programming

Staff
1 FT Program Manager
1 FT MS/HS Programmer

School Renewal Program Leadership Team

Carmen Fariña, Chancellor

Aimee Horowitz
Executive Superintendent

- **Alonta Wright**, Executive Director of K-8
- **Elif Gure**, Executive Director of School Renewal

Sharon Rencher, Senior Advisor to the Chancellor for State Policy

Chris Caruso, Executive Director of Community Schools

Staffing Summary:

- K-8 School Renewal Program = 3 FTE; 6 Leadership Coaches; 2 Consultants
- High School Renewal Intensive = 16 FTE
- Central Office of School Renewal = 9 FTE; 4 Consultants
- CSD & HS District-based DSRs = 26 FTE

Department of Education
Carmen Fariña, Chancellor

Division of the Senior Deputy Chancellor
Office of State/Federal Education Policy and School Improvement Programs

Organization Chart – DRAFT – June 2015

Total Headcount = 51

Special Assistant/Special Projects Manager
Aurora Brice

Senior Advisor/Sr. Executive Director for State/Federal Education Policy & School Improvement Programs
Sharon Rencher

Executive Operations Director
Madelyn Vida

Executive Academic Officer
Robert Klein

Special Advisor for School, Family, & Community Engagement
Olivia Ellis

State/Federal Funded Programs & Fiscal Operations (Headcount = 10)

<u>NCLB/Title I Compliance & Support</u>

Director, NCLB/Title I Program Compliance
Vacancy – Hiring in Process

Director, Title I Parent Involvement
Caresse Deville-Hughes

<u>Competitive Grants Planning & Development</u>

Senior Director
Tiffany Woolfolk

Director, Grants Forecasting & Development
David Anderson

Grant Writers (2 FTEs)
Vacancy – Hiring in Process

<u>Fiscal Operations</u>

Senior Director of Financial Operations
Melissa Torres

Fiscal Director for School Improvement Grants
Phylesia Steele – (1003g)

Operations Manager
Gil Palmer

Admin. Asst./Clerical Support
Angel Crespo

School & District Comprehensive Educational Planning (Headcount = 14)

Executive Director
Roseann Napolitano

Director, District Comprehensive Educational Planning
Gus Hatzidimitriou

Director, School Comprehensive Educational Planning
Roseann Harris

School Improvement Liaisons (SDIL) (10 FTE)
Louise Adelokiki-Dente
Katrina Brave
Michael Loughren
William Manekas
Kathleen Mulligan
Theresa Picciano
Henry Ramazzotti
Tammy Sturm
Matthew Zwillick
Vacancy – Hiring in Process

Computer Associate – iPlan Portal
Sean Ruland

State School Improvement & Innovation Fund Grant Program (SIG/SIF) (Headcount = 11)

Executive Director
Mary Doyle

Senior Director, School Improvement (SIG/SIF) Grant Implementation
Heather Berman

SIG Grant Administrator
Gil Cox

SIG Grant Implementation Managers (SIM) (7 FTEs)
Michael Adin
Daniel Atkins
Gary Eisenger
Andrew Gallagher
Joan Rintel Abreau
Vacancy – Hiring in Process
Vacancy – Hiring in Process

Admin. Asst./Clerical Support
Evelyn Sanchez

Program Planning & Evaluation (Headcount = 11)

Executive Director
Hiring in Progress

Senior Director, Program Evaluation & Progress Monitoring
Andrea Ferguson

Director, Project Management, Technology, & Communications
Vacancy – Hiring in Process

Director, Data Management & Analytics
Franz Loza

Data Analyst
Vacancy – Hiring in Process

<u>Magnet Program</u>

Magnet Project Director (2 FTEs)
Joseph Gallagher (Brooklyn)
Todd Levitt (Queens)

Magnet Recruiter
Kathryn Venezie (Brooklyn)

Magnet Project Planner/Curriculum Specialist
Sharon Rosen (Queens)

Magnet Project Planner/Curriculum Specialist
Giuseppina Cohen (Brooklyn)

Community Outreach and Technology Coordinator
Reza Pootrakul (Brooklyn)

The Lola Rodríguez de Tió/J.H.S. 162X
"Student Success, Nothing Else"
600 St. Ann's Avenue, Bronx, N.Y. 10455
Tel (718) 292-0880 Fax (718) 292-5735
Debora Sanabria, Principal I.A.
Sarada Murchison, Assistant Principal
Jacqueline Negron, Student Support Migdalia Gonzalez, Parent Coordinator

Bell Schedule 2015-2016

8:00 to 8:40am-Teachers Only.
(PLC-Monday-Tuesday; Wednesday-Skedula; Thursday-Family Engagement)

Student Breakfast: 8:10 – 8:40am

Student Entrance/Lockers: 8:40 – 8:50AM

Period 1: 8:51 – 9:36am

Period 2: 9:37 – 10:22am

Period 3: 10:23 – 11:08am

Period 4: 11:10 – 11:55am

Period 5: 11:57 – 12:42pm

Period 6: 12:43 – 1:28pm

Period 7: 1:29 – 2:14pm

Period 8: 2:15pm-3:00pm

Renewal Hour (Period 9): 3:00 -4:00pm

Dismissal for non-OST students: 4:00 -4:05pm

OST Programs: 4:00 – 6:00pm

Section K- Project Plan and timeline 07X162 Key Strategy Implementation

Key Strategy 1: Provide training on the creation of CCLS aligned curricula in all courses using the Understanding by Design Model, and the use of pedagogical strategies with an emphasis on curricular and pedagogical scaffolds and supports for Ells, SWD and students not meeting standards.	**Target Group(s)**	**Timeline**	**Key Personnel**
JHS 162 will ensure rigorous instruction through the implementation of the following: Professional Development: • The literacy coach and TC consultants will provide professional development to teachers on how to create/align CCLS curricula • The literacy coach and TC consultants will provide professional development to teachers on how to use a data-inquiry model to examine student work • Training for staff from Goldmansour & Rutherford on how to incorporate scaffolds in lessons • Curriculum support from NY Historical Society. The curricula will enhance knowledge and opportunity for critical thinking as it grows meeting both the expectations of the Common	All Teachers 6-8 Targeted Social Studies and Science teachers Paraprofessional & School Aides Targeted ELA/ESL/Art/Science teachers	September 2015-June 2016	Renewal Team, Administrative Team; Outside staff developers; TC, Goldmansour & Rutherford, Eduacte LLC, NY Historical Society

Core and the needs of our students. • The literacy coach and TC consultants will provide professional development to teachers on how to engage in daily assessment of student learning across all content areas • Educate LLC will support teachers in infusing technology into lessons to improve access • Teachers will have weekly group professional development focusing on specific competencies-from Danielson's Framework for teaching. Note: R.E.A.C.T. stands for Relate, Experience, Apply, Communicate and Transfer • Teachers and administrators will engage in formative learning walks and inter-visitation protocols to monitor implementation and improve teacher practice through actionable feedback			
• To improve instruction and monitor students' progress the inquiry teams will develop a clear understanding of team roles, deliverables and actions needed to promote academic success. Collaborative Teams and Vertical Teams will be trained by in structuring meetings, using protocols and authentic analysis of looking at student work. Develop monthly interdisciplinary	Teacher Teams/Assistant Principals/Lead Teachers	Sept. 2015-June 2016 Weekly	Renewal Team/Assistant principal/lead Teachers TC

planning common time, and in that common planning time, examine evidence of rigor and the alignment of the student tasks in the content areas so that they reflect the 6 CCLS instructional shifts in literacy			
Baseline and interim assessments will be created and utilized as a tool for a uniform analysis of student product. This data will be home-based into the school wide data tool, Skedula. Product and assessments will be tools to measure hard and soft data about student skill development and teacher practices at Inquiry meetings.	Teachers/Assistant Principals/Lead Teachers/Students	August 2015-November, 2015	Teachers' College/ Renewal Team/Assistant principal/lead Teachers
Inquiry and Vertical Team meetings will examine students work and other types of hard/soft data on a weekly basis in order to determine best practices and the need for modifications and adjustments for Students with Disabilities and English Language Learners	Students/teachers	Sept. 2015-June 2016 Weekly	Assistant Principal/Renewal Team

Key Strategy 2: Throughout the grant mathematics teachers at Lola Rodriguez De Tio, JHS 162 will have on-site coaching, content planning and off-site course work which will in turn increase student performing at grade level in Mathematics In order to achieve this over five years and to ensure sustainability, it has been determined through daily administrative observations, instructional walkthroughs and content specialist support, that teacher professional development is paramount.	**Target Group(s)**	**Timeline**	**Key Personnel**
JHS 162 will ensure rigorous instruction through the implementation of the following: Professional Development: • The SIG funded math coach and Metamorphosis consultants will provide professional development to teachers to support them in designing coherent and viable CCLS curriculum via modifying EngageNY units of studies utilizing the Understanding by Design methodology; • The SIG funded math coach and Metamorphosis consultants will provide professional development to teachers on delivery of	All Teachers 6-8 Targeted Math teachers Paraprofessional & School Aides Targeted ESL teachers	September 2015-June 2016	Renewal Team, Administrative Team; Outside staff developers; Metamorphosis, Goldmansour & Rutherford, Eduacte LLC,

instruction via the R.E.A.C.T. contextual learning teaching strategy. On-site classroom coaching, workshops and course-work for the mathematics teachers provided by Metamorphosis Teaching Learning Community will model best teaching strategies, observe and provide feedback and be part of departmental content planning. The Metamorphosis Teaching Learning Community partnership will additionally provide an opportunity for the veteran staff for professional growth and reinvigoration in their content area as it relates to the delivery of aligned CCLS curriculum. This ongoing work with experts in content area knowledge and experts in pedagogy will support teacher development, which in turn will raise student achievement. • The SIG funded math coach and Metamorphosis consultants will provide professional development to teachers on how to engage in daily assessment of student learning across all content areas. • Training for staff from Goldmansour & Rutherford on how to incorporate scaffolds in lessons • Educate LLC will support teachers in infusing			

technology into lessons to improve access • Teachers will have weekly group professional development focusing on specific competencies-from Danielson's Framework for teaching. Note: R.E.A.C.T. stands for Relate, Experience, Apply, Communicate and Transfer • Teachers and administrators will engage in formative learning walks and inter-visitation protocols to monitor implementation and improve teacher practice through actionable feedback			
• To improve instruction and monitor students' progress the inquiry teams will develop a clear understanding of team roles, deliverables and actions needed to promote academic success. Collaborative Teams and Vertical Teams will be trained by in structuring meetings, using protocols and authentic analysis of looking at student work. Develop monthly interdisciplinary planning common time, and in that common planning time, examine evidence of rigor and the alignment of the student tasks in the content areas so that they reflect the 6 CCLS instructional shifts in literacy	Teacher Teams/Assistant Principals/Lead Teachers	Sept. 2015-June 2016 Weekly	Renewal Team/Assistant principal/lead Teachers TC

Baseline and interim assessments will be created and utilized as a tool for a uniform analysis of student product. This data will be home-based into the school wide data tool, Skedula. Product and assessments will be tools to measure hard and soft data about student skill development and teacher practices at Inquiry meetings.	Teachers/Assistant Principals/Lead Teachers/Students	August 2015-November, 2015	Metamorphosis/ Renewal Team/Assistant principal/lead Teachers
Inquiry and Vertical Team meetings will examine students work and other types of hard/soft data on a weekly basis in order to determine best practices and the need for modifications and adjustments for Students with Disabilities and English Language Learners	Students/teachers	Sept. 2015-June 2016 Weekly	Assistant Principal/Renewal Team

Key Strategy 3: Improve school climate and create a strong Culture for Learning by providing significant social-emotional and academic support for students and families and PBIS strategies for staff through partnership with our Community Based Organization- WestHab. Throughout the grant Lola Rodriguez De Tio, JHS 162 will provide character curricular modules, a renewed advisory program, specific support structures and teacher professional development with a lens on character building. The indicators for this goal are the following:	**Target Group(s)**	**Timeline**	**Key Personnel**
• Implement partnership services by assessing student needs, determining needed services and pairing students and families with the appropriate outreach. in order to achieve this goal over three year years and to sustain improved school culture • In partnership with Westhab, the school will develop consistent systems and structures to closely monitor students' daily attendance to school via an attendance plan part of each student Personal Intervention Plan for Success (PIPS). Attendance goals will be established for each student Attendance	All Stakeholders: Students, parents, school staff, Westhab	September 2015-June 2016	Westhab, Ramapo for Children (through Westhab) Student Advisory Team, Mental Health/PBIS team

goals for ELLs and SWDs will be incorporated into their IEPs during annual reviews and reviewed during their Progress reports. • Ramapo for Children will be providing a number of services including workshops for teachers, on-site coaching, retreats for the community (school, students and families) as well as outdoor experiences. Integrated into this plan will be school support staff. This partnership will build the skills necessary for empathy, tolerance, and understanding through the engaging study of social justice. These traits are all indicative of strong character and a community. The expectation will be as a result that occurrences will decrease as will referrals and most importantly, the sense of community within the school as a caring and nurturing environment that is centered on engaging, learning will increase. • Implement character curricular modules via the humanities- ELA, History, Art and Music- accompanied by teacher professional development – • The advisory system for all grades will be renewed with a curriculum based on "identity and community" at the beginning of the year. Families will learn of these curricular emphases in this			

and all goals through a beginning of the year retreat meant to build community and to address the needs of students by all stakeholders as well as through the activities of the Parent Association and the monthly newsletter by the principal. • To ensure that the school culture is embedded, several other elements will be implemented: A non-negotiable code of conduct, a daily Character Pledge said each morning along with the Pledge of Allegiance, and consistent recognition of student accomplishments in all areas. School Assemblies will be conducted to reinforce school wide behavioral expectations (Cheetah SPOTS Matrix, Cheetah bucks, etc.) that they can receive if they follow the expected behavior. The assemblies are scheduled monthly throughout the year to celebrate and acknowledge positive behavior and student accomplishments as well as relevant monthly theme based topics such as bullying/up stander, Advocacy, Tolerance, poetry slam, etc… • The JHS 162 Mental Health/PBIS team (AP, Student Support, Community Associate, Parent Coordinator, Social worker and teachers) meet biweekly or monthly depending on the school needs to analyze behavioral data from the Skedula portal that is connected to ATS and can be linked to STARS,			

which can generate the following reports: attendance, teacher referrals, ELA/Math state assessments, report card grades of all students including the subgroups. The Mental Health/PBIS team will analyze and discuss the data and staff concerns from the school wide survey. The team will address the students' that fall under the Tier II and Tier III and develop additional support that can be implemented by a team member and the CBOs that are partnered with the school. The team will reinforce the universal expected behavior (Matrix) and voice level chart to students and staff and this will be posted in classrooms, offices and hallways and addressed throughout the year. A ladder of referral will be developed for staff to follow the proper protocol and assist with teaching students the expected behavior.			

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Bottom lowest third on both ELA /Math (double 1s)Bottom lowest third on ELA only Upper 1s and lower 2s	Strategies include the following: Use of Expeditionary Learning Protocols; Teacher's College Writing; Use of Universal Design for Learning to increase accessibility to content; Use of Myon for all students and Achieve 3000 for selected students	Method of delivery of service will occur during daily instruction and small group independent practice; Two periods assigned for intervention-one period from ELA instruction and another period from Humanities Myon/Achieve 3000 instruction; Specific period assigned for skills practice.	Service delivery will occur during school day and Extended Learning Time Myon/Achieve 3000 twice weekly
Mathematics	Bottom lowest third on both math and ELA (double 1s) Bottom lowest third on math only Upper 1s and lower 2s	Strategies include the following: Use of Reciprocal Teaching; scheduled period for Problem Solving using mathematical practices; Use of intervention packets from Go Math; Use of intervention packets from Story of Ratio (Eureka Math); Use of ST Math for skill building intervention	Method of delivery of service will occur during daily instruction and small group independent practice; two periods assigned for intervention (one period from math instruction and another from science instruction); Problem Solving: mathematical Practices ST Math (two specific periods assigned).	Service delivery will occur during school day and during Extended Learning Time (ST Math) twice weekly
Science	All grades	Strategies include the following: Use of Reciprocal Teaching. Use of leveled informational text readers to support	Method of delivery of service will occur during daily instruction and one weekly reading skill period.	Service delivery will occur during school day.

		building students background knowledge		
Social Studies	Grade 8	Strategies include the following: Use of Reciprocal Teaching. Use of leveled informational text readers to support building students background knowledge	Method of delivery of service will occur during daily instruction and one weekly reading skill period	Service delivery will occur during school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	RTI framework to organize interventions according to a tiered approach	Strategies are Use of Self-Regulation	Guidance counselor offers the program to students with IEPs. Crisis Intervention Social Worker offers the program to tiered students without IEPs	Service delivery will occur during school day. Pending additional resources the Self-Regulation Program will be offered to students attending both the Young Athletes and the Leadership Program

Department of Education
Carmen Fariña, Chancellor

School Quality Guide

2013-2014

School: J.H.S. 162 Lola Rodriguez De Tio

DBN: 07X162

Principal: Angel Fani

School Type: Middle

In this report:

School Overview	1
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Student Progress	6
Student Achievement	7-9
School Environment	10
Closing the Achievement Gap	11
Summary of Section Ratings	12-13
Additional Information	14
Peer Group Schools	15
Metric Targets for 2014–15	16-17

School Overview

Grade	Enrollment		
	2011-2012	2012-2013	2013-2014
Grade 6	143	113	121
Grade 7	178	139	124
Grade 8	247	188	150
All Students	**568**	**440**	**395**

Student Population Characteristics	2011-2012	2012-2013	2013-2014
% English Language Learners	22%	25%	25%
% Students with IEPs	30%	33%	33%
% Students with IEPs (less than 20% time with non-disabled peers)	16%	19%	16%
% Free Lunch Eligible	74%	80%	80%
% Overage	-	5%	6%
% Asian	1%	1%	1%
% Black	26%	28%	29%
% Hispanic	73%	71%	69%
% White	0%	0%	1%
% Other	0%	0%	0%
Average Incoming ELA Proficiency (based on 4th grade)	-	2.50	2.14
Average Incoming Math Proficiency (based on 4th grade)	-	2.79	2.27

Quality Review

Dates of Review: April 30, 2014
Principal at Time of Review: Angel Fani

UNDERDEVELOPED	**DEVELOPING**	PROFICIENT	WELL DEVELOPED

Student Progress

NOT MEETING TARGET	APPROACHING TARGET	**MEETING TARGET**	EXCEEDING TARGET

Student Achievement

NOT MEETING TARGET	**APPROACHING TARGET**	MEETING TARGET	EXCEEDING TARGET

School Environment

NOT MEETING TARGET	**APPROACHING TARGET**	MEETING TARGET	EXCEEDING TARGET

Closing the Achievement Gap

NOT MEETING TARGET	**APPROACHING TARGET**	MEETING TARGET	EXCEEDING TARGET

State Accountability

The school's current status: **Priority**

This designation is determined by the New York State Department of Education under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver. More information on New York State accountability can be found here: http://schools.nyc.gov/Accountability/tools/accountability/default.htm.

Quality Review

DEVELOPING 3

Dates of Review: April 30, 2014
Principal at Time of Review: Angel Fani
QR Lead Reviewer: Yolanda Torres

The Quality Review is an evaluation of the school by an experienced educator based on a formal school visit. The educator observes classrooms and engages in conversations with parents, students, teachers, and school leaders to assess schoolwide practices. The Quality Review report provides specific feedback to support the school's efforts. The information displayed here reflects the most recent year that a Quality Review was conducted at this school. Some schools will not have Quality Review information if they opened within the last two years or if their most recent review took place prior to August 2010.

To what extent does the school...

1.1 *Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?*

Excerpt: Ensure that curricula aligned to content and Common Core Learning Standards (CCLS) are accessible to all learners across subject areas, for consistent cognitive engagement.

DEVELOPING

1.2 *Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products?*

Excerpt: Improve teacher pedagogy to consistently incorporate strategies that lead to higher levels of thinking and participation of all students in rigorous learning experiences across all content areas.

DEVELOPING

2.2 *Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?*

Excerpt: Teachers consistently use data from common assessments to generate feedback to staff and students and inform adjustments to curricula and instruction for improved student outcomes.

PROFICIENT

3.4 *Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations?*

Excerpt: N/A - This indicator was rated but not written about in the school's final report.

DEVELOPING

4.2 *Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?*

Excerpt: N/A - This indicator was rated but not written about in the school's final report.

DEVELOPING

Quality Review - continued

DEVELOPING

Dates of Review: April 30, 2014
Principal at Time of Review: Angel Fani
QR Lead Reviewer: Yolanda Torres

Areas of Celebration

- Structures for positive learning environment, inclusive culture, and student success
- Aligned use of resources to support instructional goals that meet students' needs
- Curricula-aligned assessment practices that inform instruction

Areas of Focus

- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- Research-based, effective instruction that yields high quality student work
- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards

How to Interpret the Graphs Used in the Remainder of the Report

Most of the metrics in the report are presented through two standard graphs, which are intended to help place the school's performance in context.

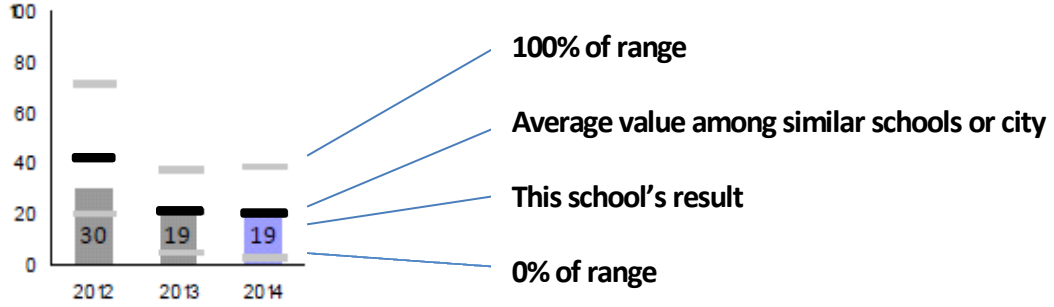
Graph Showing Metric Values

This graph shows the school's performance on each metric over the past three years, as well as the range of historical performance by peer schools and citywide schools used in the School Quality Guide (or Progress Report) for those three years. Peer schools for an elementary or K-8 school are similar along the following student population characteristics: Economic Need Index, percent of students with disabilities, percent of black or Hispanic students, and percent of English language learners. Peer schools for middle schools are similar along the following student population characteristics: students' average proficiency on 4th grade ELA and math tests, percent of students with disabilities, and percent of students two or more years overage upon entry into 6th grade. Peer schools for high schools are similar along the following student population characteristics: average 8th grade ELA proficiency, average 8th grade math proficiency, percent students with disabilities, percent students with self-contained placements, and percent over-age students.

- The vertical bars show the school's values on the metric for the last three years, with the school's numerical values (e.g., **30, 19, and 19** in the example below) displayed at the bottom of the bars. These bars can show trends over time in the school's own performance.

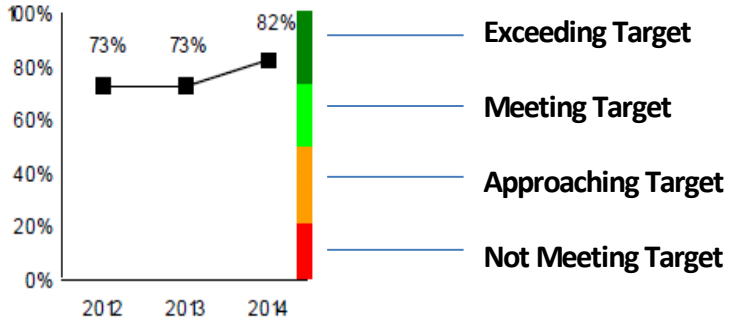
- Each year, the School Quality Guide compares the school's performance against multiple years of historical performance by peer and city schools. The middle horizontal line, in black, shows the average from this pool of historical performance by peer schools or the city, depending on which comparison group is being used. Comparing the top of the vertical bar with this black line shows whether the school is above or below the average of the pool of historical results achieved by the comparison group.

- The top and bottom horizontal lines, in gray, show the top and bottom of the "range" of historical values for the comparison group. The range spans two standard deviations above and below the average; in general, this range contains approximately 96% of the values attained by schools in the comparison group. The lower gray line shows the value at the bottom of the range for the comparison group and the higher gray line shows the value at the top of the range for the comparison group. The position of the vertical bar between the two gray lines shows visually where the school falls within the distribution of results achieved by the comparison group.



Graph Showing Percent of Range

This graph displays the "percent of range" of the school's values for the last three years. The percent of range reflects where the school's value falls between the bottom and top of the range. In mathematical terms, *percent of range = (school's value – bottom of range) / (top of range – bottom of range)*. The colors to the right of the chart display the ranges for the various ratings. The range for Exceeding Target is shown in dark green, Meeting Target is shown in light green, Approaching Target is shown in orange, and Not Meeting Target is shown in red.



Student Progress

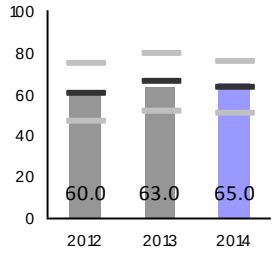
MEETING TARGET

Student Progress includes growth metrics based on how students improved on the state tests between 2013 and 2014.

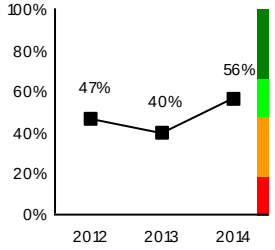
English Median Adjusted Growth Percentile (n=307)

This metric calculates the median adjusted growth percentile of a school's eligible students. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before.

Peer

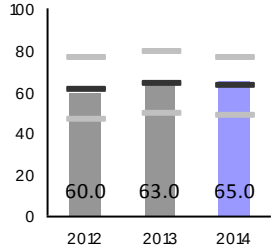


School and Peer Values

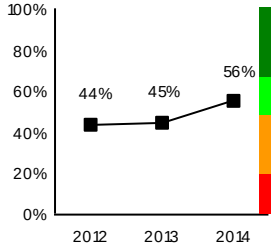


Percent of Peer Range

City



School and City Values

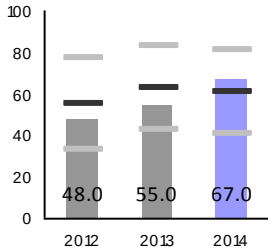


Percent of City Range

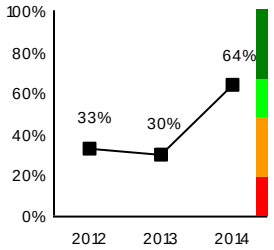
Math Median Adjusted Growth Percentile (n=322)

This metric calculates the median adjusted growth percentile of a school's eligible students. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before.

Peer

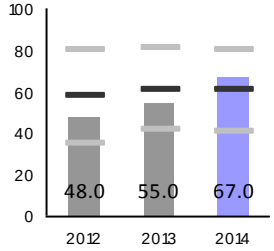


School and Peer Values

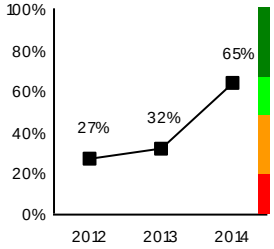


Percent of Peer Range

City



School and City Values

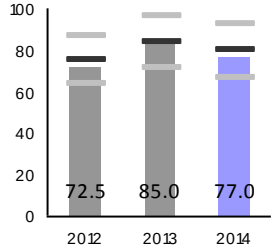


Percent of City Range

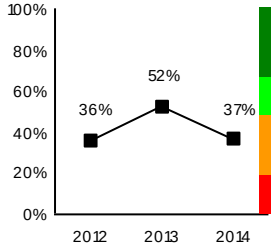
English Median Adjusted Growth Percentile - School's Lowest Third (n=99)

This metric calculates the median adjusted growth percentile of a school's lowest third of students in prior year English scores. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before.

Peer

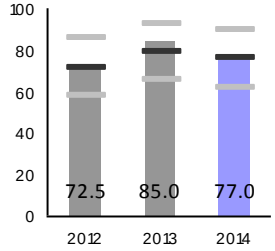


School and Peer Values

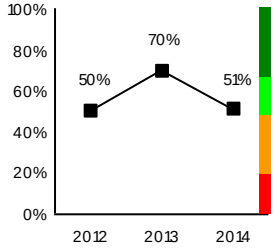


Percent of Peer Range

City



School and City Values

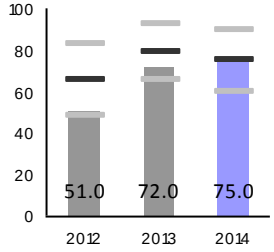


Percent of City Range

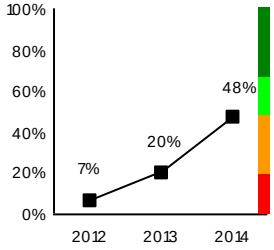
Math Median Adjusted Growth Percentile - School's Lowest Third (n=113)

This metric calculates the median adjusted growth percentile of a school's lowest third of students in prior year Math scores. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before.

Peer

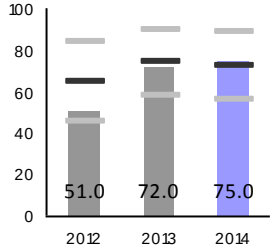


School and Peer Values

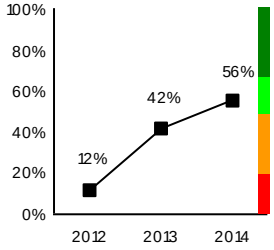


Percent of Peer Range

City



School and City Values



Percent of City Range

Student Achievement

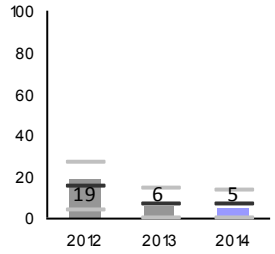
APPROACHING TARGET

Student Achievement is based on results on the 2014 state tests in English and Math, core course pass rates, and measures of next-level readiness.

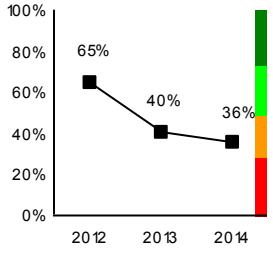
English - Percentage of Students at Level 3 or 4 (n=352)

This metric shows the percentage of students who are performing at or above proficiency as defined by New York State on Common Core ELA exams in the current year. This is the percentage of students at either Level 3 (proficient) or Level 4 (advanced).

Peer

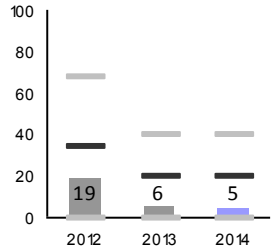


School and Peer Values

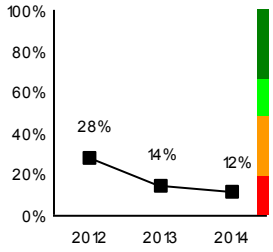


Percent of Peer Range

City



School and City Values

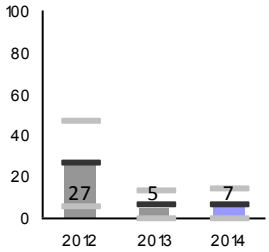


Percent of City Range

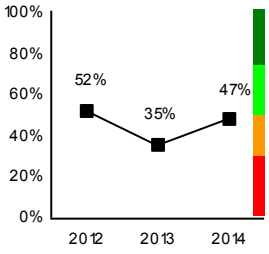
Math - Percentage of Students at Level 3 or 4 (n=365)

This metric shows the percentage of students who are performing at or above proficiency as defined by New York State on Common Core math exams in the current year. This is the percentage of students at either Level 3 (proficient) or Level 4 (advanced).

Peer

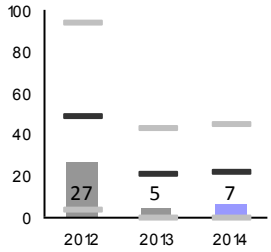


School and Peer Values

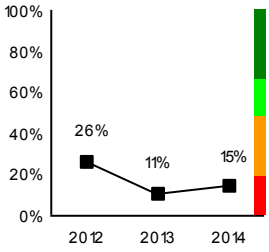


Percent of Peer Range

City



School and City Values

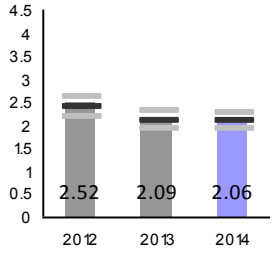


Percent of City Range

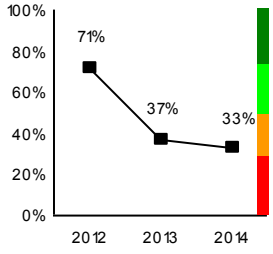
English - Average Student Proficiency (n=352)

This metric represents the average (mean) Proficiency Rating in ELA for all students attributed to the school. The Average Proficiency Rating is measured on a scale of 1.00 to 4.50, and is based on students' scale scores on the State exams in ELA.

Peer

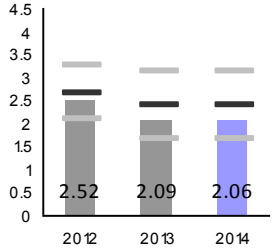


School and Peer Values

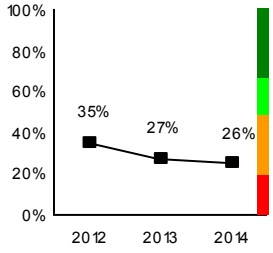


Percent of Peer Range

City



School and City Values

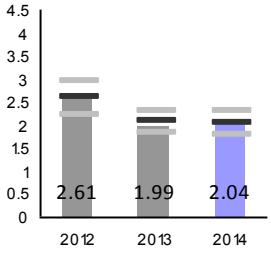


Percent of City Range

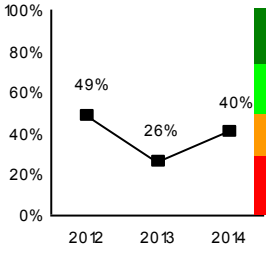
Math - Average Student Proficiency (n=365)

This metric represents the average (mean) Proficiency Rating in Math for all students attributed to the school. The Average Proficiency Rating is measured on a scale of 1.00 to 4.50, and is based on students' scale scores on the State exams in Math.

Peer

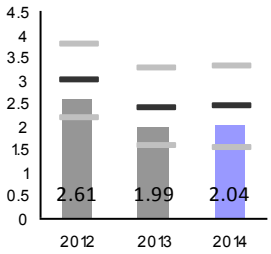


School and Peer Values

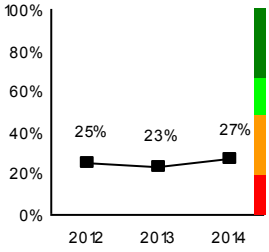


Percent of Peer Range

City



School and City Values



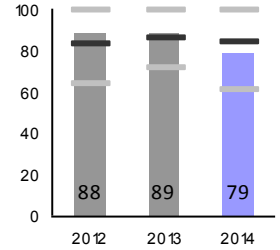
Percent of City Range

Student Achievement is based on results on the 2014 state tests in English and Math, core course pass rates, and measures of next-level readiness.

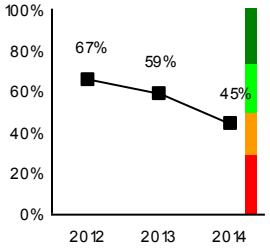
Percent of Students Passing an English Course (n=361)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in English.

Peer

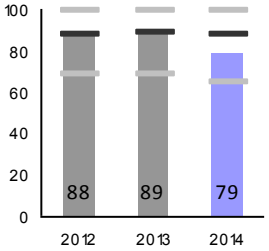


School and Peer Values

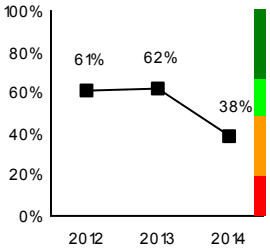


Percent of Peer Range

City



School and City Values

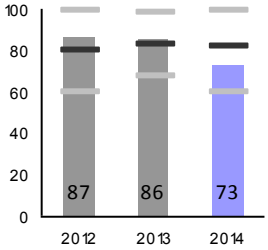


Percent of City Range

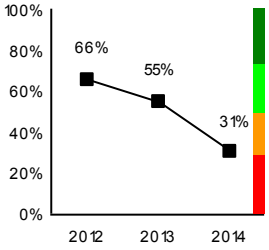
Percent of Students Passing a Math Course (n=361)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in Math.

Peer

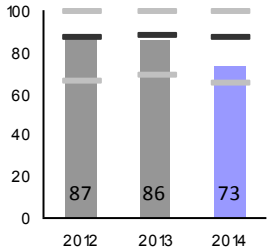


School and Peer Values

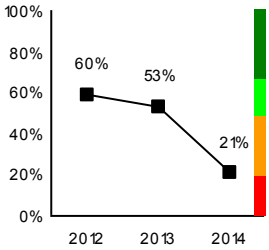


Percent of Peer Range

City



School and City Values

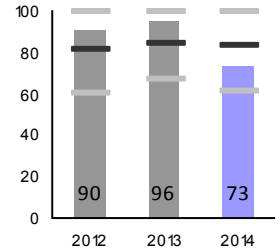


Percent of City Range

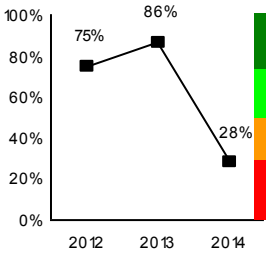
Percent of Students Passing a Science Course (n=361)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in Science.

Peer

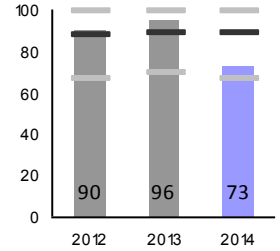


School and Peer Values

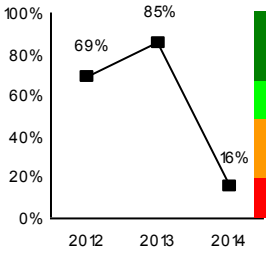


Percent of Peer Range

City



School and City Values

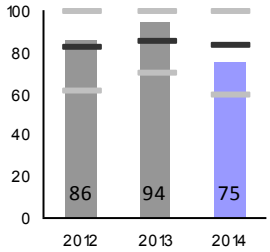


Percent of City Range

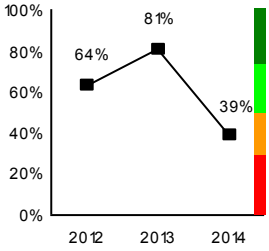
Percent of Students Passing a Social Studies Course (n=361)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in Social Studies.

Peer

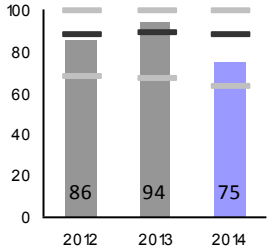


School and Peer Values

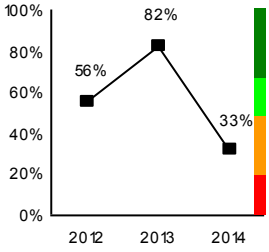


Percent of Peer Range

City



School and City Values



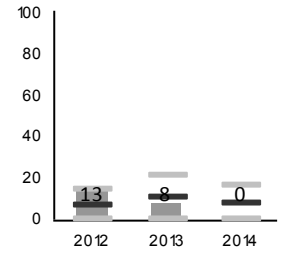
Percent of City Range

Student Achievement is based on results on the 2014 state tests in English and Math, core course pass rates, and measures of next-level readiness.

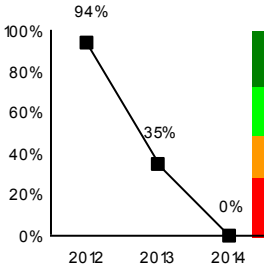
Percent of 8th Graders Earning High School Credit (n=132)

This metric indicates the percentage of students in 8th grade who have passed a high school level course and the related Regents exam by June of their 8th grade year.

Peer

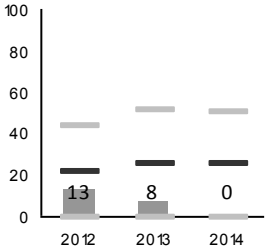


School and Peer Values

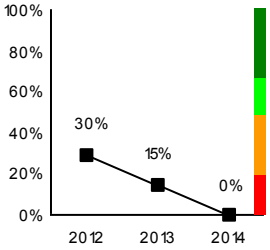


Percent of Peer Range

City



School and City Values

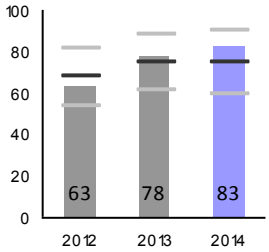


Percent of City Range

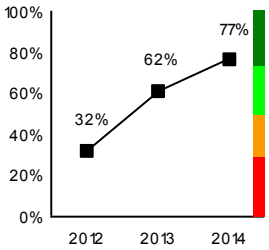
9th Grade Adjusted Credit Accumulation of Former 8th Graders (n=154)

This metric is based upon the credit accumulation of the school's 2012-13 8th graders who, in 2013-14, attended a NYC DOE high school.

Peer

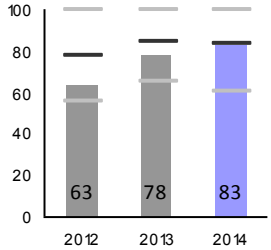


School and Peer Values

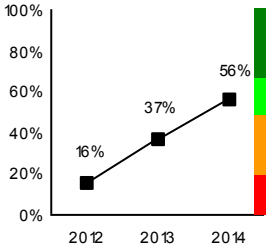


Percent of Peer Range

City



School and City Values



Percent of City Range

School Environment

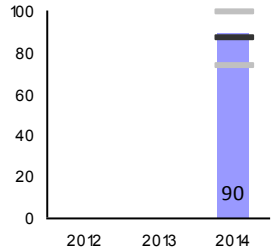
APPROACHING TARGET 10

The NYC School Survey is administered annually to all parents, all teachers, and students in grades 6–12. Through the survey, these members of school communities respond to questions that gauge their satisfaction with elements of the school's learning environment. In 2013–14 accountability reports, these responses were reorganized to broadly align to guiding concepts in the Quality Review rubric: the instructional core, school culture, and systems for improvement. Please note that this organization is designed to help school communities better interpret survey responses, but survey responses do not contribute to Quality Review ratings in these categories.

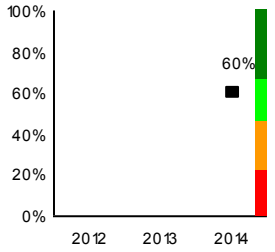
Survey Satisfaction - Instructional Core

This metric shows the average percent of positive responses to the NYC School Survey questions related to the school's instructional core.

Peer

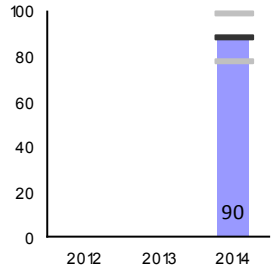


School and Peer Values

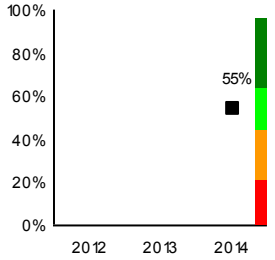


Percent of Peer Range

City



School and City Values

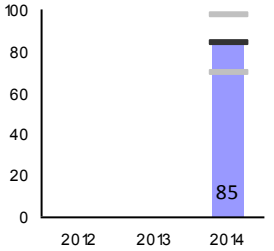


Percent of City Range

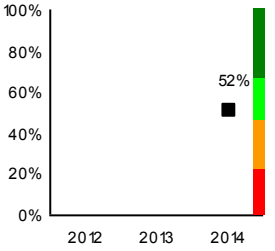
Survey Satisfaction - School Culture

This metric shows the average percent of positive responses to the NYC School Survey questions related to the school's culture.

Peer

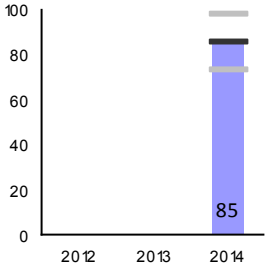


School and Peer Values

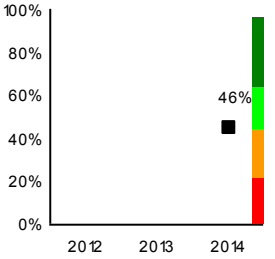


Percent of Peer Range

City



School and City Values

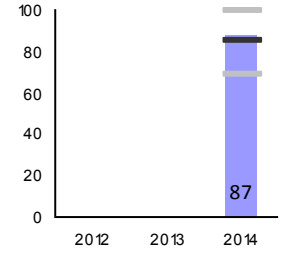


Percent of City Range

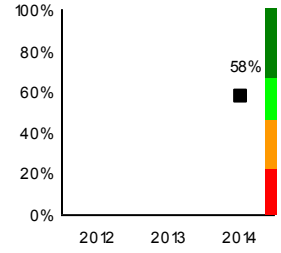
Survey Satisfaction - Systems for Improvement

This metric shows the average percent of positive responses to the NYC School Survey questions related to the school's systems for improvement.

Peer

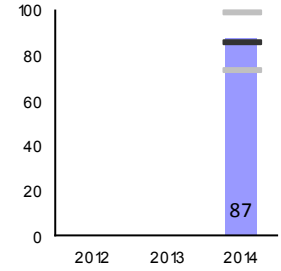


School and Peer Values

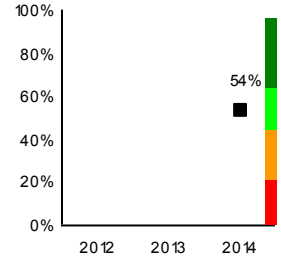


Percent of Peer Range

City



School and City Values

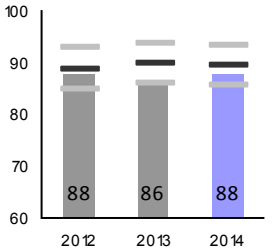


Percent of City Range

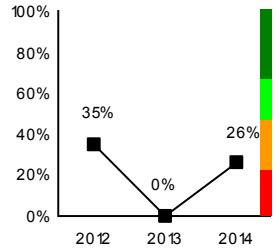
Attendance

The attendance rate includes the attendance for all K-8 students on a school's register at any point during the school year (September through June).

Peer

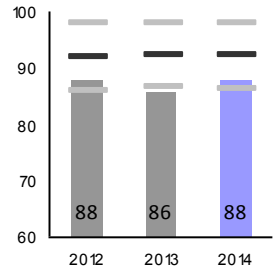


School and Peer Values

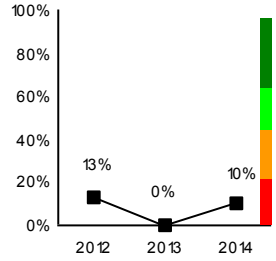


Percent of Peer Range

City



School and City Values



Percent of City Range

Closing the Achievement Gap

APPROACHING TARGET 11

Closing the Achievement Gap measures the extent to which the school serves and succeeds with students in special populations.

	2011-12		2012-13		2013-14	
	SCHOOL'S RESULTS	POPULATION PERCENTAGE	SCHOOL'S RESULTS	POPULATION PERCENTAGE	SCHOOL'S RESULTS	POPULATION PERCENTAGE
Percent at Level 3 or 4						
English						
Self-Contained (n = 62)	5.5%	13.9%	0.0%	18.5%	1.6%	17.6%
Integrated Co-Teaching (ICT) (n = 32)	4.2%	4.6%	0.0%	7.5%	3.1%	9.1%
Special Education Teacher Support Services (SETSS) (n = 19)	4.4%	8.6%	0.0%	5.8%	0.0%	5.4%
Mathematics						
Self-Contained (n = 63)	5.5%	13.8%	0.0%	17.9%	0.0%	17.3%
Integrated Co-Teaching (ICT) (n = 32)	4.0%	4.7%	0.0%	7.4%	0.0%	8.8%
Special Education Teacher Support Services (SETSS) (n = 18)	15.9%	8.3%	0.0%	5.7%	0.0%	4.9%
Percent at 75th Growth Percentile or Higher						
English						
English Language Learners (n = 77)	38.6%	27.7%	51.0%	27.8%	41.6%	25.1%
Lowest Third Citywide (n = 198)	40.1%	56.5%	52.9%	55.6%	46.5%	64.5%
Self-Contained/ICT/SETSS (n = 106)	48.9%	27.5%	61.3%	32.4%	57.5%	34.5%
Black and Hispanic Males in Lowest Third Citywide (n = 105)	43.6%	29.4%	59.8%	30.5%	46.7%	34.2%
Mathematics						
English Language Learners (n = 91)	19.1%	29.3%	38.3%	29.0%	35.2%	28.3%
Lowest Third Citywide (n = 213)	14.1%	54.5%	41.1%	60.7%	46.9%	66.1%
Self-Contained/ICT/SETSS (n = 108)	15.2%	27.4%	51.7%	32.0%	50.9%	33.5%
Black and Hispanic Males in Lowest Third Citywide (n = 107)	14.2%	26.4%	50.5%	29.5%	45.8%	33.2%
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 94)	0.24	25.7%	0.49	24.8%	0.33	23.8%
English Language Learner Progress (n = 89)	39.1%	20.3%	30.0%	21.3%	23.6%	23.1%

Summary of Section Ratings

This section shows how the ratings are calculated for the Student Progress, Student Achievement, School Environment, and Closing the Achievement Gap sections.

	This School's Results	Peer Comparison (weighted 75%)				City Comparison (weighted 25%)				Points Possible	Points Earned
		Peer Range			Percent of Peer Range	City Range			Percent of City Range		
		0%	Average	100%		0%	Average	100%			
Student Progress											
English Median Adjusted Growth Percentile (n = 307)	65.0	50.5	63.4	76.3	56.2%	49.4	63.4	77.4	55.7%	25.0	14.0
Math Median Adjusted Growth Percentile (n = 322)	67.0	41.7	61.6	81.5	63.6%	41.7	61.3	80.9	64.5%	25.0	16.0
English Median Adjusted Growth Percentile - School's Lowest Third (n = 99)	77.0	67.3	80.5	93.7	36.7%	62.7	76.7	90.7	51.1%	25.0	10.1
Math Median Adjusted Growth Percentile - School's Lowest Third (n = 113)	75.0	60.7	75.7	90.7	47.7%	56.8	73.1	89.4	55.8%	25.0	12.4

Student Progress Section Rating			
Not Meeting Target 19.4 or Lower	Approaching Target 19.5 to 47.7	**Meeting Target 47.8 to 66.5**	Exceeding Target 66.6 or Higher

52.5

Student Achievement											
English - Percentage of Students at Level 3 or 4 (n = 352)	4.8%	0.0%	6.7%	13.4%	35.8%	0.0%	20.3%	40.6%	11.8%	19.0	5.7
Math - Percentage of Students at Level 3 or 4 (n = 365)	6.6%	0.0%	7.0%	14.0%	47.1%	0.0%	22.5%	45.0%	14.7%	19.0	7.4
English - Average Student Proficiency (n = 352)	2.06	1.94	2.12	2.30	33.3%	1.68	2.42	3.16	25.7%	19.0	6.0
Math - Average Student Proficiency (n = 365)	2.04	1.83	2.09	2.35	40.4%	1.57	2.45	3.33	26.7%	19.0	7.0
Percent of Students Passing an English Course (n = 361)	78.7%	61.2%	84.2%	100.0%	45.1%	65.4%	88.8%	100.0%	38.4%	4.0	1.7
Percent of Students Passing a Math Course (n = 361)	72.9%	60.5%	82.3%	100.0%	31.4%	65.6%	87.7%	100.0%	21.2%	4.0	1.2
Percent of Students Passing a Science Course (n = 361)	72.6%	61.9%	83.9%	100.0%	28.1%	67.4%	89.1%	100.0%	16.0%	4.0	1.0
Percent of Students Passing a Social Studies Course (n = 361)	75.1%	59.2%	83.7%	100.0%	39.0%	63.1%	88.3%	100.0%	32.5%	4.0	1.5
Percent of 8th Graders Earning High School Credit (n = 132)	0.0%	0.0%	8.1%	16.2%	0.0%	0.0%	25.6%	51.2%	0.0%	4.0	0.0
9th Grade Adjusted Credit Accumulation of Former 8th Graders (n = 154)	83.0%	60.0%	75.0%	90.0%	76.7%	61.0%	84.0%	100.0%	56.4%	4.0	2.9

Student Achievement Section Rating			
Not Meeting Target 28.3 or Lower	**Approaching Target 28.4 to 49.4**	Meeting Target 49.5 to 73.0	Exceeding Target 73.1 or Higher

34.4

School Environment											
School Survey - Instructional Core	89.7%	74.0%	87.4%	100.0%	60.4%	77.7%	88.6%	99.5%	55.0%	22.2	13.1
School Survey - School Culture	84.8%	70.6%	84.3%	98.0%	51.8%	73.8%	85.9%	98.0%	45.5%	22.2	11.1
School Survey - Structures for Improvement	87.3%	69.5%	85.5%	100.0%	58.4%	73.7%	86.4%	99.1%	53.5%	22.2	12.7
Attendance Rate	87.8%	85.8%	89.6%	93.4%	26.3%	86.6%	92.5%	98.4%	10.2%	33.3	7.4

School Environment Section Rating			
Not Meeting Target 22.0 or Lower	**Approaching Target 22.1 to 46.4**	Meeting Target 46.5 to 66.7	Exceeding Target 66.8 or Higher

44.3

This section shows how the ratings are calculated for the Student Progress, Student Achievement, School Environment, and Closing the Achievement Gap sections.

	This School's Population Percentage	This School's Population Percentage (Percent of City Range)	This School's Results	This School's Results (Percent of City Range)
Closing the Achievement Gap				
Percent at Level 3 or 4				
English				
Self-Contained (n = 62)	17.6%	84.2%	1.6%	72.7%
Integrated Co-Teaching (ICT) (n = 32)	9.1%	49.2%	3.1%	36.9%
Special Education Teacher Support Services (SETSS) (n = 19)	5.4%	52.9%	0.0%	0.0%
Mathematics				
Self-Contained (n = 63)	17.3%	83.2%	0.0%	0.0%
Integrated Co-Teaching (ICT) (n = 32)	8.8%	47.8%	0.0%	0.0%
Special Education Teacher Support Services (SETSS) (n = 18)	4.9%	48.5%	0.0%	0.0%
Percent at 75th Growth Percentile or Higher				
English				
English Language Learners (n = 77)	25.1%	53.6%	41.6%	48.0%
Lowest Third Citywide (n = 198)	64.5%	79.1%	46.5%	36.4%
Self-Contained/ICT/SETSS (n = 106)	34.5%	83.2%	57.5%	54.3%
Black and Hispanic Males in Lowest Third Citywide (n = 105)	34.2%	69.9%	46.7%	39.2%
Mathematics				
English Language Learners (n = 91)	28.3%	55.7%	35.2%	42.2%
Lowest Third Citywide (n = 213)	66.1%	78.8%	46.9%	44.5%
Self-Contained/ICT/SETSS (n = 108)	33.5%	81.4%	50.9%	55.5%
Black and Hispanic Males in Lowest Third Citywide (n = 107)	33.2%	67.8%	45.8%	42.2%
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 94)	23.8%	74.7%	0.33	36.7%
English Language Learner Progress (n = 89)	23.1%	63.3%	23.6%	20.5%
			Average of Results (Percent of City Range)	**33.1**

Closing the Achievement Gap			
Not Meeting Target 19.1 or Lower	Approaching Target 19.2 to 38.0	Meeting Target 38.1 to 60.2	Exceeding Target 60.3 or Higher

This Closing the Achievement Gap section reflects the degree to which the school is helping high-need students succeed. In some cases, schools will not receive a rating in this section because those students make up a very small proportion of the school's student population.

The metric values, listed as "This School's Results," show the school's results with its students in the relevant group. The metric scores, listed as "This School's Results (Percent of City Range)," show how the school's results compared to the rest of the city. A metric will not be scored, however, if those students are a very small proportion of the school—specifically, if "This School's Population Percentage (Percent of City Range)" is less than 25.0% (meaning that the school's population percentage is more than one standard deviation below the citywide average). For these unscored metrics, "This School's Results (Percent of City Range)" will be left blank.

The section score is the average of the school's metric scores, and the section rating is determined by the range that the score falls within, which will be shaded in the ratings table above. A school will not receive a rating, however, if it has fewer than five scored metrics in this section.

This page provides more granular data on student outcomes. While the numbers here do not individually count for points, the detailed deconstruction should provide deeper insight into 2013–14 student outcomes.

State Exam Scores by Grade

	AVERAGE STUDENT PROFICIENCY	PERCENTAGE OF STUDENTS AT LEVEL 3 OR LEVEL 4	MEDIAN ADJUSTED GROWTH PERCENTILE
Mathematics			
6th Grade (n = 115)	2.05	7.0%	45.0
7th Grade (n = 118)	2.10	10.2%	77.5
8th Grade (n = 132)	1.97	3.0%	67.0
English			
6th Grade (n = 110)	2.03	4.5%	46.0
7th Grade (n = 115)	1.98	2.6%	61.0
8th Grade (n = 127)	2.15	7.1%	73.0
Science			
8th Grade (n = 128)	2.38	14.1%	.

Chronic Absenteeism

	PERCENTAGE OF STUDENTS SCHOOLWIDE	AVERAGE OF SCHOOLS CITYWIDE
Students With Less Than 90% Attendance (n = 441)	40.4%	23.4%

High School Readiness Indicators

% of 8th Graders Earning High School Credit

FORMULA:	(% taking accelerated courses) X (	% taking accelerated courses who passed) =	% EARNING HIGH SCHOOL CREDIT
ALL SUBJECTS:	(0.0%) X (	.) =	0.0%
MATHEMATICS:	(0.0%) X (	.) =	0.0%
SCIENCE:	(0.0%) X (	.) =	0.0%
LANGUAGE OTHER THAN ENGLISH:	(0.0%) X (	.) =	0.0%

Long-Term Growth Percentile	THIS SCHOOL'S RESULTS	PEER AVERAGE	CITY AVERAGE
English (n = 112)	62.0	59.7	61.1
Mathematics (n = 111)	54.0	56.2	58.9

Peer Group Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population, according to the peering characteristics. Each school has up to 40 peer schools (except for K-8 schools, which have up to 30 peer schools).

Peer groupings are created using a matching methodology that examines the mathematical difference between a school and all potential peers on the peering characteristics. Schools with the smallest difference across all the characteristics are peered together.

DBN	SCHOOL	AVERAGE ENGLISH PROFICIENCY	AVERAGE MATH PROFICIENCY	% STUDENTS WITH DISABILITIES	% OVERAGE
07X162	**J.H.S. 162 Lola Rodriguez De Tio**	**2.14**	**2.27**	**32.9%**	**5.8%**
01M301	Technology, Arts, and Sciences Studio	2.23	2.37	36.1%	3.8%
01M332	University Neighborhood Middle School	2.25	2.37	28.0%	5.0%
03M256	M.S. 256 Academic & Athletic Excellence	2.22	2.31	29.6%	5.0%
03M860	Frederick Douglass Academy II Secondary School	2.17	2.25	26.5%	3.5%
04M381	Global Neighborhood Secondary School	2.15	2.31	30.1%	7.2%
05M286	I.S. M286 Renaissance Leadership Academy	2.17	2.29	30.2%	8.7%
05M469	Choir Academy of Harlem	2.07	2.17	30.6%	5.6%
05M514	New Design Middle School	2.17	2.22	33.3%	7.8%
07X151	J.H.S. 151 Lou Gehrig	2.04	2.10	28.7%	4.4%
07X203	M.S. 203	2.08	2.20	31.6%	8.0%
07X221	South Bronx Preparatory: A College Board School	2.21	2.43	27.0%	4.1%
08X302	M.S. 302 Luisa Dessus Cruz	2.16	2.38	26.9%	6.8%
08X366	Urban Assembly Academy of Civic Engagement	2.24	2.33	33.8%	3.8%
09X117	I.S. 117 Joseph H. Wade	2.11	2.20	26.0%	6.9%
09X229	I.S. 229 Roland Patterson	2.10	2.15	36.1%	3.8%
10X080	J.H.S. 080 The Mosholu Parkway	2.14	2.26	26.7%	4.3%
10X254	I.S. 254	2.12	2.31	26.7%	5.1%
11X287	The Forward School	2.28	2.34	30.4%	6.8%
12X098	J.H.S. 098 Herman Ridder	2.13	2.28	26.7%	6.7%
12X129	M.S. 129 Academy for Independent Learning and Leadership	2.18	2.30	28.9%	8.7%
12X217	School of Performing Arts	2.18	2.31	29.1%	8.0%
12X271	East Bronx Academy for the Future	2.26	2.35	32.1%	3.7%
12X341	Accion Academy	2.21	2.33	29.0%	6.8%
12X383	Emolior Academy	2.16	2.33	26.5%	7.6%
14K050	J.H.S. 050 John D. Wells	2.05	2.17	26.5%	6.5%
14K071	Juan Morel Campos Secondary School	2.17	2.25	38.9%	6.5%
14K126	John Ericsson Middle School 126	2.28	2.32	35.8%	4.5%
14K582	M.S. 582	2.25	2.42	37.9%	5.1%
16K385	School of Business, Finance and Entrepreneurship	2.18	2.30	38.1%	8.0%
16K534	Upper School @ P.S. 25	2.13	2.34	32.5%	9.3%
16K584	M.S. 584	2.23	2.36	35.2%	4.7%
17K334	Middle School for Academic and Social Excellence	2.15	2.20	29.8%	7.1%
17K533	School for Democracy and Leadership	2.17	2.19	30.2%	9.5%
17K587	Middle School for the Arts	2.19	2.33	29.0%	8.6%
23K363	Brownsville Collaborative Middle School	2.10	2.08	26.7%	6.7%
23K671	Mott Hall Bridges Academy	2.32	2.27	28.2%	5.6%
27Q053	M.S. 053 Brian Piccolo	2.18	2.27	31.6%	7.7%
27Q318	WATERSIDE SCHOOL FOR LEADERSHIP	2.21	2.36	28.7%	7.5%
27Q319	VILLAGE ACADEMY	2.21	2.29	27.2%	6.2%
32K562	Evergreen Middle School for Urban Exploration	2.10	2.14	27.1%	4.3%
PEER GROUP AVERAGES		2.17	2.28	30.4%	6.2%

Metric Targets for 2014-15

The previous pages in this report have shown the school's performance in 2013-14 and earlier. In contrast, this page is forward looking and shows targets connected to the category ratings for the 2014-15 school year.

	This School's 2013-14 Result	2014-15 Metric Values Needed for Each Rating			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
Student Progress					
English Median Adjusted Growth Percentile	65.0	55.3 or lower	55.4 to 62.7	62.8 to 67.7	67.8 or higher
Math Median Adjusted Growth Percentile	67.0	49.3 or lower	49.4 to 60.6	60.7 to 68.0	68.1 or higher
English Median Adjusted Growth Percentile - School's Lowest Third	77.0	71.3 or lower	71.4 to 78.9	79.0 to 83.9	84.0 or higher
Math Median Adjusted Growth Percentile - School's Lowest Third	75.0	65.7 or lower	65.8 to 74.3	74.4 to 80.1	80.2 or higher
Student Achievement					
English - Percentage of Students at Level 3 or 4	4.8%	4.5% or lower	4.6% to 7.9%	8.0% to 11.7%	11.8% or higher
Math - Percentage of Students at Level 3 or 4	6.6%	4.7% or lower	4.8% to 8.3%	8.4% to 12.3%	12.4% or higher
English - Average Student Proficiency	2.06	2.04 or lower	2.05 to 2.13	2.14 to 2.24	2.25 or higher
Math - Average Student Proficiency	2.04	1.98 or lower	1.99 to 2.11	2.12 to 2.26	2.27 or higher
Percent of Students Passing an English Course	78.7%	72.9% or lower	73.0% to 80.9%	81.0% to 89.8%	89.9% or higher
Percent of Students Passing a Math Course	72.9%	72.6% or lower	72.7% to 80.7%	80.8% to 89.7%	89.8% or higher
Percent of Students Passing a Science Course	72.6%	73.7% or lower	73.8% to 81.4%	81.5% to 90.1%	90.2% or higher
Percent of Students Passing a Social Studies Course	75.1%	71.4% or lower	71.5% to 79.8%	79.9% to 89.2%	89.3% or higher
Percent of 8th Graders Earning High School Credit	0.0%	5.4% or lower	5.5% to 9.6%	9.7% to 14.2%	14.3% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	83.0%	68.9% or lower	69.0% to 75.9%	76.0% to 82.9%	83.0% or higher
School Environment					
School Survey - Instructional Core	89.7%	80.4% or lower	80.5% to 86.5%	86.6% to 91.5%	91.6% or higher
School Survey - School Culture	84.8%	77.2% or lower	77.3% to 83.7%	83.8% to 89.1%	89.2% or higher
School Survey - Structures for Improvement	87.3%	77.0% or lower	77.1% to 84.1%	84.2% to 90.0%	90.1% or higher
Attendance Rate	87.8%	87.7% or lower	87.8% to 89.7%	89.8% to 91.4%	91.5% or higher

The previous pages in this report have shown the school's performance in 2013-14 and earlier. In contrast, this page is forward looking and shows targets connected to the category ratings for the 2014-15 school year.

	This School's 2013-14 Result	2014-15 Metric Values Needed for Each Rating			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
Closing the Achievement Gap					
Percent at Level 3 or 4					
English					
Self-Contained	1.6%	0.3% or lower	0.4% to 0.7%	0.8% to 1.2%	1.3% or higher
Integrated Co-Teaching (ICT)	3.1%	1.5% or lower	1.6% to 3.1%	3.2% to 5.0%	5.1% or higher
Special Education Teacher Support Services (SETSS)	0.0%	2.5% or lower	2.6% to 5.1%	5.2% to 8.1%	8.2% or higher
Mathematics					
Self-Contained	0.0%	0.6% or lower	0.7% to 1.3%	1.4% to 2.2%	2.3% or higher
Integrated Co-Teaching (ICT)	0.0%	2.3% or lower	2.4% to 4.7%	4.8% to 7.5%	7.6% or higher
Special Education Teacher Support Services (SETSS)	0.0%	3.2% or lower	3.3% to 6.5%	6.6% to 10.3%	10.4% or higher
Percent at 75th Growth Percentile or Higher					
English					
English Language Learners	41.6%	26.9% or lower	27.0% to 36.5%	36.6% to 47.7%	47.8% or higher
Lowest Third Citywide	46.5%	39.3% or lower	39.4% to 47.1%	47.2% to 56.2%	56.3% or higher
Self-Contained/ICT/SETSS	57.5%	42.8% or lower	42.9% to 50.7%	50.8% to 59.9%	60.0% or higher
Black and Hispanic Males in Lowest Third Citywide	46.7%	37.9% or lower	38.0% to 46.1%	46.2% to 55.8%	55.9% or higher
Mathematics					
English Language Learners	35.2%	22.7% or lower	22.8% to 32.9%	33.0% to 44.9%	45.0% or higher
Lowest Third Citywide	46.9%	34.0% or lower	34.1% to 43.6%	43.7% to 54.8%	54.9% or higher
Self-Contained/ICT/SETSS	50.9%	34.4% or lower	34.5% to 42.9%	43.0% to 53.0%	53.1% or higher
Black and Hispanic Males in Lowest Third Citywide	45.8%	33.9% or lower	34.0% to 43.6%	43.7% to 55.0%	55.1% or higher
Movement from SC/ICT/SETSS to Less Restrictive Environments	0.33	0.16 or lower	0.17 to 0.33	0.34 to 0.53	0.54 or higher
English Language Learner Progress	23.6%	22.7% or lower	22.8% to 34.1%	34.2% to 47.4%	47.5% or higher

Interim Assessment Calendar 07X162

Calendar/Schedule of Interim Assessments in ELA and Math	
Month	**Activities**
June	▪ Develop interim assessment calendar ▪ Acquire/revise/develop assessments as needed.
July	▪ Adjust curriculum scope and sequences to match interim assessments that will be used. ▪ Revise curriculum based on interim and final assessment results.
August	▪ Prepare professional development for staff on the calendar of data driven instruction/inquiry cycles.
September	▪ Develop plan for test administration and test scoring for the interim assessment #1. ▪ Finalize interim assessment #1 and present to teachers so they can plan for mastery by September 30th.
October	▪ Teachers predict performance on interim assessment #1. ▪ Interim assessment #1 is administered by October 20th. (2 class periods to complete the assessment. ▪ Interim assessment #1 is scored during common planning time. ▪ Coaches facilitate professional development on the protocols for analyzing results within their Teacher Teams ▪ Coaches will facilitate analysis meetings comparing results to predictions and identifying skill gaps and challenging standards that need to be addressed.
November	▪ Teacher teams will then select strategies that will be used by all teachers, in order to address the skill gaps and challenging standards and add rigor to their lessons. Coaches will facilitate professional development on incorporating these practices into planning and instruction. ▪ Teachers will incorporate selected strategies based on the analysis of interim assessment #1 results into daily lesson plans. ▪ Instructional evaluators will look for evidence of these strategies in lesson plans and lesson observations.
December	▪ Teachers will incorporate selected strategies based on the analysis of interim assessment #1 results into daily lesson plans. ▪ Instructional evaluators will look for evidence of these strategies in lesson plans and lesson observations. ▪ Develop plan for test administration and test scoring for the interim assessment #2. ▪ Finalize interim assessment #2 and present to teachers so they can plan for mastery by December 20th.
January	▪ Teachers predict performance on interim assessment #2. ▪ Interim assessment #2 is administered by January 20th. (2 class periods to complete the assessment. ▪ Interim assessment #2 is scored during common planning time. ▪ Coaches facilitate professional development on the protocols for analyzing results within their teams.

	▪ Coaches will facilitate analysis meetings comparing results to predictions and identifying skill gaps and challenging standards that need to be addressed.
February	▪ Teacher teams will then select strategies that will be used by all teachers, in order to address the skill gaps and challenging standards and add rigor to their lessons. Coaches will facilitate professional development on incorporating these practices into planning and instruction. ▪ Teachers will incorporate selected strategies based on the analysis of interim assessment #2 results into daily lesson plans. ▪ Instructional evaluators will look for evidence of these strategies in lesson plans and lesson observations.
March	▪ Teachers will incorporate selected strategies based on the analysis of interim assessment #2 results into daily lesson plans. ▪ Instructional evaluators will look for evidence of these strategies in lesson plans and lesson observations. ▪ Develop plan for test administration and test scoring for the interim assessment #3. ▪ Finalize interim assessment #3 and present to teachers so they can plan for mastery by March 30th.
April	▪ Teachers predict performance on interim assessment #3. ▪ Interim assessment #3 is administered by April 20th. (2 class periods to complete the assessment. ▪ Interim assessment #3 is scored during common planning time. ▪ Coaches facilitate professional development on the protocols for analyzing results within their teams. ▪ Coaches will facilitate analysis meetings comparing results to predictions and identifying skill gaps and challenging standards that need to be addressed.
May	▪ Teacher teams will then select strategies that will be used by all teachers, in order to address the skill gaps and challenging standards and add rigor to their lessons. Coaches will facilitate professional development on incorporating these practices into planning and instruction. ▪ Teachers will incorporate selected strategies based on the analysis of interim assessment #3 results into daily lesson plans. ▪ Instructional evaluators will look for evidence of these strategies in lesson plans and lesson observations.

Table of Contents: Additional Attachments 07X162

School Quality Guide 2014- Provides an overview of all relevant metrics for school year 2013-2014 including attendance, graduation data, state exam results, sub-group performance and college and career readiness.

External Partnerships for Leadership Programs:

For Teacher Leadership

- New Leaders Emerging Leaders Program (ELP), A year-long program for teachers who are looking to expand their leadership skill and put them into action by leading a team of teachers at their school. There were 20 teachers chosen across all five boroughs for the 2014-15 school year.

For Aspiring Assistant Principals or Principals

- Bank Street Principals Institute (PI), which prepares teachers and guidance counselors for leadership positions in NYCDOE schools with a strong focus on instructional leadership. The Bank Street Graduate School of Education's Principals Institute (PI) has graduated more than 30 cohorts of New York City leaders and has been cited by Stanford University researchers as an exemplary principal preparation program. PI has a strong focus on instructional leadership (including special education leadership) and includes an intensive advisory/internship component. Classes are scheduled in the evening and summers to allow participants to continue working. The program takes place over 18 months and leads to a master's degree in educational leadership, as well as New York State School Building Leader (SBL) certification. In 2014-15 there were three cohorts of Bank Street with approximately 50 participants.
- Relay Graduate School of Education (GSE), which serves as an entry point for teacher leaders interested in pursuing a path to school leadership with a specific focus on honing strong instructional and cultural leadership skills that drive better outcomes for students. The Relay GSE Instructional School Leadership Program (ISLP) offers a unique opportunity for high-potential teacher leaders and aspiring leaders who seek a rigorous, practice-based path to develop their instructional and cultural leadership skills and explore school leadership as a potential career. Created in partnership with DOE Cluster IV and Teach For America (TFA) NY, Relay GSE's two-year, job-embedded program is aligned with the New York City citywide instructional expectations and results in an eventual Master's in School Leadership and SBL program upon successful completion (pending NYSED approval). This rigorous program will emphasize practice and continuous improvement of the skills and mindsets needed to be an effective school leader. In 2014-15 there were 11 participants in the Relay GSE School Leadership Program.
- Fordham University Accelerated Master's Program in Educational Leadership (AMPEL) Prepares highly motivated individuals to become future visionary and instructional leaders, through an intensive but supportive one-year cohort model. For the 2014-15 school year there were 20 individuals in the Fordham AMPEL program.
- New Leaders Aspiring Principals Program which develops and supports individuals with some leadership experience to successfully lead schools through teamwork, simulated school projects, and a year-long principal internship and a national education curriculum. New Leaders Aspiring Principals Program provides resident principals with a solid academic foundation and real-world experience vital to success in transforming our country's lowest performing schools. New Leaders aims to train tomorrow's principals to turn around underperforming schools and the lives of the

students who attend them. Graduates of the program are considered to be some of the most highly qualified principal candidates in our partner cities. For the 2014-15 school year there were 9 participants in the New Leaders program.

- NYC Leadership Academy (NYCLA) Aspiring Principals Program (APP), which develops and supports individuals with some leadership experience to successfully lead low-performing schools through teamwork, simulated school projects, and a six-month principal internship. APP is a standards-based, 14-month leadership development program designed to prepare participants to lead instructional improvement efforts in New York City's high-need public schools—those marked by high poverty and low student achievement. Through a rigorous application process, APP selects a diverse and talented group of educators (including former assistant principals, teachers, coaches and guidance counselors) deeply committed to closing the achievement gap.
- NYC Leadership Academy (NYCLA) Leadership Advancement Program (LAP) LAP is an innovative leadership program with an intense focus on preparing teacher leaders to become school administrators. Successful completion of LAP, which includes completion of coursework and a part-time residency, earns candidates their School Building Leader (SBL) certification. Key program design elements include strengthening instructional prowess, deepening content knowledge, facilitating adult learning, managing teams, and a systematic approach to school improvement.

For Current Assistant Principals

- Executive Leadership Institute (ELI) Advanced Leadership Program for Assistant Principals (ALPAP) which prepares strong assistant principals with an opportunity to hone existing skills, and to acquire new skills needed for the position of principal. Advanced Leadership Program for Assistant Principals (ALPAP), sponsored by the Council of School Supervisors and Administrators (CSA) of the City of New York, is an innovative professional development program focused on the advanced leadership skills needed to serve as an effective principal. This program provides a venue for assistant principals who have effectively met the challenges of their administrative and supervisory roles and demonstrated a readiness to become principals, to explore the complex nature of decision-making and authentic leadership.

For Current Principals

- Executive Leadership Institute (ELI) School Based Intermediate Supervisors Institute (SBISI) is designed as a two-year leadership seminar series (Series I and II) to build, expand and enhance fundamental school leadership skills and knowledge through a wide variety of "nuts and bolts" strategies, engagement in critical thinking scenarios, and exploration of educational leadership-related literature

Internal Leadership Programs:

For Teacher Leadership

- New Teacher Mentoring, The mentor's role is to promote the growth and development of new teachers to improve student learning by providing instructional coaching and non-evaluative feedback.The NYCDOE believes that one of

the first leadership opportunities for teachers is to become a new teacher mentor; there are new teacher mentor certification courses held throughout the school. In 2014-15 there were approximately 6,000 new teacher mentors across the five boroughs.

- Teacher Leadership Program (TLP) Strengthening content knowledge, coaching, and facilitative skills are the key elements of this program for teachers already serving in school-based leadership roles; TLP is an opportunity for teacher leaders to develop their facilitative and instructional leadership skills. It is designed to challenge and support teacher leaders across the city in developing the content knowledge and facilitative leadership skills needed to guide instructional improvements in schools.Upon completion of the program, teachers may choose to remain in teacher leadership roles within their schools or consider applying to a principal preparation program to further strengthen their leadership skills and prepare for roles as school leaders. For the 2014-15 school year there were 80 schools selected with 300 teacher leaders.
- Peer Instructional Coach (USDOE TIF Grant and NYSED STLE Grant) support their colleagues through coaching and intervisitations to improve instruction and student learning aligned to the Danielson Framework for Teaching
- Model Teacher (formerly Demonstration Teacher) (USDOE TIF Grant and NYSED STLE Grant) use their classrooms as a laboratory classroom to serve as a resource for colleagues' professional growth
- Learning Partners Program (LPP) Model Teachers (MTs) take on added responsibilities in accordance with the UFT-DOE contract to support the instructional practice of other teachers in their school through activities such as establishing their own class as a laboratory classroom, demonstrating lessons, exploring emerging instructional practices, tools or techniques, and reflecting on visits from colleagues. The NYCDOE supports MTs through on-going professional development to ensure their success as leaders in their schools. For the 2014-15 school year there were over 100 LPP Model Teachers across all five boroughs.

For Aspiring Assistant Principals or Principals

- Leaders in Education Apprenticeship Program, which prepares teachers, guidance counselors, and assistant principals to take on school leadership positions within the NYCDOE. The Leaders in Education Apprenticeship Program (LEAP) is a 12-month, school-based, on-the-job principal preparation and leadership development program run by the New York City Department of Education (NYCDOE). The program focuses on further developing individuals who have a past of demonstrated leadership capacity and transforming them into the future leaders and school administrators for New York City public schools. LEAP is a unique model that develops school leaders within their current school environment and creates opportunities to harness existing relationships including those with current principals to promote leadership growth. LEAP utilizes multiple learning experiences in addition it provides apprentices with on-the-ground support and access to a trained and experienced LEAP Faculty Member to enhance the personalization of their leadership development. The LEAP model is aligned with the NYCDOE's instructional initiatives and priorities, and it is grounded in research and NYCDOE Quality Review (QR) leadership-based competencies. For the 2014-15 school year there were 89 LEAP apprentices represented across all five boroughs.

For Current Assistant Principals

- Assistant Principal Institute, The Assistant Principal Institute (API) is a year-long program designed to prepare strong assistant principals for principal positions in one to three years. API is structured to support participants in the exploration of specific instructional questions and issues of interest. Through an inquiry model grounded in school-based study, API participants hone skills of low-inference observation and feedback, generative professional dialogue, collaborative problem-solving, and decision-making. This work supports assistant principals shift the lens through which they view schools, moving from the perspective they have in their current roles as APs, to thinking, seeing, and planning as a building principal would. In addition, participants will have the opportunity to refine a full range of leadership skills, with a strong focus on instructional and facilitative leadership. With the understanding that our assistant principals assume many roles, all of which are critical to ensuring strong outcomes for all of our students, API seeks to enhance our participants' growth and development in current positions as well as their preparation for the role of building principal. There are 60 participants in the API cohort for 2014-15.
- Learning Partners Program for Assistant Principals (LPPAP), is designed to build upon the leadership capacity of strong assistant principals working in Learning Partner Program and Showcase Schools, in order to prepare them for a principal role in 1-3 years, either as part of a succession plan for their current school or for schools identified by the Chancellor or other Senior Leadership.
- New School Proposal Process, which supports new school principals in fully realizing the vision of opening a new school. There were 12 school leaders chosen for the New School process for 2014-15.

For Current Principals

- Advanced Leadership Institute (ALI) The New York City Department of Education's (DOE) Advanced Leadership Institute (ALI), in partnership with Baruch College, is a one-year leadership development program for high-performing principals, network, cluster, or central leaders. Taught by current DOE leaders, ALI combines theory with clinically-rich learning experiences to develop the knowledge, skills, and aptitudes necessary to effectively lead at the systems-level. Participants accepted into ALI will be eligible for a 60% reduction of SDL tuition fees through Baruch College. Those who meet and demonstrate success will receive a certificate of completion from the DOE and be considered for New York State (NYS) School District Leader (SDL) certification. Candidates who already hold School District Leader (SDL) certification are also eligible to apply. For the 2014-15 school year there were 22 participants in ALI.
- Chancellor's Fellowship The Chancellor's Fellowship is a leadership development opportunity for top talent at the New York City Department of Education (NYCDOE). The program is designed for exemplary principals and central leaders who are committed to public education and have a proven record of success. The Fellowship provides tangible tools and non-monetary rewards to our 'best and brightest' including professional development; executive coaching, career guidance and a network of peers and alumni.The Chancellor's Fellowship is a highly selective program for up to twelve participants. Chancellor's Fellows will be trained and provided opportunities in six competency categories that collectively define what it takes to be an effective system-level leader. Each Chancellor's Fellow will also receive a 360-degree review and five hours of executive coaching.

Recruitment for Pipeline Programs and Positions

- Common Application for Principal Preparation Programs
- Alumni Dinner Series, piloted school year 2014-15, , a series designed for sitting assistant principals who are graduates of Leadership Pathway Programs. These distinctive dinners are intended to provide assistant principals interested in moving to the next stop along the Principal Pipeline who will be pursuing principalships for the coming school year, with a unique learning experience and intimate exposure to key NYCDOE leadership. The Assistant Principal Alumni Dinner Series included presentations by Chancellor Carmen Fariña, Deputy Chancellors Phil Weinberg and Corinne Rello-Anselmi, and Senior Superintendent Laura Feijoo.
- Leadership Pathways System (LPS) is designed to support the NYCDOE's commitment to creating and sustaining a robust leadership pathway for all instructional staff. LPS facilitates the recruitment, development and placement of high-quality leaders who drive school improvement and student achievement.

  NYCDOE staff are able to log in via any computer to access LPS for multiple reasons:

  Pedagogical Staff (principals, APs, and teachers):

  1. View Profile: the profile includes HR related data like years of experience, current and past titles, job locations, certifications, contact information, and participation in a NYCDOE leadership program;
  2. Update Profile: profile users can add comments to their profile, upload cover letters and resumes, edit their contact information, and select their leadership interests whether it be for a new position or interest in a leadership program.

  Hiring Managers (superintendents, senior NYCDOE leaders)**:**

  1. Search Profile: search for candidates based on years of experience, background, certification, candidate interests, affiliation with a NYCDOE leadership program, district, name, or school experience;
  2. Save Profiles and Make Notes: hiring managers can utilize LPS to save individual profiles they would like to remember or save notes on particular candidates they want to remember and revisit in the future.
  3. Search Schools: hiring managers can also search and view school level profiles to learn more about the schools in their district. Information on school profiles include school demographics, school improvement results, historical data on leadership changes, and school survey results.

  Central Staff:

  1. Reporting: Central staff is able to utilize the entire hiring manager and pedagogical staff features in addition to mass reporting functionality. Reports are helpful in tracking leadership development graduates, identifying lists of eligible candidates for principal roles, and identifying pedagogical staff that are eligible and ready for leadership development programs.

- Principal Candidate Pool, developed and implemented the Principal Candidate Pool to positively impact student achievement by ensuring that strong leaders are considered for principal roles. The Principal Candidate Pool is one of the first steps before a candidate is eligible to apply for a principalship in New York City, as outlined in Chancellors Regulation 30. The NYCDOE has been utilizing the centralized selective hiring process named, the Principal Candidate Pool, since 2008. In 2013, the process was overhauled to be aligned explicitly to the Quality Review Rubric – in addition to providing professional development to potential new school leaders. This process remains to be full scale in NYC and engrained in the culture of the NYCDOE. Prior to being eligible to apply for principal positions, all candidates must go through the principal candidate pool – or be historical principal candidate pool members. In addition to applying for the Principal Candidate Pool via the website, candidates in all of the NYCDOE pre-service training programs undergo the Principal Candidate Pool process by virtue of their training program – so that at the completion of their pre-service training they are eligible to apply for school leader positions.
- Beginning December 9, 2013, the NYCDOE launched an enhanced version of the Principal Candidate Pool process in order to meet the following objectives:
    1. Align the screening process to clear, high standards that are consistent with the expectations to which principals will be held accountable under 3012c
    2. Offer participants an opportunity to receive high quality professional development about the NYCDOE's expectations of principals
       Three professional developments and three on-demand performance assessments focused around the three categories of the Quality Review rubric (QR):
       I. Instructional Core across Classrooms
       Curriculum (1.1)
       Pedagogy (1.2)
       Assessment (2.2)
       II. School Culture
       Positive learning environment (1.4)
       High expectations (3.4)
       III. Structures for Improvement
       Leveraging resources (1.3)
       Teacher support and supervision (4.1)
       Goals and action plans (3.1)
       Teacher teams and leadership development (4.2)
       Monitoring and revising systems (5.1)
    3. Provide hiring managers with multi-dimensional information to help enhance strategic placement hiring decisions related to principals

- New Principal Onboarding and Support, including New Principal Intensive

The DOE has historically provided every first-year principal in the system with 72 hours of one-on-one coaching to support their successful transition into the role. In the past, this coaching was provided through an external contract; the contracted organization has as a team of coaches who are mostly retired DOE principals and superintendents. The Office of Leadership (OOL) launched a New Principal Support Pilot in September 2014 that currently supports 35 first-year principals. The new principals in our pilot receive a robust set of supports that are aligned to current DOE expectations, coordinated with their superintendents, and delivered by coaches with first-hand knowledge of the current challenges that DOE principals face. Each new principal receives the following:

1. **One-on-One Coaching** – OOL has hired three full-time coaches, all of whom served as a successful DOE principal within the last three years. Each coach works with 10-12 first-year principals, providing each one with at least 80 hours of individualized support. The coaching is grounded in the QR Rubric and the Framework for Great Schools, and is thus closely aligned to the DOE's current expectations for principals. In addition, our coaches work closely with their mentees' superintendents; they met with each new principal and his/her superintendent at the beginning of the year to discuss goals and expectations, and they provide them with quarterly updates about the content of their work together and next steps.
2. **Critical Friends Groups** – In addition to individualized coaching, every first-year principal in our pilot has the opportunity to participate in a Critical Friends Group (CFG) with a small group of new principals whose schools are in close geographic proximity. Each CFG meets about eight times per year and is led by a strong sitting principal whose school is close by. The CFGs give new principals an opportunity to connect with and feel supported by one another; our hope is that these relationships will endure far beyond the principals' first year.
3. **Conferences** – All of our new principals, coaches, and CFG leaders are invited to two full-day conferences each year. These conferences provide further opportunities to connect, as well as valuable professional learning designed to meet the identified needs of new principals.
4. **Online Resources -–** We are working with DIIT to launch an online platform, housed on Weteachnyc.org that connects new principals to one another and to valuable central resources.

Recruitment of High-Quality Personnel:

- The 2014 teachers' contract has established an unprecedented career ladder for excellent teachers to support their colleagues' and student' learning through the introduction of Teacher Leader Roles. Roles include Model Teachers, Master Teachers, and Teacher Incentive Fund (TIF) Teacher Leaders. During the 2014-15 school year, over 800 teacher leaders have been placed in nearly 350 schools, including over 100 Model Teacher positions. In addition to their duties as teachers, Model Teachers take on added responsibilities to support the instructional practice of other teachers in their school through activities such as establishing their own class as a laboratory classroom, demonstrating lessons, exploring emerging instructional practices, tools or techniques, and reflecting on visits from colleagues. The NYCDOE supports Model Teachers through on-going professional development to ensure their success as leaders in their schools. Master Teachers work closely with school leadership to define their role which could include, among other duties, supporting the development of

peers by facilitating instructional support activities, leading study groups, and facilitating coaching conversations with educators. TIF Teacher Leaders include Peer Instructional Collaborators, who support their colleagues through coaching and intervisitations to improve instruction and student learning aligned to the *Danielson Framework for Teaching*. Also, Demonstration Teachers use their classrooms as a laboratory classroom to serve as a resource for colleagues' professional growth. Lastly, the Interschool Teacher Development Coaches partner with teachers and school leaders to deepen their knowledge of *Advance*, assessment of student progress, and the *Framework for Teaching* to help them reflect and grow as they meet their students' needs; they support teacher teams across multiple schools in engaging in differentiated cycles of professional learning.

District-Level Plan: Attachments Table of Contents

Number	Name of File	Corresponding District-Level Plan Section
1	Section B_UFT MOA	Section B
2	Section B_Priority Schools SAM	Section B
3	ELT Guidance	Section B
4	Draft 2015-16 NYCDOE Org Chart	Section C
5	Org Chart for OSFEP Draft	Section C
6	Org Chart for School Renewal Program_Draft	Section C
7	Renewal Schools Benchmark Menu EMS Sample	Section C
8	Renewal Schools Benchmark Menu HS Sample	Section C
9	Stages of Development Framework NYC Community Schools	Section C
10	Programs and Partnerships 2015	Section D
11	Attachment Z	Multiple Sections

School: **07x162 JHS Lola Rodriquez De Tio**

Attachment Z

Enrollment

In J.H.S. 162 Lola Rodriguez De Tio, students with disabilities comprise 30% of the school's population, 4 percentage points higher than the percent of middle school students with disabilities in the district and 3 percentage points less than the percentage of students with disabilities at the school in 2013-14. English Language Learners comprise 25% of the school's population, 6 percentage points higher than the percent of middle school English Language Learners in the district and on par with the percentage of English Language Learners at the school in 2013-14. On average, 65% of students scored a level 1 on the 2014 ELA/math exams, 7 percentage points higher than the middle school district average, but 3 percentage-points less than the percent of level 1 students at the school in the prior year

Leadership

Ms. Sanabria holds a New York State professional certificate in School-Based Leader (SBL) and a New York State Permanente certificate in multiple subjects with 16 years of experience in New York State schools as a math teacher, Bilingual instructional coach and administrator (Assistant Principal). On July 1, 2015 Ms. Deborah Sanabria started her new role as the IA Principal of the Lola Rodriguez De Tio, JHS 162 Middle School. A graduate of the CSA's Advance Leadership Program Assistant Principal (ALPAP) in 2014, Ms. Sanabria brings seven years' experience as the Assistant Principal and has spent her entire professional career as a teacher and coach in District Seven since 1999.

Ms. Sanabria is the ideal candidate to bring Chancellor Farina's Vision of Great Schools to life at Lola Rodriguez De Tio, JHS 162 as she exemplifies all the tenets of effective leadership. She has made good use of her previous experience of providing rigorous CCLS instruction in her math classroom as a teacher and leading by example as she brought high expectations to herself and her team of teachers through collaboration and taking the lead in Professional Development. Her transparency and clear and honest feedback via the Danielson Framework has had an impact on teachers' growth in their pedagogical practices, as well as on student achievement and heightened level of trust.

Ms. Sanabria has worked tirelessly to strengthen the Family-Community ties and an atmosphere of trust by becoming personally involved in the selection and monitoring of Community-Based Organizations and leading PBIS activities that promoted a positive atmosphere, rewards and recognition for student citizenship and academic performance. Ms. Sanabria enlisted the Parent Coordinator and ensured that parents were fully involved in the learning Community by inviting parents to Tuesday Learning activities and insuring their attendance at Student-Led Conferences. It is these qualities that make Ms. Sanabria the ideal leader for this Renewal School and once again make Lola Rodriguez De Tio, JHS162 one of the premier schools in District Seven.

Partnership

The School will partner with WestHab. This organization will provide the following services to the school:

- Support for improving school culture
- Attendance improvement

- Small group social skills intervention
- Character development

07X162: J.H.S. 162 Lola Rodriguez De Tio

Attachment D - Budget Summary Chart

Agency Code	3.207E+11
Agency Name	NYCDOE - 07X162: J.H.S. 162 Lola Rodriguez De Tio (Cohort 6)

Pre-implementation Period

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

Year 1 Implementation Period
Year 1 (2015-2016)

Categories	Code	School	Central
Professional Salaries	15	$ 153,000.00	$ 31,428.00
Support Staff Salaries	16	$ -	$ -
Purchased Services	40	$ 211,112.50	$ -
Supplies and Materials	45	$ 45,000.00	$ -
Travel Expenses	46	$ -	$ -
Employee Benefits	80	$ 40,887.50	$ 18,564.52
Indirect Cost (IC)	90	$ -	$ -
BOCES Service	49	$ -	$ -
Minor Remodeling	30	$ -	$ -
Equipment	20	$ -	$ -
	Total	**$ 450,000**	**$ 49,993**
	Grand Total	**$**	**499,992.52**

Year 2 Implementation Period
Year 2 (2016-2017)

Categories	Code	School	Central
Professional Salaries	15	$ 153,000.00	$ 31,428.00
Support Staff Salaries	16	$ -	$ -
Purchased Services	40	$ 211,112.50	$ -
Supplies and Materials	45	$ 45,000.00	$ -
Travel Expenses	46	$ -	$ -
Employee Benefits	80	$ 40,887.50	$ 18,564.52
Indirect Cost (IC)	90	$ -	$ -
BOCES Service	49	$ -	$ -
Minor Remodeling	30	$ -	$ -
Equipment	20	$ -	$ -
	Total	**$ 450,000**	**$ 49,993**
	Grand Total	**$**	**499,992.52**

Year 3 Implementation Period
Year 3 (2017-2018)

Categories	Code	School	Central
Professional Salaries	15	$ 153,000.00	$ 31,428.00
Support Staff Salaries	16	$ -	$ -
Purchased Services	40	$ 211,112.50	$ -
Supplies and Materials	45	$ 45,000.00	$ -
Travel Expenses	46	$ -	$ -
Employee Benefits	80	$ 40,887.50	$ 18,564.52
Indirect Cost (IC)	90	$ -	$ -
BOCES Service	49	$ -	$ -
Minor Remodeling	30	$ -	$ -
Equipment	20	$ -	$ -
	Total	**$ 450,000**	**$ 49,993**
	Grand Total	**$**	**499,992.52**

Year 4 Implementation Period
Year 4 (2018-2019)

Categories	Code	School	Central
Professional Salaries	15	$ 153,000.00	$ 15,714.00
Support Staff Salaries	16	$ -	$ -
Purchased Services	40	$ 8,612.50	$ -
Supplies and Materials	45	$ 22,500.00	$ -
Travel Expenses	46	$ -	$ -
Employee Benefits	80	$ 40,887.50	$ 9,282.26
Indirect Cost (IC)	90	$ -	$ -
BOCES Service	49	$ -	$ -
Minor Remodeling	30	$ -	$ -
Equipment	20	$ -	$ -
	Total	**$ 225,000**	**$ 24,996**
	Grand Total	**$**	**249,996.26**

Year 5 Implementation Period
Year 5 (2019-2020)

Categories	Code	School	Central
Professional Salaries	15	$ 153,000.00	$ 15,714.00
Support Staff Salaries	16	$ -	$ -
Purchased Services	40	$ 8,612.50	$ -
Supplies and Materials	45	$ 22,500.00	$ -
Travel Expenses	46	$ -	$ -
Employee Benefits	80	$ 40,887.50	$ 9,282.26
Indirect Cost (IC)	90	$ -	$ -
BOCES Service	49	$ -	$ -
Minor Remodeling	30	$ -	$ -
Equipment	20	$ -	$ -
	Total	**$ 225,000**	**$ 24,996**
	Grand Total	**$**	**249,996.26**

Total Project Period

Categories	Code	School	Central	Total
Professional Salaries	15	$ 765,000	$ 125,712	$ 890,712
Support Staff Salaries	16	$ -	$ -	$ -
Purchased Services	40	$ 650,563	$ -	$ 650,563
Supplies and Materials	45	$ 180,000	$ -	$ 180,000
Travel Expenses	46	$ -	$ -	$ -
Employee Benefits	80	$ 204,438	$ 74,258	$ 278,696
Indirect Cost (IC)	90	$ -	$ -	$ -
BOCES Service	49	$ -	$ -	$ -
Minor Remodeling	30	$ -	$ -	$ -
Equipment	20	$ -	$ -	$ -
	Total Project Budget	**$ 1,800,000**	**$ 199,970**	**$ 1,999,970**